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Titolo	Children's folklore : a source book // edited by Brian Sutton-Smith ... [et al.]
Pubbl/distr/stampa	Logan, : Utah State University Press, c1999
ISBN	9780874213577 0874213576 9780585175263 0585175268
Edizione	[1st ed.]
Descrizione fisica	1 online resource (392 pages)
Altri autori (Persone)	Sutton-SmithBrian
Disciplina	398/.083
Soggetti	Children Folklore - Methodology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Originally published: New York : Garland, 1995, in series: Garland reference library of social science ; vol. 647.
Nota di bibliografia	Includes bibliographical references (p. [317]-370) and index.
Nota di contenuto	Introduction: What is children's folklore? -- Who are the folklorists of childhood? - Overview: History of children's folklore -- The complexity of children's folklore -- The transmission of children's folklore -- Overview: Methods in children's folklore -- Double dutch and double cameras: studying the transmission of culture in an urban school yard -- Children's games and gaming -- Methodological problems of collecting folklore from children -- Overview: Children's folklore concerns -- Songs, poems, and rhymes -- Riddles -- Tales and legends -- Teases and pranks -- Overview: Settings and activities -- Children's lore in school and playgrounds -- Material folk culture of children -- Children's folklore in residential institutions: Summer camps, boarding schools, hospitals, and custodial facilities -- The past in the present: Theoretical directions for children's folklore -- Bibliography of children's folklore.
Sommario/riassunto	A collection of original essays by scholars from a variety of fields--including American studies, folklore, anthropology, psychology, sociology, and education---Children's Folklore: A Source Book moves beyond traditional social-science views of child development. It reveals

the complexity and artistry of interactions among children, challenging stereotypes of simple childhood innocence and conventional explanations of development that privilege sober and sensible adult outcomes. Instead, the play and lore of children is shown to be often disruptive, wayward, and irrational. </D
