The rise of mass secondary schooling and modern adolescence:

A social history of youth in southern Adelaide,

1901 - 1965

Craig Campbell

Thesis submitted in fulfilment of the requirements for the
degree of Doctor of Philosophy

June, 1994

Department of Education
University of Adelaide
# Table of Contents

Tables, Figures and Plates  
Abstract of thesis  
Declaration  
Acknowledgments  

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Schools, youth and society</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>Who went to secondary school (1901-1940)?</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>Who succeeded in secondary school (1901-1940)?</td>
<td>117</td>
</tr>
<tr>
<td>4</td>
<td>Inherited images of youth and the &quot;modern&quot; (1901-1940)</td>
<td>154</td>
</tr>
<tr>
<td>5</td>
<td>Modernizing representations of youth</td>
<td>202</td>
</tr>
<tr>
<td>6</td>
<td>Family strategy, secondary schooling and making adolescents</td>
<td>236</td>
</tr>
<tr>
<td>7</td>
<td>The universalizing of modern adolescence (1941-1965)</td>
<td>279</td>
</tr>
<tr>
<td>8</td>
<td>School and the evolution of the &quot;teenager&quot; (1941-1965)</td>
<td>326</td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td>365</td>
</tr>
</tbody>
</table>

Appendix A  The main data-base summary  
Appendix B  Code-book for main data-base  
Appendix C  Occupation coding, occupation recode and class coding  
Appendix D  Residence coding  
Appendix E  The minor data-bases  
Appendix F  Multiple classification analysis  

Bibliography  

Abstract of thesis

The rise of "modern adolescence" has been associated with the creation of secondary schools, and their availability to ever greater proportions of youth. Families from the emerging new middle class have been identified as some of the most persistent users of secondary schools in the late nineteenth, and early twentieth centuries.

The main research instrument used for exploring the association of modern adolescence with secondary schooling and their joint relationship to changing class formations and the gender order, has been the analysis of a data base of students from secondary schools in southern Adelaide. Hypotheses on the relationships between school attendance and "success" with factors including social class and gender have been tested. Analysis of the representations of modern youth in the emerging secondary schools has been linked to the argument about adolescence, class and gender from the quantitative sources. Early school magazines advocated the characteristics of modern adolescence including the idea of youth as dependent on school and family, separated from the labour market, tied to the meritocratic ideology and deferring adult gratifications in favour of future employment and cultural rewards.

Correspondence between the parents and the headmaster of one school has allowed the analysis of family strategies. Some families contested the incursions of secondary schooling; others vigorously pursued the credentials on offer. Though the word "adolescence" was rarely used by parents, its new meanings were supported most strongly by the new employed middle class.

The post-war period saw the comprehensive introduction of streaming. Along with the division of state schools into technical and high, streaming helped maintain unequal and different class and gender based adolescences. Nevertheless class declined as the dominant factor influencing the length of secondary school stay and success. The transformation of secondary schooling from an elite to a mass system was mainly responsible for this.

The argument is confirmed that for this district, the new and professional middle classes pioneered modern adolescences especially through their use of secondary education. By the 1960s that leading role was less prominent than earlier in the century as a universalization, if not democratization of modern adolescence had occurred.