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The Anthropological Study of Education

Editors

CRAIG J. CALHOUN
FRANCIS A. J. IANNI

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of Craig Calhoun, Fred Gearing, and Francis Ianni. A joint session was also held with an NIE-sponsored conference on adolescence chaired by Estelle Fuchs. The Oshkosh meetings provided a valuable forum for the exchange of ideas and information and the introduction of scholars from various parts of the world, in a relaxed setting in which real acquaintanceships could be formed.² In addition, travel funds were provided for a number of those who might not otherwise have been able to attend the Congress. In particular, for their help in Oshkosh, in Chicago, and in planning for both, we express our thanks to Bill Douglass, Jennifer Burdick Stevens, and Sam Stanley of the Center for the Study of Man. We are also grateful to Diane Hoffman, who typed (and retyped) much of the contents of this book, and Karen Tkach, who saw that it turned from manuscript to print. Our debt to Sol Tax, organizer of the Congress, is enormous and obvious. He, together with his "Tax Mafia," performed a magnificent service.

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Table of Contents

General Editor's Preface	v
Preface	ix
Introduction	1
SECTION ONE	
Oral Transmission of Knowledge by Juha Pentikäinen	11
Fosterage by V. K. Gardanov	29
SECTION TWO	
Resistance to Early Western Education in Eastern Nigeria by Chudi C. Nwa-Chil	43
Monastic Education, Social Mobility, and Village Structure in Cambodia by M. Kalab	61
Patterns of Enculturation in Communal Society by J. Michael King	75
Theories of Academic and Social Failure of Oppressed Black Students: Source, Motives, and Influences by Herbert G. Ellis	105
Contributions of Anthropology to Cultural Pluralism. Three Case Studies: Australia, New Zealand, and the United States by Robert J. Havighurst	127
Agents of Education and Development in Nepal by Hugh B. Wood	147
The New Education Plan in Nepal: Balancing Conflicting Values for National Survival by Edna Mitchell	159

² Participants in the Pre-Congress Conference were:

Alya Baffoun	Laura Harvey	Colin Lacey	Barbara Pischall
Ronald Bucknam	Robert Havighurst	Jean Lave	Marion Pugh
Craig Calhoun	Tamás Hofer	Norman McQuown	George Spindler
Thomas Carroll	Francis Ianni	Chie Nakane	Louise Spindler
Woodrow Clark	Milada Kalab	Chudi Nwa-Chil	Gerald Storey
Anwar Dil	John King	Peter Ochs	Hervé Varenne
Frederick Gearing	Joe Konno	Sandy Pemberton	Rita Wiesinger

Laura Harvey served as recorder, for which we are grateful, especially for those points at which she continued to write even though her better judgement may have told her nothing worthwhile was being said.

SECTION THREE

Emerging Methodological Developments for Research Design, Data Collection, and Data Analysis in Anthropology and Education by <i>Peggy R. Sanday</i>	173
Intragroup Competitive Pressures and the Selection of Social Strategies: Neglected Paradigms in the Study of Adolescent Socialization by <i>Colin Lacey</i>	189
Notes on the Social Organization of High Schools by <i>Craig Jackson Calhoun</i> and <i>Francis A. J. Ianni</i>	217
American Culture and the School: A Case Study <i>Hervé Varenne</i>	227
Education in Africa: Myths of "Modernization" by <i>Eleanor Burke Leacock</i>	240
Violence in Urban Public Education in the United States by <i>Woodrow W. Clark, Jr.</i>	251
Some Characteristics of Police Science as a Career-Related Program in Higher Education by <i>Andrew W. Couch</i>	267
The "Greening" of the American College of Switzerland: A Descriptive Study of the Radicalization of a Conservative Community by <i>R. J. Welke</i>	275
"The Schooling Process": Some Lakota (Sioux) Views by <i>Beatrice Medicine</i>	283
The Role of the Anthropologist in Experimental College Evaluations: Some Personal Observations by <i>Thomas K. Fitzgerald</i>	293
 SECTION FOUR	
Chicano Bilingual/Bicultural Education by <i>Henry Torres-Trueba</i>	299
The Ethnography of Communication and the Teaching of Languages by <i>E. Roulet</i>	311
Conclusions	327
Biographical Notes	347
Index of Names	353
Index of Subjects	357

Introduction

CRAIG JACKSON CALHOUN and FRANCIS A. J. IANNI

The study of education has been a part of social and cultural anthropology almost from their inceptions. As fieldworkers set out to record the structure and content of social life they could not pass up a look at its continuity. This continuity, they said, was learned, and more than that, in every society there existed more or less formalized processes to partially determine the learning of the young.

The study of education has been with us, then, perhaps inevitably, from the beginning of our discipline. As the discipline grew, and techniques were refined, there emerged, however, a specialty area of the anthropological study of education. From something which most anthropologists wrote a little about, education has come to be something about which a few anthropologists write a lot, and the rest feel free to ignore. For better or worse, this is where we find ourselves today.

A variety of approaches to the specialized study of education with anthropological methods is possible. In this book we present essays which cover most of the range of field inquires now in progress. While their diversity is an accurate reflection of the status of the field, we have attempted to provide some order by developing a rudimentary classification of this rather broad range of studies. It is not intended as definitive, but rather as a guide to supplement titles and to provide a sort of framework for viewing a diverse and sometimes little-related body of work.

The categories are:

1. Noninstitutional Education
2. Institutional Education in Society
3. The Organization of Educational Institutions
4. Language and Education