

# Contents

---

Acknowledgments	ix
Introduction	1
<b>Section I Teaching and learning as the construction of reality</b>	<b>3</b>
1 Teaching <i>Blanche Geer</i>	5
2 Sociological implications of the thought of George Herbert Mead <i>Herbert Blumer</i>	11
3 Marriage and the construction of reality: an essay in the microsociology of knowledge <i>Peter L. Berger and Hansfried Kellner</i>	18
4 The stranger <i>Alfred Schutz</i>	27
5 Delinquents in schools: a test for the legitimacy of authority <i>Carl Werthman</i>	34
<b>Section II The culture of the school and the teacher's presentation of self</b>	<b>45</b>
6 Student culture and academic effort <i>Everett C. Hughes, Howard S. Becker and Blanche Geer</i>	47
7 Latent culture: a note on the theory of latent social roles <i>Howard S. Becker and Blanche Geer</i>	52
8 Personal change in adult life <i>Howard S. Becker</i>	57
9 Education cannot compensate for society <i>Basil Bernstein</i>	64
10 Cherokee school society and the intercultural classroom <i>Robert V. Dumont, Jr. and Murray L. Wax</i>	70
11 Pedagogy and sociology <i>Emile Durkheim</i>	79

12	The rise of the child-saving movement: a study in social policy and correctional reform <i>Anthony Platt</i>	84
13	Identity as a problem in the sociology of knowledge <i>Peter L. Berger</i>	95
14	Situated actions and vocabularies of motive <i>C. Wright Mills</i>	101
15	Social-class variations in the teacher pupil relationship <i>Howard S. Becker</i>	107
16	The social organisation of the high school and deviant adolescent careers <i>Aaron V. Cicourel and John I. Kitsuse</i>	114
17	Early childhood intervention: the social science base of institutional racism <i>Stephen S. Baratz and Joan C. Baratz</i>	122
18	The social science base of academic radicalism <i>A. D. Edwards and David H. Hargreaves</i>	132
	<b>Section III</b> Social class and sociolinguistic codes	137
19	Social class, language and socialization <i>Basil Bernstein</i>	139
20	Contextual specificity, discretion and cognitive socialization: with special reference to language <i>Dorothy Henderson</i>	148
21	The myth of elaborated and restricted code <i>L. A. Jackson</i>	163
	<b>Section IV</b> Ideology in education	173
22	Ideology and Utopia <i>Karl Mannheim</i>	174
23	The German ideology <i>Karl Marx and Friedrich Engels</i>	178
24	A contribution to the critique of political economy <i>Karl Marx</i>	181
25	Marxism and humanism <i>Louis Althusser</i>	182
26	The class and the élite <i>T. S. Eliot</i>	188
27	Elementary forms of religious life <i>Émile Durkheim</i>	194
28	Radical conceptual change and the design of honours degrees <i>Leonard Jackson</i>	200
29	The content of science courses <i>F. R. Jevons</i>	207

<b>Section V</b>	<b>Social class and selection</b>	<b>213</b>
30	The concept of equality of educational opportunity <i>James Coleman</i>	216
31	Sociology and the equality debate <i>A. H. Halsey</i>	224
32	Government against poverty in school and community <i>A. H. Halsey</i>	235
33	IQ tests: building-blocks for the new class system <i>Noam Chomsky</i>	244
34	Social class analysis <i>D. F. Swift</i>	250
35	What is the environment? <i>D. F. Swift</i>	255
	Index	263