


Adolescence

Chapter Six: Schools


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Overview/Outline

- o Origins: Compulsory Education/Comprehensive HS
- o High Schools – Curriculum & other characteristics
- o Tracking
- o School climate
- o Looking beyond HS

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Origins of Compulsory Education

- o Most important causes were industrialization, urbanization, and immigration
- o Many families could make ends meet without the labor of their adolescents
- o Compulsory secondary education was a means of social control

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Comprehensive High School

- Secondary education was aimed at the masses with two goals
 - intellectual training
 - preparing youth for life in modern society (roles of work and citizenship)
- Comprehensive high school
 - General education, college preparation, vocational education

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Debating the High School Curriculum

1970s	Relevance
1980s	Back to Basics
Early 1990s	Higher-Order Thinking
Late 1990s	Rigorous Academic Standards: High Technology

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Characteristics of Good Schools

- Emphasize intellectual activities
- Have teachers strongly committed to students
- Constantly monitor themselves to become better
- Are well integrated into the communities they serve
- Composed of good classrooms where students are active participants

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School Size and Class Size

- Schools became larger
 - To offer a wider range of courses
 - To offer more services for students
- Student performance/interest improve when schools are:
 - less bureaucratic & more intimate
- Larger schools= more student observers rather than participants
- Size especially affects weaker students

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School Size and Class Size

- Ideal size of a school for adolescents
 - Between 500 and 1,000 students
- Classroom size
 - Does not affect scholastic achievement during adolescence
 - Adolescents learn as much in classes of 40 students as in classes of 20 students

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Tracking

- Separating students, by ability
- No definitive answers about overall effects
 - Proponents argue that teachers better able to design class lessons that are more finely tuned to students' abilities
 - Critics argue: remedial track generally = poorer quality education

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● ● ● | **Importance of School Climate**

- The way teachers interact with students
- The way classroom time is used
- The standards teachers hold for students
- The expectations teachers have for their students

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● ● ● | **Importance of School Climate**

- Comer School Development Project
 - Improving student achievement by changing school climate
 - Unique component
 - School Planning and Management Team
 - Social Support Team
 - Parent Team
 - Emphasis on broader social context of school than on what takes place in individual classrooms

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● ● ● | **Beyond H.S.: College Bound & the “Forgotten Half”**

- Changes over time 1900, 1930, Today
- US contrasts with other parts of the world in diversity and accessibility
- Rates of graduation far behind rates of enrollment
- High schools do not prepare graduates at all for the world of work
- The “Forgotten Half” have a hard time finding employment

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