
LA EDUCACIÓN Y LA INVESTIGACIÓN SOCIOLÓGICA CONTEMPORÁNEA

Sección metodológica

En esta sección presentamos material sobre la investigación sociológica contemporánea referida a los distintos aspectos de la educación. En este cuadro conceptual mostramos algunos aspectos teórico-metodológicos centrales de algunas investigaciones recientes.

El cuadro expone de manera sistemática las teorías e hipótesis, la metodología y las categorías de análisis y las conclusiones de los artículos publicados en las revistas *American Journal of Sociology* (AJS), *American Sociological Review* (ASR), *The British Journal of Sociology* (BJS) y *Revue Francaise de Sociologie* (RFS). El periodo comprendido se extiende de 1985 al presente. El cuadro tiene como objetivo mostrar los elementos teórico-metodológicos empleados por la investigación sociológica contemporánea en el tratamiento de la educación como objeto de estudio. En esta ocasión tomamos a estas prestigiadas y ya tradicionales revistas como referente para mostrar una imagen general del estado del avance de la investigación sociológica norteamericana, británica y francesa con el interés de ilustrar la forma como ha sido abordada la cuestión de la educación en tres contextos académicos que han contribuido de manera destacada al impulso y a la consolidación de las tradiciones intelectuales predominantes en nuestra disciplina.

Por otra parte, la información integrada en el cuadro conceptual fue seleccionada con el objetivo de explicitar los aspectos teóricos, metodológicos y conceptuales que definen tanto la lógica teórica¹ como la lógica de investigación o lógica en acto² subyacentes a estos estudios. El presupuesto en que se basa esta diferenciación es el reconocimiento del carácter mediado por la teoría de la construcción del conocimiento y del diseño de las estrategias empíricas de análisis

¹ T. Johnson, C. Dandeker y C. Ashworth. 1977, *The Structure of Social Theory*, Macmillan, p.6-28. J. C. Alexander 1982 *Theoretical Logic in Sociology*, Volume 1, Positivism, Presuppositions, and Current Controversies., Berkeley: University of California Press. Cap. I.

² A. Kaplan., *The conduct of Inquiry: Methodology for Behavioral Science*, Chandler Publishing Co., San Francisco., 1964., pp.10-12.

de los objetos de estudio. Por último, el cuadro conceptual fue integrado con la intención adyacente de servir de guía metodológica de los aspectos teóricos y metodológicos involucrados en el debate contemporáneo en este caso relacionado con el campo de la educación.

En este sentido es oportuno señalar dos consideraciones. En primer lugar, que optamos por conservar el lenguaje original y transcribir textualmente las citas a fin de respetar el sentido del discurso expresado por el autor. En segundo lugar, somos conscientes de que el hecho mismo de la selección de los tópicos entraña y a la introducción de un elemento interpretativo superpuesto a la dimensión original del trabajo. Sin embargo, asumimos que los tópicos introducidos buscan establecer ciertos niveles de comparabilidad de perspectivas y tratamientos diversos en torno a los aspectos centrales de la sustentación teórica y metodológica de las investigaciones. En todo caso se trata de un ejercicio preliminar de comparación que en ningún momento pretende reemplazar la lectura de la fuente directa y, por ello mismo, se emplea como un recurso metódico de aproximación a los artículos publicados.

La ordenación de los registros de los artículos fue efectuada a partir de un descriptor temático, o palabra clave, identificado a partir del concepto central expuesto en los objetivos de cada investigación. Dichos descriptores temáticos son a su vez ordenados alfabéticamente.

**TEMA / REFERENCIA HEMEROGRÁFICA /
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Class inequality

Blackburn, Robert/Catherine Marsh. Education and social class: revising the 1944 Education Act with fixed marginals. 1991. BJS 42(4):507-536

Fixed marginals approach

There was a move to greater equality in selection after the 1944 Education Act therefore turns out to be quite a complex one, that plenty of things changed over the years and the Act did have an effect.

Consequences of student protest

Fendrich, James Max. Back to the Future: Adult Political Behavior of Former Student Activists. 1988. ASR53-5:780-784

Mannheiw's theory of distinctive intragenerational agents of social change

Generational differences are not a direct function of age or biology but of major political and social events occurring during young adulthood. There can be different intragenerational units within the same age cohort. Subgroups within the same age cohort cultivate the materials of their common experiences in different yet specific ways.

MÉTODO Y CATEGORÍAS

Investigation of changing class patterns in secondary education, using scales of generalized advantage to fix marginals in preference to traditional class schemes.

A model of graduated inequality, where the probability of selection is plotted against social stratification to support the notion of a stratification continuum.

Occupational distribution, population size, and attendance at higher status schools.

Longitudinal study of former radical civil rights activists (former student government leaders) and a random sample of noninvolved undergraduates.

CONCLUSIONES

Analyzing the data using 'fixed marginals' approach, a clear pattern emerges: growing inequality before 1944, movement towards equality in the first decade after, but sharply increased inequality thereafter.

Selective education appeared to be good which almost everyone wanted to the maximum. The probability of children hierarchy of parental occupations, but more strikingly, did so to an increasing extent.

(2) About the way in which different methods of distribution educational resources affect social justice.

The data support Mannheiw's theory. Confirmatory factor analysis verified five separate dimensions of political behavior. Civil rights activists scored the highest on four measures of active conventional and unconventional politics.

The noninvolved in college politics are the least active as adults. Although both the protesters and the institutional activists are highly involved in politics, they tend to be on opposite sides in various political arenas.

**TEMA / REFERENCIA HEMEROGRÁFICA /
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Curricula reform

Moon, Bob. Patterns of control: reforming West-European schools. 1990. BJS 41(3):423-444

Prevailing assumptions about the way educational systems work in practice.

Deviance in school

Hester, Stephen. The social facts of deviance in school: a study of mundane reason. 1991. BJS 42(3):443-464

Ethnomethodological study of the use of mundane reason in relation to deviance in school.

The social facts of deviance in schools are constituted through the assumptions, practices and procedures which comprise mundane reason. The teachers, educational psychologists and social workers participating in referral talk can be heard to constitute the social facts of deviance in schools through the use of a mundane model of deviance.

MÉTODO Y CATEGORÍAS

Analysis of curricula reform from the 1960s onwards, examines the English experience in comparison with similar reforms in neighboring European countries.

Examining, through the literature and selected examples the way in which different systems respond to reform proposals.

Curricula reform, model of policy formulation and decision making, legislative intervention and activities of interest groups.

Mundane view of the social world is used as a resource and socially constituted through the methods of practical reasoning grounded in it.

Conversational analysis. "Referral talk" in three particular types of meeting was investigated.

Mundane view of the social world

CONCLUSIONES

(a) There is clear evidence of local autonomy, even control within systems that would fall within the centralized model of policy formulation and decision making

The linear model of the centralized system is inadequate for understanding the system in action and the way these processes or impede reform.

(b) In the examples of subject based reform in the 1960s and legislative intervention in the 1980s the activities of interest groups are prominent

The talk in three meetings is shown to reveal the use of mundane reason with respect to a variety of practical actions.

These include categorization, accounting for referral and other actions towards referrals, referral reciprocity, reporting referrals, and the formulation of reactions to referrals.

Taken together and viewed consecutively, they can be seen to have a cumulative impact on the social constitution of deviance in schools.

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Division of labor and intraorganizational conflict.
Corwin, Ronald. Occupational Disputes in Mechanical and Organic Social Systems: An Empirical Study of Elementary and Secondary Schools. 1988. ASR53-4:528-543

Durkheim's theory of social systems.

(1) Role specialization increases goal disagreement, which in turn leads to occupational disputes; (2) Role specialization increases interdependence, which in turn reduces occupational disputes; (3) Role specialization does not increase occupational disputes if administrative control is increased.

Domaines d'intervention

Isambert-Jamati, Viviane. Les choix éducatifs dans les zones prioritaires. 1990. RFS 31(1):75-100

Les zones d'éducation prioritaires (ZEP) sont un élément majeur de la politique scolaire de 1981: des secteurs comportant de nombreux retards scolaires étaient désignés, un projet d'intervention en faveur de la réussite difficile, pour revoir des moyens accrus.

MÉTODO Y CATEGORÍAS

Examining the antecedents of conflict in 111 American public schools. A causal model is tested using measures of role specialization, goal disagreement, dominance of rules, and occupational disputes.

Relationship between role specialization and conflict; mediating effects of the control structure; influence of the organizational context.

Le corpus exhaustif des rapports fournis par les ZEP au bout d'un an et demi de fonctionnement est analysé ici.

Pour l'analyse chiffrée n'ont été considérées comme "actions" que: (a) des pratiques organisées à l'intention de l'ensemble d'une catégorie donnée d'élèves dans la ZEP; (b) des pratiques se déroulant tout au long de l'année scolaire.

CONCLUSIONES

Data provide most support for the perspective that division of labor is indirectly but ultimately related to disputes through direct correlations with both goal disagreement and enhanced control. However, disputes increase and do not decrease when rules dominate the control structure.

Les autres actions visent soit à intensifier le lien social dans les établissements, soit à collaborer avec des instances locales non scolaires.

Elles sont fréquentes aussi mais à titre complémentaire. Les diverses interventions prennent une importance variable selon le contexte (type d'habitat) de la ZEP.

**TEMA / REFERENCIA HEMEROGRÁFICA /
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Education and protest attitudes

Hall, Robert L. Effects of Education on Attitude to Protest. 1986. ASR51-4:564-574

Education affects attitudes to protest by increasing commitment to civil liberties, by decreasing support for the use of violence, by increasing knowledge of protesters's grievances, and by changing one's position in society and hence one's interests and identifications.

Effects of education on liberal values

Weil, Frederick D. The Variable Effects of Education on Liberal Attitudes: A Comparative-Historical Analysis of Anty-Semitism Using Public Opinion Survey Data. 1985. ASR50-4:458-474

Selznick and Steinberg's hypothesis that education's liberalizing effects represent the influence of the "official", Enlightenment culture. It is argued that this effect varies according to two determinants of Enlightenment culture; the length of time a country has had a liberal-democratic regime from, and the degree of religious heterogeneity in the country.

MÉTODO Y CATEGORÍAS

Specifying four processes and the conditions under which each operates.

The effects are investigated in a comparative-historical perspective, using attitudes on anti-Semitism as the dependent variable.

CONCLUSIONES

(1) Educational reduces support for the use of violence by either protesters or authorities; (2) education increases opposition to government repression; (3) when protest issues are class-related, education decreases support for issues identified with blue-collar groups; (4) education increases support for protest among persons remote enough from the protest to lack first-hand knowledge of it.

These affects are interpreted as a form of socialization -not as psychodynamic or class affects-

**TEMA / REFERENCIA HEMEROGRÁFICA /
TEORÍA E HIPÓTESIS***Effects of father's schooling on sons's schooling*

Mare, Robert D. Further Evidence on Sibship Size and Educational Stratification. 1986.

ASR51-3:403-413

Educational stratification theory*Effects of school contexts on educational outcomes*

Shavit, Yossi. Ability Grouping and Contextual Determinants of Educational Expectation in Israel. 1985. ASR50-1:62-73.

Sociology of education theories**MÉTODO Y CATEGORÍAS**

The censored regression (Tobit) model on educational attainment, is a used for investigating the affects of socioeconomic background on grades of school completed.

Father's and son's schooling, socioeconomic background and grades of school completed

Analyzing data for the population of Jewish male student who attended the last grade of primary school during the late '60s

CONCLUSIONES

The effects of father's schooling and sibship size are mainly additive and invariant over cohorts. Apparent interactions between father's schooling and sibship size result from difference in mean educational attainment among sibship size groups rather than from any important differences in the association between father's and son's schooling.

There are very large contextual affects on grades and expectations in the schools which did not group students. In schools which group, contextual effects on expectations are very small.

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Effects of the organization of schools on individual student performance

Kerchoff, Alan C. Effects of Ability Grouping in British Secondary Schools. 1986. ASR51-6:842-858

Students in high ability groups gain more and students in low ability groups gain less over a five-year period than they would be expected to gain if they had not been separated into ability groups.

Effet de l'établissement sur les perforamances scolaires

Dubet, F. Mobilisation des étaebissements et performances scolaires. Le cas des collèges. 1989. RFS 30(2):235-256

Il semble que les effets de la mobilisation des enseignants portent avant tout sur l'ocentuation ou la réduction des inégalités.

MÉTODO Y CATEGORÍAS

Examining the effects of both school types and ability grouping within school types. The analysis involves comparing students who have been separated into ability groups with those who have not been so separated.

School types and ability grouping.

Comparaison des principales caractéristiques de trois collèges et leur effets sur les performances des élèves.

Mobilisation, direction, project pédagogique, sélection scolaire, sélection sociale

CONCLUSIONES

The results support the general hypothesis. Ability grouping in British and American schools may serve different function. The several types of schools and the ability groups within then may have more clearly defined "charters" in Great Britain, the higher levels serving to "sponsor" their students' movement toward elite adult statuses more effectively than their American counterparts do.

La comparaison menée sur trois établissements et sur trois cohortes seulement ne peut être parfaitement convaincante, mais elle indique de manière suffisamment nette que, dans le moule d'une corrélation générale entre l'origine sociale des élèves et leurs résultats scolaires, l'établissement joue un rôle dans la mesure où il atténue ou exacerbe ces corrélations globales. La mise en évidence d'un tel effet dépend essentiellement du niveau selon sont conduites les observations, et l'on ne peut oublier que la statistique globale résulte toujours d'une multitude d'actions de l'établissement scolaire est-elle limitée.

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HIPÓTESIS**

Effets contextuelles de type écologique dans le déroulement de la scolarité des

Duru-Belat, Marie/Mingat Alain. Le déroulement de la scolarité au collège: le contexte "fait des différences", 1988. RFS 29(3):649-666

Les inégalités sociales ne pouvaient se réduire au jeu de variables individuelles (valeur scolaire, niveau d'aspiration), mais résultaient pour partie de différences de fonctionnement d'un contexte de scolarisation à l'autre.

Family background and educational attainment

Teachman, Jay D. Family Background, Educational Resources, and Educational Attainment. 1987. ASR52-4:548-557

Parents use resources to create a home environment conducive to higher attainment in education

MÉTODO Y CATEGORÍAS

L'analyse d'une enquête longitudinale auprès de 2500 élèves, fait clairement apparaître l'importance du contexte pour le déroulement des scolarités des élèves moyens, et particulièrement sur les élèves de milieu populaire.

Scolarité de l'élève; différenciations entre les divers lieux d'enseignement et sur la détermination du "lieu" (classe au collège) le plus pertinent (Composition sociale, niveau scolaire, type d'enseignants du public d'élèves).

Longitudinal Study of the High School Class of 1972 are used to test hypotheses concerning the impact of educational resources.

Family characteristics that also effect educational attainment

CONCLUSIONES

Les inégalités sociales (a) dans les résultats scolaires obtenus: on a montré ici qu'elles correspondaient à la fois à des inégalités réelles d'acquisitions et à des compensations, puisque les enfants de milieu populaire ont des acquis "réels" des acquis inférieurs et sont évalués de manière plus sévère; (b) dans les comportements individuels généraux, sachant qu'au niveau de la 5e les demandes d'orientation ont tendance à être enervées tant par la procédure administrative que par les conseils de classe. (c) p'orientation liées à la scolarisation dans un contexte donné: il est apparu notamment que les collèges scolarisant un public populaire s'avéraient plus sélectifs.

The results support the notion that educational resources increase educational attainment.

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Formal education and occupational allocation

Hunter, Alfred A. Formal Education and Initial Employment: Unraveling the Relationships between Schooling and Skills over time. 1988 ASR53-5:753-765

For both men and women, entry-level job with high cognitive complexity and verbal-activity requirements appear to have become more common, and those with high gross-motor activity requirements less common.

Inégalités sociales dans les carrières scolaires des élèves.

Duru, Marie/Mingat Alain. Facteurs institutionnels de la diversité des carrières scolaires. 1987. RFS 28(1):3-16

MÉTODO Y CATEGORÍAS

Examining skill changes in the occupational structure of entry level jobs in Canada, circa 1930-80, along with the changing importance of years of formal education as a criterion for occupational allocation.

Three-wave national study of adults, using a multi-stage stratified cluster design.

Worker functions, worker traits, working conditions

Il s'attache notamment à quantifier le poids respectif des inégalités de réussite dans les systèmes scolaires qui se forment dans la période très courte des moments d'orientation.

Inégalités comportementales et institutionnelles

CONCLUSIONES

Throughout the period, formal education was an important factor for entry into certain kinds of occupations. Finally, the importance of schooling for occupational access seems to have become more important in recent times.

Les inégalités de réussite n'ont qu'un impact limité pour expliquer la diversité sociale des carrières scolaires alors que c'est dans les moments d'orientation que se génère l'essentiel des différences.

En centrant l'analyse sur ces moments d'orientation, on observe que les procédures ont tendance à antérioriser les demandes familiales, elles-mêmes socialement biaisées.

On montre alors que les biais sociaux spécifiques à la procédure viennent majoritairement de pratiques différenciées des collèges non sans rapport avec les caractéristiques sociologiques de leur public.

**TEMA / REFERENCIA HEMEROGRÁFICA /
TEORÍA E HIPÓTESIS**

Interracial and same-race friendship

Hallinan, Maureen. *The Stability of Students' Interracial Friendship*. 1987. ASR52-5:653-664

Classroom organizational features and student characteristics affect the cohesiveness of social ties with consequences for friendship stability

Mass education and indigenous educational systems

Morgan, William, *Islamic and Western Educational Accommodation in a West African Society: A Cohort-Comparison Analysis*. 1988. ASR53-4:634-639

Data from two surveys of youth indicate a convergence in the social forces that predispose attendance in the new and old systems.

MÉTODO Y CATEGORÍAS

Longitudinal data from 375 fourth-through seventh-grade students in 16 desegregated classrooms. Classroom organizational features, student characteristics friendship stability.

Using a standard nine-variable model of educational attainment, of five variables that had significant but opposite effects on Islamic and Western schooling attendance in the first cohort, only one significant in the second.

Schooling attendance

CONCLUSIONES

Interracial friendships are almost as stable as influenced ones. While individual characteristics of students are the strongest determinants of interracial friendship stability, schools can adopt policies and practices that promote stable friendships between black and white students.

Average years of attendance increased for both Western and Islamic schooling.

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Minorities' academic difficulties

Alexander, Karl L. School Performance, Status Relations, and the Structure of Sentiment; Bringing the Teacher Back In. 1987. ASR52-5:665-682.

Model of Pupil-teacher background congruence model.

Academic difficulties of many minority and low-status youth are due to their "outsider" standing relative to the middle-class culture that dominates schools

Modes d'intégration dans activités pédagogiques et scientifiques

Musselin, Christine. Structures formelles et capacités d'intégration dans les universités dans les universités françaises et allemandes. 1990. RFS 31(3):439-461

Les universités sont caractérisées par la faiblesse des relations d'interdépendance fonctionnelle entre les enseignants-chercheurs et par l'existence de forces centrifuges exercées par l'environnement. Ce faisant, nous montrerons que les structures formelles peuvent avoir un rôle cohésif non négligeable dans de tels systèmes.

MÉTODO Y CATEGORÍAS

A model of pupil-teacher background congruence is proposed as an alternative to the cultural hegemony framework

Teachers and pupil's social origins

Enquête empirique comparant le fonctionnement de deux universités françaises et de deux universités allemandes et du constant de la faible interdépendance fonctionnelle liant les acteurs dans ce type d'organisation, pour analyser les modes d'intégration pouvant apparaître dans des structures constituées d'une fédération de petites cellules de production d'activités pédagogiques et scientifiques.

Mécanismes de coopération et d'intégration dans de systèmes faiblement interdépendants.

CONCLUSIONES

Teachers' own social origins exercise a strong influence on how they react to the status attributes of their students. In particular, low-status and minority pupils experience their greatest difficulties in the classrooms of high-status teachers.

They are evaluated by their teachers as less mature; their teachers hold lower performance expectations for their teachers score exceptionally low on perceived-school-climate measures.

Il est montré que, bien que l'intégration fonctionnelle soit faible dans ces organisations, les structures formelles jouent un rôle inhabituel mais indispensable pour que puissent émerger des formes d'intégration sociale ou d'institutionnalisation favorisant la prise de décision.

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Peer relation and liaison role

Shrum, Wesley. Social Structure During the School Years: Onset of the Degrouping Process. 1987. ASR-2:218-23.

Theory of interpersonal relations among adolescents and theory of adult social networks.

The social structure may become less stable, relatively more permeable, and heterogeneous at the same time that concern with group membership is reaching its height.

That is, cliques may become more important because membership becomes a scarce resource or because the most popular students are seen as members, while the actual proportion of students are cliques members declines.

Professional formation of Scottish accountants

Briston, Richard J./Moyra J.M.Kedslie. Professional formation: the case of Scottish accountants - some corrections and some further thoughts. 1986. BJS 37(1):122

Keith McDonald's assertion of the importance of the difference between Scottish and English accountants is misguided and that the distinction between the social environments of Glasgow and Edinburgh carried much more influence.

MÉTODO Y CATEGORÍAS

Examining the social structure of peer relations "as a system" rather than examining individual level membership in cliques.

Using a "negative entropy" program which assigns actors to mutually exclusive and jointly exhaustive role categories on the basis of the aggregate pattern of ties among individuals and groups.

Network items: names and grades of the people who from school (a) are friends, (b) would like to be friends, (c) do they spend free time.

Presenting additional data and facts, to correct some of the analysis in the earlier paper and to demonstrate that K.McDonald's conclusions are unwarranted.

CONCLUSIONES

The proportion of group members increases through grade six, then declines, while the proportion of liaisons increases continuously.

This findings challenges traditional accounts of the development of cliques and suggests that the study of the degrouping process may provide an important link between adolescent and adult social networks.

Scottish accountants were faced with a loss of bankruptcy work due to a change in law which was to apply only in Scotland. There was, therefore, not the same incentive for English accountants to incorporate.

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Racial differences in learning

Dreeben, Robert. Race, Instruction and Learning. 1986. ASR51-5:660-669

To account for racial differences in learning to read it is necessary to consider educational technology, the conditions and activities that constitute instruction.

Racial occupational inequality

Fossett, Mark A. Racial Occupational Inequality, 1940-1980: National and Regional Trends. 1986. ASR51-3:421-430

Educational attainment theories

MÉTODO Y CATEGORÍAS

A sociological model of school system, classroom, and instructional organization.

Educational technology, the conditions and activities that constitute instruction.

Examining racial occupational inequality by age and level of educational attainment, occupational attainment. Using the index of net difference, a measure of ordinal inequality and Index of dissimilarity, a measure of nominal differentiation.

Racial occupational inequality disaggregated by age and level of educational attainment

CONCLUSIONES

Learning is produced through a set of technological conditions, primarily time spent in instruction and the coverage of curricular materials. These features of instruction in our sample differ in schools attended by blacks and in those attended by nonblacks, within black students being exposed to restricted learning opportunities originating in district school differences in the availability of technological resources.

(a) The Index of Net Difference reveals patterns of change in racial inequality over time that cannot be detected using the Index of Dissimilarity; (b) change in inequality favored whites for the nation as a whole and favored blacks during the 1950s, 1960s, and 1970s and (c) change in inequality favored whites for the South during the 1940s, and 1950s, and favored blacks during the 1960s and 1970s.

**TEMA / REFERENCIA
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Research productivity and prestige attainments

Allison, Paul D. Interuniversity Mobility of Academic Scientist.

1987. ASR52-5:643-652

There is no evidence that research productivity affects prestige attainments.

Réussite scolaire des enfants d'immigrés

Zéroulou, Zaïhia. Le réussite scolaire des enfants d'immigrés. L'apport d'une approche en termes de mobilisation. 1988 RFS 29(3):447-470

L'explication à chercher dans les trajectoires migratoires des familles. Leur prise en compte permet de corriger l'indicateur d'origine social notoirement insuffisant qu'est la profession du père exercée en France. On peut ainsi éclairer les stratégies des familles et leur mobilisation éventuelle sur un projet scolaire, qui fait partie intégrante de leur projet migratoire.

MÉTODO Y CATEGORÍAS

Longitudinal studies of scientists' movements in academic jobs.

Job change, origin rank, professional age, and citation frequency

On a mené des entretiens avec des enfants d'immigrés de la région de Lille répartis en deux groupes, le premier ayant fait l'expérience de l'échec scolaire, le second étant entré à l'université.

La position des parents dans le pays d'origine, l'expérience de l'émigration, le mode de vie, les relations conservées avec le milieu d'origine.

CONCLUSIONES

The analysis shows a weak, but significant effect of productivity on the destination prestige of 274 job changes by academic physicists, chemists, mathematicians, and biologists.

Major determinants of the prestige of the destination department are prestige of the prior job prestige of the doctoral department, and the number of articles published.

For promotion in rank at the occurrence of a job change, the major determinants are origin rank, professional age, and citation frequency.

Les attitudes mobilisatrices des parents sont le produit de trajectoires impliquant une rupture avec les pratiques du pays d'origine et celles de la communauté immigrée. On a montré que la réussite scolaire des enfants des familles est associée à des systèmes organisés de représentations de l'émigration qui se traduisent par l'existence de projets migratoires où l'école occupe une place prépondérante. Ce groupe se caractérise par une immigration familiale, stable, centrée sur le pays d'accueil et s'inscrivant dans un projet d'insertion et de promotion défini autour de la réussite scolaire des enfants.

**TEMA / REFERENCIA
HEMEROGRÁFICA / TEORÍA E
HIPÓTESIS**

School effectiveness

Alexander, Karl L. For whom the School Bells Tolls: The Impact of Dropping Out on Cognitive Performance, 1985 ASR50-3:409-420.

Cognitive development theories

School effects debate

Murphy J. Does the differences schools make, make a difference? 1985. BJS 36(1):106

Coleman's thesis: which asserts that 'schools make little difference' and

Rutter's thesis which asserts that 'schools make a significant difference'

MÉTODO Y CATEGORÍAS

Using data from the sophomore cohort of the High School and Beyond project, patterns of cognitive development for graduates and drop outs are compared over a two-year interval.

Formal schooling and cognitive development.

Analyzing (a) the attributed influence of the school endures outside the closed world of statistics: regarding the difference which schools are seen to make, makes any difference, say to the immediate 'life chances' of those so influenced.

(a) Ultimate educational attainment, (b) school effects and immediate occupational placements

CONCLUSIONES

The average difference in cognitive test performance that may be attributed to the effect of staying in school is about one-tenth of a standard deviation. Moreover, dropping out of school has its most severe negative effects on disadvantaged students.

It is shown that there is precious little disagreement, at the level of research, between Coleman's data and Rutter's findings.

It is shown that, in terms of research, Rutter's claim is simply different from, not opposed to, Coleman's claim.

It is argued that, when Rutter's claim is examined in such a light, it is unlikely that anyone, except the staticians, will find it significant.

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Schooling-educational self-direction-and students' personalities

Miller, Karen A. Educational Self-Direction and Personality.
1986. ASR51-3:372-390

Educational self-direction positively affects self-directedness of orientation and negatively affects distress; distress, in turn, negatively affects educational self-direction.

Sectional differences in education

Murphy, J. A most respectable prejudice: inequality in educational research and policy. 1990 BJS 41(1):29-54

Sectional differences in education as unfair and unjust.

MÉTODO Y CATEGORÍAS

Analyzing the reciprocal effects of educational self-direction and two non-cognitive aspects of personality self-directedness of orientation and sense of distress.

Educational self-direction, cognitive functioning, self-directedness of orientation, and distress

The main variants of this view are examined retrospectively, against recent educational history and current educational research.

CONCLUSIONES

Educational self-direction affects all three facets of personality, its impact on cognitive functioning being in substantial part indirect, through self-directedness of orientation and distress.

The findings have implications for our understanding of work in school and its link to work in the labor force.

It is shown that on those occasions when it is possible to test these explanations, neither the direct explanation, which attributes such differences to educational inequality, nor the indirect explanation which attributes such differences to social inequality, actually 'fits' the reality described. It is shown that there is little tangible evidence of any significant link between discrimination and underrepresentation.

It is argued that the prevailing conception of sectional differences in education, as unfair, says more about the impact of discrimination on educational participation

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Technopole

Grossetti, Michel. Enseignement supérieur et technopoles. Le cas de l'informatique à Toulouse. 1990 RFS 31(3):463-482

Cette diversité de poles de formation et de recherche, tout comme celle des technopoles, est le produit historique d'un jeu dialectique entre logiques locales et nationales.

Recherche, Tendances de

Héran, Francois. Sociologie de l'éducation et sociologie de l'enquête: réflexions sur le modèle universaliste. 1991. RFS 32(3):457-491

Un parallèle s'impose entre les controverses que suscite la diversité des méthodes d'éducation et celles que suscite la diversité des méthodes d'enquête.

MÉTODO Y CATEGORÍAS

Analysé dans leur dynamique historique les relations et interactions entre ce pôle et le développement des activités industrielles à haute technologie. Après une analyse de l'émergence de la structuration d'un pôle de formation supérieure en informatique et un tour d'horizon des activités informatiques locales, nous explorerons les relations entre les deux sphères.

(a) Marché du travail et recrutement locaux, (b) stratégies individuelles et marché du travail, (c) Les relations institutionnelles entre les systèmes d'enseignement supérieur et l'industrie, (d) les réseaux individuels.

Analyse de la synthèse critique de Jean-Claude Forquin sur les sociologues britanniques de l'éducation, le recueil des notes de synthèses publiées depuis dix ans par la Revue Française de Pédagogie et la présentation didactique que donne Alain Coulon de l'éthnométhodologie avec un fort accent sur l'observation du monde scolaire

CONCLUSIONES

L'articulation entre la sphère d'enseignement supérieur et l'activité industrielle de haute technologie fait intervenir des logiques d'action, tant institutionnelles qu'individuelles contribuant à constituer un système socialisé dépassant la simple logique de l'échange (transferts de technologie, marché du travail) et justifiant une analyse de type sociologique.

A la lecture de ces ouvrages, un parallèle s'impose entre les controverses que soulève la diversité des méthodes d'éducation.

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Unification de l'enseignement secondaire

Alves-Pinto, Maria de Conceicao. L'unification du secondaire: un effet d'agrégation de la politique éducative au Portugal. 1990 RFS 31(2):243-256

Considérer la relation entre la logique des actions individuelles et l'effet collectif de ces actions: (a) l'idée que l'effet collectif est issu de la volonté ou des préférences des individus ou de certaines catégories d'individus. (b) l'idée que le passage de l'action individuelle à l'effet collectif une opération complexe d'agrégation.

Cette unification s'est avérée constituer un effet d'agrégation de la politique éducative, déclenchant des effets inattendus, voire contraires aux buts de l'unification elle-même.

Horan, Patrick M. Children's Work and Schooling in the Late Nineteenth-Century Family Economy. 1991. ASR56-5:583-596

(1) Family economy variables will have opposite signs for children's participation in work and in schooling; (2) Greater family resources from the earnings of the household head will be associated with lower pressure for (3) Greater family resources from working wives or boarders will be associated with lower pressure for children; (4) Greater pressure on family resources due to family size will be associated with lower pressure for

MÉTODO Y CATEGORÍAS

Analyse de l'évolution de la demande d'éducation. Demande d'éducation; l'entrée sur le marché du travail.

Analyzing the impact of the family economy on the school and work activities of children.

Relationship between the family and local economy variables and the extent of children's participation in school and wage

CONCLUSIONES

L'unification de l'enseignement secondaire: dans le but d'assurer une égalisation progressive des chances de réussite dans les études...; répondait aussi au besoin d'augmenter la formation générale de tous les jeunes pour les rendre aptes à suivre l'évolution technique. Mais on constate qu'une telle mesure ne répondait pas aux demandes autrefois satisfaites par l'école technique, à savoir des formations d'enseignement secondaire court permettant une entrée assez rapide dans le monde du travail.

Higher levels of family resources and lower levels of demand on those resources are associated with higher rates of children's participation in school and lower rates of children's participation in wage labor. These affects are stable after controls are introduced for family demographic composition, local economy, and region.

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Benavot, Aaron. Knowledge for the Masses: World Models and National Curricula, 1920-1986. 1991 ASA56-1:85-100

Mass educational curricula are closely linked to the expansion of the nation-state system and the increasing dominance of standardized models of mass education.

Hollinan, Maureen T. Interracial Friendship Choices in Secondary Schools. 1989 ASR54-1:67-78

Interracial framework theories

MÉTODO Y CATEGORÍAS

Discussing previous hypotheses about rise and nature of the modern curriculum and propose a different view: content of school curricula is linked to the rise of standardized models of society.

Knowledge transmitted national differences
Official school curricula and their relationship to national differences in political, economic and social structure.

Examining the interracial friendship patterns of students in a large national sample of students.

Individual -and school- level factors that affect the bases of attraction will influence the friendship choices.

Friendship dyads (student role as "chooser" or "choosed", gender, race, track), School characteristics (class size)

CONCLUSIONES

Nation-state and mass education have generated strikingly similar national educational systems and school curricula.

While personal characteristics of individual students and pairs of students have the stronger effects on friendship choices, organizational characteristics of the school, such as tracking, are also important.

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Kilgore, Sally B. The Organizational Context of Tracking in School. 1991. ASR56-2:189-203

Tracking patterns emerge under different organizational contingencies. The type of structural constraints, the information flow within the school, and the cultural milieu evident among the staff affect the likelihood the type of tracking pattern process.

Mare, Robert D. Five Decades of Educational Assortative Mating. 1991. ASA56-1:15-33.

The tendency for persons with similar amounts of schooling to marry one another is linked to their preferences and on the structure of the marriage market.

MÉTODO Y CATEGORÍAS

A conceptual framework of evaluating school tracking patterns as meritocratic, arbitrary, exclusive, or inclusive.

Placements in the academic track: (a) degree of enrollment, and (b) degree of non-enrollment in an academic track when objective measures of aspirations, prior achievement and grades indicates that they should or not to be.

Examining how some changes have affected the relationship between husband's and wife's educational attainment.

Influence of assortive mating in husbands' and wives' educational attainment.

CONCLUSIONES

Student demand for a given track (structural constraint) affects the degree to which exclusive tracking occurs. Social networks and teacher control, and the cultural milieu of the staff affect the likelihood of tracking patterns.

Association between spouses' schooling increased between the 1930s and the 1970s and was stable or decreased in the 1980s, because the time gap between schooling and marriage shortened from the 1930s to the 1960s as a result of increased educational attainment and lowered age at marriage; the time gap lengthened in the 1970s and 1980s as a result of increased age at marriage. After trends adjusting, some evidence of increased homogamy remains. This may result from increasing competition in the marriage market for wives with good prospects in the labor market.

Increases in educational homogamy may increase inequality among families and in the socioeconomic achievement.

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Astone, Nan Marie, Family Structure, Parental Practices and High School Completion. 1991. ASR56-3:309-320

Relationship between family structure and children's school achievement. Number of adults, quality of parent-child relationship, and changes in parent's marital status

Shavit, Yossi. Sibylship Size and Educational Attainment in Nuclear and Extended Families: Arabs and Jews in Israel. 1991. ASR56-3:321-330
Educational attainment theory

MÉTODO Y CATEGORÍAS

Examining the relationship between family structure (parents presence) and children's achievement in high school.

Family structure and children's achievement
Examining relationship between number of siblings and educational attainment for three groups in Israel: Ashkenazy and Oriental Jews, and Moslem Arabs

Number of siblings and educational attainment

CONCLUSIONES

Children who live with single parents or stepparents receive less encouragement and less help with school work than children who live with both natural parents. Parental involvement has positive effects on children's achievement. Differences in parental behaviour account for little of the difference in educational attainment between children from intact and nonintact families

For both Jewish groups number of sibling has a negative effect on educational attainment, a pattern not replicated by Moslems (with extended family and the patrilineage). Among Moslems the extended family plays an active supporting role.

While the size of the nuclear family does not affect educational attainment for Moslems in Israel, the size of the "hamula" (patrilineage) does. When the nuclear family draws on the support of an extended kinship, its size less important for educational attainment.