

*THE SCHOOL
AT MOPASS*

A Problem of Identity



A. RICHARD KING

School At Mopass A Problem Of Identity

K. Tsianina Lomawaima



School At Mopass A Problem Of Identity:

The School at Mopass Alfred Richard King, 1982 **School at Mopass A.** Richard King, 1983 Culture and Human Values Jacob Abram Loewen, 1975 Christian Intervention in Anthropological Perspective Culture and Human Values explores the intricate relationship between culture and the values that shape human behavior and beliefs Drawing from real life encounters and ethnographic research Jacob Loewen delves into the profound influence of culture on individuals and communities examining how cultural values become the core of people's way of life Through captivating anecdotes and insightful analysis the book uncovers the significance of cultural universals in various societies It highlights the crucial role of values as the hub around which cultures revolve affecting every aspect of human existence From the impact of money in missionaries' lives to the centrality of war for ancestral cultures the Loewen demonstrates how values shape perceptions actions and even spirituality Moreover the book underscores the importance of cultural awareness for effective cross cultural communication particularly in the context of missionary work It emphasizes the need for missionaries to comprehend and respect the values of the cultures they encounter as well as the reciprocal learning that takes place in such interactions By exploring these themes Culture and Human Values offers valuable insights into the complexities of culture and its profound influence on human behavior providing a compelling perspective on the intersection of culture values and communication

Indian Education, 1969 United States. Congress. Senate. Committee on Labor and Public Welfare. Special Subcommittee on Indian Education, 1969 Reviews the policy organization administration and the legislation concerning the educational needs of the American Indian Apr 11 hearing was held in Fairbanks Alaska *Indian Education, 1969* United States. Congress. Senate. Labor and Public Welfare, 1969 *Therapeutic Nations* Dian Million, 2013-09-26 Self determination is on the agenda of Indigenous peoples all over the world This analysis by an Indigenous feminist scholar challenges the United Nations based human rights agendas and colonial theory that until now have shaped Indigenous models of self determination Gender inequality and gender violence Dian Million argues are critically important elements in the process of self determination Million contends that nation state relations are influenced by a theory of trauma ascendant with the rise of neoliberalism Such use of trauma theory regarding human rights corresponds to a therapeutic narrative by Western governments negotiating with Indigenous nations as they seek self determination Focusing on Canada and drawing comparisons with the United States and Australia Million brings a genealogical understanding of trauma against a historical filter Illustrating how Indigenous people are positioned differently in Canada Australia and the United States in their articulation of trauma the author particularly addresses the violence against women as a language within a greater politic The book introduces an Indigenous feminist critique of this violence against the medicalized framework of addressing trauma and looks to the larger goals of decolonization Noting the influence of humanitarian psychiatry Million goes on to confront the implications of simply dismissing Indigenous healing and storytelling traditions *Therapeutic Nations* is the first book to

demonstrate affect and trauma s wide ranging historical origins in an Indigenous setting offering insights into community healing programs The author s theoretical sophistication and original research make the book relevant across a range of disciplines as it challenges key concepts of American Indian and Indigenous studies **Nichu** John Calhoun Singleton,1982-12 The Cultural Production of the Educated Person Bradley A. Levinson,Douglas E. Foley,Dorothy C. Holland,1996-03-07 Eleven historical ethnographic case studies examine the social and cultural projects of modern schools and the contestations dramatic and not that emerge in and around and against them These case studies ranging from Taiwan to South Texas build upon an original joining of anthropology critical education theory and cultural studies The studies advance the concept of cultural production as a way of understanding the dynamics of power and identity formation underlying different forms of education Using the concept of the educated person as a culture specific construct the authors examine conflicts and points of convergence between cultural practices and knowledges that are produced in and out of schools Places of Memory Alan Peshkin,2013-11-26 While visiting New Mexico the author was struck with the opportunity the state presents to explore the school community relationship in rural religious and multiethnic sociocultural settings In New Mexico the school community relationship can be learned within four major culture groups Indian Spanish American Mexican and Anglo Together studies of these culture groups form a portrait of schooling in New Mexico further documenting the range of ways that host communities in our educationally decentralized society use the prerogatives of local control to create schools that fit local cultural inclinations The first of four planned volumes this book studies the Pueblo Indians and Indian High School The school is a nonpublic state accredited off reservation boarding school for more than 400 Indian students A large majority of the students are from Pueblo tribes while others are from Navajo and Apache tribes As a state accredited school it subscribes to curricular safety and other requirements of New Mexico As a nonpublic school devoted to Indian students it has the prerogative to be as distinctive as the ethnic group it serves USE SHORT BLURB COPY FOR CATALOGS This ethnography of the Pueblo Indians and Indian High School epxlores some of the ways that host communities in our decentralized society use the perogatives of local consul to create schools that fit local cultural inclinations **Research in Education** ,1972 *Resources in Education* ,1972 **A National Crime** John S. Milloy,2011-08-01 I am going to tell you how we are treated I am always hungry Edward B a student at Onion Lake School 1923 I f I were appointed by the Dominion Government for the express purpose of spreading tuberculosis there is nothing finer in existance that the average Indian residential school N Walker Indian Affairs Superintendent 1948 For over 100 years thousands of Aboriginal children passed through the Canadian residential school system Begun in the 1870s it was intended in the words of government officials to bring these children into the circle of civilization the results however were far different More often the schools provided an inferior education in an atmosphere of neglect disease and often abuse Using previously unreleased government documents historian John S Milloy provides a full picture of the history and reality of the

residential school system He begins by tracing the ideological roots of the system and follows the paper trail of internal memoranda reports from field inspectors and letters of complaint In the early decades the system grew without planning or restraint Despite numerous critical commissions and reports it persisted into the 1970s when it transformed itself into a social welfare system without improving conditions for its thousands of wards A National Crime shows that the residential system was chronically underfunded and often mismanaged and documents in detail and how this affected the health education and well being of entire generations of Aboriginal children

A Companion to the Anthropology of Education
Bradley A. Levinson, Mica Pollock, 2016-01-19 A Companion to the Anthropology of Education presents a comprehensive and state of the art overview of the field exploring the social and cultural dimension of educational processes in both formal and nonformal settings Explores theoretical and applied approaches to cultural practice in a diverse range of educational settings around the world in both formal and non formal contexts Includes contributions by leading educational anthropologists Integrates work from and on many different national systems of scholarship including China the United States Africa the Middle East Colombia Mexico India the United Kingdom and Denmark Examines the consequences of history cultural diversity language policies governmental mandates inequality and literacy for everyday educational processes **They**

Called it Prairie Light K. Tsianina Lomawaima, 1995-08-01 Established in 1884 and operative for nearly a century the Chilocco Indian School in Oklahoma was one of a series of off reservation boarding schools intended to assimilate American Indian children into mainstream American life Critics have characterized the schools as destroyers of Indian communities and cultures but the reality that K Tsianina Lomawaima discloses was much more complex Lomawaima allows the Chilocco students to speak for themselves In recollections juxtaposed against the official records of racist ideology and repressive practice students from the 1920s and 1930s recall their loneliness and demoralization but also remember with pride the love and mutual support binding them together the forging of new pan Indian identities and reinforcement of old tribal ones

American Indian Education, 2nd Edition Jon Reyhner, Jeanne Eder, 2017-11-02 Before Europeans arrived in North America Indigenous peoples spoke more than three hundred languages and followed almost as many distinct belief systems and lifeways But in childrearing the different Indian societies had certain practices in common including training for survival and teaching tribal traditions The history of American Indian education from colonial times to the present is a story of how Euro Americans disrupted and suppressed these common cultural practices and how Indians actively pursued and preserved them American Indian Education recounts that history from the earliest missionary and government attempts to Christianize and civilize Indian children to the most recent efforts to revitalize Native cultures and return control of schools to Indigenous peoples Extensive firsthand testimony from teachers and students offers unique insight into the varying experiences of Indian education Historians and educators Jon Reyhner and Jeanne Eder begin by discussing Indian childrearing practices and the work of colonial missionaries in New France Canada New England Mexico and California then conduct readers through the

full array of government programs aimed at educating Indian children From the passage of the Civilization Act of 1819 to the formation of the Bureau of Indian Affairs in 1824 and the establishment of Indian reservations and vocation oriented boarding schools the authors frame Native education through federal policy eras treaties removal assimilation reorganization termination and self determination Thoroughly updated for this second edition American Indian Education is the most comprehensive single volume account useful for students educators historians activists and public servants interested in the history and efficacy of educational reforms past and present

Shingwauk's Vision James Rodger Miller,1996-01-01 This book is an absolute first in its comprehensive treatment of this subject J R Miller has written a new chapter in the history of relations between indigenous and immigrant peoples in Canada

Indian Education in Canada Jean Barman,Yvonne M. Hébert,Don N. McCaskill,1986 Analyzes the history of the education of Indians by whites since the arrival of the first Europeans in Canada Comprised of eight essays written by native and white scholars Volume 2 will focus on recent developments Includes a chapter on Indian school days in Yukon Volume two focuses on recent developments in the Indian community to assume control over the education of its children Includes chapters on the Blue Quills Native Education Centre and the Sacred Circle Project in Alberta

Honouring the Strength of Indian Women Vera Manuel,2019-05-10 This critical edition delivers a unique and comprehensive collection of the works of Ktunaxa Secwepemc writer and educator Vera Manuel daughter of prominent Indigenous leaders Marceline Paul and George Manuel A vibrant force in the burgeoning Indigenous theatre scene Vera was at the forefront of residential school writing and did groundbreaking work as a dramatherapist and healer Long before mainstream Canada understood and discussed the impact and devastating legacy of Canada's Indian residential schools Vera Manuel wrote about it as part of her personal and community healing She became a grassroots leader addressing the need to bring to light the stories of survivors their journeys of healing and the therapeutic value of writing and performing arts A collaboration by four Indigenous writers and scholars steeped in values of Indigenous ethics and editing practices the volume features Manuel's most famous play Strength of Indian Women first performed in 1992 and still one of the most important literary works to deal with the trauma of residential schools along with an assemblage of plays written between the late 1980s until Manuel's untimely passing in 2010 that were performed but never before published The volume also includes three previously unpublished short stories written in 1988 poetry written over three decades in a variety of venues and a 1987 college essay that draws on family and community interviews on the effects of residential schools

Education of the Self Gerald Weinstein,Joy Hardin,Matt Weinstein,1982

Padju Epat Alfred B. Hudson,1983

Whispering the Techniques of Language: An Mental Journey through **School At Mopass A Problem Of Identity**

In a digitally-driven world where displays reign great and quick connection drowns out the subtleties of language, the profound techniques and psychological nuances concealed within phrases often go unheard. Yet, located within the pages of **School At Mopass A Problem Of Identity** a captivating literary treasure blinking with raw thoughts, lies a fantastic journey waiting to be undertaken. Written by a skilled wordsmith, this marvelous opus attracts viewers on an introspective journey, gently unraveling the veiled truths and profound impact resonating within ab muscles material of each word. Within the mental depths of this poignant evaluation, we shall embark upon a honest exploration of the book is core subjects, dissect their fascinating writing fashion, and succumb to the effective resonance it evokes serious within the recesses of readers hearts.

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