

Contents

Editor's acknowledgements page ix

Acknowledgements ix

Editor's introduction xi

Chronology xxxiv

I Secondary education for all? 1922-47 3

R. H. TAWNEY Secondary education for all 8

(HADOW REPORT) The education of the adolescent 18

KENNETH LINDSAY Social progress and educational
waste 28

J. H. GARRETT Mass education in England 43

R. H. TAWNEY Equality 51

J. L. GRAY and Ability and opportunity in English
PEARL MOSHINSKY education 55

F. CLARKE Education and social change 71

(NORWOOD REPORT) Curriculum and examinations in
secondary schools 77

W. LLOYD WARNER, Who shall be educated? 84

ROBERT J.
HAVIGHURST and
MARTIN B. LOEB

MINISTRY OF The new secondary education 94
EDUCATION

2 Selection under attack 1948-67 101

- LADY SIMON OF WYTHENSHAWE Three schools or one? 108
- BRIAN SIMON Intelligence testing and the comprehensive school 116
- H. T. HIMMELWEIT Social status and secondary education since the 1944 Act: some data for London 122
- CENTRAL ADVISORY COUNCIL FOR EDUCATION Early leaving 129
- J. E. FLOUD, A.H. HALSEY and F. M. MARTIN Social class and educational opportunity 135
- FLANN CAMPBELL Eleven-plus and all that 167
- BRIAN JACKSON and DENNIS MARSDEN (ROBBINS REPORT) Education and the working class 185
- A. H. HALSEY Higher education 193
- G. H. BANTOCK Expansion and equality 205
- J. W. B. DOUGLAS Education in an industrial society 208
- DEPARTMENT OF EDUCATION AND SCIENCE The home and the school 216
- Circular 10/65 229
- TORSTEN HUSÉN and GUNNAR BOALT The case of Sweden 232
- (PLOWDEN REPORT) Children and their primary schools 244

3 Next Monday 1968-73 251

- D.F. SWIFT Social class and educational adaptation 259
- GEORGE TAYLOR and N. AYRES Born and bred unequal 267

- JULIENNE FORD Social class and the comprehensive school 275
- RICHARD LYNN Comprehensives and equality: the quest for the unattainable 285
- MICHAEL F. D. YOUNG An approach to the study of curricula as socially organized knowledge 296
- EARL HOPPER Educational systems and selected consequences of patterns of mobility and non-mobility in industrial societies: a theoretical discussion 311
- RONALD DAVIE, From birth to seven 324
NEVILLE BUTLER
and HARVEY
GOLDSTEIN
- DAVID DONNISON A pattern of disadvantage 340
- A. H. HALSEY Educational priority 341
- GODFREY HODGSON Inequality: do schools make a difference? 352

Index 369