

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)

Index

- ability grouping, in intermediate school, 200–1
- academies (private schools), 21, 42, 44, 223
- activists
 - transitional newcomers as, 193–4
 - see also* political participation; voluntary associations
- adolescence
 - Hall on, 150, 278 *n*108
 - see also* peer-group culture
- Adrian, Michigan, student-origin studies in, 101
- adulthood, transition to, 150–1, 166
- age grading, 52
- age priority, *see* birth order
- American Protective Association, 72, 189
- analytic thought, and Somerville curriculum, 34–5, 77–8
- Anglo-Saxons
 - games of, 128
 - see also* Yankees
- apprenticeship
 - decline of, 269 *n*63
 - difficulty in finding, 76
 - high school competition from, 42, 90
 - for high school leavers, 55
- aptitude grouping, and junior high school, 201
- artisans
 - Boston–Somerville flight of, 71–2
 - on common council, 64
 - and English High establishment, 92, 94
 - insecurity of, 70, 76
 - as parents of high schoolers, 42, 45, 46, 47, 49, 57, 58, 76, 89, 108
 - second-generation Irish as, 68
 - and semiskilled workers, 69
 - see also* blue-collar workers; skilled workers
- assimilation
 - and high school, 221
 - in junior high school, 201
 - in zone of emergence, 193
- athletics, high school, *see* sports, high school
- attendance by enrolled students
 - as decreased by epidemics, 84
 - in Somerville schools (1842–45), 23–4, 28
 - in Somerville schools (1850s), 43
 - in Somerville schools (late 1800s), 86–7, 88
 - see also* enrollment in high school
- autonomous cognitive abilities, as educational objective, 35–6, 39
- “average ability,” as teaching basis, 77
- Baker, May, 146
- baseball, high school, 126–8, 132, 140
- basketball teams, girls’, 129, 147
- Baxter, George L., 40, 98, 132
- Bell, Luther V., 17
- Beverly, Massachusetts, high school opposed in, 40
- Bingham, Norman W., 95–6, 97
- birth order, and high school attendance, 52–3, 109–10, 111
- birth rate
 - for foreign-born, 10, 67
 - see also* family size
- blacks, in Somerville, 9
- blue-collar workers
 - and high school as occupational mobility, 166–8, 171, 177–85
 - migration regimes of, 174–6
 - as parents of high schoolers, 102,

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)

290

Index

- blue-collar workers (*cont.*)
 - 105, 106, 108–9, 114, 115–17, 220
 - as parents of high school graduates and college entrants, 157–60, 161
 - as parents of school leavers, 106–7, 108
 - scholastic achievement of children of, 171–3
 - school leavers as, 107, 111
 - as Somerville residents, 189–90
 - see also* artisans; manual workers; semiskilled workers; skilled workers; unskilled workers
- Blumin, Stuart, 118
- board of aldermen, Somerville, 61, 62–3, 64, 65, 95, 96
 - and junior high school, 211–16
 - see also* city council, Somerville
- boarders
 - and high school student families, 106, 109
 - as income-suppliers, 53
 - in Somerville households, 10
- Bodnar, John, 117
- Boles, John, 72
- bookkeeping
 - expansion of (late-nineteenth century), 70
 - schools educate for, 77, 100
- boosterism, in Somerville, 19, 39, 60, 223
- boss politics
 - student self-government against, 120
 - see also* political machine, Republican
- Boston, Massachusetts
 - class size in, 21, 86
 - English High School in, 93
 - grammar school graduation in, 87
- Boutwell, George, 16
- Bowles, Samuel, 1, 156, 185
- Brackett, Frank, 55
- Bradley, Daniel, 216
- Brastow, Charles (son of George Brastow), 55
- Brastow, George O., 4–5, 14–15, 22, 72–3
- Brewer, John M., 208
 - “Brick Bottom,” 68
- Broadway Park, 66
- built environment
 - and manual training, 81–2
 - and mathematical schooling, 34
- Burgess, William H., 139
- Burns, William F., 207
- businessmen, *see* white-collar workers; Yankee businessmen
- Cambridge, Massachusetts
 - English High School in, 93
 - petition for annexation to, 60
- capital, human, 176, 266 *n*38
- capitalism
 - fears of changes from, 16
 - and inequality, 1
- career mobility, *see* occupational mobility
- career women, 171, 173–4
- Carnegie, Andrew, 144
- Catholics, in Somerville, 59, 187–9
 - first institutions for, 71
 - and junior high school, 217
 - opponents of, 71, 72
 - and parochial schools, 217
 - prejudice toward, 193
 - see also* Irish, in Somerville
- census schedules, 101–2, 104, 258 *n*55
- Charlestown, Massachusetts, 5–7
- cheerleaders, 129
- child labor
 - and vocational training, 199
 - see also* employment of youth
- Cholerton, Herbert, 209
- churches, for Yankee middle class, 73
- citizenship, high-school preparation for, 129–31
- city charter, Somerville, 61
 - and teacher stabilization, 82
- city council, Somerville, 61–5
 - and charter reform, 194–5
 - and English/Latin high school, 95, 96–7
- civic activity, *see* voluntary associations
- civic patriotism

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)

Index

291

- and common school, 22
- and high school extracurriculum, 223
- civil-service exams, Massachusetts, 78, 81
- Civil War
 - and generational identity, 143
 - heroes seen in, 131, 143
 - Somerville recruits in, 56–7, 59
- Clancy, Thomas M., 204, 216
- Clark, Charles S., 200
- class conflict, education as solution for, 16, 59
- class formation, structuration in, 118
- class size, in schools
 - and cost, 209
 - in early Somerville school system, 20, 21, 22
 - in Somerville High School (1872–90), 92
 - in Somerville schools (1890s), 86
- clerical work
 - expansion of (end of nineteenth century), 70
 - and junior high school, 216–17
 - on-the-job training for, 181
 - schools train for (end of 19th century), 78, 90, 93, 100
 - wages for, 93
 - white-collar parents see need for training in, 102
 - see also white-collar employment
- clubs, high school, 121
- clubs (voluntary associations), Yankee, 73, 74, 118, 222
- coalition politics, for junior high school, 211, 217, 218
- cognitive or mental development and graded structure, 20
- manual training for, 80–1, 198
- and problem solving, 263 *n*43
- cohorts, in high school/grammar school analysis, 105
- college
 - English High graduates in, 197
 - as future expectation, 100
 - high school as preparation for, 76, 89, 93–4
 - and Latin High graduates, 142
 - and occupational mobility, 157–69
 - Somerville High graduates to, 153
 - and white-collar parents, 94
- “College of the People,” English High as, 100
- commercial school, high school competition from, 90
- Committee of Ten on Secondary Schools, 95, 197
- common school movement, 15–17, 21–2, 23
 - and Draper affair, 26
 - and public high school, 41
 - and teachers, 36
 - vs. turn-of-century restructuring, 89
- common schooling
 - vs. two-track system, 90
 - vs. vocational training, 198
- community
 - from extracurricular groups, 119, 123
 - high school as, 146
 - through high school athletics, 140
 - high school inculcates, 223
 - high school as symbol of, 2
 - in patriotism, 131
 - through peer-group culture, 150
- commuter suburb, *see* suburb, Somerville as
- commuter travel
 - development of, 8
 - see also streetcars
- competition
 - and peer-group culture, 139–42
 - and success ethic, 154–6
- “comprehensive high school,” 197–8, 199
- conflict, social, *see* class conflict; ethnic conflict; religious conflict
- conflict of values
 - on family vs. community, 26
 - traditional rural vs. modern industrial, 25–6
- conformity, in peer society, 2, 151
- construction of school buildings, 18, 23, 85–6, 99
- Converse, John W., 195
- Cooper, Frank Irving, 209
- corporal punishment, and Draper affair, 25

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)

292

Index

- “counterbalance” thesis, 181–2
- creativity, intellectual
and Somerville curriculum, 77–8, 78–9
see also reason, and Somerville curriculum
- creativity, and manual training, 80–1
- credentials
high school meets need for, 156, 157, 176, 178–9, 221
inflation of, 223
students promote importance of, 2
see also qualifications
- crime, juvenile, 16, 205
- culture, youth, *see* peer-group culture; youth culture
- Cummings, John A., 66–7
- current events, 129–32
- curriculum, 33–6, 77–8
of comprehensive high school, 198
of English High, 92–3, 100
extracurriculum as, 119, 141, 150
(*see also* peer-group culture)
and industrialization, 34, 39
of junior high school, 218
manual training in, 79–82
religious influence on, 29–30
in two-track high school, 89–90
urbanization as challenge to, 88
- daughters, *see* girls
- Dearborn, Andrew, 25
- death rate, for Somerville, 72, 84
- Dedham, Massachusetts, two-session plan in, 96
- Democratic party
and Irish, 189, 217 (*see also* Irish Democrats)
and junior high school, 195, 204, 211, 215
Massachusetts gained by, 218
Republicans vigilant against (1880s), 63
on school committee (1910–20), 201–2
Somerville falls to, 186, 194
- dependency
of girls on Victorian family, 58
of high school graduates, 165
and school attendance, 52, 86–7
and Yankee middle class, 118
- de-skilling (mechanization reducing skill), 69, 70, 76 (*see also* factory system)
- Detroit, Michigan, in family role strategy comparison, 113
- development, mental or cognitive
and graded structure, 20
and manual training, 80–1, 198
and problem solving, 263 *n*43
- Dickerman, Frank E., 73
- Dimensions of Liberty, The* (Handlin and Handlin), 156
- discipline
and draper affair, 25–6
as province of schools, 27, 34
and teacher qualifications, 36
and work-discipline thesis, 34
- discrimination
against working-class job applicants, 167
see also ethnic conflict; prejudice; religious conflict
- disease
among immigrants, 10
and Somerville schools, 84–5
- Dolben, William H., 209
- Dore, R. P., 34
- dramaturgy, in adolescent ritualized interaction, 151
- Draper, Martin, and Draper affair, 25, 26, 28
- dropouts, *see* school leavers
- Durrell, Thomas, 96
- Edgerly, John S., 15, 72
- education, *see* high school; public education
- elective system, for English High, 100
- elementary school, 15, 87, 200, 218
- Eliot, Charles W., 94–5
- employment
expansion of, 59, 118
semiskilled, 59, 111
see also white-collar employment; *specific categories of workers*
- employment of youth
of daughters (turn-of-century), 109

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)

Index

293

- and Free Public School, 57–8
- vs. high school attendance, 42, 43, 44
- among Irish, 47
- see also* family-role instrumentalism; role exchange
- English High School, Somerville, 92–3, 95–6, 99–100
- alumni in and out of Somerville, 219
- city council dispute over, 96–9
- “comprehensive high school” reunites, 197
- extracurriculum of, 119–22
- gender differences in attendance at, 104
- graduates of in professions, 169
- immigrants’ children at, 160–1
- and labor market, 115
- at Paris World’s Exhibition, 1, 144
- social origins of students in, 108–12
- student body of, 100
- white-collar jobs for attendees of, 168
- see also* high school(s), Somerville
- Enlightenment, and public education, 17
- enrollment (attendance) in early Somerville schools, 17–18
- enrollment in elementary schools (1870s), 87
- enrollment in high school
 - and gender/birth order, 52–3, 102–4, 109–10, 111, 114–15
 - by girls, 53–6
 - increase in (late 1800s and early 1900s), 84, 90, 92, 98–9, 114–15
 - increase in (early 20th century), 2, 100, 198
 - low rate of (1850s), 42–3
 - low rate of (post-Civil War), 89
 - and mobility, 42, 58, 176–85
 - and social origin, 45–52, 58, 101–17, 165
- equality
 - public schools teach, 204
 - see also* inequality
- equal opportunity, from public high school, 44, 45
- Erie, Pennsylvania, student-origin studies in, 101
- Erikson, Erik, 151
- ethnic conflict
 - in early 20th century, 187, 189, 193
 - and post-Civil War growth, 59
 - in West Charlestown (1830s), 6
 - see also* religious conflict
- ethnicity
 - and high school graduation, 160–4
 - and upward mobility, 156, 165, 168
- evaluation, standardization of, 77, 79
- Everett, Edward, 72
- extracurriculum, 119–22, 141, 150
- factory system
 - and artisans, 45, 49
 - and class-size debate, 20
 - and semiskilled workers, 69
 - vs. skilled workers, 70
- fads, in high school, 134
- Faler, Paul G., 25
- Fall River, Massachusetts, and English High School, 93
- family
 - in early Somerville, 10
 - of high schoolers vs. school leavers, 106–11, 117
 - in middle-class ethos, 196
 - with multiple wage-earners, 71, 111
 - and prolongation of schooling, 165
 - and public high school, 42
 - and upward mobility, 165
 - see also* social origins
- family limitation
 - and high school enrollment (turn-of-century), 109, 117, 220
 - by school committeemen, 33
- family-role instrumentalism, 53, 106, 109, 112, 114, 165, 220 (*see also* role exchange)
- family security, for Irish workers, 47
- family size
 - and college attendance, 160
 - and foreign-born birth rate, 10, 67
 - and high school attendance, 51–2, 109

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)294 **Index**

- family size (*cont.*)
 - and high school graduation, 165
 - and immigrant high schoolers, 112–13
 - and scholastic achievement, 171
 - and school leavers, 110, 111
 - and upward mobility, 184
 - see also* birth order
- female-headed households, school leavers from, 107, 108
- females, *see* girls; women
- female workers, wages of, 55, 104
- Fitzpatrick, Francis, 208, 215, 216
- football, high school, 126, 128, 140
- foreign parentage, *see* immigrants in Somerville
- Forster Intermediate School, 200, 201
- Foss, Eugene N., 202
- France, in comparison of high schoolers' parents, 49
- fraternities, 121–2
- free high school, as reform requirement, 39
- Free Public High School, Somerville, 20, 40, 57–8, 115
 - attendance at, 42–4
 - community division over, 44–5
 - employment for graduates of, 55
 - entry age for, 52
 - expectations toward, 40–2, 57
 - and gender/birth order as attendance factor, 52–3
 - girl students in, 51, 53–5, 55–6, 58
 - origins of students in, 45–52
- Frost, Carrie M., 145, 146
- Fulton, David, 204
- gender
 - and high school attendance or enrollment, 52–3, 102–4, 109, 110, 111, 114
 - and role exchange, 107, 111
 - and student organization, 121
 - and upward mobility, 156, 165
 - wage differential due to, 55, 104
 - see also* girls; women
- gender mixing, in extracurriculum, 147
- generational culture, 223
- generations
 - and high schoolers' future, 143–4
 - sense of, 143–4, 223
- geographic mobility
 - of female graduates, 170
 - and schooling level, 174–6
- Giddens, Anthony, 118
- Gintis, Herbert, 1, 156, 185
- girls
 - college attendance by, 159–60
 - graduation patterns of, 157–8
 - in high school, 49–51, 53–5, 55–6, 58, 102
 - and high school athletics, 129
 - and high school smoking, 132, 134
 - at Latin vs. English High School, 109
 - and “new woman,” 131–2, 147–50
 - post-graduation life course of, 170–1
 - and scholastic achievement, 171–2
 - in student organization, 121
 - vocational school for, 198
 - see also* female workers; gender
- Glines, Frederic, 57
- Goffman, Erving, 151
- Goldthorpe, John, 1, 181–2
- government of Somerville
 - charter granted for, 61
 - charter reform for, 194–5, 201
 - and Republican party, 59, 61–5, 66, 72, 96–7, 222
 - and Yankees, 61, 66, 74, 87, 205
 - see also* city council, Somerville; politicians; school committee(men)
- grades, as career predictors, 171, 172–3
- grading system, standardization of, 77, 79
- graduation from grammar school (1870s/1880s/1890s), 87, 88
- graduation from high school
 - and mobility, 166, 170–1
 - rate of, 92, 100
 - and social origin, 157–65
- Graff, Harvey J., 34
- grammar school, 20, 23, 43–4
 - attendance at (latter 1800s), 86
- dropouts (leavers) from, 106–8, 110–11, 113, 115, 116, 117, 176, 230–1

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)

Index

295

- and elementary school, 200
 - graduation rate from
 - (1870s/1880s/1890s), 87, 88
 - student population of (1880s), 84
 - teacher turnover in, 38
 - tests in, 79
 - universal completion of as goal, 87
 - white-collar employment through, 181
- Haley, Joseph, 207
- Hall, G. Stanley, 150
- Hall, Joseph, 96
- Hamilton, English Canada, and school attendance, 51
- Handlin, Oscar, 2
- Handlin, Oscar and Mary, 156, 222
- Hareven, Tamara, 216
- Harris, William T., 94
- Hayden, Joseph O., 72, 73, 97
- Healey, Guy, 204, 216
- health
 - and sanitary schoolhouses, 84–5
 - see also* death rate, for Somerville
- Henderson, Ellen, 56
- heroes, 131–2
 - from Civil War, 131, 143
- Herrick, L. A., 81
- high school, 1–2
 - and blue-collar workers, 220
 - and occupational mobility, 221, 222
 - origins of, 220
 - social origins of students in, 101
 - transition of, 222–3
 - and white-collar workers, 220–1
- high school(s), Somerville, 89
- attendance at (latter 1800s), 86
- college preparation in, 89, 93–4
- “comprehensive high school,” 197–8, 199
- curriculum of, 89–90, 92–3, 100, 198 (*see also* curriculum)
- and Draper affair, 26
- English High School formed, 92–3, 95–6, 99–100 (*see also* English High School, Somerville)
- enrollment in, 42–43, 89, 90, 92, 98–9, 100, 115, 198 (*see also* enrollment in high school)
- Free Public High school, 20, 40, 57–8, 115 (*see also* Free Public High School, Somerville)
- and industrial migration regimes, 174–6
- Latin High School, 92, 94, 99–100 (*see also* Latin High School, Somerville)
- manual training in, 79–82, 198
- and occupational mobility, 156–69, 176–85 (*see also* occupational mobility)
- overcrowding at, 98–9, 115, 198, 199, 218
- and peer-group culture, 2, 119–20, 146–7 (*see also* peer-group culture)
- reorganization needed for, 88
- self-discovery through, 153
- social origins of students in, 45–52, 101–117 (*see also* social origins)
- and success, 154–6
- tradition of, 153
- two tracks in, 89–90
- vocational schools, 198–9
- see also* public education in Somerville; Somerville High School
- Hill, Emma, 56
- Hodgkins, William H., 97, 98
- Hogan, Martin P., 204, 215
- home ownership
 - and high school graduation, 160, 164–5
 - and immigrant high schoolers, 112–13, 114
 - and Irish school leavers, 111
 - and upward mobility, 184
 - see also* property ownership; real estate
- Hood, Mercy, 56
- household structure, 10, 53
- human capital, 176, 266 *n*38
- humor, high school, 132, 134–6
- Hurn, Florence, 73
- ideals, in peer-group culture, 150
- identity
 - and peer society, 2, 119–20, 147, 150

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)296 **Index**

- identity (*cont.*)
 - and sports heroes, 132
 - as student iconoclasts, 134
- identity of middle class, *see* way of life
- illiteracy, of school leavers' parents, 108, 110
- immigrants in Somerville, 9, 10, 67, 69, 187–94
 - as competition for dropouts, 199
 - and high school as occupational mobility, 182
 - Italian, 189, 217
 - and junior high school, 200, 205, 215, 216, 219
 - and Massachusetts industry, 6
 - and native youths in school, 196
 - as parents of high schoolers, 52, 106, 111–13, 115–17
 - as parents of school leavers, 107, 110, 111, 113
 - as public-education challenge, 88, 221
 - public-school enrollment of, 204
 - see also* Catholics, in Somerville; Irish, in Somerville
- individual differences
 - and junior high school, 198, 209
 - and standard levels, 77
- industrialization
 - and artisan support of high school, 49
 - and education need, 16, 22, 39, 75–6, 87–8
 - and manual training, 80, 81
 - and reshuffling of elites, 30
 - and secondary-schooling sponsorship, 47
 - and skilled workers, 69, 70, 76
 - in Somerville growth (late 1800s), 69–70 and Somerville school curriculum, 34, 39
 - and Somerville social structure, 11
 - see also* urbanization
- industrial morality, vs. traditional rural values, 25
- industrial work, vocational training for, 198–9
- industry(ies)
 - in Somerville's development, 7–8, 69
 - wages in, 93
- inequality
 - of educational opportunity, 117, 165, 220
 - high school as reinforcing, 156, 185
- instrumentalism, family-role, 53, 106, 109, 112, 114, 165, 220 (*see also* role exchange)
- instrumentalism, and Somerville curriculum, 35
- intellectual creativity, *see* creativity, intellectual; reason, and Somerville curriculum
- interest grouping, and junior high school, 201
- intermarriage, 68
- intermediate (subgrammar) school, 20
- "intermediate school," 200
- Irish, in Somerville
 - and Democratic party, 189
 - and Free Public High School, 47, 58
 - as high schoolers, 112, 113–14
 - high school graduation by, 161, 164–5
 - households of, 10
 - as immigrants, 6, 9, 13, 67, 187
 - poverty of, 13, 16, 47
 - on school committee (1912–20), 214
 - school leavers among, 107, 108, 110, 111
 - second generation of, 67–9, 71
 - and Somerville charter reform, 195
 - as spreading through Somerville, 189
 - white-collar jobs for graduates among, 168
- Irish Democrats, 201–2
 - and charter reform, 195
 - and junior high school, 204, 207, 211, 218, 219
 - opposition to, 63
- Irish politicians, and junior high school, 204, 217–18
- Irony of Early School Reform, The* (Katz), 47
- Italian community, 189, 217

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)

Index

297

- Janes, S. Walker, 98
 Japan, junior-high-school visitors
 from, 200
 journalism, student, 123–5
 junior high school, 199–200, 201,
 218–19
 experimentation phase for, 200–4
 opposition to, 206–7
 political and social significance of,
 211–18, 219
 postwar controversy over, 205–11
 and reform alliance, 195
 and WWI economic upswing, 205
 juvenile delinquents, 16, 205
- Kaestle, Carl F., 3, 34, 45
 Katz, Michael B., 2, 37, 47, 156, 222
 Kelley, Thomas A., 204, 216
 Kenney, Charles (son of James Ken-
 ney), 114, 216
 Kenney, Frank (son of James Ken-
 ney), 114, 216
 Kenney, James, 114
 Kenney, James W., 114, 195, 206,
 216
 Kett, Joseph F., 55, 120, 156
 Kimball, Jesse, 25
 Kingsbury report on child labor, 199
 Kirkpatrick, Charles A., 204, 215
 Knapp, Oren S., 33
 Knights, Peter R., 2
- laborers, *see* blue-collar workers;
 manual workers; unskilled
 workers
 labor market
 and high-school expansion, 115–
 16
 school credentials as criterion in,
 156
 and transitional migration regime,
 175–6
 Latin High School, Somerville, 92,
 94, 99–100
 college admission through, 142
 “comprehensive high school” re-
 unites, 197
 and English High, 99–100
 extracurriculum of, 119–22
 gender differences in attendance
 at, 104
 graduates of in professions, 169
 and labor market, 115
 and occupational mobility, 168
 at Paris World’s Exhibition, 1
 and scholarship, 141
 social origins of students in, 108–
 12
 student body of, 100
 Lazerson, Marvin, 2–3
 life-cycle, household
 of Gilded Age suburb, 106
 secondary schooling in, 52
 lifestyle, *see* way of life
 Light, Charlotte, 56
 Lincoln, Charles S., 33
 literacy
 ample supply of (early 20th cen-
 tury), 199
 as educational aim, 34
 and teaching as profession, 83
 Locatelli, John, 207, 209, 210, 211,
 215
 Lowe, Charles, 72
 Lowe, Martha Perry, 72
 Lowell, Massachusetts, class size in,
 86
 low-manual workers, *see* semiskilled
 workers; unskilled workers
 low-skilled workers, as parents of
 high schoolers (intercity study),
 49
- Lynd, Robert and Helen, 141
 Lynn, Massachusetts, English High
 School in, 93
- McCarthy, William T., 208, 216
 MacDonald, Herbert A., 204, 216
 machine politics, *see* political ma-
 chine, Republican
 McKinley, William, as hero, 131
 McMillin, John M., 144–5, 145–6,
 155, 176
 Macrae, Billy, 132
 Mahoney, George C., 216
 Mann, Horace, 16
 on common schooling, 90
 on female teachers, 37
 on intelligence vs. memorization,
 35
 manual employment, for grammar
 school dropouts, 176

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)298 **Index**

- manual training, 79–82
 - vs. vocational schools, 198
- manual workers
 - and Free Public High School, 58
 - and high school as occupational mobility, 166–8, 177–85
 - household structure of, 10
 - and industrialization, 11
 - as parents of high schoolers, 47, 112
 - as parents of high schoolers (intercity study), 49
 - as parents of school leavers, 110
 - see also* blue-collar workers
- manufacturing, in Somerville, 69
- marriage
 - education for purpose of, 55, 110
 - between ethnic groups, 67–8
 - and teacher turnover, 37, 38
 - as woman's life course, 110, 169, 170–1
- Massachusetts, civil-service exams of, 78, 81
- Massachusetts public schools, manual training in, 80
- mass transportation
 - and youth employment, 43–4
 - see also* streetcars
- meat-packing and -dressing industries in Somerville, 69
- Meleney, Clarence E., 92–3, 95
- “melting pot,” high school as, 151–2
- mental development
 - and graded structure, 20
 - and manual training, 80–1, 198
- merchants
 - Boston–Somerville flight of, 71–2
 - and Free High School, 45
 - shifting investment of, 6
- meritocracy
 - high school as promoting, 2, 176, 185, 221
 - inflation in qualifications of, 223
- middle class
 - high school in forming of, 1, 117–18
 - Irish, 68, 189
 - and junior high school, 200, 218, 219
 - new pluralistic or ethnic, 215, 218, 221
 - as parents of high schoolers, 116
 - and Somerville family life, 10
 - and Somerville housing market, 4–5
 - Somerville as showcase of, 87
 - Yankee, 74, 117–18, 215, 218, 220, 221 (*see also* Yankee white-collar/middle class)
 - see also* white-collar workers
- middle-class ethos, in Somerville, 195–6
- migration
 - and early school overcrowding, 17, 20
 - and high school enrollment, 105–6
 - life-cycle pattern of, 106
 - migrants to Somerville, 6, 8–9, 67, 71–2, 186–9
 - out-migration by female students from Somerville, 170
 - out-migration from Somerville of students by ethnicity, 219
 - out-migration from Somerville of students by occupational class, 174–6
- migration regimes, and schooling level, 174–6
- Mills, C. Wright, 221
- Mitchell, Albert, 56–7
- mobility
 - geographic, 170, 174–6
 - as high school purpose, 106, 155–6, 157, 176, 178–9, 221
 - through instrumental support, 117 (*see also* family-role instrumentalism; role exchange)
 - and junior high school, 216, 219
 - of Kenney family, 114
 - and middle-class ethos, 196
 - residential, 190
 - of Somerville Irish, 189
 - see also* occupational mobility; social mobility
- Modell, John, 107, 113
- models, 131–2
- mortality rate, for Somerville, 72, 84
- Muldoon, Christopher, 208, 215, 216
- multiple employment, 71, 111
- Municipal League, 194–5
- Murphy, John J., 204

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)

Index

299

- national awareness, through
 - student-magazine exchange, 125
- National Education Association, Committee of Ten of, 95, 197
- natives, *see* Yankees
- nativism, and Somerville immigrants, 71, 186, 187, 189
- nativity
 - and college attendance, 160
 - and high-school attendance, 115–16
 - and scholastic achievement, 171
 - and upward mobility, 184
- New Bedford, Massachusetts, class size in, 86
- Newburyport, Massachusetts, schooling-vs.-property study in, 113–14
- Newton, Massachusetts, and English High School, 93
- “new woman,” 131–2, 147–50
- New York City schools
 - class size in, 20
 - and free textbooks, 78
 - parents in, 47, 48
- normal schools
 - and high school, 56
 - new ideas from, 82
 - and women teachers, 37
- numeracy
 - ample supply of (early 20th century), 199
 - as educational aim, 34
 - in Somerville curriculum (latter 1800s), 77, 78
 - and teaching as profession, 83
- O’Brien, Hugh, 63
- O’Brien, James J., 195
- occupation, parental
 - and college attendance, 157–60
 - and entry to professions, 169
 - and gender differential in high school attendance, 102
 - and scholastic achievement, 172
 - and upward mobility, 156, 168, 184
- occupational class, *see* artisans; blue-collar workers; manual workers; white-collar workers
- occupational mobility
 - and American high school, 221, 222
 - determination of, 280 *n*14
 - and high school attendance, 58, 176–85
 - and high school graduation/college attendance, 157–71
 - and scholastic achievement, 172–4
 - and sponsorship of high school for children, 114
 - traditional (noneducational) avenues of, 58, 169, 181
- “operational aesthetic,” 262 *n*42
- opportunity, educational
 - equality/inequality of, 44, 45, 220
 - and social class, 117
- opportunity cost
 - of education, 266 *n*38
 - for girls’ vs. boys’ education, 55, 58, 102–4, 115
 - and Latin vs. English High School enrollment, 108
- Other Bostonians, The* (Thernstrom), 157
- overcrowding
 - in early Somerville schools, 17, 20
 - in high schools, 98–99, 115, 198, 199, 218
- parents
 - and curriculum, 33
 - and school discipline, 24–6
 - students’ dependency on, 86–7
 - see also* family; social origins; *specific categories of parents*
- Parent-Teacher Association, and junior highs, 206
- Paris World’s Exposition (1900), Somerville High School at, 1, 144
- parochial schools, 71, 196, 204, 217, 223
- “Patch, the,” 68, 187, 189
- patriotism, 131
- peer group, students’ dependency on, 86–7
- peer-group culture, 2, 119–20, 146–7, 223
 - and competition, 139–42
 - conformity in, 151

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)

300

Index

- peer-group culture (*cont.*)
 and generational change, 143–4
 irreverence in, 132–6
 and national affairs, 129–32
 and new woman, 131–2, 147–50
 and personality types, 136
 and scholastic achievement, 141–2, 153–4
 and school spirit, 123–8
 social hierarchy in, 121–2, 146–7
 and social life, 141–2
 and sports, 126–9, 132, 140–1, 147
 student government in, 120–1
 and student journalism, 123–5
 as transition to adulthood, 144–6, 150–1
 and youth identity, 150
 Perlmann, Joel, 115–16, 221
 personal identities, *see* identity
 personality types, high school fascination with, 136
 Pleck, Elizabeth H., 2
 police department, Somerville, establishment of, 61
 political machine, Republican, 61–5
 and charter reform, 194–5
 city government controlled through, 66
 vs. Irish politicians, 217–18
 and northward territory, 72
 political participation
 and charter reform, 195
 and junior high school, 195, 217–19
 for public schools (mid-nineteenth century), 30
 by transitional newcomers, 193–4
 political power, and high school, 1
 politicians
 Brastow, 4–5, 14–15
 Edgerly, 15
 Irish, 204, 217–18 (*see also* Irish Democrats)
see also city council; school committee(men)
 poverty
 civic leaders worried over, 16, 59
 of Irish, 13, 16, 47
 vs. school attendance, 75, 107
 prejudice
 against Somerville Catholics, 193
see also ethnic conflict; religious conflict
 primary school, 20, 23
 attendance at (latter 1800s), 86
 and elementary school, 200
 student population of (1880s), 84
 teacher turnover in, 37–8
 private schools, 21, 42, 44, 223
 professional educators, vs. parents, 27
 professionals
 on city council (early 1890s), 96, 98
 as parents of high schoolers, 46
 as parents of high schoolers (intercity study), 49
 on school committee, 33, 64, 65, 95, 213, 215, 216
 second-generation Irish as, 68
 teachers as, 82–3
 professions, secondary education as route to, 76, 169
 Progressive Era, 221
 progressives and progressive movement
 and junior high school, 201–2, 218
 student views derived from, 130
 prohibition, in Somerville, 63
 property ownership
 and college attendance, 160
 disparities in patterns of, 189
 and high school attendance or enrollment, 49, 51, 52, 101, 113, 114, 117
 and scholastic achievement, 172
 of school committeemen vs. selectmen, 33
 and school leavers, 107
 in Somerville, 10, 11–13
see also home ownership; real estate
 Providence, Rhode Island, high-school enrollment study of, 115, 116
 psychology, and curriculum (1840s), 35
 public education
 and urban growth, 220
see also high school
 public education in Somerville
 building construction for, 18, 85–6, 99

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)

Index

301

- class size in, 21, 22, 86, 92, 209
- and common school movement, 15–17, 21–2, 23, 26, 36
- and conflict of values, 25–6
- curriculum in, 33–6, 77–8 (*see also* curriculum)
- development of (mid-nineteenth century), 23–4
- discontentment with (1860s), 60
- elementary school, 15, 87, 200, 218
- enrollment growth of (1870–1900), 83–4, 85
- enrollment growth of (1900–30), 196, 198
- enrollment statistics for, 87
- funding of, 4, 28, 29, 67, 196
- grammar school, 20, 23, 43–4, 87, 200 (*see also* grammar school)
- increasing (prolonging) years of schooling in, 74–76, 78, 88, 115, 165
- and inequality, 156, 165, 185, 220
- junior high school, 199–200, 201, 218–19 (*see also* junior high school)
- and population influx, 17–21
- primary school, 20, 23, 84, 86, 200
- and private schools, 21, 44, 223
- and public health, 84–5
- and public interest, 23, 26–8
- and Somerville development, 4–5
- standard group achievement in, 76–7, 79
- teachers in, 36–9, 44, 82–3, 86–7
- textbooks provided for, 78–9
- wartime attendance drop in, 205
- at World's Fairs, 1, 144
- and Yankee business class, 15
- Yankee white collar and skilled as beneficiaries of, 76, 185, 220, 221
- see also* high school(s), Somerville
- public education in Somerville, purposes of
 - attraction to city, 4, 71–2, 86
 - conflict alleviation, 16, 22, 59, 205
 - creating better industrial city, 15, 16–17, 39, 59, 87–8
 - social mobility or maintenance opportunity, 88, 106, 155–6, 157, 176, 178–9, 221 (*see also* occupational mobility)
 - transition in, 106
- public high school, *see* high school
- public interest
 - schools as focus of, 23, 26–8
 - student journalism expresses, 124
- punctuality, as educational aim, 34
- qualifications
 - high school as providing, 2, 155–6, 157, 166, 176 (*see also* credentials)
 - rising level of, 166
 - for teachers, 82
- racial conflict, *see* ethnic conflict; religious conflict
- Ravitch, Diane, 156
- real estate
 - cost and rent of (1930), 190
 - and schooling among Irish, 113–14
 - and Somerville growth (1872–1900), 65–6
 - speculation in, 8
 - as transformed into housing lots, 12
 - as transformed into smaller homes, 186
 - see also* home ownership; property ownership
- reason, and Somerville curriculum, 34–5, 78
- reform, common school as engine of, 36
- reform, educational
 - and clash of values, 25
 - and common school movement, 15–17, 21–2, 23, 26, 36, 89
 - over junior high school, 211
 - urbanization/industrialization as basis for, 87–8
 - of Whigs, 13
- reform, social
 - and junior high school, 199–200
 - teacher's role as, 39
- reformers, middle-class, and semi-skilled workers, 69
- reform movement, progressive, 222
- reform politics, in Somerville, 194–5

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)302 **Index**

- relatives, resident
 - and high schoolers' families, 53, 106, 109
 - and household structure, 10
- religion
 - of selectmen and school committeemen, 29–30
 - and Somerville's founding, 7
- religious conflict
 - and Irish in Somerville, 71, 72
 - in Somerville (early 20th century), 187, 189
 - in West Charlestown (1830s), 6*see also* ethnic conflict
- religious institutions, for Yankee middle class, 73
- religious leadership, educational mission of, 29–30
- Report of the Committee of Ten*, 95, 197
- republicanism (republican government)
 - as public high school argument, 44, 45
 - and schools, 17, 27
- Republican party
 - Brastow in, 14
 - and charter reform, 194–5
 - and Irish, 204
 - Italians in, 189
 - and junior high school, 211, 215
 - nativist wing of, 71
 - progressive element in, 201
 - reform element in, 195
 - Somerville as bastion of, 101, 108, 186
 - and Somerville city government, 59, 61–5, 66, 72, 96–7, 222
- residency, type of, and upward mobility, 156
- residential mobility, 190
- Rice, Richard L., 209–10
- role exchange, 53, 106, 107, 109, 110, 111, 112, 117, 185, 220 (*see also* family-role instrumentalism)
- role models, 131–2
- Roosevelt, "Teddy," as hero, 131
- Ross, Esther, 56
- rote learning
 - vs. problem-solving, 263 *n*43
 - as result of schooling, 36
 - and Somerville curriculum, 77–8, 78–9
- St. Louis World's Fair (1904), Somerville High School at, 144
- salutatorians, girls as, 147, 172
- Sanborn, Helen J., 74
- scholastic achievement, 141–2, 153–4
 - and life chances, 171–4
- school, *see* public education; high school; *specific types of school*
- school buildings
 - access to (early years), 24
 - construction of, 18, 23, 85–6, 99
- school committee(men), 29–33, 64–5
 - Bell as chairman of, 17
 - Democratic power on (1910–20), 201–2
 - for English High School proposal, 96
 - first, 23, 29
 - and Free Public High School, 57
 - and junior high schools, 211–16
 - and school attendance, 24
- school leavers (dropouts), 55, 106–8, 110–12
 - and occupational mobility, 176–85
 - sample of, 105
 - social origins of, 115–16, 117
 - and 12–15 age bracket, 201
 - vocational training for, 198–9
- school proneness, 113
- school spirit, 123–8
- Schultz, Stanley K., 2
- Seabury, Frank, 208
- Sears, Barnas, 16
- secondary schooling, *see* high school
- selectmen, 15, 29, 30, 32–3, 57
- self-discipline
 - schools' promoting of, 34
 - see also* discipline
- semiautonomous experimentation, 52
- semiskilled employment
 - expansion of (post-Civil War), 59
 - for school leavers, 111
- semiskilled workers
 - artisans' view of, 69
 - on common council, 64

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)

Index

303

- and high school as occupational mobility, 182
- and industrialization increase, 11, 69–70
- as parents of high schoolers, 45–6, 46–7, 57
- and school attendance of children, 42–4
- see also* blue-collar workers
- servants
 - of families of English vs. Latin High students, 109
 - and families of high school leavers, 110
 - an high schoolers' families, 53
 - in social-mobility measure, 157
 - in Somerville households, 10
- sibling role exchange, *see* family-role instrumentalism; role exchange
- sign activity, 278–9 *n*110
- skilled workers
 - education need seen by, 76
 - and housing boom, 69, 70, 76
 - as parents of high schoolers, 49, 57, 112–13, 116
 - and school reform (late 19th century), 88
 - and vocational training, 199
 - see also* artisans; blue-collar workers
- Slafter, Carlos, 96
- Smith, Al, 218
- Snedden, David, 198
- social amelioration, and public education reforms, 39
- social class
 - and college attendance, 157–60
 - and educational opportunity, 117
 - and tracking, 115
 - and upward mobility, 165
 - see also* artisans; blue-collar workers; middle class; white-collar workers
- social clubs, high school, 121
- socialization
 - in early vs. contemporary high school, 222–3
 - of girls in Victorian family, 58
 - in junior high school, 201
 - through peer group, 120 (*see also* peer-group culture)
- social life, high school, 141–2
- social mobility
 - club activity for, 73
 - and France–U.S. comparison, 49
 - and high school, 1
 - and high school enrollment, 42, 58, 176–85
 - as occupational mobility, 157 (*see also* occupational mobility)
 - and public education, 1
 - and school committeemen vs. selectmen, 33
 - “tightening bond” vs. “counter-balance” theory of, 181–2
 - see also* mobility
- social origins
 - and high school graduation/college, 157–65
 - of high school students, 45–52, 101–17
 - and scholastic achievement, 171
- social stratification
 - education in, 182
 - occupational mobility as, 157
- social structure
 - fluidity as property of, 182
 - polarization of (Somerville), 13, 59, 69
- Somerville, Massachusetts, 1, 2–3
 - charter reform in, 194–5, 201
 - city charter granted to, 61
 - division/annexation petitions for, 60, 61
 - founding and development of, 4, 5–13, 23
 - growth of (mid-nineteenth-century), 8, 17–18
 - growth of (Civil War to end of century), 59–61, 65–72
 - middle-class ethos of (early 20th century), 195–6
 - population of, 8, 60, 83, 90, 187, 196
 - public schools as attraction of, 4, 71–2, 86
 - Republican political machine in, 61–5, 66, 72, 194–5, 217–18
 - school expenditures of, 4, 28, 29, 67, 196
 - travel in (early years), 24

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)

304 Index

- Somerville, Massachusetts (*cont.*)
 turn-of-century situation of, 108
 as Yankee city, 66, 72–4, 87, 101, 118, 193
 as zone of emergence, 2, 186–94, 219
- Somerville, education in, *see* high school(s), Somerville; public education, Somerville
- Somerville Board of Trade, 215
- Somerville High School, 88, 90–2, 94, 108
 Free Public High School as, 20, 40, 57–58, 115 (*see also* Free Public High School, Somerville)
- Latin and English as, 99–100, 119 (*see also* English High School, Somerville; Latin High School, Somerville)
- Latin and English reunited (“comprehensive high school”), 197–8, 199
see also high school(s), Somerville
- sororities, 121–2
- sports, high school, 126–9, 132, 140–1
 girls in, 129, 147
- sportsmanship, 140–1
- standardized tests, 79
- Stoodley, Harry M., 215–16
- Stoughton, Massachusetts, class size in, 86
- streetcars (street railways)
 to high schools, 100
 and high school attendance, 44
 and Somerville growth, 71
- streetcar suburb, 222
 Somerville as, 2, 71
- structuration, 118
- students, as leaving school, *see* school leavers
- students, as peer group, *see* peer-group culture
- student self-government, 120–1
- suburb, Somerville as, 2, 14, 71, 72, 74, 106
- suburbanization, 21–2, 223
- success ethic
 high-school preparation for, 154–6
see also competition
- Swan, George, 25
- taxation for schools, as common duty, 27–8
- teachers in Somerville
 and criticisms of Free High School, 44
 mission of, 36–7, 39
 stable professional staff of, 82–3
 students’ dependency on, 86–7
 turnover among, 19–20, 37–9, 82
- temperance, Somerville devotion to, 63
- tests, standardization of, 79
- textbooks, providing of, 78–9
- Thernstrom, Stephan, 2, 113–14, 157, 174, 178, 181
- “tightening bond” thesis, 181–2
- town meeting, inadequacy of, 61
- tracking
 and ability grouping, 200–1
 and high school curriculum (1870s), 89–90
 and working-class students, 115
- training
 manual, 79–82, 198
 vocational, 198–9, 199–200, 204, 206, 207, 215, 216
- transition
 to adulthood, 150–1, 156–7, 166
 of high school, 222–3
 in high school purpose, 106
 of industrial migration regimes, 174–6
 in zone of emergence, 193–4
- truancy, 86, 196, 201, 205
- Tufts College, 66
- turnover, among teachers, 37–9, 82
- two-session plan, 95–6, 97
- unemployment
 of school leavers’ parents, 110
 school as response to, 44
 skilled workers’ fear of, 76
- unskilled workers
 and high school as occupational mobility, 182
 households of, 10
 as parents of high schoolers, 45–6, 47
 and school attendance of children, 42–4
see also blue-collar workers

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)

Index

305

- urban growth
 - and American high school, 220
 - and school system (mid-nineteenth-century), 19–20
- urbanization
 - and common school movement, 15, 21–2
 - and manual training, 81–2
 - and public education, 39, 87–8
 - and reshuffling of elites, 30
 - of Somerville (1872–1900), 65–6, 69, 70–1
 - and Somerville school curriculum, 34, 39
 - and sports heroes, 132
- valedictorians, girls as, 147, 172
- values, conflict of, *see* conflict of values
- vice, *see* virtue and vice
- Victorianism
 - on adolescence, 150
 - dependency of children under, 52
 - girls as scholars under, 158
 - girls' socialization under, 54, 58
 - intellectual competition in, 141–2
 - in streetcar suburb, 222
- Vinal, Robert, 72
- Vinovskis, Maris A., 3, 34
- violence, student–teacher, 24–5
- virtue and vice
 - and education, 16, 17, 27, 36
 - and temperance, 63
- vocational schools, 198–9
 - as alternative to junior high, 206, 207, 215, 216
- vocational training, junior high school for, 199–200, 204
- voluntary associations (voluntarism)
 - in high school extracurriculum, 122
 - and public education, 87, 88
 - teachers in, 39
 - for Yankee middle class, 73, 74, 118, 222
- wages
 - of clerks vs. workers (1900), 93
 - of female workers, 55, 104
- Walnut Hill School, 24–5
- Walsh, David I., 202
- Warner, Sam B., Jr., 2
- way of life
 - in middle-class definition, 117–18
 - middle-class ethos as, 195–6
 - of Somerville Yankees, 72–4
 - see also* family; peer-group culture; social origins
- wealth
 - and high school attendance, 51–2
 - and scholastic achievement, 172
 - of school committeemen and aldermen, 215
 - of school committeemen vs. selectmen, 33
- West Charlestown, 5–6
- West End Street Railway Company, 71
- West Somerville Board of Trade, 201, 210
- West Somerville Civic Association, 201, 205, 215
- Whig(s)
 - Brastow as, 4, 14
 - Edgerly as, 15
 - reform program of, 13–14, 17
 - and urbanization, 22
- Whipple, George, 153, 154
- Whitcher, S. C., 60
- White, Augustus, 55
- white-collar employment
 - growth in (late 1800s), 70
 - and high school attendance, 176–85
 - and high school curriculum, 42
 - and high school function, 89, 90
 - intermediate school students prefer, 200
 - and junior high schools, 199, 216
 - for school leavers, 111
 - and school rationale, 53, 58, 75–6, 77, 88
 - and secondary education (1900s), 166–8
 - skills needed for, 77, 78
 - skill standards for, 173
 - see also* occupational mobility
- white-collar workers
 - careers of sons of, 166, 168
 - on common council, 64
 - in early 20th-century social structure, 189
 - and high school division, 92, 94

Cambridge University Press

978-0-521-10068-7 - Avenues to Adulthood: The Origins of the High School and Social Mobility in an American Suburb

Reed Ueda

Index

[More information](#)

306

Index

- white-collar workers (*cont.*)
 - and high school as occupational attainment factor, 166–7, 176, 178–9, 185
 - high school as producing, 220–1
 - household structure of, 10 (*see also* middle-class ethos)
 - manual work for children of, 81
 - migration regimes of, 174–6
 - as parents of high schoolers, 45, 46, 47, 57, 58, 88, 89, 102, 105, 106, 108–9, 112–13, 114, 116
 - as parents of high school graduates and college entrants, 157–60, 161
 - post-graduation life of daughters of, 171
 - as recognizing educational needs, 102
 - scholastic achievement of children of, 171–3
 - school attendance by children of (1850s), 42–3
 - on school committee, 64–5, 215, 216
 - and school reform (late 19th century), 88
 - second-generation Irish as, 68
 - Yankee, 73, 76, 151, 152, 165, 185 (*see also* Yankee white-collar/middle class)
 - see also* middle class
- widowhood, and school leavers, 110, 113
- Winship, Albert E., 22, 39, 195
- Winter Hill Business College, 154
- Winter Hill Improvement Association, 206, 207, 215
- Woburn plan, 96, 97, 99
- women
 - “career women,” 171, 173–4
 - education required for, 55
 - life courses of, 169–70
 - as teachers in Somerville, 20, 36–7, 38, 54, 82
 - see also* female workers; girls
- Worcester, Massachusetts, English High School in, 93
- work, *see* employment
- work-discipline thesis, 34
- workers, low-skilled, as parents of high schoolers (intercity study), 49
- working class
 - high school as distinguishing, 117
 - see also* artisans; blue-collar workers; manual workers
- World’s Exposition, Paris (1900), Somerville High School at, 1, 144
- World’s Fair, St. Louis (1904), Somerville High School at, 144
- World War I, and school attendance, 205
- Yankee businessmen, 13, 15
 - and city government, 61, 66, 87
- Yankees
 - as grammar school leavers, 107–8, 110
 - high school graduation by, 161
 - as high school students, 112
 - as public-education beneficiaries, 185, 220
 - Somerville control lost by, 186, 193
 - Somerville as stronghold of, 72–4, 87, 101, 108, 186
 - white-collar jobs for graduates among, 168
- Yankee white-collar/middle class, 73
 - on board of aldermen, 215
 - as defined by high school, 117–18
 - vs. ethnic Democratic middle class, 218, 221
 - and peer-group culture, 151, 152
 - and prolonged education, 165
 - as public-education beneficiaries, 76, 185, 220, 221
 - voluntary associations of, 74
- youth culture, 2, 151–2, 275 *n*1 (*see also* peer-group culture)
- youth employment, *see* employment of youth
- zone of emergence, Somerville as, 2, 186–94, 219