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Nota di contenuto	CONTEMPORARY RESEARCH IN THE SOCIOLOGY OF EDUCATIONA selection of contemporary research papers together with some of the formative writings of the recent past; Copyright; CONTEMPORARY RESEARCH IN THE SOCIOLOGY OF EDUCATION; Original Copyright; CONTENTS; Acknowledgements; Editorial Introduction: The contemporary context of research in the sociology of education; I THE DISTRIBUTION OF EDUCATIONAL ACHIEVEMENT; Reserves of ability; The school as a conservative force: scholastic and cultural inequalities; Talent, family values and education in Ireland; Home environment and mental abilities II THE ECOLOGY OF EDUCATIONAL PROVISIONThe differentiation of the educational structure: a location analysis on secondary education in Finland; Some environmental correlates of extended secondary

education in England; Some intra-regional variations in educational provision and their bearing upon educational attainment - the case of the north-east; Going comprehensive - a case study of secondary reorganization; The EPAs and their schools; III THE ORGANIZATION OF THE SCHOOL; Destreaming in a 'pressured' academic environment; The distribution of deviance among 13-14 year old students
The impact of a curriculum projectIV ROLES AND INTERACTION IN THE SCHOOL; Pedagogical roles in the classroom; Vulnerability and conflict in the teacher's role; Headmasters and schools: some preliminary findings; Camouflage in the classroom; An ethnography of classrooms; V VALUES AND LEARNING; Social class differences in the relevance of language to socialization; Ability and opportunity in a comprehensive school; Social class influence on the amount and type of positive evaluation of school lessons; A Glasgow gang observed; Scholastic excellence and the values of the educational system; INDEX

Sommario/riassunto

The subject matter of this book - what happens in schools, the effects of curriculum change, the reasons why some children are successful and others are not - explains just why the sociology of education is one of the most important areas to achieve political importance. There are five sections to the book covering: Educational Achievement; Educational Provision; The Organization of the School; Roles in the School and Values and Learning. The editor discusses the implications of the material presented (much of which was available for the first time when this book was originally published).
