Contents

| Acknowleagements | page | VII |
|---|------|-----|
| Chapter 1 The prospects for reform Behind the deschooling rhetoric; compulsor education; technology and judgement; the teacher's autonomy – myth and reality; incoherence of the school; the viability of reform; the uniqueness of schools; pressure on the teacher; towards greater self-activity relationships among teachers | ঙ | 1 |
| Chapter 2 Formal and informal education No intellectual or cultural monopoly; the need for teachers to listen; interaction between formal and informal education | | 22 |
| Chapter 3 The pupils' culture Working class culture; pop music; teaching as cultural synthesis; language; a pupils' | g | 31 |

| vi Content | ents | |
|--|------|--|
| Chapter 4 Middle class culture A phantom culture; 'the cultural heritage'; dead culture or dormant culture?; the past as it was when it was the present; the present as the meaning of the past; education as intervention, not initiation | 48 | |
| Chapter 5 Aims Manpower and knowledge; education for people's sake; goals for working class pupils; equality; the hidden potential of schools | 71 | |
| Chapter 6 Curriculum structure Lessons and subjects; the gap between disciplines and lessons; the nature of | 86 | |

concentration; the value of structure; fruitful

Uses of tests; IQ and ideology; testing of objectives; the test situation; context and

105

120

131

deviations; focusing

limitations of testing
Chapter 8 Cultural revaluation

Index

Chapter 7 Selection and evaluation