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Soggetti Classism -- Great Britain -- History

Education -- Great Britain

Eugenics -- Great Britain -- History
Eugenics -- United States -- History

Intelligence tests -- Great Britain -- History Intelligence tests -- United States -- History

Nature and nurture

Racism -- United States -- History Educational psychology - Great Britain

Eugenics - United States

Intellect

Ability in children Education and state

Education

Sociology & Social History

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Theory & Practice of Education

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Nota di contenuto Contents; Acknowledgements; Preface to the New Edition; Foreword;

The Structure of the Book; Introduction: Nature versus Nurture; Chapter 1 The 'Threat' of Mass Education; Chapter 2 The Origins of the Eugenics Movement; Chapter 3 Eugenics and the Intellectuals; Chapter 4 IQ and Eleven-Plus Selection; Chapter 5 Intelligence Testing Challenged; Chapter 6 The New Preoccupation with Intelligence and 'Race'; Chapter 7 The Durability of Eugenic Theories; Conclusion: Prospects for the Future; Notes; References; Index

Sommario/riassunto

For over a hundred years, psychologists and human biologists have been engaged in an often heated debate as to whether 'heredity' or 'environment' should be viewed as the determining factor in the creation of the human personality. For teachers and educationists, the discussion has tended to focus on how the human mind functions and intellectual powers develop. The controversy is often simply expressed in terms of 'nature' versus 'nurture,' with some scientists declaring that human beings are a product of a transaction between the two. To many, such enquiry and speculation is little more than