
Summaries

Athanassios Gotovos

*From the socio-economic to the nation-cultural
differentiation* n/i

Traditional sociology of education –conservative or innovative– in Greece has been preoccupied with inequality of chances in education and with the school as a device for the reproduction of social stratification in the last thirty years. The vocabulary this sociology of education has used pointed at economic, social and linguistic (codes) difference within greek society and among students, focusing primarily on the student's background as a main variable for the description and explanation of the differentiation in the school careers of the students. Towards the end of the 80's and during the 90's greek society experienced a remarkable change concerning the presence and the dynamics of ethnic, religious and linguistic groups. Although not all of these groups have been newcomers to Greece, their relationship with greek education cannot be fully accounted for –let alone be managed– on the basis of the traditional discourse of sociology of education. National, ethnic, religious, linguistic and cultural difference and its presentation and perception has created a new field for the greek sociology of education and there is already considerable pressure and motivation for the academics as well as for other social researchers serving this field within the science of education to modernize and enrich their vocabulary and scope in order to account for the new dimensions of an emerging complex educational reality.

Anna Fragoudaki

The sociology of education today

There is a well-established high statistical correlation between school achievement and the social background of students, whose main causes have been abundantly analyzed in Greek and international sociological literature. Yet, this information appears not to have been effectively utilized to change the documented reproduction of social inequality through the educational system. To account for this failure, this article offers a double conclusion: (a) the critique of the acute social inequality in education that is quite common in Greek sociological literature may mainly serve to show that the academics in question see themselves as radical intellectuals, and (b) by documenting the issue and its extent,

the social science production on the topic may serve to impede the expression of claims for a redistribution of wealth and privileges in Greek society.

Ioanna Lambiri-Dimaki
*Towards a Sociology of Greek Sociology
and its Producers, 1959-2002.*

The present article is divided in two parts, followed by Appendix (A) and Appendix (B).

The first part deals in general lines with the complex theoretical/ empirical orientations of the two inter-related fields of "sociology of education" and of "sociology of science", in order to clarify the scientific framework in which the already published trilogy, *Sociology in Greece Today* (1987, 1997, 2002) is placed. This work includes texts and biographies of 114 Greek men and women sociologists in the second half of the 20th century (1959-2000), which have been collected, edited and commented upon by the author.

The second part focuses on some of the findings and research hypotheses in the above work, and in particular on the somewhat different socialisation experiences between the older generation of Greek sociologists (acquisition of Ph.D. in the 60's and the 70's) and the younger one (acquisition of Ph. D. in the 80's and the 90's).

It is further suggested that differences in educational experiences between the generations entail also differences in the type of professional habitus their members form during their University studies.

Finally, Appendix (A) includes a brief comment on the "Sociology of Knowledge" and its epistemological weaknesses and Appendix (B) includes a diagramme (from the third volume of the above mentioned "Trilogy"), which sketches the functions (consequences) of educational socialisation of young people within the Universities of different countries, in different historical periods.

Kostas Lamnias
Trends in The Sociology of Education in Greece

This article attempts to consider the procedures of the construction and development of the Sociology of Education by emphasizing the study of the process of material and symbolic reproduction of the society. Furthermore, this study focuses on the possible prospects of the Sociology of Education in a frame of rapid social changes.

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St. Chiotakis
A dialogic/ with the "New" Sociology of Education

Within the discourse of the "New" Sociology of Education, there is disagreement as to whether there is common ground or a juxtaposition between the everyday/experiential conceptualization of social phenomena and the systematic scientific research of these phenomena.

The extremities and contradictions which are created within the framework of this disagreement, are exemplified by the case of "Papoulakos", a charismatic figure which upset the prevailing social conditions of 19th century Peloponesian society. This historic personality was given literary expression by Costis Bastias in his work "Papoulakos-Testiment". In our work we weave out an analysis of the fact that a passage of this book was later incorporated in a primary school textbook. We take note of the fact that this was done in a period when extreme expressions of the "morality of beliefs" by marginal terrorist organizations were condemned, irrespective of whether these were presented in a rather religious/fundamentalist or in a secularized manner.

Maria Iliou
The sociology/ research in Greece

Greek sociological thought and especially the field of sociology of education has delayed to develop scientific research in comparison to the international perspectives. Funding of the socio-educational research begins in the 1970's but is insufficient, while much of the research performed remains unpublished. This delay is crucial. The lack of the research tradition is obvious, as Greece is absent from most of the international fora, where planning of the international educational policy takes place.

This paper also mentions the absence of qualified and experienced researchers of educational problems. Therefore, the production of quantitative and qualitative data is very limited, a fact that leaves no hope for this specific field's potential.

