Contents

Fi	gures and Tables	vi
Pa	art I: Gladstone High	
1	Deviance and Gender Compared	1
2	Individual and Group: The Response from the Pupils	17
3	Labelling and Processing: The School Treatment of Deviance	59
4	Scripts, Identity and Power	95
5	Towards Independent Appraisal	123
Pa	art II: Review Section	
6	Relevant Research on Pupil Deviance and Sex Roles	133
7	Possible Theoretical Explanations	145
8	The Methodology of Researching Gender and School Deviance	211
Bibliography		239
Indexes		251

Figures and Tables

Part I			
Table 1	Purpose of school questionnaire items	20	
Table 2	Self-concept questionnaire item	22	
Table 2a	Self-concept questionnaire items	24	
Table 3	Personal concerns questionnaire items	24	
Table 3a	Personal concerns questionnaire item	25	
Table 4	Teacher stereotype questionnaire	69	
Table 5	Systems of power in a hypothetical school	125	
Part II			
Figure 1	Interview schedule: teachers	220	
Figure 2	School treatment questionnaire to teachers	221	
Figure 3	Stereotype questionnaire to teachers: schedule and results	223	
Figure 4	Interview schedule: pupils	228	
Figure 5	Pupil perceptions of school — sex difference: schedule and results	230	
Figure 5b	Personal concerns to the pupil — sex difference: schedule and results	231	
Figure 6	Pupil self-concept — sex and stream difference: schedule and results	232	
Figure 7	Self-report schedule for fourth year pupils — sex	00.	

234

difference: example and results