

SUMMARIES

E. BESOZZI, *Education and society: dependence, autonomy, multidimensionality.*

The article focuses on the development and the consolidation of the sociology of education as a scientific discipline. The different ways of interpreting the relationship between education and society are examined in order to clarify both the link between sociological theory and sociology of education and the development of the latter. As a result three different phases are singled out: the phase of foundation, of autonomy and of interdependency. Within each phase the relationship education-society appears respectively as linear, discontinuous and circular. Moreover each phase emphasizes a particular question: in the first phase the main problem seems to be social order, in the second one cultural pluralism, which leads to the multiplicity of educational centres, in the third one the complexity attained by the processes of social differentiation.

V. CESAREO, *Old and new problems in the sociology of education.*

Given the connection between sociological theory and the sociology of education, the article examines educational phenomena in the light of different theoretical approaches, starting from the classics up to the most recent ones. The demand-supply of education in contemporary society is also analysed in relation to a background context which includes many relevant aspects: from the transformation of the educational system, to the various uses of educational institutions to the sociological aspects of educational policies.

E.J. HATTON, *Bricolage as a heuristic device for understanding teachers' work.*

The concept of *bricolage*, as it is developed by Lévy Strauss, is useful in characterising the form of teachers' work; it subsumes extensive research on the form of teachers' work and provides a heuristic device for developing causal explanations of the form of teachers' work as well as drawing together and unifying explanations developed in the literature. This assists and informs interventions to promote progressive pedagogy. The paper begins with an account of *bricolage* and its relationship to a science of pedagogy. Next, features of teachers' work which push it towards *bricolage* are discussed, viz. conservatism, limited creativity, repertoire enlargement, teachers' use of theory, the use of devious means, and *ad hocism*. Casual explanations of various of these features are discussed, viz. anticipatory socialisation, aspects of pre-service teacher education experience and constraints in the work situation.

E.M. TACCHI, *High school in Italy as a type of organization.*

The organization of Italian high school can be analysed as an open and oriented system. In this perspective, a distinction is made between the structure of the organization and the processes that make it work. In regard to the structure, within Italian high school, five organizational areas can be identified, which correspond to different institutional and functional domains. Within each area three levels of authority can also be found. The deriving structure has a matrix form of organization that can hardly be interpreted according to the classical organigram. In regard to functional processes, they can be described referring either to the different phases, or to the different purposes, or to the different integration models they activate. Among the analysed processes, a special emphasis is given to evaluation and control, since they allow to logically close the systematic circuit, with the consequent feedbacks.

M. PALUMBO, *Sociology and urban planning.*

Up to now the role of the sociologist in urban planning has been marginal and subordinated in comparison with technical professions, which exercise a major function in the planning process. The notion of the plan as a «document» is being gradually substituted by the «process-plan» conception: in the meantime the planner's technical neutrality has been put into question. These considerations enhance on the contribution of sociology to the matter. The crisis of positivistic epistemology, which attributed a subordinated role to human science, allows to successfully employ social sciences in the planning process, notwithstanding its little capacity of prediction. The general awareness of social complexity urges the sociologist to be the «critical conscience» of the plan, fostering a more conscious participation of citizens.

D. SIMON, *Psychology and sociology between the two centuries: a review of recent contributions.*

The paper deals with some recent works, which are focused on the relationship between psychology and the social sciences from the end of the XIXth century to the beginning of the XXth one. Moving from Moscovici's contribution against the anti-psychological postulate in sociology, the paths of psychology in France and Germany are analysed, with particular attention to experimental researches (on sensation, memory, thought) in France and Germany (whose documents are also in Ribot's «Revue Philosophique»), inquires in historical psychology (with H. Taine) and collective psychology (with G. Tarde, S. Sighele, G. Le Bon), up to the project of an historical science founded on psychological postulates (with Dilthey and, afterwards, with Simmel). The article testifies that the play of interdisciplinary and transnational relationships contributed to orient the social science towards a progressive «culturalization», by giving up the naturalistic postulates of first Spencerian positivism.