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. 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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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