

**Lecture Notes:**

- ① since the Industrial Revolution, education has tended to become more **formalized** and **institutionalized**
- in traditional societies, education was typically handled informally through kinship networks and apprenticeships
  - modernization has necessitated separate, highly regulated educational sequences to meet society's changing needs
- What does education do for society and its members?
- the most obvious purpose of education is to impart a **curriculum** to its students:
    - **formal** curriculum: bodies of fact, knowledge, and skills that comprise the subject matter of classes taught
    - **hidden** curriculum: values, norms, authority structures, and interpretations of factual information implicitly imparted through the structure and practice of education
  - **manifest** (or intended) **functions** of education:
    - **cultural reproduction**: transmitting cultural forms (ideas, customs, standards, language, history, etc.) from one generation to the next
      - information base: facts, figures, dates, and other empirical data deemed important to function in a society
      - knowledge: set of beliefs or perspectives taken as true by the society
      - cultural capital: roles sets, scripts, norms, and behaviors allowing for smooth interaction among members
      - problem-solving skills: ways of thinking and sorting through information to reach effecting conclusions
      - learning skills: ways of assimilating new information and skills and/or locating the answers to new problems
      - civic preparation: knowledge of civic and political functions and processes, along with internalization of the citizen role
      - extracurricular activities: perpetuation of sporting, artistic, ameliorative, and other socially desirable activity forms, as well as their associated social network and community identity building
    - **social control**: indoctrinating the young into patterns of conformity, emphasizing common culture and instilling habits of discipline and obedience
      - community-building: providing a common point of reference for each generation to build their identity around and a reason for parents and other community members to gather in common support
    - **assimilation and acculturation**: creating and maintaining a common cultural base for students of diverse backgrounds and introducing immigrants to the mainstream cultural forms and expectations of a society
    - **training and development**: introducing and reinforcing basic skills such as literacy and numeracy, as well as habits necessary for the workforce such as cooperation, punctuality, and obedience
      - vocational skills: abilities necessary to fulfill semi-skilled and trade labor roles in the workforce
      - technical training: scientific, engineering, & computing skills necessary to technical and information age jobs
    - **selection and allocation**: identifying innate and latent propensities in students and guiding them toward those elements of the curriculum that will best develop them for their optimal role in the workforce (tracking)
    - **promotion of change**: new knowledge and technology is usually introduced to the most recent generation through their formal schooling; schools may also promote change by encouraging critical thinking
  - **latent** (hidden and/or unintended) **functions** of education: some effects of schooling are generally unacknowledged by society because they clash with our dominant ideology or they are simply unintended byproducts of the process
    - **custodial care**: as more adults have entered the formal labor markets, their children require additional outside supervision that was once provided in the home, thus compulsory schooling has come to last for more years and for a larger proportion of each year; the promotion of further extracurricular activities at increasingly younger ages, as well as the proliferation of early education programs (such as preschool and Head Start) also free up more adult time for work
    - **regulating future workforce**: with greater automation and advances in technology, as well as with longer life spans, industrial societies need fewer workers and must hold more in waiting for longer periods of their lives; thus schools warehouse the young to facilitate current worker availability and regulate future workers and "adolescence" was created as an ever-expanding stage in the life course to justify such an extended period of development
      - credentialization: entry into more jobs and professions increasingly requires official degrees or certification
    - **youth subculture**: isolating youth from adult society increasingly encourages their development of unique norms and behavioral forms

- **preparation for independence:** education progressively introduces greater autonomy and inculcates practical life skills to prepare youth for successful formation of their own households
- **dysfunctions** of education: our system of formal education also generates some negative side effects for society
  - **generation gap:** both exposure to new ideas in the form of curriculum (through courses in sociology, history, English, biology, computer science and so forth), as well as the isolated formation of unique youth subcultures may effectively drive a wedge between how a generation of students and their parents view the world
  - **rationalization of inequality:** schools prepare youth to accept inequalities in society by teaching them to expect unequal rewards (ostensibly on the basis of unequal abilities, but also less obviously on the basis of race, ethnicity, class, gender, and other arbitrary distinctions)
  - **perpetuation of inequality:** schools and districts have unequal resources to spend on their students and they employ them unequally for students within each school
    - inter-school inequalities: schools have access to widely different amounts of economic, social, and cultural capital; wealthy schools (usually in well-to-do suburbs) can provide many more opportunities for their students than those schools in poorer urban cores or rural areas
    - intra-school inequalities: students are tracked early and teacher and administrative expectations for each student are quickly developed; these decisions enhance the access of some students in each school to advantages at the expense of others
  - obviously, to the extent schools fail to accurately perform their functions due to existing biases and systems of inequality, they are also dysfunctional in their operation

③ **Pygmalion Effect** (Rosenthal & Jacobson, 1968) sometimes we achieve according to others' tacit expectations

④ most US students attend **public schools** for primary and secondary education, but those schools are highly unequal:

- funding differences in US:
  - between states: low = AR (\$3,599); high = NJ (\$8,118)
  - within states (.05 - .95): AK = \$12,737; MT = \$9,171; NY = \$7,571; WY = \$7,400 (some states, like HA & WV don't tolerate much disparity, but these are exceptions)
- school advantage: .95 = \$10,885 psa & .022 pov; .5 = \$4,505 psa & .162 pov; .05 = \$2,898 psa & .375 pov

⑤ higher (post-secondary) education in the US:

- current US population education levels (Census estimate, in millions):

March, 2000	TOTAL	> HS	HS	some coll	2-year	bachelor	masters	professional	doc
25 years and over	175,230	27,854	58,086	30,753	13,692	29,840	10,396	2,586	2,023
		0.159	0.331	0.176	0.078	0.170	0.059	0.015	0.012

- types of institution and the purpose of the post-secondary educational system:
  - vocational/technical schools, community colleges, distance education, teaching colleges, research universities
  - higher education is about much more than educating undergraduates...

⑥ current issues in American education:

- school violence
- grade inflation and the purpose of schooling
- credentialing and reliance on standardized testing
- funding and other educational inequalities (race, class, and gender)
- school reform initiatives:
  - increased accountability
  - increased teacher certification
  - vouchers for school choice
  - reduce class sizes
  - introduce more technology in the classroom
  - curriculum reform (who decides what is taught in schools, local, state, or national standards?)

**Key Ideas:**

**Curriculum (formal vs. hidden), manifest vs. latent function, dysfunction, Pygmalion Effect.**