Girls in Education

The domestic ideology contained three major assumptions:

1. The notion of separate spheres was frequently advocated in biological terms as being a natural division between the sexes.

2. Women were defined in relation to men and children rather than as individual beings with their own autonomous existence.

3. Women were regarded as inferior to men.
Marxist view on Education

* Society is divided up into classes => workers (proletariat) & owners (bourgeoisie)

* Educations system is a method of social control used by owners to prepare obedient workers => hidden curriculum/correspondence principle (Bowels and Guintis)

* Hegemonic Marxist => ideological state apparatus - making people think (Altezar)

* Myth of meritocracy => legitimisation of equality

Criticisms

* Education benefits the individual (Liberal) => enables the individual to cross class boundaries

* Education benefits the whole of society (not just the ruling class) => builds a bridge between family and school => meritocracy

* Social solidarity (identifying with others) => reduces tensions (Durkheim)

* Value consensus
Origins of the State System

Statist educational provision had its origin in the desire of one class to control the attitudes and beliefs of another class. There were a number of schooling practices that developed during the 19th century that have become incorporated in everyday thinking about education, their original class basis being ignored.

Among these developments are the following:
* A deficit model of certain classes-cultural deprivation.
* A differentiated curriculum-different schools for different abilities.
* The stratification of knowledge.
* The necessity for moral education.
* The neutrality of education.
* The rise of individualistic competition.