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Author(s): Robbins, Derek

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Basil Bernstein, 1924-2000

Bernstein was unusual within the British tradition of empirical sociology in being open to the philosophical currents in 'continental' thought. His early reading of Cassirer, Whorf, Vygotsky and Luria, and his knowledge of the work of **Durkheim**, caused him to become primarily concerned with how cultural and linguistic frames of thinking mould our experience of the world. Before and after studying at the London School of Economics as a student after World War II, Bernstein had experience of working and teaching in socially deprived parts of East London. His combination of theoretical interest with concrete experience of non-traditional or non-academic contexts fostered the research which he undertook and inspired at the Sociological Research Unit at the Institute of Education of the University of London from 1963 until his death. During this period he was responsible for the production of a series of studies under the general title of *Class, Codes and Control*. Both the 1st and the 3rd volumes of this series reprinted his seminal article entitled: 'On the classification and framing of educational knowledge.' Bernstein was responsible for drawing attention to the correlation between class difference and the capacity of people to draw upon 'restricted' or 'extended' linguistic codes. He was necessarily interested in **pedagogic practices**, and it is significant that his research provided a basis for examining sociologically the function of schooling at a time when thinking about **education** was still dominated in the UK by philosophers and when opposition to schooling was expressed in the **De-Schooling** movement.

252 words.

Derek Robbins.