The clear organization of the text, the high quality of the contributions, spanning a broad spectrum of educational issues, and the harmonious integration of theory and research — all serve to form a sound foundation for the development of a “new” sociology of education, and in this context, *Schools, Teachers, and Teaching* continues a tradition, initiated by Waller (1932), and sustained by Lortie (1975), of developing a comprehensive sociology of teachers’ work.

A major value of the text also lies in its broad appeal. Everyone interested in the sociology of education, from researchers to teachers, should find *Schools, Teachers, and Teaching* to be a valuable addition to their library. Of course, as is the case with any collection of articles, one may take issue with a particular contributor or perspective; but one cannot deny that the text focuses attention on the vital world of teachers’ everyday activities and should consequently further both the academic study of the sociology of education and our understanding of teachers as *persons in relation* to their environment.

Robert G. Campbell/The Ontario Institute for Studies in Education

Erratum

Volume 13, Number 4 — “Personal Construction of Formal Knowledge”/
Maureen L. Pope, pp. 3–14.

Page 3, line 18 — Should read “paradigmatic crisis in the early 1970s”