

A New Educational Renaissance:  
Reclaiming Public Education Through Public-Private Partnerships

A Nation Divided?  
Assessing Freedom & The Rule of Law in a Post 2020 World

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## **Abstract**

In recent years, we have seen a rapid rise in civil unrest and destruction. Our country needs deep repair; and the heart of the issue remains that the soul of American education has been crushed by control and greed. There is always a constant cry that history seems to repeat itself; and one could argue that a chief reason why is because accurate, holistic, civics education has been removed from our public school system. As a result, America needs a form of educational renaissance – a rebirth in the American educational dynamic – that reclaims public education back to its founding ideals including curriculum that discusses both the good and the bad of our history.

In this paper, we will discuss how we got to this point in American history by evaluating the cultural, financial, and philosophical shifts in addressing education in America. Our primary focus will be to address why and how civics education has slowly been removed from the curriculum of our education system. We will offer recommendations where civil society could get involved to address these disparities, and we will conclude by providing possible areas for additional research on this topic to determine how public-private partnerships could best bridge the gap between civics arrogance and civics involvement.

**Keywords:** civics renaissance; public education; civil society; public-private partnerships; civics arrogance; civics involvement.

# **A New Educational Renaissance: Reclaiming Public Education Through Public-Private Partnerships**

## **Introduction**

Civil unrest is on the rise. Protests are no longer about expressing your voice but rather expressing your force. Protecting an individual's unalienable right to life, liberty, and the pursuit of happiness continues to be destroyed from the inside-out. Unfortunately, this is the new American reality that we are facing today; but how did we get here and how do we get back to a country where these atrocities no longer exist?

## **Root Causes**

There have been many arguments as to why we are seeing such chaos in America today. Some have argued that political action or inaction is to blame stating that social justice issues are not being handled properly. Others have argued that the breakdown of the nuclear family has made the federal government the new 'god' of the world. Still others believe that the progressive secularization of modern society is to blame. Although all these areas are true to a point in one way or the other, one could argue that these areas of blame may have a deeper cause that needs to be addressed?

## **Original Intent**

Since the founding of our republic, education's intent was to build up our communities by inspiring the next generation of industry leaders and scholars to ensure a better future of freedom for all its citizens. Early philosophers like John Locke, Augustine of Hippo, Alexis de Tocqueville had quite a similar understanding of education and were all foundational in the development of the American educational tradition at its core. Locke believed that common man needed but three types of knowledge to be effective in civil life: moral, social, and vocational.<sup>1</sup> Augustine took it a step further stating that one's knowledge be based in both examined and inherent reason – not just personal narrative or conjecture.<sup>2</sup> Tocqueville stressed the importance of solving problems by coming together with a bottom-up approach rather than a top-down, tyrannical approach.<sup>3</sup>

From a biblical perspective, we understand that such an education was to begin at home with parents educating their children in partnership with the church – not by an explicit mandate or funding from the federal government.<sup>4</sup> In fact, our founders enshrined such a principle into our way of life by way of the 10<sup>th</sup> Amendment to the US Constitution which is understood to leave education to the states – or to the people.<sup>5</sup>

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<sup>1</sup> "John Locke," The Roots of Educational Theory, accessed November 19, 2021, <http://educationalroots.weebly.com/john-locke.html>.

<sup>2</sup> George J Yogis, "The Educational Theory of Augustine of Hippo," n.d., 2.

<sup>3</sup> Angela Sailor et al., "Civics Studies: Why They Matter, What Parents and Teachers Think, and How They Can Reclaim Truth," no. 3626 (n.d.): 1.

<sup>4</sup> Proverbs 22:6

<sup>5</sup> "U.S. Constitution - Tenth Amendment | Resources | Constitution Annotated | Congress.Gov | Library of Congress," accessed October 25, 2021, <https://constitution.congress.gov/constitution/amendment-10/>.

## Historical Overview

Over time, however, we have seen the federal government encroach on the rights of parents, the church, and students themselves; and as a result, education has become more about knowledge to pass a standardized test based on reading, writing, and arithmetic while seemingly eradicating the moral and social knowledge components that Locke identified as essential to being an effective part of society. The federal government's encroachment over the American education system began in a seemingly innocent manner with assistance to states in the acquisition of land for civil expansion in the late 1700s; and the main stipulation for the funding was that a portion of the land was to be designated for the development of a school.<sup>6</sup> During the 1800s, the Department of Education was created to assist school districts collect data for establishing effective school districts which later transitioned into land grants to help establish schools with agriculture and mechanic arts programs.<sup>7 8</sup> In the early- to mid-1900s, the Lanham Act, numerous Impact Aid laws, and the "GI Bill" expanded federal support for education to assist local school districts affected by military presence and to assist World War II veterans seeking collegiate education upon reentering civilian life.<sup>9</sup>

During the civil rights movement of the '50s and '60s, we began to see a shift in federal education policy calling for desegregation, curriculum modification, and the development of new curriculum focusing on addressing social inequalities. Many of these battles were not just fought at the local school district level but were also being advocated for at the state and federal levels – including legal battles being brought before the US Supreme Court. The court opinion in *Brown v. Board of Education* could be stated as the turning point in this issue as it ruled racial segregation unconstitutional regardless of if equal quality of education among those segregated was present otherwise.<sup>10</sup> In the late 1950s, the National Defense Education Act (NDEA) was passed to support teachers and graduate fellowships to improve the teaching of science, math, and foreign languages in our public school system.<sup>11</sup> In the 1962 *Engel v. Vitale* decision, the court ordered public prayer in public schools as an unconstitutional violation of the establishment clause; and by the late 1960s and 1970s, federal legislation was passed to prohibit discrimination of any kind of the basis of race, sex, or disability.<sup>12 13</sup> In the Elementary and Secondary Education Act of 1965 (ESEA), the federal government started incentivizing state and local education units with programs of funding to help offset the financial obligations of complying with this prohibition while stipulating a ban on a nationalized curriculum and promoting parental involvement in the process.<sup>14</sup> This bill also was the first major expansion of

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<sup>6</sup> John J. Whealen, *A History of Federal Aid to Education, 1785-1965*, 1965, <https://eric.ed.gov/?q=land+ordinance+of+1785&ft=on&id=ED033161>.

<sup>7</sup> "Federal Role in Education," Websites (US Department of Education (ED), June 15, 2021), <https://www2.ed.gov/about/overview/fed/role.html>.

<sup>8</sup> "U.S. Senate: The Civil War: The Senate's Story," accessed November 19, 2021, [https://www.senate.gov/artandhistory/history/common/civil\\_war/MorrillLandGrantCollegeAct\\_FeaturedDoc.htm](https://www.senate.gov/artandhistory/history/common/civil_war/MorrillLandGrantCollegeAct_FeaturedDoc.htm).

<sup>9</sup> "Federal Role in Education."

<sup>10</sup> Chief Justice Warren, *Brown et al. v. Board of Education of Topeka et al.*, No. 347 U.S. 483 (U.S. Supreme Court May 17, 1954).

<sup>11</sup> Whealen, *A History of Federal Aid to Education, 1785-1965*.

<sup>12</sup> "Facts and Case Summary - Engel v. Vitale," United States Courts, accessed November 21, 2021, <https://www.uscourts.gov/educational-resources/educational-activities/facts-and-case-summary-engel-v-vitale>.

<sup>13</sup> Whealen, *A History of Federal Aid to Education, 1785-1965*.

<sup>14</sup> David Casalaspì, "The Making of a 'Legislative Miracle': The Elementary and Secondary Education Act of 1965," *History of Education Quarterly* 57, no. 2 (May 2017): 247–77, <http://dx.doi.org/10.1017/heq.2017.4>.

the use of standardized testing at the national level on purely academic grounds without the social and moral knowledge components that Locke stressed were essential.

The federal directive, however, shifted drastically during the Carter administration as the Department of Education became a Cabinet level agency, federal assistance in the form of tax credits were rolled out, and voucher programs started to be introduced.<sup>15</sup> The main curriculum-based incentives came during the immigrant surge of the mid-1980s which was aided in part by the Emergency Immigrant Education Act of 1984 that helped fund services and offset costs to education units with a large influx of immigrant students.<sup>16</sup> The first Bush administration then took steps to address the low standardized testing scores of Hispanics and Native American Indian students comparative to their Caucasian counterparts by establishing a task force for Hispanic education and passing legislation to create an Indian bill of rights to education in 1989.<sup>17</sup> In 2001, complying to nationalized proficiency standards became an incentivized action with the No Child Left Behind Act (NCLB) penalizing schools whose students did not adequately meet the standards of educational progress.<sup>18</sup> The Common Core Standards Initiative during the Obama administration in 2009 made this compliance a federal bureaucracy issue and attempted to override the 1965 directive by introducing a national curriculum for instruction to produce better standardized testing results. However, this approach did not gain much ground and was rolled back in some ways by the passage of the Every Student Succeeds Act of 2015 (ESSA) which attempted to reduce national standardized testing and the top-down curriculum adherence that the NCLB's one-size-fits-all approach sought to enforce under the guise of better accountability for educators and administrators.<sup>19</sup>

### **Research Question**

As education policy has shifted over the course of our nation's history, we have continued to see a higher focus on compliance to purely academic standards rather than on the individual social and moral character development of students. As a result, even the most basic elements of who we are as a country by structure and value has been cast aside in the name of equality and justice. Social issues have clouded our judgement on true social knowledge and individual worth; and the misinterpretation of the separation of church and state has seemingly removed the moral development aspect through the lens of the Judeo-Christian epic of our founding. The one-size-fits-all-model simply has not worked to develop a citizenry that is understanding of the brevity of our historical past nor prepared students to be an active civic member of society following high school graduation. In fact, the most recent study from the University of Pennsylvania's Annenberg Public Policy Center found that 20% of those polled could not name any of the three branches of government with only 56% being able to correctly

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<sup>15</sup> *A History of Federal Aid to Education, 1785-1965.*

<sup>16</sup> Carolyn Jenkins and Margaret Hill, "Role of Federal Government in Public Education: Historical Perspectives," n.d., 8.

<sup>17</sup> Jenkins and Hill, 3.

<sup>18</sup> Jenkins and Hill, 11.

<sup>19</sup> National Education Association, "History of Standardized Testing in the United States | NEA," accessed November 21, 2021, <https://www.nea.org/professional-excellence/student-engagement/tools-tips/history-standardized-testing-united-states>.

name all three branches.<sup>20</sup> In this same poll, only 35% could correctly state the term length of a US Senator, only 36% could correctly state the term length of a US Representative, and only 17% either didn't know or couldn't name any of the rights guaranteed by the First Amendment.<sup>21</sup> As it has famously been reported, Benjamin Franklin's response as to what form of government the founders had created was "a republic, if you can keep it"; yet, how can we keep this great republic if most of our citizens don't even know the values, influence, and brevity of our founding?<sup>22</sup> In a nation that seems to be unraveling into chaos around every corner, how can we rebirth the institution of American civics back into our schools and our communities in a way that unites us with our core values instead of dividing us by our differences of opinion? Can this renaissance of the social and moral components of civics education be reinitiated by governmental activism, civil society initiatives, or some combination of the two?

### **Research Methods**

To understand the answers to these questions, we must first determine to what standard we should review the best path forward. If education is to be effective in inspiring the next generation of civic leaders, we must first identify how we define and determine effectiveness in the first place. Since modern education has shifted to standardized testing models, it stands to reason that we should evaluate what the federal government is doing in the sphere of education policy, how the court is enforcing such policies, and how culture is impacted long-term because of these policies. Additionally, a review of what other countries are doing in this area should also be evaluated to see what we can glean from their past successes and failures to potentially apply to today's American educational dynamic. To that end, we must also analyze who has the right authority and jurisdiction to even address this issue.

### **Stakeholders**

Given that education at its core is an issue that Biblically originates from the home, it is important that parental involvement in this process is present. Without such involvement, we become complicit in violating the covenant between God and parents; and we grant an improper violation of the separation of church and state doctrine by allowing the government to dictate the brevity and accuracy of the content that our students are receiving from a federally centralized level. Since proper civics education generates a social and moral ethic to operate in vocational capacities, businesses of all sizes have a direct correlation to this issue as without these ethical standards our workforce lacks the drive needed to perform with excellence long-term due to a lack of meaning. Non-profit organizations and governmental bodies stand to be impacted since our advocacy for policy reform of any kind is simply arrogance without a thorough understanding of the structure, function, and narrative of our country's government. As such, the church has a special stake in this issue because if we do not properly understand the basic

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<sup>20</sup> "Annenberg Civics Knowledge Survey Archives," *The Annenberg Public Policy Center of the University of Pennsylvania* (blog), accessed November 22, 2021, <https://www.annenbergpublicpolicycenter.org/political-communication/civics-knowledge-survey/>.

<sup>21</sup> "Annenberg Civics Knowledge Survey Archives."

<sup>22</sup> "Perspectives on the Constitution: A Republic, If You Can Keep It - National Constitution Center," National Constitution Center – [constitutioncenter.org](https://constitutioncenter.org), accessed November 22, 2021, <https://constitutioncenter.org/learn/educational-resources/historical-documents/perspectives-on-the-constitution-a-republic-if-you-can-keep-it>.

constitutional protection against a governmental religious mandate or expression thereof, we are bound to see policy that stripes our freedoms away from modern society. The media also has a role to play in this discussion as the way it disseminates information is a vital component to if order is maintained or violence is sparked through their portrayal of accurate historical context in relation to current events.

## Literature Review

Trying to rectify these inerrancies is not a new idea; however, how we seek to approach remedying the issue may be. As public education has become more centralized and standardized, there have been proponents both within government and in society that have tried to develop policy and local strategies to ensure we do not lose the very essence of who we are as a country – a people of freedom in a country of laws that is to be of the people, by the people, and for the people. What we must keep in mind, however, is that whatever solution we seek to develop must be rooted in parental involvement, student value, and long-term civic engagement lest we fall victim to the control and greed of the sin nature of common man.

As new methods of redressing this issue at the federal level have presented themselves, it begs the question: “To what end should the federal government be involved in fixing the problem that it has over-time created?” Some may argue that since the federal-government incentivized school curriculum away from the moral and social elements that they should be the ones to fix the problem. However, we risk allowing the educational system to become even more federally centralized as a result. The federal government in the past has attempted to redress what they thought was the problem by focusing on social inequalities and increasing overall education spending; yet we have continued to be positioned at dead last among other nations in achieving even the most basic reading, writing, and arithmetic proficiencies comparative to the top 21 countries of the International Mathematics and Science Study since the 1980s when education became a federal, cabinet-level priority.<sup>23</sup>

## Federal Redress

Due to the recent pandemic and rise in civil unrest, there have been some efforts to reintroduce civics education into K-12 curriculum; however, social justice components and monetary incentivization with minimal parental involvement seem to still be the focus of choice for some. The most notable of these reforms was the introduction of Critical Race Theory (CRT) which to some degree reverses the desegregation efforts of the ESEA by looking at all forms of education through the lens of racial impact. While this may seem innocent on the surface, the core of this theory seeks to turn the oppressed into the oppressor in a form of quasi-retaliation of African Americans towards Caucasians; and it attempts to rewrite history by changing the historical context of the curriculum being taught and thus segregating society by new means.<sup>24</sup> Proponents of the 1619 Project have taken this ideology to the extreme pushing for its curriculum in public schools which attempts to override the 1776 passage of our founding documents by rewriting who founded the United States and when the country was founded completely through the lens of slavery.

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<sup>23</sup> James R. Wilburn, *Faith and Public Policy* (Lexington Books, 2002), 559-560.

<sup>24</sup> Sailor et al., *Civics Studies*, 2.

Some federal lawmakers have recently proposed legislation that on the surface would reintroduce civics education back into public education. The “Civics Learning Act of 2021,” would prioritize grant funding for civics curriculum and instruction; and these bills would allow funding to be utilized for before-, during-, and afterschool activities including extracurricular activities, community service projects, school governance initiatives, and digital learning opportunities.<sup>25</sup> The “Saving American History Act of 2021,” would prohibit the use of 1619 Project curriculum and restrict public funding to local educational units (LEUs) that support such teaching in public schools without impacting low-income or disabled student opportunities.<sup>26</sup> H.R. 5047, the “Empowering Local Curriculum Act,” would ban any inclusion or assumed language in curriculum that suggested our nation was founded on white supremacy and oppression; and it also includes a prohibition on utilizing race or sex as a superior or inferior component of inherent civil life that justifies one’s actions.<sup>27</sup>

### State & Local Redress

In more recent years, CRT and the 1619 Project have come under much scrutiny as parents are learning more about the impacts on its curriculum and civil life in general. As a result, parents are beginning to stand up to local, state, and federal officials for pushing such a narrative; and more parents are considering school choice options as a remedy. This shift has pushed parents toward two options: running for school board positions and advocating for greater access to school choice funding opportunities. Both opportunities would return parental involvement and oversight into the education system and reintroduce some faction of the Biblical mandate on parents back into civic education.

States like Pennsylvania have taken the “hidden curriculum” initiatives of the 1619 Project and CRT to a different level altogether with the introduction of bills like H.B. 1332, the “Empowering Parents with Curriculum Transparency Act.” If signed into law, this bill would require transparency of the part of LEUs to post their curriculum and course textbook information online for public review by term and course of study.<sup>28</sup> Similarly, H.B. 1, the “Excellent Education for All Act,” would expand school choice options by closing the district line loophole allow students to attend public, private, or homeschooling options of their choice while allowing their education dollars to follow them to their LEU of choice.<sup>29</sup>

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<sup>25</sup> Charlie Crist, “H.R.3383 - 117th Congress (2021-2022): Civics Learning Act of 2021,” legislation, May 20, 2021, 2021/2022, <https://www.congress.gov/bill/117th-congress/house-bill/3383>.

<sup>26</sup> Ken Buck, “H.R.3810 - 117th Congress (2021-2022): Saving American History Act of 2021,” legislation, June 11, 2021, 2021/2022, <https://www.congress.gov/bill/117th-congress/house-bill/3810>.

<sup>27</sup> Bob Good, “Text - H.R.5047 - 117th Congress (2021-2022): Empowering Local Curriculum Act,” legislation, August 17, 2021, 2021/2022, <https://www.congress.gov/bill/117th-congress/house-bill/5047/text>.

<sup>28</sup> Legislative Data Processing Center, “Bill Information - House Bill 1332; Regular Session 2021-2022,” The official website for the Pennsylvania General Assembly., accessed November 29, 2021, <https://www.legis.state.pa.us/cfdocs/billinfo/billinfo.cfm?sYear=2021&sInd=0&body=H&type=B&bn=1332>.

<sup>29</sup> Legislative Data Processing Center, “Bill Information - House Bill 1; Regular Session 2021-2022,” The official website for the Pennsylvania General Assembly., accessed November 29, 2021, <https://www.legis.state.pa.us/cfdocs/billInfo/billInfo.cfm?sYear=2021&sInd=0&body=H&type=B&bn=0001>.

## Civil Society Impacts

**Churches.** Understanding the Judeo-Christian influence on the founding of our country, the Church has attempted to combat some these curriculum disparities by way of private school options. Parochial schools put a higher focus on all three areas of knowledge identified by Locke – social, moral, and vocational; but they do so through the lens of one’s individual worth based on being made in the image of God. Additionally, parochial schools are given the liberty of discussing our founding through it’s true original intent instead of through its current standardized mode even though standardized testing is still a necessity in core academic proficiencies.

**Unions.** The teacher’s unions seem to view civics education as a financial benefit bargaining chip rather than a means for holistic education. As a result, advocating for curriculum like CRT, the 1619 Project, and increases in teacher’s salaries becomes more of a way to increase union participation (and thus union dues) by broadening out their diversity and inclusion statistics among educators in LEUs. Additionally, unions seem to push for the more purely vocational aspects of curriculum and speak out negatively against school choice options that would otherwise restrict their opportunities for funding and control.

**Businesses.** As more and more students are instructed for standardized testing results and pushed toward collegiate education, businesses are beginning to see a shift in workforce availability and assumption of value compensation. As the academy has been flooded with students accumulating massive amounts of debt, businesses are forced to decide if they want to hire college-educated or skilled-labor workers which are compensated by assumed knowledge and proven proficiency, respectively. Since many students are not given proper civics education or a basic understanding of economics, they are given a false hope that a college degree will guarantee them a high-paying career following graduation; yet a recent study found that 45% of 2020 graduates have still not found a job following graduation.<sup>30</sup>

**Other Non-Profit Organizations.** Non-profit organizations understand that an informed, active citizenry is essential as otherwise their organizations would cease to exist. They have attempted to bridge the gap created by the decline in civics education through statistical research, advocacy, mentorship programs, and professional development for educators and the business world alike. Organizations like the Heritage Foundation continue to offer solutions not just on how to decentralize the educational structure but also how other facets of civil life impact education as well.<sup>31</sup> The Jack Miller Center’s Founding Civics Initiative partners with state and local education units to better educate teachers and communities on the content and intent of our founding documents as well as the application of their principles in modern society.<sup>32</sup>

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<sup>30</sup> “New Grad Survey | Monster for Employers,” Monster Employer Resources | Monster.com, April 13, 2021, <https://hiring.monster.com/employer-resources/blog/labor-statistics/new-grad-survey/>.

<sup>31</sup> Sailor et al., “Civics Studies: Why They Matter, What Parents and Teachers Think, and How They Can Reclaim Truth.”

<sup>32</sup> “Founding Civics Initiative,” Jack Miller Center, accessed November 29, 2021, <https://jackmillercenter.org/programs-2/founding-civics/>.

## Findings

Although there have been attempts by those inside and outside of government to re-establish holistic civics education, the negative element of politics has further clouded American's judgement of what civic involvement really means. Many believe that being involved in civil society is either a government issue, a church issue, or a personal issue; and some have even gone so far to say that it's purely an American issue. However, civic involvement is really a human longevity issue. If we don't know who we are, where we came from, and why we exist as a country, we lack the capacity to understand what true civic involvement looks like. Leaving the issue to the federal government to solve alone introduces corruption into the system as accountability becomes more centralized around ideas and numbers for funding compliance rather than the application of social, moral, and vocational knowledge. Leaving the issue to state and local governments alone, while constitutional within their jurisdiction, leaves open the gate for funding and union coercion driving the conversation instead of accurate, holistic curriculum. Leaving this issue to the church and other non-profit entities creates a vacuum of gray area that has the potential to violate one's tax-status; and continued funding of these programs without any change causes organizations to rely on fundraising and business investment to which acquisition is fluid - often consuming much of the budget gained to provide such civics information.

### Considering the Case of Germany

We as Americans could learn much from our counterparts in Germany in relation to the importance of civics education. While most might disagree with Germany's centralized efforts to educate its citizens, there is something to say about how and why they do it. One would think that given the era of Hitler that holistic civics education would not be something that the country would prioritize; yet, in 1952, the Germans developed a federal agency that was later called the Federal Agency of Civic Education to educate its citizens about democratic principles to prevent another totalitarian regime from being established.<sup>33</sup> The Germans ultimately understood that education and incentivization to be active participants in civil society and politics alike is at the core of their existence as a country – one that generates a sense of pride of country that is constantly evolving into something better; and they seek to educate their citizens not from political party narratives but rather from foundational structure and intention perspectives. Their initial focus was on the adult population but shifted in the early 2000s to include education to children, adolescents, and young adults.<sup>34</sup>

## Conclusions

Over-time, we have seen civics education slowing drifting away from the public education system. Reforms inside of government and advocacy from civil society have attempted to readjust the narrative back to its founding, but much of these reforms have focused more on our differences and less on our common ideals – more on social inequalities and less on working

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<sup>33</sup> Bundeszentrale für politische Bildung, "History of the Bpb | Bpb," bpb.de, accessed November 29, 2021, <https://www.bpb.de/die-bpb/147828/history-of-the-bpb>.

<sup>34</sup> Bundeszentrale für politische Bildung, "New Agendas, New Approaches 1999–2011 | Bpb," bpb.de, accessed November 29, 2021, <https://www.bpb.de/die-bpb/148259/new-agendas-new-approaches-19992011>.

together to preserve that which we have created. These reforms have either lead to further centralization without parental involvement, civil unrest without regard to historical context, or funding constraints by non-governmental entities. The question remains: How do we reclaim public education through a rebirth of civics education? Different areas of society have attempted to solve the problem on their own while blaming other areas of society for inerrancies that are present; but how can we work together to solve these issues?

One could venture to suggest that we do so through several initiatives. Expanding school choice availability would allow for competition among public and private schools across residential jurisdiction; and it would incentivize school districts to provide education that is student and parent focused – not funding and testing focused. Creating a community curriculum database for parents to review, recommend, and comment on proposed curriculum would reintroduce broader parental and business involvement. Including a community service component as a graduating requirement for high school seniors would push students into understanding more about the needs of their communities and locate how they can be part of the solution to solving those problems. Encouraging apprenticeship, mentorship, and volunteerism partnerships with local businesses and non-profit organizations would allow students to experience all their options prior to deciding whether to attend college, a trade school, or directly enter the workforce – potentially minimizing the “exploratory debt” that most students incur during the beginning of their collegiate careers. Coordinating a civics education lecture series for students and the public to learn the proper function and duties of local, state, and federal officials; to learn the differences between the political parties without negative debates; to learn from business professionals and unions of what their role and function is in civil life; and to learn from non-profit organizations about what they do to fill in the gaps present in society and how we as citizens can help in their efforts.

All these areas will take time to implement but they could initiate the rebirth of the American tradition that our country desperately needs. However, further research is necessary to determine the order of importance and efficacy of such efforts. Additionally, further consideration on how certain elements would be funded whether publicly, privately, or through a public-private partnership would also need to be evaluated.

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