

Editorial

Education is the instrument through which cultures perpetuate themselves. It is the process through which the members of a society assure themselves that the behaviour necessary to continue their culture is learned. Since education is a cultural process, it is important for educator to have a clear conception of the meaning of culture. Confusion over this meaning is an important factor in confusion and conflict concerning the proper role of the school. Here is a basic area where anthropologist can make a significant contribution. Anthropology is mainly interested in social processes in teaching and learning that include the constructing, acquiring, and transforming of knowledge having crucial importance for socialization, adaptation of humankind and for the change of culture. (Hansen 1979; Kimball 1974; Read 1968; Spindler 1955, 1974; Watson-Gegeo and Gegeo 1986).

In the solution of learning, teaching, school and administration problems, more recently increasing attention has been directed toward anthropology as a resource for conceptual knowledge and research methods which can contribute directly to the improvement of education. This special issue included the association of new trend social sciences researches with the

theoretical dimensions of social anthropology, interpretation of obtained findings and conclusions in terms of social anthropology science. In total, 79 manuscripts were submitted for this special issue. Only 14 of them were accepted as a result of at least three referees' reports. We would like to thank all the referees and authors for their contributions to the special issue.

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