

*THE SCHOOL
AT MOPASS*

A Problem of Identity



A. RICHARD KING

School At Mopass A Problem Of Identity

Vera Manuel



School At Mopass A Problem Of Identity:

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 Resistance and Renewal Celia Haig-Brown, 2002-07-01 One of the first books published to deal with the phenomenon of residential schools in Canada *Resistance and Renewal* is a disturbing collection of Native perspectives on the Kamloops Indian Residential School KIRS in the British Columbia interior Interviews with thirteen Natives all former residents of KIRS form the nucleus of the book a frank depiction of school life and a telling account of the system's oppressive environment which sought to stifle Native culture **Research in Education**, 1972 **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 explores some of the ways that host communities in our decentralized society use the prerogatives of local control to create schools that fit local cultural inclinations Resources in Education, 1972 **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 **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 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 *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

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

Enjoying the Song of Term: An Mental Symphony within **School At Mopass A Problem Of Identity**

In a world eaten by monitors and the ceaseless chatter of instantaneous connection, the melodic splendor and emotional symphony created by the published word often diminish into the backdrop, eclipsed by the relentless noise and interruptions that permeate our lives. Nevertheless, located within the pages of **School At Mopass A Problem Of Identity** a wonderful fictional value full of natural feelings, lies an immersive symphony waiting to be embraced. Constructed by an outstanding composer of language, that charming masterpiece conducts viewers on a psychological journey, skillfully unraveling the concealed melodies and profound impact resonating within each cautiously constructed phrase. Within the depths of this poignant evaluation, we will explore the book is main harmonies, analyze its enthralling publishing style, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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