

IONA & PETER OPIE

THE LORE AND LANGUAGE OF SCHOOLCHILDREN



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Lore And Language Of School Children

Iona Archibald Opie, Peter Opie



Lore And Language Of School Children:

The Lore and Language of Schoolchildren Iona Opie, Peter Opie, 2000-08-31 First published in 1959 Iona and Peter Opie's *The Lore and Language of Schoolchildren* is a pathbreaking work of scholarship that is also a splendid and enduring work of literature. Going outside the nursery with its assortment of parent-approved entertainments to observe and investigate the day-to-day creative intelligence and activities of children, the Opies bring to life the rites and rhymes, jokes and jeers, laws, games, and secret spells of what has been called the greatest of savage tribes and the only one which shows no signs of dying out. *The Lore and Language of Schoolchildren* Iona Archibald Opie, Iona Opie, Peter Opie, 1959 First published in 1959

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The Lore and Language of Schoolchildren, by Iona and Peter Opie Iona Opie, Peter Opie, 1967 ***The***

Lore and Language of Schoolchildren Iona Opie, Peter Opie, 1972 ***The lore and language of school children*** Iona Opie, 1975 *The Lore and Language of Schoolchildren*, 1959 ***The Lore and Language of Schoolchildren*** Iona

Opie, Peter Opie, 1969 *The Lore and Language of Schoolchildren* Iona Opie, 1959 ***The The Lore and Language of***

Schoolchildren Lore and Language of School Children Iona Opie, 1987 ***The Lore and Language of***

Schoolchildren Iona Archibald Opie, Peter Opie, 1972 ***The Lore and Language of Schoolchildren*** Iona Archibald Opie, Peter Opie, 1970 *Children's Folklore* Brian Sutton-Smith, Jay Mechling, Thomas W. Johnson, Felicia

McMahon, 2012-10-12 A groundbreaking collection of essays on a hitherto underexplored subject that challenges the existing stereotypical views of the trivial and innocent nature of children's culture, this work reveals for the first time the artistic and complex interactions among children. Based on research of scholars from such diverse fields as American studies, anthropology, education, folklore, psychology, and sociology, this volume represents a radical new attempt to redefine and reinterpret the expressive behaviors of children. The book is divided into four major sections: history, methodology, genres, and setting, with a concluding chapter on theory. Each section is introduced by an overview by Brian Sutton-Smith. The accompanying bibliography lists historical references through the present, representing works by scholars for over 100 years.

Scholarly Resources for Children and Childhood Studies Vibiana Bowman, 2007-02-08 Editor Vibiana Bowman has drawn together contributions from some of the leading scholars in the interdisciplinary field of children and childhood studies. CCS in this guided approach to literature searching in CCS. The contributors to this book are both faculty currently teaching in the area of CCS and academic librarians. The charge given to each contributor was to write a chapter that

explained the process of scholarly research in his or her own particular area of expertise to a student unfamiliar with that discipline Towards this end the book provides background information about interdisciplinary study in general and children and childhood studies in particular as well as an outline of basic research practices Each contributor serves as a mentor and suggests a search strategy discusses significant concepts and vocabulary and lists the major resources that scholars in that area would be expected to use Not intended as an exhaustive list of in print research resources rather the emphasis throughout this guide is on useful resources and effective research methodologies As the field of CCS continues to evolve in the upcoming years Scholarly Resources for Children and Childhood Studies will serve as an excellent stepping stone for those just entering the area

Primary Understanding Kieran Egan, 2012-04-27 Beginning with descriptions of the ways in which children make sense of their experience and the world such as fantasy stories and games Egan constructs his argument that constituting this foundational layer are sets of cultural sense making capacities reflected in oral cultures throughout the world Egan sees education as the acquisition of these sets of sense making capacities available in our culture and his goal is to conceptualize primary education in a way that over comes the dichotomy between progressivism and traditionalism attending both the needs of the individual child and the accumulation of knowledge

Renaissance and Renewal in the Twelfth Century Robert L. Benson, Giles Constable, Carol Dana Lanham, Charles Homer Haskins, 1991-01-01 Twenty seven authors approach the diverse areas of the cultural religious and social life of the twelfth century These essays form a basic resource for all interested in this pivotal century A reprint of the first edition first published in 1982

The Lifework and Legacy of Iona and Peter Opie Julia C. Bishop, June Factor, 2020-04-02 Iona and Peter Opie were twentieth century pioneers Their research and writing focused on the folklore of British children their games rhymes riddles secret languages and every variety of the traditions and inventions of the children s collective physical and verbal play Such closely observed respectful good humoured and historically attuned writing about the traditions of childhood was a revelation to English language readers around the world Their numerous books were a rare phenomenon they attracted a popular readership far beyond the professional and academic communities For those who work with children their collaborative research was a powerful influence in confirming the immense capacities of the young for cooperation conservation invention and imagination Their books challenged then and now the bleak and limited view of children which focuses on their smallness ignorance and powerlessness The writers in this volume pay their tribute to the Opies by exploring a wonderfully varied topography of children s play from different countries and different perspectives Their research is vivid and challenging that is as it should be in the tradition of the Opies This book was originally published as a special issue of the International Journal of Play

Childhood Chris Jenks, 2004-11 Childhood is an extremely complex and highly contested concept It refers to a life phase as well as to the age group defined as children but is also a cultural construction part of the social and economic structure of communities The key scholarship collected introduced and reprinted in these volumes

reflects this complexity and introduces the reader to the wide variety of interpretations that have been and continue to be placed on it. It might be suggested that the push or initiative in theorizing childhood has derived from advances within sociology and anthropology. However, the future provides potential for interdisciplinary study which this collection also reflects. The contemporary study of childhood must comprise a conjoining of disciplines: sociology, anthropology, psychology, social geography, history, philosophy, and socio-legal theory. All have something to add to the field and are represented within the collection.

The Articulate Classroom Prue Goodwin, 2017-02-21. This is a classic edition of Prue Goodwin's acclaimed collection of articles by leading educationalists on the place of talk in the primary curriculum, which now includes a preface from Lyn Dawes. A talking classroom is both a crucial part of every subject area and a subject in its own right. For all primary teachers committed to deepening their understanding of the pivotal role talk plays in learning, this book focuses attention on the importance of fully enabling pupils' learning potential. Articles grouped according to a flexible framework explore the importance of talk in learning, discursive and interactive classrooms, talking and learning in the early years, talk across the curriculum, the importance of storytelling and drama. The new introduction reflects on key research developments since the book was first published. *The Articulate Classroom* is an engaging introduction to the field, which is still very relevant to today's readers. It will remain an indispensable guide for teachers looking to extend their skills and a unique chance for education researchers to gain an overview from experts in the field.

Producing Children Peter C. Kunze, Victoria Ford Smith, 2025. Children's culture is not only culture for children; it's culture by children. Yet scholars of children's culture overwhelmingly center work by adults for children. *Producing Children* acknowledges and theorizes children as cultural producers, underscoring how such creativity empowers children as active participants in their own culture and helps us to reconceive our understandings of children themselves.

Unveiling the Magic of Words: A Review of "**Lore And Language Of School Children**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Lore And Language Of School Children**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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