

Hospitals & Asylums

Federal Core Curriculum?

By Tony J. Sanders

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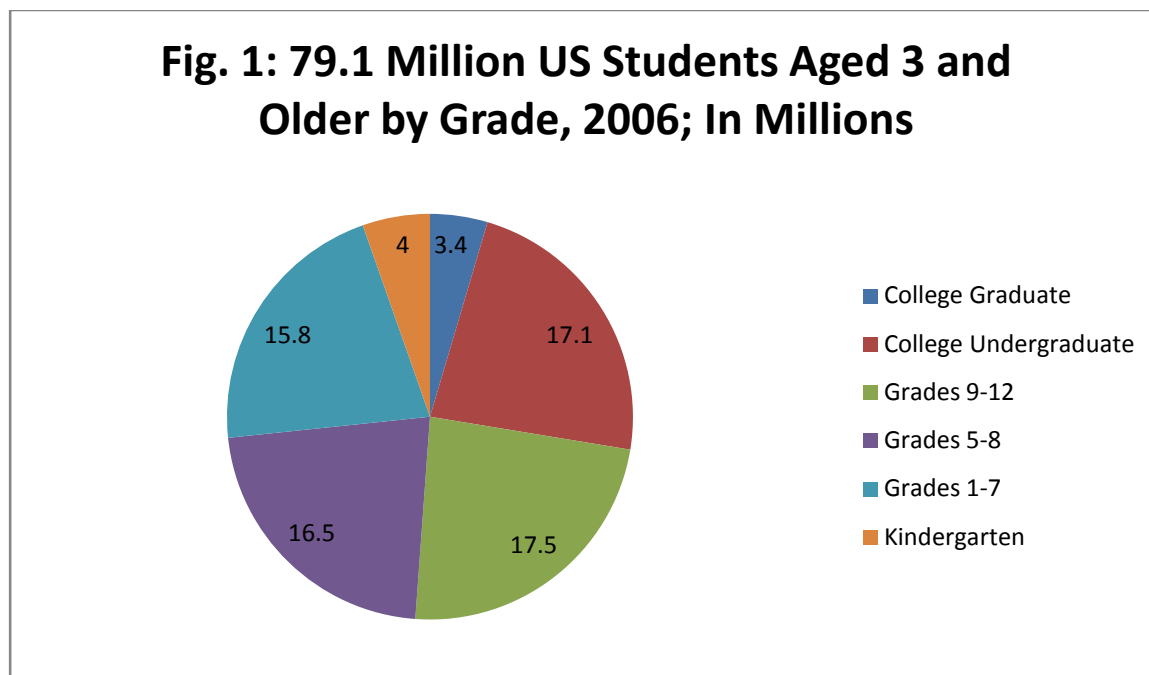
It is important that the education system be wisely governed because 25% of the U.S. population is enrolled in school. In 2006, 79.1 million people aged 3 and older were enrolled in school. Congress, however, has legislated a Prohibition against Federal control of education in the General Education Provisions Act of April 18, 1970 that was subsequently cited and reinforced. Historically conservatives have opposed federal intervention in education and liberals supported it but in recent decades federal involvement has been supported. Two very serious potential consequences arise - propaganda and toxic reaction. However, in conclusion, the finding of this study is that, the Prohibition against Federal control of education is 'A prohibition against expression of opinion, without any evidence that the rule is necessary...is not permissible under the First Amendment and Fourteenth Amendments' and must be repealed.

In the middle of the garden (of Eden) were the tree of life and the tree of the knowledge of good and evil. Genesis 2:9

A. The Forbidden Fruit

In formal education, a curriculum (plural curricula) is the set of courses, and their content, offered at a school or university. As an idea, curriculum stems from the Latin word for race course, referring to the course of deeds and experiences through which children grow and mature in becoming adults. In formal education or schooling, a **curriculum** is the set of courses, course work, and content offered at a school or university. A curriculum may be partly or entirely determined by an external, authoritative body (i.e. the National Curriculum for England in English schools). In the U.S., each state, with the individual school districts, establishes the curricula taught. Each state, however, builds its curriculum with great participation of national academic subject groups selected by the United States Department of Education, e.g. National Council of Teachers of Mathematics (NCTM) for mathematical instruction. In Australia each state's Education Department establishes curricula. UNESCO's International Bureau of Education has the primary mission of studying curricula and their implementation worldwide.

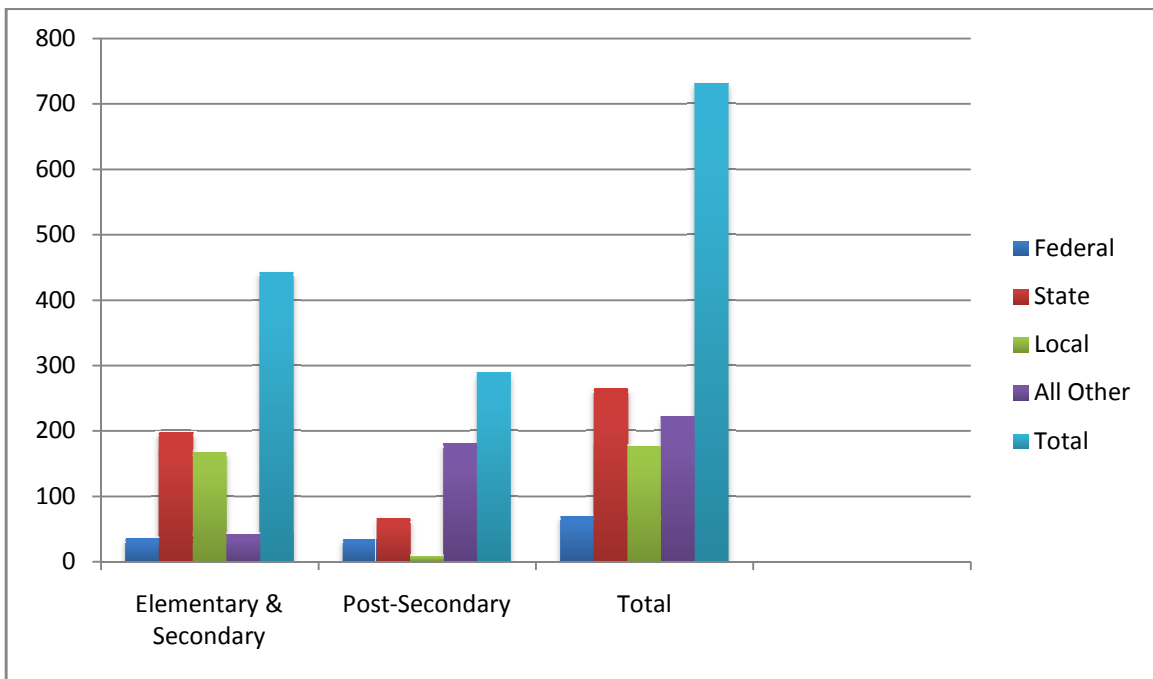
In education, a **core curriculum** is a **curriculum**, or course of study, which is deemed central and usually made mandatory for all students of a school or school system. Core curricula are often instituted, at the primary and secondary levels, by school boards, Departments of Education, and other administrative agencies charged with overseeing education. At the undergraduate level, individual college and university administrations and faculties sometimes mandate core curricula, especially in the liberal arts, in math and science core curricula are so necessary to understand higher level studies, that it is rarely an issue. The curriculum has been defined as 'those learning experiences or succession of such experiences that are purposefully arranged by formal educational organizations' (Musgrave 1978).



Source: U.S. Census Bureau. School Enrollment in the United States: 2006

It is important that the education system be wisely governed because 25% of the U.S. population is enrolled in school. In 2006, 79.1 million people aged 3 and older were enrolled in school. Of the total, 8.9 million were enrolled in nursery school, preschool, or kindergarten. More than one half, 49.8 million, of the enrolled population in 2006 was enrolled in grades 1 through 12. A total of 20.5 million were enrolled in college or graduate school (U.S. Census 2008). In 2004, about 1.3 billion students were enrolled in schools around the world. Of these students, 685 million were in elementary-level programs, 503 million were in secondary programs, and 132 million were in higher education programs (NCES 2007). ED's \$68.6 billion contribution, including loans and other aid, is only about 12 percent of the total \$1 trillion spending for all levels of education. With a staff of 4,169, nearly 45 percent below the 7,528 employees who administered Federal education programs in several different agencies in 1980 when the Department was founded, the ministry of Education must be efficient (U.S. Department of Education 2008).

Fig. 2: \$731 Billion Education Expenditure in the United States, by Source 2002
In billions of dollars



Source: ED Total Expenditures for Education in the United States 2000-2002

The curriculum is the governing principle of education. The curriculum is the commodity that is being purchased with education expenditures. The curriculum guides the course of study that is taught in school and the use of instructional time. The student is tested on their mastery of that curriculum. Therefore the primary intellectual responsibility, of greater importance to institutional well-being than the money or the even the test, of a Ministry of Education, is to establish clear and detailed educational core curriculum guidelines (Heyneman 2006). The core curriculum guidelines establish the minimum standards that textbooks publishers and educators elaborate upon. In devising core curriculum guidelines Departments of Education focus upon

teaching what is needed to pass the standardized tests, upon which the success or failure of educational systems, are judged.

There is no uncertainty that curriculum is the core of the United Nations Educational, Scientific and Cultural Organization's (UNESCO) International Bureau of Education's (IBE) efforts. Their mission statement clearly states, 'The IBE's main mission is to act as UNESCO's centre specialized in contents, methods and structure of education. It builds networks to share expertise on curriculum development in all regions of the world and aims to introduce modern approaches in curriculum design and implementation, improve practical skills and promote informed policy dialogue at national, regional and international levels'.

The Constitution of The World Council for Curriculum and Instruction, provides, 'As individual educators from all over the world, we join together in this person-to-person, non-governmental, nonprofit global organization committed to active participation in efforts to achieve the purposes of the organization. As educators in the world community, we have responsibility to ensure that education contributes to the promotion of equity, peace, and the universal realization of human rights. To this end, all curricular and instructional programs should strive to facilitate in every person the development of (1) a comprehensive sense of respect - of self, others, and the environment and (2) the capacity to participate at all levels of world society from local to global. As individuals, we commit ourselves to strive toward these ideals and fulfill the purposes of the organization within our professional responsibilities and in our organizational relationships'.

The International Association for the Advancement of Curriculum Studies was established in 2003, 'to support a worldwide - but not uniform - field of curriculum studies. Curriculum inquiry occurs primarily within national borders, often informed by governmental policies and priorities, responsive to national situations. Curriculum study is, therefore, nationally distinctive'.

The United States of America, however, as the result of a very strange and self-defeating prohibition of federal control of education, by a war President who, before he was impeached, championed several strange misguided and dictatorial prohibitions that haunt the nation to this day, now beats around the bush, so that the subsequently created Department of Education, studies and legislates school finance and test scores, to, at its best, use public schools as grounds for social experimentation, and at its worst, for biological experimentation and extortion, but never for the pedagogical expression of curricular values, one would expect, even demand of the federal ministry of education.

Although there is clearly an international dimension to curriculum study, that local educators, particularly in the United States where they do not enjoy any federal guidance, must study, curriculum study, is nationally distinctive. It is at the national level where the currency is minted and distributed to those who most represent its interest. It is at the national level that global society and national identity intersect, in a common language, history and membership in international organizations. It is the national education system that is ranked on the basis of the aggregate results of international standardized tests. Why must the States go without a teacher, textbook and syllabus?

B. The Flaw

You must not eat from the tree of the knowledge of good and evil, for when you eat of it
you will surely die. Genesis 2:16

Congress has legislated a Prohibition against Federal control of education under 20USC(31)III(2)§ 1232a as codified from the General Educations Provisions Act of April 18, 1970, P.L. 91-230, Title IV, sec. 401(a)(10), 81 Stat.169 that was cited at 20USC(52)I§3921 of the Education for Economic Security Act of August 11, 1984, P.L. 98-377, and reinforced at 20USC(48)I§ 3403 (b) of the Establishment of Department of Education Act of October 17, 1979 P.L. 96-88.

The original Nixon prohibition, from the same year the Controlled Substances Act prohibited all professional competence in drug control, shortly after abandoning the gold standard for currency stabilization, at the height of Vietnam War protests by drug consuming hippies on school campuses, at the start of our modern age of inequality, reads:

‘No provision of any applicable program shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, or over the selection of library resources, textbooks, or other printed or published instructional materials by any educational institution or school system, or to require the assignment or transportation of students or teachers in order to overcome racial imbalance’.

The Prohibition on federally sponsored testing under 20USC(31)III(4)§ 1232j, also from the General Educations Provisions Act, being a somewhat abusive practice, particularly for those who have not sufficiently studied for the test, has a loophole whereby ‘no funds provided to the Department of Education or to an applicable program, may be used to pilot test, field test, implement, administer or distribute in any way any federally sponsored national test in reading, mathematics, or any other subject that is not specifically and explicitly provided for in authorizing legislation enacted into law’. Thus Congress retains the power to degrade the students they have deprived of the right to a quality education.

As a result of these prohibitions, States are left behind to fend for themselves and Sec. 60061(a)(4) of the California Education Code, ‘Guarantees that all copies of any instructional materials sold...are at least equal in quality to the copies of those instructional materials that are sold elsewhere in the United States, and are kept revised, free from all errors, and up to date as may be required by the state board’.

Congress has legislated an unconstitutional attitude pertaining to education that prohibits good governance, abridging the freedoms of speech and press that would be embodied in a federal core curriculum, and dictates for themselves, that which is degrading, such as testing. In *Tinker et al v. Des Moines Independent Community School District et al* 393 U.S. 503 (1969) the U.S. Supreme Court held, ‘A prohibition against expression of opinion, without any evidence that the

rule is necessary to avoid substantial interference with school discipline or the rights of others, is not permissible under the First Amendment and Fourteenth Amendments’.

The First Amendment states, ‘Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances’. By legislating an official prohibition of federal control of education Congress has directly abridged every aspect of the US Department of Education’s First Amendment freedoms and rights. Congress has prohibited the freedom of speech and of the press, as it pertains to the guidance of curriculum and publication of textbooks. Congress has directly prohibited the right of the federal government to peaceably assemble to promote and prohibit the curriculums of the state departments of education under the Tenth Amendment. This abridgement indirectly abridges the right of educators, parents and scholars to sue the U.S. Department of Education, in its consultation with the states, regarding the production of textbooks and lesson plans that meet or exceed the federal minimum standards, which are tested. All to respect a ridiculous parody of the forbidden fruit – the core curriculum - in the biblical Garden of Eden – the U.S. Department of Education - Congress has condemned the national system of education to perpetual nakedness, to subversive unconstitutional federal governance, to the mid-level bureaucrats in the many states, to an ignorance that is not always so blissful when the test results, for tests that have not necessarily been studied for, come in.

The fact that it is the federal government that has been prohibited to control education gives rise to a Tenth Amendment issue that the Department latches on to, to explain their anti-social behavior, but only in the negative space. The Tenth Amendment states, ‘The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or the people’. The Constitution makes no reference to education, whether it is a federal, state or local concern, and being too expensive for the people, and disowned by the federal government, became the domain of the State. The prohibition of federal control of education, however, defies the Tenth Amendment, in that it is the federal government and not the States, who are ‘prohibited by it to the states’, the federal government has not used their power to delegate, nor the power to prohibit the states, nor by so doing given the power to the people, but it has misinterpreted the law to enjoy of the religious humor of the Framers’ and their prohibited ‘by it’ of the forbidden apple of wisdom, at the expense of federal knowledge regarding core curriculum of the education of the people.

Thus we arrive, like the freed slaves at the end of the Civil War, whose masters had been deposed, but without an economic livelihood, at the Equal Protection Clause of the Fourteenth Amendment whereby, ‘No State...shall deny to any person within its jurisdiction the equal protection of the law’. Failure to provide for the equal protection of the law is by definition discrimination. When it comes to education, there is no higher law than the curriculum. The State sets the curriculum, the textbook manufacturers vie to market it to teachers, who are required to teach it to the students, who are then tested on it to determine whether they pass or fail, or are showered with honors or will die an anonymous death as an experimental test subject at the hands of the honor students who can comprehend such nonsensical concepts as the prohibition of federal control of education. The States would benefit from greater oversight and minimum standards for their curriculum set by a federal government. But all in all, it is the entity

and people of the United States of America, who have not necessarily studied for the international standardized tests that they are obligated to take, who would benefit from a federal core curriculum.

C. The Debate

"You will not surely die," the serpent said to the woman. "For God knows that when you eat of it your eyes will be opened, and you will be like God, knowing good and evil." Genesis 3:4-5

Exclusion of the federal government from either direct activity or any form of control over local educational policy was a principle established quite early in American history (Elazar 1962). The operation and oversight of public schools in the United States is typically the responsibility of states and local communities. Throughout most of the nation's history, the federal government was not expected to play a major role regulating or directly financing schools. The belief in limited federal involvement in education has been replaced by the presumption by many legislators that past federal investments justify imposing high stakes accountability requirements on schools. Most politicians and citizens accept federal involvement in schools today, but how extensive that role ought to be is still subject to lively debate (Anderson 2005). "After spending \$125 billion of Title I money over 25 years, we have virtually nothing to show for it" said, Sen. William Frist (R-TN), quoting Education Secretary Roderick Paige.

Over the past five decades, conservatives in Congress softened their objections to the principle of federal aid to schools and liberals downplayed fears about the unintended consequences of increased federal involvement. In most of these episodes, supporters of federal aid to education in Congress were typically liberals and Democrats. Opponents to federal aid were usually—but not always—conservatives, Republicans, and Southern Democrats. Liberals frequently defended school aid as a necessary and appropriate role for the federal government. Conservatives (and others) were often concerned about the threat of federal control of schools when they opposed these proposals. Signaling his intention to become an education activist, presidential candidate George W. Bush had to lobby to remove a plank calling for the elimination of ED from the 2000 Republican platform. It was a significant development for a bona fide conservative to advocate increased federal involvement in schools.

Rep. Donald D. Clancy (R-OH) claimed the ESEA bill was a manifestation of federal control (as opposed to a federal control threat). "Under this legislation, decision-making with respect to course content, curricula, instructional materials and professional standards for teachers would be centralized in the U.S. Office of Education".

The creation of a U.S. Department of Education was of course an issue of major contention. It was said, 'During the last decade, the Federal Government has become more and more involved in education. What started out as assistance, primarily financial assistance, to State and local authorities, has emerged as de facto control through the threat of withholding funds upon which local systems had become dependent. The creation of a department of education obviously will strengthen this trend toward centralized decision-making in the field of education. It is not difficult to imagine [the Department of Education] establishing national "advisory" standards at some point in the future. Later, the department could require adherence to the compulsory

standards, if Federal aid is to be continued. Next, standard tests, developed by the Federal Government, could be mandated to check whether the compulsory standards are being met. Last, State and local authorities will be coerced into acceptance of a standardized curriculum as the 'only possible' guarantee of meeting compulsory standards'.

Senator Harrison H. Schmitt (R-NM) during consideration of a proposal to establish the U.S. Department of Education, said, "In Congress, there is an ideological and political distinction between acceptable and unacceptable education policies. Congressional interest in schooling, combined with the widespread belief that the federal role in education ought to be limited, exert opposite ideological pressures".

Dissenting from the House Committee on Government Operations recommendation to establish the U.S. Department of Education in 1979, Rep. William S. Moorhead (D-PA), said, "To me, the creation of this Department [of Education] provides a potential for a centralization of the control of ideas, a potential which may or may not be realized but one which will be latent for as long as the Department exists. And, as we all know, where there is potential for a thing to be done, there are eventually people who attempt to realize that potential for whatever purposes—good or evil".

Falling short of condoning a federal role in setting the curriculum, Sen. Edward M. Kennedy (D-MA), chair of the Committee on Labor and Human Resources, gave a concise rationale for S. 846, the early Senate version of the legislation that was to become Goals 2000 said, "By codifying the National Education Goals, this legislation will strengthen our commitment to reach them. By providing for the development and certification of voluntary standards for learning in seven basic sources—math, science, English, history, foreign languages, art, and geography—this legislation will help to end the growing confusion about what students should be learning in their classes".

The No Child Left Behind Act of 2001 (NCLB) builds on a tradition of gradually increasing federal involvement in the nation's public school systems. The first major federal intervention into education was the National Defense Education Act of 1958 (NDEA) of the post Sputnik era of the late 1950s and 1960s federal funds and foundation support were provided to support curriculum and methodological changes in virtually all K-12 subject areas (Miller 1993). This led to the Elementary and Secondary Education Act of 1965 (ESEA). Whereupon, a decade later the Rand Corporation determined that only vestiges of the program remained and public schools were highly resistant to change and that this resistance increased as one went up the educational ladder, wherefore the Education for All Handicapped Children Act of 1975 (P.L. 94-142) led to the 1979 Department of Education Organization Act. Teachers in schools today are once again involved in curriculum revision in response to more than two hundred national and state studies suggesting that American students are at-risk, indeed the nation is at-risk, in the international marketplace wherefore Goals 2000: Educate America Act of 1994 sought to increase funding for math and science education. The NCLB was debated and passed by Congress in 2001 and signed by President George W. Bush on January 8, 2002. The law reauthorized (and renamed) the Elementary and Secondary Education Act (ESEA), which was originally enacted in 1965. Standardized test after standardized test shows that American students don't fare well when compared to their counterparts in the rest of the world.

Under the NCLB schools that do not make adequate yearly progress in meeting proficiency levels on state assessments are identified as being “in need of school improvement.” School districts and states can also be flagged for improvement based on aggregate scores. The law includes a few due process provisions for schools identified for improvement, but little flexibility on timelines or consequences. For schools that fail to make progress, a sequence of corrective measures must be taken by the school district, including providing the option for students to transfer from the school in need of improvement to another public school within the district [ibid., Sec. 1116(b)(1)(E)(i)].

The line is clearly drawn - the government refuses to govern, so they judge. The liberals and the conservatives have agreed they want better return on their investment in education, but they are not willing to repeal their prohibition of federal control of education. They are not willing to talk sense and allow the Department of Education to regulate the curriculum, they poisoned so long ago. The prohibition is such an impediment to the governance of the education system that Congress created a Department of Education, to not govern the national system of education more governmentally. A non-governing government is however little solace, for any but the debt collector, the mad scientist, and the dictator. The U.S. Department of Education and U.S. Congress will need to confront the Prohibition of Federal Control of Education and repeal it. This prohibition of reason conflicts with the First Amendment right and academic freedoms of the professional educators working for the Department(s) of Education, and therefore all people, to debate the curriculum, texts and instructional methods with the Nation of People. A Department of Education that doesn't set the core curriculum guidelines is as undemocratic and unlikely to succeed as an election without a ballot.

D. The Field of Curriculum Studies

“What's got into you, son? ... That ain't no field of curriculum. Them is plain old summer squash as far as the eye can see. Field of curriculum! Well, I never! All that university book-learning must have gone to your head. Well, you're home now, son, so you can talk normal again.”
Jackson (1981, p. 396)

The International Association for the Advancement of Curriculum Studies was established in 2003, ‘to support a worldwide - but not uniform - field of curriculum studies. Curriculum inquiry occurs primarily within national borders, often informed by governmental policies and priorities, responsive to national situations. Curriculum study is, therefore, nationally distinctive’. Official statements of subjects to be taught and time emphases, mainly at the primary level and, to a lesser degree, at the upper secondary level, are increasingly standardized worldwide. These findings not only underscore the predominance of the nation-state as the site at which school curricula are constructed and sanctioned, but also the spreading influence of international organizations and trans-national professionals in diffusing rationalized prescriptions of educational knowledge and legitimated curriculum models (Meyer et al. 1997; McNeely 1995; Schafer 1999).

A curriculum may be of the traditional type that is carefully planned by a teacher or of the type at present fashionable, but uncommon, that is supposed to emerge from a process of negotiation between education system, teacher and learner. There are, a formal curriculum prescribed by

state or local authorities; an operational curriculum seemingly being presented at a given moment; and a curriculum experienced by students. In choosing to call one of these *the* curriculum, it is important to remember that there are other curricula and especially that the word “curriculum,” in its full generic sense, can embrace all of these (Goodlad, Klein, & Tye, 1979).

The very first textbook on curriculum in the United States was published in 1918 and numerous others have been written through to the recent monumental survey of the field by Pinar et al. (1995). Researchers in the field of curriculum history, who examine historical changes in the configurations of educational knowledge, assume that "internal" societal actors – for example, national political stakeholders, economic elites, discipline gatekeepers and education specialists - - play the dominant role in determining what counts as official school knowledge (Goodson 1995; Kleibard 1986). Properly negotiated, curriculum should reflect that the nature of what is taught in school is subject to the influences of three groups – professional educational community, parents and families and the state (Heyneman 2006).

The curriculum and even schools themselves are seen to be products of the social system in which they exist (Whitson 2003). Education plays a role in helping to create more equitable societies. Schools should not reproduce or reinforce existing societal divisions and inequalities, but rather aim to promote the intellectual, creative and emotional development of all individuals, as well as the values and attitudes necessary for social cohesion and responsible citizenship. Education should ensure the learners’ cognitive development- genuine learning must take place for each and every learner. Curriculum must be sensitive to the pupil’s local cultural context in order to best promote learning, but must also help people to develop the skills necessary for the country’s global economic integration (Halil 2006).

In the decades following WWII, international interest in the substance of the curriculum waned. School expansion -- rather than the re-structuring of curricular contents -- became the preferred solution for a host of pressing economic and social ‘challenges’ such as economic development, high fertility, the need for trained manpower and reducing poverty. In recent decades, however, debates about the curricular contents of national education systems -- how they are structured, how they have changed over time, and how they affect what kids know and learn -- have intensified. Due in large part, to the highly publicized, comparative studies of educational achievement, renewed academic interest and public debate over curricular contents have been generated (Benavot 2004).

Most of the educational knowledge taught in primary schools can be classified into six subject areas: language, mathematics, natural science, ‘social sciences’, aesthetic education and physical education. These subject areas represent the core curriculum of primary education worldwide and typically receive between 80% and 90% of overall instructional time during the first six years of schooling. Several other subjects—religious/moral education, hygiene/health education, vocational education/ practical skills—are taught in many national school systems, though their presence is contingent on historical or cultural conditions (Benavot et al. 1991).

Although the structural organization of primary school curricula has remained fairly stable, the specific contents of school subjects have apparently experienced considerable shifts. Principles of individualism, child-centrism, a more rationalized polity and the protection of the natural

environment have gained prominence in school curricula (McEneaney and Meyer 2000). Trans-national topics have become more pervasive in the social sciences (Frank et al. 2000) and civic instruction has increasingly shifted its focus to the 'post-national citizen', actively involved in world affairs (Rauner 1998).

Secondary education continues to expand worldwide. Both within and across countries, the purposes, financing and curricula of secondary education are considerably more varied than in the past. In the United States the comprehensive and free high school that flourished in the post WWI era embodied a uniquely American vision of secondary education. By combining the principles of small, often private, college preparatory academies with a broad set of occupationally relevant curricular offerings, the comprehensive high school sought to encapsulate democratic values and pragmatic educational principles. The model was anti-elitist, egalitarian ideal, where academically and socially diverse students could study a common core of curricular subjects, but also fostered the "elective principle" which allowed students to choose from a range of course offerings. In quantitative terms the expansion of secondary education in the United States was unprecedented. Enrolment ratios increased from 7% of the youth population in 1890 to 80% in the 1960s.

Many vocational/technical programs are losing their terminal character. Whereas vocational students were once channeled directly into the labor market, today graduates often have the option to take national matriculation exams or enter post-secondary institutions. Over time there has been an increase in the number of single track secondary systems from 30% of 113 educational systems in the 1960s to 51% of 160 educational systems with data. The breakup of the Soviet Union led to a dramatic increase in the number of single track educational systems in Eastern and Central Europe.

National reforms of secondary education, which establish particular organizational frameworks, may have only a marginal impact on curricular contents. In many countries, altering the labels of curricular tracks is relatively cheap and easy to accomplish. Curricular contents appear to be more sensitive to the flows of global ideologies and trans-national models than the particular nation in which they are situated. School officials find creative ways to accommodate current ideologies and fashions without making fundamental changes to social life. On the other hand, educational decentralization and the development of political authority give voice to new actors, parents, local officials, non profit organizations. They also create new possibilities for greater sub-national diversity within educational systems. In sum, the greater diversity of curricular structures found in secondary schools today deserves greater attention by scholars and policy makers alike. Complex international, national and local forces impinge upon these structures. Secondary education in general, and lower secondary education in particular, represent a special period of curricular trial and error. Situated between the 'obsessive' teaching of generic skills during the primary grades and the high stakes consequence of student achievement, or lack thereof, during the final years of compulsory schooling, secondary curricula have the potential of providing spaces for experimentation and exploration. Such conditions are more likely to nurture competences with important long term consequences (Benavot 2004).

At the upper secondary level, traditional gymnasium-type programs and instruction in the classical languages have declined in almost all world regions since the 1930s. Europe is the only

region in which they remain relatively prominent. At the same time, general/comprehensive programs as well as specialized mathematics and science tracks have increased in most world regions (Kamens, Meyer and Benavot 1996). Two basic modes of organizing academic upper secondary education increasingly characterize most education systems: one, a single, general or comprehensive program involving a measure of course selection by students; and two, parallel and more specialized programs of study (e.g., mathematics and science, humanities, law), each emphasizing distinctive contents. The latter mode has typically emerged in systems in which classical programs once predominated. There are also quite a few countries that mix or combine these two modes. In the academic programs of upper secondary education curricular emphases usually reflect track types or study program. Tracks labeled as ‘comprehensive’, ‘mathematics and science, social sciences or classical contain subjects and curricular emphases in line with the program’s name or label. For example, mathematics and science programs (tracks) usually contain about twice as many class periods devoted to the study of these subjects as compared to other upper secondary programs (Benavot 2004).

E. Textbook Development

"Every time an apple failed to germinate or thrive in American soil, every time an American winter killed a tree or a freeze in May nipped its buds, an evolutionary vote was cast, and the apples that survived this great winnowing became ever so slightly more American. A somewhat different kind of vote was then cast by the discriminating orchardist. Whenever a tree somehow distinguished itself for the hardness of its constitution, the redness of its skin, the excellence of its flavor – it would promptly be named, grafted, publicized, and multiplied." On John Chapman (Johnny Appleseed) September 26, 1774 - March 18, 1845

At the interface between the curriculum and the classroom, policy and practice, theory and implementation – at the crux of government efforts and private initiative – textbooks have a lot of practical and symbolic importance. The World Bank found that textbook availability was the single most consistent correlate of academic achievement in developing countries and that textbook investment could significantly change the academic achievement of a nation’s school children. The role of textbooks in facilitating quality education for all is that they are “material that pertains to an instructional sequence based on an organized curriculum” and on formal, or centrally approved, textbook development processes (Halil 2006).

Where school curriculum is splintered among multiple authorities, a school textbook may informally serve as the source of a national curriculum, and textbook manufacturers may constitute an effective, albeit controversial, national education agency. Like all manufactured goods, school textbooks have different qualities and costs. Because education is largely a social good, the financing for school textbooks is largely a responsibility of the state. However, only in wealthy countries are the costs borne entirely through general tax revenues of the state. In middle and low income countries families are asked to finance schoolbooks directly. The ideal ratio of textbooks to children is 1:1 but 1:3 is acceptable. In Angola, Kenya, Tanzania surveys discovered primary textbook to pupil ratios 1:20 or worse in rural areas (Heyneman 2006).

A textbook is a book whose purpose is for ‘instructional use’. School textbooks pertain to an instructional sequence based on an organized curriculum. The nature of what is taught in school

is subject to three groups – professional educational community, parents and families and the state. If designed professionally, school textbooks reflect that consensus. But that consensus changes over time to reflect points of view that come in and out of fashion. Textbooks can be the cognitive cement behind a fully literate society. When misused however, textbooks can be a source for financial corruption. They can be responsible for antiquated ideologies. Worse, they can be used as instruments to inflame sectarian passion, threaten a nation’s social cohesion and, on occasion, lay the intellectual foundations for civil war. Therefore, textbooks are not of educational concern only, they constitute a legitimate concern within the context of regional and international security. Textbooks are often revolutionary in nature and can be a modernizing influence. The pedagogy of critical thinking requires the learner to call up a sense of background called evocation, then to confront new information called realization and lastly to pause to consider the value of the new information learned called reflection (Heyneman 2006).

It was not until the 1800s that schools began to require uniform learning materials. The need for textbook uniformity is an issue tied to free textbook programs. By the early twentieth century every state except Alabama had adopted some procedure to assure uniform textbooks. As the educational publishing industry expanded during the late 1800s teachers, parents, and legislators began to view textbooks as commercial products. To enforce these requirements districts purchased textbooks and distributed them free to children. The distribution of free textbooks developed from a prior initiative to ensure that schooling itself was free to all children. The free school movement had become progressively visible in the late nineteenth century. By 1888 a national consensus supporting free schools had been formed and by 1903 the majority of states were providing free textbooks for either all the children or at least those that were indigent. Textbooks became profitable because of the expanded market that resulted from their free distribution in the schools. Ambitious publishers were accused of exploiting the districts. As an antidote, California and Kansas required adoption of textbooks published by their states. Opponents of state published textbooks protested that a competitive market ensured that the finest school materials were available and the movement was short-lived (Giordano 2003). Between 1836 and 1920 over 62 million copies of the McGuffey Reader were sold. By 1920 over 50% of the pupils in the US had used the McGuffey reader (Heyneman 2006).

Textbooks were revised several times during the twentieth century in response to ideological developments. Fearing pacifist textbooks would undermine national security during WWI, WWII and the periods that immediately followed, most publishers enhanced the nationalist content within their textbooks. Politically liberal ideologies were apparent in the textbooks produced during times of domestic unrest like the Great Depression and Vietnam era protests. During the 1920s religious content was excised and the term theory of evolution was coined, deleted and substituted for less volatile synonyms. In the 1960s textbook publishers made some alterations to reduce racial bias whereby publishers darkened the faces of some nonminority children in photographs and other publishers produced multiethnic and standard editions for markets with different racial profiles. In the 1970s the Women’s rights Movement demanded that gender bias be expurgated with the same aggressiveness and publishers replaced terms such as men with gender neutral terms such as persons or people (Giordano 2003).

Should the state manufacture their own textbooks? No industrial democracy does. The policy of supplying paper and printing presses to government agencies distorts the market and today most

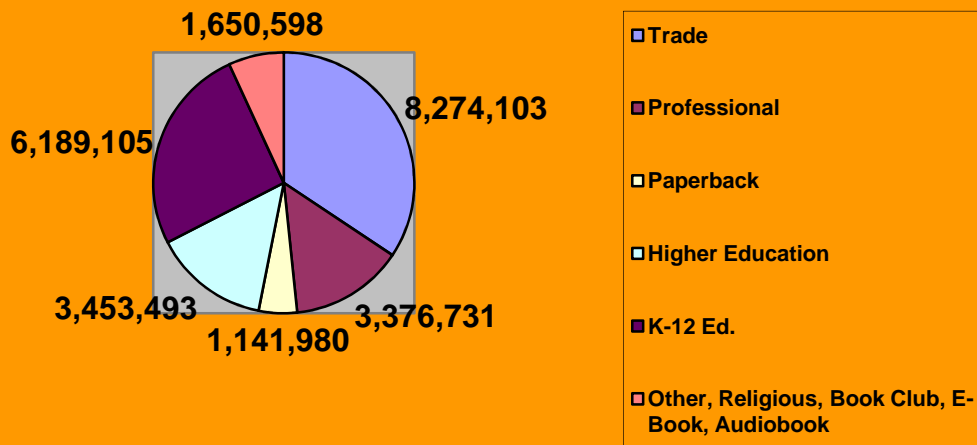
countries entrust the writing of textbooks to sub-contractors in commercial houses with the necessary expertise and capacity. Up until the 1990s UNESCO had a long standing policy of assisting developing countries with the supply of equipment for the manufacturing of textbooks. In essence the international community was subsidizing textbook manufacturing presses and paper owned and utilized by the local Ministries of Education. While the lack of supply requires public intervention, the practice of assisting a monopoly in the manufacturing process led to many problems typical of state owned enterprises, including under-utilization, poor quality, inefficiency and corruption. While a few developing nations still try to hold to the proposition that a ministry of education can manufacture educational materials, most adhere to a common framework with respect to the role of the state, and the role of the teacher as the ultimate source of textbook selection. This framework provides for the finance of educational supplies largely, but not necessarily entirely, by the ministry of finance, whose responsibility it is to insure that public expenditures are allocated in the most effective manner possible. It is the responsibility of the Ministry of Education to annually report on the effectiveness of the allocation of public expenditures and to report to the public in a transparent manner. Since textbook and educational materials are a common source of education corruption, it is important that all facts about textbook procurement should be a matter of public record.

The primary intellectual responsibility of a Ministry of Education is to establish educational objective and to make them effective. This may include the following factors

- Prepare clear and detailed curriculum guidelines
- Make them available for development of textbooks
- Establish an objective process of evaluation and authorization of textbooks
- Determine the channels of financing and distribution
- Set minimum physical standards of production
- Perform the same functions with respect to teacher's guides and other instructional materials
- Train teachers in the use and care of textbooks and instructional materials
- Protect intellectual property rights through appropriate legislation and court sanction

Modern Ministries assist in the development of the local publishing industry not by excluding external competition, but rather by encouraging local participation in textbook contracts both domestic and international, and by encouraging partnerships between local, national and international publishing houses. The preferred mechanism for assuring appropriate educational materials is to publish request for proposals (RFPs). Publisher then respond by using their standards of technical quality under the exigencies of time and cost constraints set the Ministry of Education. If the bidding process is sufficiently professional, publishers will respond with a wide variety of technical educational purposes at various price levels and manufacturing qualities (Heyneman 2006).

Fig. 3: \$24.2 billion Sales of the US Publishing Industry, 2006; \$ '000



Source: American Association of Publishers 2006 Si Report. Estimated Book Publishing Industry Net Sales [2002-2006](#)

School textbooks comprised 40% of U.S. publisher’s net sales of \$24.2 billion in 2006. Combined sales of educational titles outnumber all other categories of book sales. K-12 products sold \$6.2 billion; Higher Education titles sold \$3.5 billion for a total of \$9.7 billion (American Association of Publishers 2006). It is sometimes held that publishers are not identical to all other capitalists, they hold values of public service and intellectual creativity in addition to those of market profitability. Publishers of school textbooks describe their own motives by saying that a publisher of textbooks “places a higher value on confidence and respect than on quick pecuniary advantage” (Heyneman 2006).

There are three different strategies for improving memory – mnemonic, structural and semantic. Mnemonic methods words are grouped by sound. Structural methods, words are grouped alphabetically. Semantic methods words are grouped by meaning. Text materials are often divided into four general categories (1) narration and description, (ii) prescriptions and directives, (iii) procedures (iv) theoretical laws. Each can be used by the textbook author.

How is a teacher, or minister of education, to tell the difference between a textbook that is effective from one that is superficial. A teacher will need to assess the textbooks “teaching program” and how accurately the textbook can “visualize” the students that a teacher must educate, the day-to-day management problems he or she will encounter, the feasibility of various class activities, and the language of discourse given the exigencies of second languages classrooms use, and level of vocabulary. Textbooks are analogous to a machine in that they are engineers for quite specific purposes, hence they must be held accountable for achieving those purposes specifically (Heyneman 2006).

After hearing a petition from a Reverend regarding pulling several offensive books from the library shelves the State Board found the proper standard against which challenges to educational materials in Iowa are to be measured is the “appropriateness of educational materials for its designated audience” and that the ultimate determination of such appropriateness is primarily the responsibility of the local Board of Directors. The criteria for the selection of materials was determined to apply:

1. Materials shall support and be consistent with the general objectives of specific courses...
2. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected...
3. Materials shall be chosen to foster respect for the contributions to our civilization by minority groups, women and ethnic groups and shall realistically represent our pluralistic society, along with the roles and life styles open to both men and women in today’s world.
4. The selection of materials on controversial issues will be directed toward maintaining a balanced collection representing various views.
5. Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.
6. Objection may be raised to instructional materials despite the fact that the individuals selecting the material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material (Bartlett 1979).

F. The Benefits of Studying for Standardized Tests

Now the serpent was craftier than any of the wild animals the LORD God had made. He said to the woman, "Did God really say, 'You must not eat from any tree in the garden'?" Genesis 3:1

The use of standardized testing in the United States is a 20th century phenomenon with its origins in World War I. It was also given a major boost in the Cold War. The first large-scale use of standardized assessment methods related to the IQ test, first used in the US was during World War I (circa 1914-18). More recently it has been driven in part by the ease of computer-grading of standardized tests, and the comparative difficulty of grading essays by computer. In the United States, the need for the Federal government to make meaningful comparisons across a highly decentralized (locally controlled) public education system has also contributed to the debate about standardized testing. The U.S.-based Educational Testing Service (ETS) established in 1948 is the world's largest private educational testing and measurement organization, operating on an annual budget of approximately \$900 million. To regulate standardized testing the Joint Committee on Standards for Educational Evaluation has published three sets of standards for evaluations - *The Personnel Evaluation Standards* was published in 1988, *The Program Evaluation Standards* (2nd edition) was published in 1994, and *The Student Evaluation Standards* was published in 2003.

The Elementary and Secondary Education Act of 1965 required standardized testing in public schools. US Public Law 107-110, known as the No Child Left Behind Act of 2001 further ties public school funding to standardized testing. Central to the NCLB mandate is that states establish student performance benchmarks and identify schools not making adequate yearly progress (AYP), with proficiency judged through state-specific assessments. Schools that fail to make AYP for two consecutive years are designated as in need of improvement. Those failing to do so for four consecutive years may be referred for various corrective actions. After five years of not making AYP, schools may be ordered into radical restructuring—they may be converted into a charter school, a private company may take over the school, or the state may assume responsibility for running the school (McQuillan 2008).

Under the No Child Left Behind Act (NCLB), each state can select the tests and set the proficiency standards for reading and mathematics by which it determines its standing with respect to the requirements of adequate yearly progress (AYP). An apparent consequence is that the percentages of students deemed proficient vary widely across states for a given subject and grade. For grades 4 and 8, percentages of students in states reaching proficiency can be compared to the estimated percentages of students achieving proficiency as defined by the National Assessment of Educational Progress (NAEP). Although there is an essential ambiguity in any attempt to place state standards on a common scale, the relative ranking of the NAEP score equivalents to the states' proficiency standards offers (a) a credible indicator of the relative stringency of the standards, and (b) a more useful basis for policy discussion than the differences in percentages referred to above.

The results of the 2006 Program for International Student Assessment (PISA), a system of international assessments that measures 15-year-olds' performance in reading literacy, mathematics literacy, and science literacy every 3 years, are in – US students scored lower than OECD average score in math and science and the government was not even able to print the literacy test book correctly. US student scored below average on PISA tests, out of 1,000, in all three scientific literacy subscales (explaining phenomena scientifically (486 versus 500) and using scientific evidence (489 versus 499) and identifying scientific issues subscale (492 versus 499). US students also scored lower than average in mathematics (474 versus 498). PISA 2006 reading literacy results are not reported for the United States because of an error in printing the test booklets. In several areas of the PISA reading literacy assessment, students were incorrectly instructed to refer to the passage on the "opposite page" when, in fact, the necessary passage appeared on the previous page. Because of the small number of items used in assessing reading literacy, it was not possible to recalibrate the score to exclude the affected items. Furthermore, as a result of the printing error, the mean performance in mathematics and science may be misestimated by approximately 1 score point (US Department of Education 2007).

On a more positive note the Trends in International Mathematics and Science Study, which is conducted by Boston College, in Massachusetts, puts the state of Massachusetts in the same elite league as several academically powerful Asian countries. Massachusetts students significantly outperformed their peers on a prestigious international math and science exam coming in second worldwide just behind Singapore and ahead of Taiwan, Hong Kong, and Japan in 2008. By contrast, the United States as a whole placed eleventh with a score that researchers characterized as significantly lower than Massachusetts. "This is a tribute to the work of the Commonwealth's

FOURTH-GRADE SCIENCE SCORES

Compared to nations that participated in the science portion of the exam, Massachusetts fourth graders scored better than all but Singapore.



Thirteen other nations participated but scored less than 500 on the science portion of the exam.

SOURCE: Trends in International Mathematics and Science Study conducted by Boston College

DAVID SCHUTZ/GLOBE STAFF

students, teachers, and administrators," said state Education Commissioner Mitchell Chester in a telephone interview. "This is a validation of the educational reforms undertaken in the last decade-plus and the financial investment that was made."

The test, more commonly known as TIMSS, is considered the largest assessment of international student achievement. Some 425,000 fourth- and eighth-graders in more than four dozen countries last year took the exam, which has been given every four years since 1995. In Massachusetts, about 95 randomly selected schools administered exams to 3,600 fourth- and eighth-graders. Massachusetts had not participated as its own "nation" since 1999 when only the state's eighth-graders took the exam. Participation cost the state \$600,000. As the result of this dedication to the test, in eighth-grade math, the state's score rose 34 points to 547 from eight years ago, compared to a 7-point increase for the United States, which averaged 508 last year. In eighth-grade science, the state's score rose 23 points to 556, compared to a 5-point gain for the United States, which scored 520 last year. The top possible score on each exam was 800. The only other state that participated as an independent entity was Minnesota, which consistently trailed Massachusetts but did do better than the US average (Vasniz 2008).

The purpose of this essay is not to question the fairness of tests and testing. Just four family factors explain most of the difference in test outcomes. They are the percentage of children living with one parent, the percentage of 8th-graders absent from school at least three times a month, the percentage of children 5 or younger whose parents do not read to them daily, and the percentage of 8th-graders who watch five or more hours of TV a day (Neill 2008). The objective of this essay, and its most convincing argument regarding the existence of standardized testing, is to convince the federal government to do their job and mandate core curriculum guidelines to the States so that they could co-operate as a national system of education, to publish textbooks and lesson plans that would ensure students are taught the concepts, issues and facts that they are expected to know and will be tested on international standardized tests. Studying for the test worked for the Massachusetts school system, it worked for every passing grade every individual student ever received, why can't it work for the nation? Standard tests, developed by the Federal Government, help to check whether compulsory standards are being met. The best method to keep test scores, on national and international standardized tests up, is for State and local authorities to accept a standardized core curriculum as the 'only possible' guarantee of meeting compulsory minimum standards. These curricular standards do not need to, and in fact,

should not consume all instructional time, instead they should consist of a 'core' curriculum, typically conveyed through textbooks, of information that is needed to pass standardized tests, that publishers and educators flesh out, into an apple of wisdom that imparts the knowledge teachers and students need to succeed.

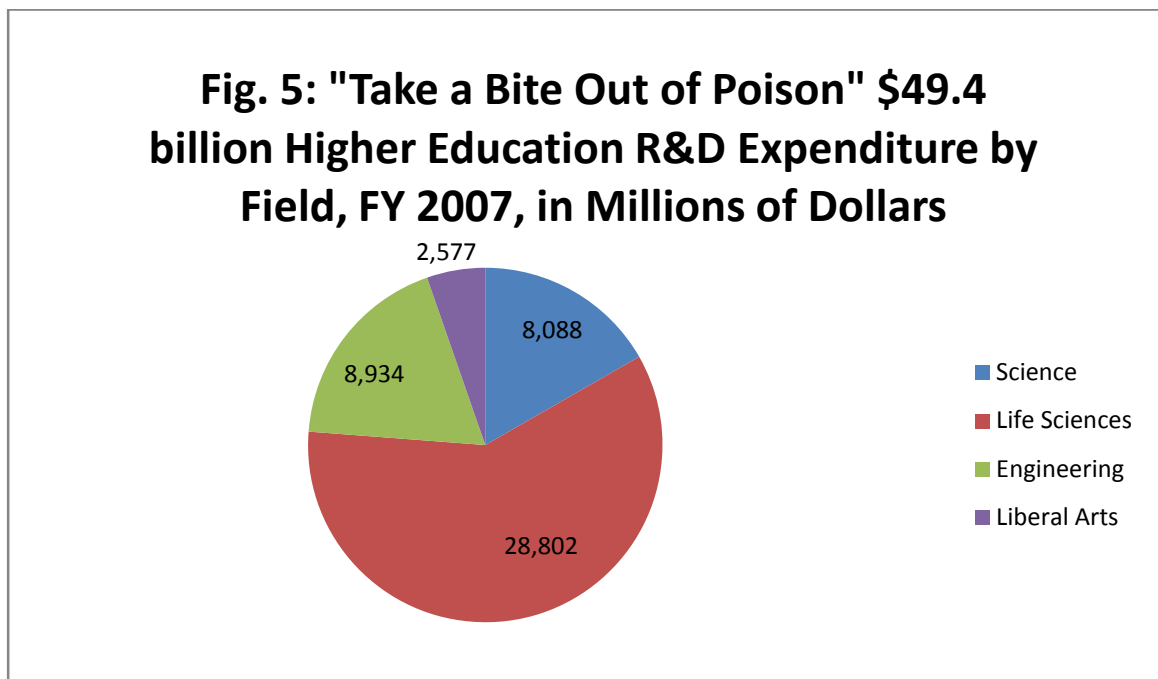
G. Liberal Arts

"The man has now become like one of us, knowing good and evil. He must not be allowed to reach out his hand and take also from the tree of life and eat, and live forever."
Genesis 3:22

The solution to higher education is a liberal arts core curriculum. There are of course other programs in engineering, health and science but they are as politically problematic as they are uneducated in the pragmatic canons of Aristotle, Plato, Smith, Marx and Keynes (Steven, Seligman & Long 1993). The more problematic, the more research dollars they bring in, so what happens is the moral, ethical, critical thinking and socially skilled, albeit comparably poor and infighting, liberal artists, are relegated to the status of lab rats, much like the population in general, and the so called public and private research institutions of higher education must "take a bite out of poison". The 'killed her garden' (reference to being so numerous and childlike in their violent fantasies as kindergarteners) post graduate research laboratories and professions need to stop making animals sick. They need to completely stop manufacturing chemical and biological weapons. They need to stop their spying and use of personal information. They need to chop down the psychiatry and get a social worker. They need to license lawyers to go to trial after a four year undergraduate degree to minimize the greed and class warfare that stems from their extended juvenile delinquency. They need to stop skimming graft from the political corruption they keep in power. They are the leading cause of death and disease. They are the State, County/Corporate, University, and Municipal (SCUM) of the earth who must seek the counsel and pay for the ethical review, the scathing criticism and yes, the nay, of all the liberal artists on campus, united for eternal life.

Before treating upon the curriculum and the canons, and completely omitting all mention of the hypocrisy of letter grades on essays, it is important to instill some respect for the research articles and prose literacy that are the product of academia. The production of research articles and books are the only bona fide demonstration of academic accomplishment. Unfortunately the finance of academic research does their best to poison the researchers, petitioners and personalities who really have something to say, and pay the professors, in advance, to prop up the government, a corporation or system of education. The annual National Science Foundation report on Research and Development Expenditures in Universities 2007 reports that overall, universities and colleges reported S&E R&D expenditures of \$49.4 billion in FY 2007, 3.5% more than in the previous year (\$47.7 billion). When adjusted for inflation, academic R&D rose by 0.8% in FY 2007. The federal government is the largest source of academic R&D funding, accounting for more than 60% of total R&D expenditures, more than half of that from the National Institutes of Health (NIH). As an indicator of how much R&D within medical schools contributes to the total R&D reported, only 2 institutions within the top 20, do not have a medical school within their institution. Return on the investment is marginal, and a survey of 68 research universities revealed that for every increase of \$1 million in federal research funding (1996\$) to a university results in 10 more articles and 0.2 more patents. The change in citations

per article is negative but very small and imprecisely measured. As a first approximation, increasing federal research funding on the margin results in more, but not necessarily higher quality, research output (Payne & Siow 2003).



Source: National Science Foundation. R&D Expenditures at Colleges and Universities 2007

Education for education's sake seems to be the answer, but who would pay when they could, and probably should have, gone down the street to the public library, bought a computer, written an essay or a book and freely distributed it on the Internet without getting hung-up on greedy copyright laws? People want promises of money, success, and lack thereof, abuse, in return for their investment. Between the degrading treatment and the abstract and uninspiring ideal that academic work has absolutely no basis in real life or society, education is not an extraordinarily efficient process. In a spin-off of the light bulb joke, how many employees does it take to graduate a single student of higher education? The answer appears to be roughly 2. When one focuses on the actual teachers to graduating students, the ratio is closer to an annual 1:1. The average student apparently has to pass nearly exactly as many teachers as attend the median classroom size, to graduate.

Approximately 3.4 million people were employed in colleges and universities in the fall of 2005, including 1.3 million faculty, in 4,314 accredited institutions offered degrees at the associate's degree level or above. These institutions included 2,629 4 year colleges and universities, and 1,685 2 year colleges, at a total cost of \$277 billion (ED 2003). Of the 1,485,000 bachelor's degrees conferred in 2005–06, the largest numbers of degrees were conferred in the fields of business (318,000), social sciences and history (161,000), and education (107,000). At the master's degree level, the largest numbers of degrees were in the fields of education (175,000) and business (146,000). The fields with the largest number of degrees at the doctor's degree level were education (7,600), engineering (7,400), health professions and related clinical sciences

(7,100), biological and biomedical sciences (5,800), psychology (4,900), and physical sciences (4,500) (NCES 2007).

In designing a core curriculum on paper, one needs to make some compromises to allow for adequate time for majors, minors, capstone course in 180 hours. Therefore a core curriculum is of roughly 50 hours with 24 hours of canons is typically required (Cheney 1989). In each course one faces almost impossible tradeoffs: how to combine a reasonable degree of comprehensiveness without sacrificing vital depth, how to provide sufficient historical background and yet concentrate on the careful reading of texts (Steven, Seligman & Long 1993). Throughout history, philosophers and educators have concerned themselves with the question of what is appropriate educational method and curriculum content (Hagen 1993). A Classics Learning Core is a wise curriculum choice. In a broad sense, the entire elementary and secondary school curriculum is a liberal arts core and is designed to provide the young with a knowledge base that will enable them to make sense out of the world in which they live. The parallel between the last two years of high school and the first two years of college is notable (Miller 1993). It is easier for those teaching at the university level to adjust to the idea that there is, or that there could be, both a core and a canon in the high schools, indeed, many university faculty complain about the poor quality of high school students because too many schools have neither core nor canon to the education supplied (Baker 1993).

During the past twenty-five years societal pressures and information explosion have dramatically altered university curricula. As a result, colleges must now sort out and assess these changes while also adjusting to a continual stream of new courses and programs. Specialists and specialization now, not only, dictate the curriculum of most universities, but to a large extent the structure of the university itself. The increasing proliferation of information and of the specialists who burrow through it give every indication that this trend will be difficult to arrest in the near future. Instead of selecting judiciously from this information, educators have too frequently added courses with abandon. Increased curricular specialization has contributed to narrow departmentalization which has become a barrier to the promotion of creativity or to the establishment of relationships between courses or disciplines. Department define disciplines and encourage professional growth, but the professionalization and restricting of general education courses, the elimination of most electives for baccalaureate students, the increased number hours for the major, and the intense specialization of course within the major combine to produce graduates in many instances unsuited to work in the larger cultural or organizational milieu. Administrators and responsible teachers must combine efforts to escape the confines of departments in order to engage in interdisciplinary efforts (Thompson 1993).

In 1983, as part of a comprehensive review of the undergraduate experience at Mount Saint Mary's College two themes emerged from faculty and students alike. Although they praised certain classes they could not identify any major themes or concepts that were being taught or explain how one class led to another, building upon prior knowledge (Craft 1993). Teachers need to include the knowledge and skills that students have already acquired as they help students progress from one course to the next. Proper sequencing of materials is needed in order to address basic problems in curriculum today. Common elements must be taught in introductory courses so that students will understand the higher level courses. Core elements are assigned by both introductory and higher level teachers (Eddy & Simpson 1993).

The frustration of the core curriculum debate is that the “core” and the “canon” are so readily confused and used interchangeably. The “core curriculum: refers to any body of knowledge that a society decides “everyone should have in common.” That “core” will be taught formally in schools and informally by other institutions, such as society’s media. The “canon” is the set of readings that may or may not be used as common texts for the formal core curriculum. For instance, a 50 hour core curriculum is proposed, and a canon underlies only twenty-four of those hours (Schrock 1993). Great books hold the key to being capable of understanding more abstract and reflective issues. Canonical status, then, is imputed by a culture. Like political authority in liberal democratic theory, it exists and is legitimated through the consent of those who recognize it. The canon has internal variety and vague boundaries, and it shifts over times, paralleling, in each of these attributes, the culture itself. But who is to say which exemplars display virtue and which vice? Some provision must be made for enabling novices to distinguish and recognize the cases of excellence and cases of failure (Churchill 1993).

Essentially, all college students, other than those taking purely vocational studies we equate with an honest living, regardless of whether they are artists, scientists or health professionals, should be versed, having read and written the work of Plato, Aristotle, Adam Smith, Karl Marx and John Meynard Keynes, preferably by the time they graduate from high school. Americans need to learn these canons because their leaders, following in the footsteps of bad men throughout the ages, have told nothing but lies for more than three decades. Although the reward for moral and ethical behavior is, and always has been, death by poison, the punishment for acquiescence, support and ultimately fighting for a totalitarian dictatorship is wide-scale death by poison and other weapons of mass destruction for which one would have to learn high school history, or survive it, to understand. College students, down the shortest degree program in medical assistance, need to learn both the ethical canons of their profession and the principles of democracy, they need to be citizens. Ethics is the inquiry into human well-being and flourishing. To be a competent student of what is right and just, one must first have received a proper upbringing in moral conduct. The acceptance of a fact as a fact is a starting point. A man with this kind of background has or can easily acquire the foundations from which he must start (Churchill 1993). A college education should encourage students to begin to philosophize, to ascend from their opinions and prejudices toward knowledge (Flanders 1993).

H. The Moral Dilemma

"Adam was but human - this explains it all. He did not want the apple for the apple's sake, he wanted it only because it was forbidden." Mark Twain

The reasonable premise underlying our national system of education is that people in a democracy can be entrusted to decide all matters of importance for themselves because they can deliberate and communicate with one another (Como 1993). An education for democracy calls the development of “critical thinking skills” as a primary educational goal. Properly understood, critical thinking is discriminating. The ability to choose objectively among competing value claims. The word discrimination has fallen into disfavor for the sound reason that in our nation’s history many have experienced social and political discrimination on the bases of race and sex. Yet, the word, in its salutary sense, must be restored. United States citizens must be able and willing to discriminate between better and worse governments, better and worse economic

systems, better and worse cultural practices. The proper core curriculum in a democracy must be distinguishable from a curriculum for tyranny (Flanders 1993).

How then are we to know if the system of education in the United States provides the curriculum of a democracy or a tyranny? If the federal department of education is prohibited from producing a core curriculum, how can it be a tyranny? Without a dictator, are the states not free to think for themselves? In academia the democratic ideal is defined as academic freedom. Academic freedom includes the right of teachers to speak freely about their subjects, to experiment with new ideas, and to select appropriate teaching materials and methods. Courts have held that academic freedom is based on the First Amendment and is fundamental to our democratic society. It protects a teacher's right to evaluate and criticize existing values and practices in order to allow for political, social, economic, and scientific progress. Academic freedom is not absolute, and courts balance it against competing educational values (Fischer, Schimmer & Stellman 2003). It would seem that it is the federal government who has been denied their academic freedom to speak like a professional ministry of education and direct the manufacture and select appropriate teaching material. In turn it would seem that the states, teachers and students have been denied their right to "appropriate" teaching materials and methods and as the result often find themselves unprepared for the international standardized tests the federal government from time to time administers. And furthermore as time bears on under an unjust, poorly written law, the great "F" in the sky, for which reason the federal department of education is forbidden from doing their duty, the ability of the demoralized citizenry there under, to write prose documents, and facility of the government to peacefully receive these evaluations and criticisms of their law and form of governance, seems to diminish.

Before unrepentantly condemning the prohibition of control of federal education as an unjust law that must be repealed, let us hypothesize what damage would be caused by this system change and prepare to prevent or mitigate such hazards. Two very serious issues arise - propaganda and toxic reaction.

First, if the federal government were to begin controlling the curriculum, with the power of a federal department of education, would the federal government not then use the department as a vehicle for propaganda, to cover up their very grave mistakes in their history and mobilize the citizenry to be violent proponents of their wars? While the threat of federal propaganda for war is considerable, the underlying philosophy of curriculum studies is to promote peace and teach human rights and the root of the prohibition of federal control of education seems to have been to expel the peace advocates against the Vietnam war from power within the federal government so there is no history of federal propaganda through education. A nation's sense of its history is indistinguishable from its social cohesion, but if you don't teach people good history they will learn bad history. Good history can be distinguished from bad history as a difference between "blinkered nationalism" and "national self-awareness". The first narrows one's view of the world and exaggerates the role of one's home identity; the latter helps establish pride in one's place within a world of identities. There are five common problems history textbooks must solve (i) ideological basis (ii) unnecessary omission (iii) promotion of one's own role (iv) factual error (v) excess breadth of coverage as opposed to depth of coverage (Heyneman 2006). As an institutional safeguard against federal propaganda the state system of curriculum setting and textbook purchase would be fundamentally unchanged. The federal government would set forth

curricular guidelines needed to pass standardized tests that the states, textbook manufacturers and teachers would embellish with Hitler mustaches of their own choosing.

Second, because the prohibition of federal control of education was legislated at the same time as the prohibition of controlled substances, and the biblical story of the forbidden fruit is rife with threats of death, there is a distinct possibility that there could be a violent toxic reaction to the repeal of the prohibition of federal control of education led by the rhetoric of the conservative proponents of this prohibition. Short of transferring the DEA to the DHHS and including toxic substances of note by the Toxic Substance and Disease Registry and university laboratories to the list of prohibited substances of abuse, efforts should be made to “take a bite out of poison” and prohibit the manufacture and stockpile of toxic substances in biomedical and chemical laboratories in universities and elsewhere, who must be ordered to destroy and/or properly dispose of these substances. NIH funding of biomedical research should also be dramatically reduced or intercepted by liberal artists.

If rhetoric is to contribute to the formation of the modern world there are four traits that must function with such sweep (1) the art of debate (2) invention and disposition (3) makes use of all means of persuasion including the preconceptions of the audience (4) as an art of selection it is an art of coping with new problems. Liberal arts are the arts of language, opinion, and action and thus provide the law of thought and expression, induction and deduction, community and communication (Como 1993). It is in prose literacy, the mainstay of liberal arts, where American students and people are demonstrating the most alarming shortcomings. In “A First Look at the Literacy of America’s Adults in the 21st Century” results of the 1992 National Adult Literacy Survey and the 2003 National Assessment of Adult Literacy indicate that adult literacy has significantly declined for all ages and in all categories but most dramatically in those with the highest levels of education. *Prose literacy* is the knowledge and skills needed to search, comprehend, and use information from continuous texts, such as paragraphs from stories); *document literacy* is the knowledge and skills needed to search, comprehend, and use information from non-continuous texts in various formats, such as bills or prescription labels); and *quantitative literacy* is the knowledge and skills required to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials (Kutner, Greenberg & Baer 2005).

Fig. 6: Average prose, document, and quantitative literacy scores of adults age 16 or older, by selected characteristics: 1992 and 2003

Characteristic	<i>Prose</i>		<i>Document</i>		<i>Quantitative</i>	
	1992	2003	1992	2003	1992	2003
Total	276	275	271	271	275	283
Sex						

Male	276	272	274	269	283	286
Female	277	277	268	272	269	279
Race/ethnicity¹						
White	287	288	281	282	288	297
Black	237	243	230	238	222	238
Hispanic	234	216	238	224	233	233
Asian/Pacific Islander	255	271	259	272	268	285
Age						
16-18	270	267	270	268	264	267
19-24	280	276	282	277	277	279
25-39	288	283	286	282	286	292
40-49	293	282	284	277	292	289
50-64	269	278	258	270	272	289
65 or older	235	248	221	235	235	257
Education						
Still in high school	268	262	270	265	263	261
Less than/some high school	216	207	211	208	209	211
GED/high school equivalency	265	260	259	257	265	265
High school graduate	268	262	261	258	267	269
Vocational/trade/business school	278	268	273	267	280	279
Some college	292	287	288	280	295	294

Associate's/2-year degree	306	298	301	291	305	305
College graduate	325	314	317	303	324	323
Graduate studies/degree	340	327	328	311	336	332

Source: National Assessment of Adult Literacy. 1992 and 2003

Thus we see, it is not so much the math and sciences politicians need to support, it is the petitioners who write to them with their real life applications and criticism of the law. The reception of the written word is so bad in courts, governments, and universities that the people no longer even know how to do it effectively, and they decidedly aren't going to make the fatal mistake of freely expressing their opinion in writing again, so they are out of practice. The government itself was unable to publish the PISA 2006 reading literacy results. The PISA 2006 result are not reported for the United States because of an error in printing the test booklets. In several areas of the PISA reading literacy assessment, students were incorrectly instructed to refer to the passage on the "opposite page" when; in fact, the necessary passage appeared on the previous page. Because of the small number of items used in assessing reading literacy, it was not possible to recalibrate the score to exclude the affected items. The Prohibition of Federal Control of Education this essay treats upon is a stunning example of a total failure of literacy by the federal government, which has gone on for nearly four decades. As prose plaintiffs we have now formally requested that it be repealed, but shall we be vindicated or victimized?

Don't ask a lawyer. They hid from the loan sharks so long in college that they, the few, the rich with an ill will, had to get a full time job for the mob to pay their student loans. In most countries, to practice law one only has to go to school for a four year undergraduate program. How much education does it take to represent a juvenile delinquent? Is over qualification not a problem defending the typically poor and uneducated criminally accused against slavery by the elite? Is over qualification not a serious security threat to society as high levels of organization are subjected to common criminals and the legal system that accommodates them? These bar certified lawyers certainly haven't written anything since they passed the bar exam and no longer have to fear being accused of the unauthorized practice of law, *ultra vires*, in Latin. Heaven forbid any author represent the criminally accused without paying the requisite bribe(s) to the bartender(s). The practice of law it turns out is not such a classy subject at all, it is a basic constitutional duty that most lawyers would have been better off doing for their family, friends and acquaintances, in writing, without paying an enormous sum of money that ties them down to the criminal justice system long after all their lines of communication, not to mention moral conscious, have been corrupted, and they can no longer serve.

This brings us to my major, International Affairs, defender of human rights, more balanced, free and confident in our knowledge of right and wrong than a lawyer, yet as a professional training program, the four year degree is dodging the foreign service exam, and a decent career, to hide out on campus from the drafters of Title 22 US Code Foreign Relations and Intercourse (a-FRaI-d) the Court of International Trade of the United States (COITUS) will cause another potentially deadly flare up of the USAID Bureau for Asia and Near East (ANE) at the slightest disagreement of a peon with a domestic relation. There is however hope, this could be a Title 22 US Code

Foreign Relations (FR-ee) country, with a Customs Court and Bureaus for the Middle East and Central Asia (MECA) and South East Asia (SEA) and maybe no inflection regarding any sorts of viruses with the money, just International Development (ID). However, while it might be nice to require the, very dilettante, US foreign service to pass a four year degree program as well as the exam, like lawyers, the law is so bad that the academics do not encourage their students to apply, as a rule. But, for the legal reforms mentioned in this article I am sure university international relations professors would consider monopolizing the foreign service, for the benefit of their country, their students and their own earning potential.

As you can see it is prose literacy, the law, ethics and human rights that need to be widely disseminated, tolerated, promoted, empowered and rewarded by academia and the Department of Education. So with our crack team of educators, legal philosophers, ethicist, liberal artists and human rights advocates peaceably assembled we conclude our debate on the Prohibition of Federal Control of Education. The finding of this study is that, the Prohibition against Federal control of education under 20USC(31)III(2)§ 1232a as codified from the General Educations Provisions Act of April 18, 1970, P.L. 91-230, Title IV, sec. 401(a)(10), 81 Stat.169 that was cited at 20USC(52)I§3921 of the Education for Economic Security Act of August 11, 1984, P.L. 98-377, and reinforced at 20USC(48)I§ 3403 (b) of the Establishment of Department of Education Act of October 17, 1979 P.L. 96-88 and any other laws that abridge the American First Amendment Rights to a quality Education must be repealed under 1USC(2)§109. Whereas, ‘the repeal of any statute shall not have the effect to release or extinguish any penalty, forfeiture, or liability incurred under such statute, unless the repealing Act shall so expressly provide’, the law that Congress and U.S. Department of Education drafts to repeal these statutes must specifically allow the Department to set the minimum curricular guidelines for the states to elaborate upon – it must be a Curriculum Act. Having thus provided, for the common defense by securing the Blessings of Liberty to us and our Posterity, by enacting a constitutional, federal system of education allowed teach the curriculum, we can anticipate improvement in the test results and security of the governed.

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