

The Importance of High Schools.

In the early decades of the 20th century, a nationwide movement formed around high school education...who knew there was a “high school movement” a hundred years ago? With the industrial revolution came the need for better trained workers and workers disciplined into the regular workday. High schools had the mission of imparting information and indoctrinating future workers into the routine of scheduled work at a central location.

Goldin C, Katz LF. ***Why the United States Led in Education: Lessons from Secondary School Expansion, 1910 to 1940.***
Eltis D, Lewis F, Sokoloff K Human Capital and Institutions. Cambridge University Press; 2009. Ck out the PDF

Being at the one-fifth pole of the 21st century, the question is again being asked...What is the appropriate education for workers in the New Economy? What is the value or relevance of a college education? How do we educate our children to be globally competitive? The following excerpts from two articles provide a starting point for the thought process.

Every small city and town in America has the opportunity to be a positive influence in the education of its residents, young and old. Skill demands continue to evolve rapidly and our human capital investments need to keep up. The nation responded to a need one hundred years ago; a repeat would be timely.

Two insightful articles follow:

- “A New High School Movement Rises” by Bruno V. Manno.
- “When High Schools Shaped America’s Destiny” by [Paul Beston](#).

From...  Education Next

A New High School Movement Rises.



Bruno V. Manno

From 1910 to 1940, a grassroots effort commonly described as the high school movement led to a “spectacular educational transformation” in America, according to Harvard economists [Claudia Goldin and Lawrence Katz](#). The movement raised enrollment of 18-year olds to 71 percent from 19 percent and graduation rates to more than 50 percent from 9 percent, lifting the US to the forefront of educational attainment in the world. It was a response to a “skills gap” problem—soaring demand for a supply of educated workers to staff new white-collar jobs.

Today, demand for a new kind of educated worker has created another “[skills gap](#)”, prompting community-fueled innovations in how high schools prepare young people for careers and continuing education. These approaches integrate schools and students with employers and work, creating a new form of social capital for young people by initiating them into relationships that expand their community networks and lifetime access to opportunity.

Here are examples from the district, charter, and private school sectors.

- In 2009, Wiseburn School District in Los Angeles County created a partnership with [Da Vinci Charter Schools](#). Today, Da Vinci serves 2,100 students in K-16 from 108 zip codes in four high schools, a K-8 homeschool-hybrid model, and post-secondary college and career programs. Over 100 business and nonprofit partners offer students internships, mentorships, workshops, boot camps, consultancies, and other programs. Student partner services include youth marketing focus groups and website, graphic, and social media design.
- Da Vinci Extension integrates high school, college, work, and student services like mental health and counseling, with two pathways to further education—including associate or bachelor’s degrees—using classroom and on-line instruction. One is UCLA Extension and El Camino College, with no cost. The other is [College for America](#), a Southern New Hampshire University affiliate, costing about \$6,000 but subsidized by Pell Grants and local funding. Da Vinci provides tutoring, advising, and teacher support.

Read the Rest of the Story at: <https://www.educationnext.org/new-high-school-movement-rises-fast-cheaper-paths-careers/>

From...City Journal, The Magazine.

When High Schools Shaped America's Destiny.

An early-twentieth-century grassroots movement for mass secondary education positioned the nation for world leadership.

Paul Beston

[The Shape of Work to Come 2017](#), Education; Economy, finance, and budgets

LINK: <https://www.city-journal.org/html/when-high-schools-shaped-americas-destiny-15254.html>

It was, the *Life* magazine story began, “the frantic fraction of the morning when 2,003 boys and girls swarm about the Davenport High School and funnel themselves inside to be exposed to what eager adults who await them term secondary education.” The story, “U.S. Public High School,” appeared in the magazine’s December 14, 1953, issue, the inaugural article in a series on the American high school—then, as now, a subject of concern—and it had chosen Davenport to represent what had become the most characteristic of these institutions: the comprehensive high school, where students could study the traditional liberal arts curriculum but also make use of nonacademic offerings ranging from vocational training to commercial and business courses. “The students still get classics,” *Life* wrote, “but their courses are no longer confined to subjects given mainly for those going to college.

CITY JOURNAL

A quarterly magazine of urban affairs, published by the Manhattan Institute, edited by Brian C. Anderson.

Davenport High each day come students with different backgrounds, racial, religious and economic, each with his own problem of how to fit into a changing society and each with his own prospects and aspirations for the future.”

Davenport High exemplified the comprehensive high school, starting with its size. (Two of its silent study-hall periods accommodated 389 students each.) It offered classes in 127 subjects, “from algebra to zoology,” and while students had to take some English, math, science, and history, they could, through electives, study a broad range of noncollege-track material.

LINK: <https://www.city-journal.org/html/when-high-schools-shaped-americas-destiny-15254.html>