

# The on equal terms in the economic system

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The goals of public education are “a product of what people believe schooling should do for the good of society” (Spring, 2013, p. 5). Public schools want children to get an education and be prepared for the work world. It was believed that not all students that attended public school would all be just as wealthy as one another. It only makes sense that having an equal opportunity for education starts with the base of a high school diploma. Some students may even become wealthier with a high school diploma than an individual that went to college and got a degree. Not all students are able to attend college and higher their education and even get a higher paying job than those that did not attend college. During the 1830s, Horace Mann referred to schools as the “great balance wheel of society” (Spring, 2013, p. 66). As Spring mentions, to avoid elitism, Thomas Jefferson suggested that education could provide an equal opportunity for all non-slave citizens to gain political office (p. 12). Thomas Jefferson did own enslaved Africans and later denied U. S. citizenship to Native Americans. (Spring, 2013, p. 67). Thomas Jefferson’s plan to reform the education system did not happen. He wanted all non-slave children to get three years of free education, the most talented of these children would be selected and educated at public expense, and of these selected group of children, the most talented were to be chosen for further education (Spring, 2013, p. 12).

Debate about equality of opportunity is centered on three major models; Common School Model, Sorting Machine Model, and the High-Stakes Testing Model. In the Common School Model, everyone receives an equal and common education. With this, children from all social backgrounds attend

school where they receive an education that will prepare them to compete on equal terms in the economic system (Spring, 2013, pp. 68- 69). After children complete school, they all will not be able to have an equal opportunity in continuing their education. Some students will not have the same support as they did with public schooling, so it is up to them and their economic status if they are willing and able to continue their education or go out into the working world. In the Sorting Machine Model, the school attempts to overcome the influence of family background. With this, equality of opportunity is guaranteed by impartial decisions of teachers, counselors, and standardized tests (Spring, 2013, p.

70). “ Unlike the common school model, students receive unequal and different educations. Some students graduate with vocational training while others prepare to enter college” (Spring, 2013, p. 70).

This allows all students to learn at their own pace and get the proper schooling appropriate for their abilities. In the High- Stakes Testing Model, a variation on the sorting -machine model. With this, a “ high- stakes test” refers to an achievement examination that determines a person’s future academic career and job opportunities (Spring, 2013, p. 72). Everyone in this setting must have equal opportunity to learn and be tested. In conclusion, all students in public schools have equal opportunity to learn as a base of their education and going into the working world.

Every child needs to be taught at their own pace and appropriately according to their ability. No student should be left out, and all students should be treated equally because they all deserve equality of opportunity. Schools

have no control over students after graduation, but they can at least help students realize that every single one of them have the opportunity to higher their education and get a good job.