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Nota di contenuto	Front matter -- Contents -- Illustrations -- Tables -- Acknowledgments -- Notes on the Text -- PART ONE. THE RECONSTRUCTION OF A CHILDREN'S HISTORY -- PART TWO. THE PERPLEXITIES OF URBAN SCHOOLING: SACRIFICE , SUFFERING, AND SURVIVAL -- PART THREE. FREEDOM , LABOR, AND LOYALTY -- PART FOUR. YOUTH AND THE NATION: SCHOOLING AND ITS PERILS -- APPENDIX ONE. A GUIDE TO KEY INFORMANTS -- APPENDIX TWO. POPULATION FIGURES FOR MADAGASCAR 1900-1994 -- APPENDIX THREE. POPULATION FIGURES FOR AMBANJA AND THE SAMBIRANO VALLEY -- APPENDIX FOUR. SCHOOLS IN AMBANJA AND THE SAMBIRANO VALLEY -- APPENDIX FIVE. ENROLLMENT FIGURES FOR SELECT AMBANJA SCHOOLS (PRIMARY, CEG, AND LYCÉE , 1993-94, 1994-95) -- APPENDIX SIX. BAC RESULTS AT THE STATE-RUN LYCÉE TSIRASO I, 1990-1994 -- APPENDIX SEVEN. STUDENTS' ASPIRATIONS -- NOTES -- GLOSSARY -- REFERENCES -- INDEX
Sommario/riassunto	Youth and identity politics figure prominently in this provocative study of personal and collective memory in Madagascar. A deeply nuanced

ethnography of historical consciousness, it challenges many cross-cultural investigations of youth, for its key actors are not adults but schoolchildren. Lesley Sharp refutes dominant assumptions that African children are the helpless victims of postcolonial crises, incapable of organized, sustained collective thought or action. She insists instead on the political agency of Malagasy youth who, as they decipher their current predicament, offer potent, historicized critiques of colonial violence, nationalist resistance, foreign mass media, and schoolyard survival. Sharp asserts that autobiography and national history are inextricably linked and therefore must be read in tandem, a process that exposes how political consciousness is forged in the classroom, within the home, and on the street in Madagascar. Keywords: Critical pedagogy
