

# Recherches sociographiques



## Abstracts

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## ABSTRACTS

Claude DEBLOIS, Céline CASTONGUAY et Lise CORRIVEAU : *La culture de l'école secondaire québécoise. Une rétrospective*

As we approach the end of this century, Québec's secondary schools are celebrating their 30<sup>th</sup> anniversary. Born in the wave of educational reform in the 1960s, they have increasingly taken on their own identity, an institutional culture strongly marked by the colour of their time. Studies of nine secondary school institutes conducted between 1991 and 1995 serve as a background for this retrospective on the organizational culture of Québec schools. They provide some elements of explanation of the fact that certain schools have succeeded better than others in developing a culture favourable to successful studies.

Pierrette BOUCHARD, Jean-Claude ST-AMANT et Jacques TONDREAU : *Stéréotypes sexuels, pratiques sociales et rapport différencié à l'école secondaire*

The influence of the gender category on proximity to or distance from the scholastic universe is brought to light on the basis of a questionnaire survey of 1 980 subjects, among boys and girls in their third year of secondary school in Québec ; scholastic distance and a greater or lesser adherence to various gender stereotypes and to the social practices that accompany them seem to be connected and fit in with differentiated relationships at school.

Luce DUVAL, Claude LESSARD et Maurice TARDIF : *Logiques d'exclusion et logiques d'intégration au sein de l'école. Le champ de l'adaptation scolaire*

The field of school adjustment represents one of the fundamental issues in modern schooling that has arisen out of educational democratization. According to a sociohistorical perspective, the objective here is to identify and understand the social and scholastic factors involved in the emergence of this educational sector, taking into account the complex interactions between the evolution of school organization, the groups of social actors involved in the structuring of this zone and the knowledge according to which maladjusted students are classified, designated and treated. While forming a new institutional space based on a logic of integration of all

children within the school, the field of school adaptation at the same time constitutes a zone of exclusion for certain students.

Jean-Pierre PROULX, Émile OLLIVIER et Claude LESSARD : *Le Rapport de la Commission des États généraux sur l'éducation*

The Commission des États généraux sur l'éducation published its report in October 1986 after 18 months of deliberations. The authors present a criticism of it focusing less on the content than on the process. They consider that the absence of sufficient historical distance resulted in the Commission's not sufficiently justifying its choices, in particular regarding the mission of Québec's schools. The commissioners scarcely sought to define the parameters of a new educational social contract. The method of « strategic realism », based above all on the observation of consensus, according to the authors, is in danger of becoming transformed into a disappointing activism.