# Article information:

What are schools for? | 3 | Knowledge, Values and Educational Policy |
<https://www.taylorfrancis.com/chapters/edit/10.4324/9780203378595-3/schools-michael-young>

# Article summary:

1. Schools have a unique role in reproducing human societies and enabling innovation and change.

2. Since the 1970s, radical educators and critical sociologists have questioned the role of schools, but their critiques are fundamentally misconceived.

3. An alternative approach locates schools as institutions with the specific purpose of promoting the acquisition of knowledge.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "What are schools for?" raises an important question that every parent and teacher should ask themselves. The author argues that schools have a unique role in reproducing human societies and providing the conditions for innovation and change. However, the article fails to provide a clear answer to the question of what schools are for.

The author acknowledges that since the 1970s, radical educators and critical sociologists have questioned the role of schools and seen them in largely negative terms. However, the author dismisses these critiques as fundamentally misconceived without providing any evidence or counterarguments to support this claim. This suggests a potential bias towards a positive view of schools without considering alternative perspectives.

The article also mentions John White's positive answer to the question but criticizes it for failing to specify what is distinctive about the role of schools. However, the author does not provide any further explanation or analysis of White's argument, leaving readers with an incomplete understanding of his perspective.

Instead, the author proposes an alternative approach that locates schools as institutions with the specific purpose of promoting knowledge acquisition. While this may be a valid perspective, it overlooks other important functions of schools such as socialization, character development, and preparation for citizenship.

Furthermore, the article does not address potential risks or drawbacks associated with emphasizing knowledge acquisition as the primary purpose of schools. For example, focusing too heavily on academic achievement may lead to neglecting students' emotional well-being or limiting their creativity and curiosity.

Overall, while raising an important question about the purpose of schools, this article falls short in providing a comprehensive analysis of different perspectives and considerations. It presents a potentially biased view towards a positive outlook on schools without adequately addressing alternative viewpoints or potential risks associated with its proposed approach.

# Topics for further research:

* Critiques of the role of schools in reproducing societal norms and values
* Alternative perspectives on the purpose of schools beyond knowledge acquisition
* Risks and drawbacks associated with emphasizing academic achievement in schools
* The role of schools in socialization and character development
* Preparation for citizenship in schools
* John White's perspective on the purpose of schools and its distinctive features

# Report location:

<https://www.fullpicture.app/item/5780864ece776608609b6069cc6adcdc>