



*Edited by John Middleton*

# FROM CHILD TO ADULT

*Studies in the Anthropology of Education*

*Texas Press Sourcebooks in Anthropology*

# From Child To Adult Studies In The Anthropology Of Education

**Peipei Pang**



## **From Child To Adult Studies In The Anthropology Of Education:**

*From Child to Adult* John Middleton,1977      **From child to adult** John Middleton,1977      **From Child to Adult**  
American Museum of Natural History,1970      **Apprenticeship in Critical Ethnographic Practice** Jean Lave,2011-04-30  
In this extended meditation Jean Lave interweaves analysis of the process of apprenticeship among the Vai and Gola tailors of Liberia with reflections on the evolution of her research on those tailors in the late 1970s In so doing she provides both a detailed account of her apprenticeship in the art of sustained fieldwork and an insightful overview of thirty years of changes in the empirical and theoretical facets of ethnographic practice Examining the issues she confronted in her own work Lave shows how the critical questions raised by ethnographic research erode conventional assumptions altering the direction of the work that follows As ethnography takes on increasing significance to an ever widening field of thinkers on topics from education to ecology this erudite but accessible book will be essential to anyone tackling the question of what it means to undertake critical and conceptually challenging fieldwork Apprenticeship in Critical Ethnographic Practice explains how to seriously explore what it means to be human in a complex world and why it is so important      **Becoming Tongan** Helen Morton,1996-08-01 In this first detailed account of growing up in Tonga Helen Morton focuses on the influence of anga fakatonga the Tongan way in all facets of Tongan childhood from the antenatal period to late adolescence Childhood is a crucial period when cultural identity and notions of tradition are constructed as well as beliefs about self personhood and emotion Based on her anthropological fieldwork and her experiences in Tonga over several years Morton traces the Tongan socialization process from being vale ignorant socially incompetent to becoming poto clever socially competent in fascinating detail The socialization of emotion is also given detailed attention especially the management of anger and emphasis on emotional restraint      **Journal of the Anthropological Society of Oxford** Anthropological Society of Oxford,2000  
JASO ,2000      **The Social Sciences in Educational Studies** Anthony Hartnett,1982      The Anthropology of Learning in Childhood David F. Lancy,John Bock,Suzanne Gaskins,2010-01-15 The Anthropology of Learning in Childhood offers a large mural like portrait of childhood across time culture species and environment Even a casual reading of the literature on childhood will persuade one that learning is a very important topic that commands the attention of tens of thousands of scholars and practitioners Yet anthropological research on children has exerted relatively little influence on this community This book will change that The book demonstrates that anthropologists studying childhood can offer a description and theoretically sophisticated account of children s learning and its role in their development socialization and enculturation Further it demonstrates the particular contribution that children s learning makes to the construction of society and culture as well as the role that culture acquiring children play in human evolution Chapters have been contributed in archaeology primatology biological and cultural anthropology and cross cultural psychology      **Library Journal** Melvil Dewey,Richard Rogers Bowker,L. Pylodet,Charles Ammi Cutter,Bertine Emma Weston,Karl Brown,Helen E. Wessells,1922 Includes

beginning Sept 15 1954 and on the 15th of each month Sept May a special section School library journal ISSN 0000 0035 called Junior libraries 1954 May 1961 Issued also separately **The International Encyclopedia of Education** Torsten Husen,T.N. Postlethwaite,1994-04-19 Scholarly information in all fields of human knowledge is in continuous flux Educational practices change not only as a result of reforms which are the subject of legislation but also in response to new societal demands needs and changes in the economic conditions in different countries It is this change within the various fields of education and the fact that many of the entries in the first edition were written in the early 1980s which convinced the editors in 1990 of the need for a completely new edition of the Encyclopedia The vast majority of entries in the second edition are completely new in only a few cases have entries from the first edition or from the supplementary volumes been updated New entries have also been commissioned on specific topics sociology of education girls and women in education the history of education anthropology philosophy of education and instructional psychology so that the scope of the original sections has been expanded Every effort has been made to present the most up to date information about the theme dealt with in each entry Authors were selected on the strength of their worldwide knowledge of the topic on which they were asked to write The authors of over 1 200 entries represent 96 countries The Honorary Editorial Advisory Board helped ensure that a balance was achieved and contacts with international organizations assisted in selecting authors with a good international overview Particular attention has been paid to the inclusion of entries of special concern to the Third World This is clearly evident in those entries dealing with educational and policy planning economics of education vocational education and comparative education **The International Encyclopedia of Education** Torsten Husén,T. Neville Postlethwaite,1994 **Research in Education** ,1974 *Resources in Education* ,2000 Dependent States Karen Sánchez-Eppler,2005-09 Because childhood is not only culturally but also legally and biologically understood as a period of dependency it has been easy to dismiss children as historical actors By putting children at the center of our thinking about American history Karen S nchez Eppler recognizes the important part childhood played in nineteenth century American culture and what this involvement entailed for children themselves Dependent States examines the ties between children s literacy training and the growing cultural prestige of the novel the way children functioned rhetorically in reform literature to enforce social norms the way the risks of death to children shored up emotional power in the home how Sunday schools socialized children into racial religious and national identities and how class identity was produced not only in terms of work but also in the way children played For S nchez Eppler nineteenth century childhoods were nothing less than vehicles for national reform Dependent on adults for their care children did not conform to the ideals of enfranchisement and agency that we usually associate with historical actors Yet through meticulously researched examples S nchez Eppler reveals that children participated in the making of social meaning Her focus on childhood as a dependent state thus offers a rewarding corrective to our notions of autonomous individualism and a new perspective on American culture itself **Library Journal** ,1970 **Library of Congress Subject**

**Headings** Library of Congress, Library of Congress. Subject Cataloging Division, 1989      *Childhood Education*, 1971  
Includes music      *Library Catalog of the Metropolitan Museum of Art, New York* Metropolitan Museum of Art (New York, N.Y.). Library, 1980      *American Book Publishing Record Cumulative, 1950-1977* R.R. Bowker Company. Department of Bibliography, 1978

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