

April 2009

*A Republic If  
You Can Keep It:  
Failing to Teach  
First Principles*

***POLICY***  

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***STUDY***

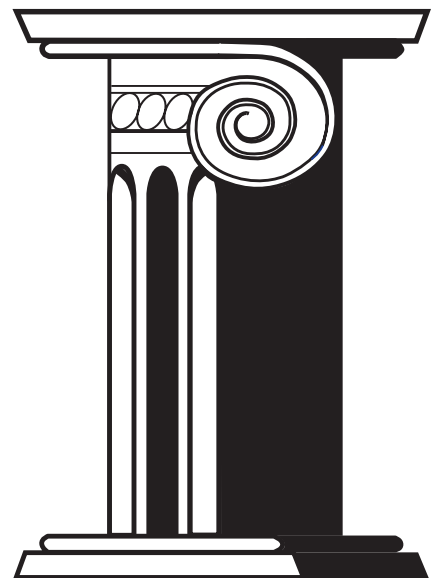
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No. 09-5

by

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**PUBLIC INTEREST**



**I N S T I T U T E**

**POLICY STUDY**

April 2009

No. 09-5

**Public Interest Institute**

**Dr. Don Racheter,  
President**

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# *A Republic If You Can Keep It: Failing to Teach First Principles*

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Today an urgent necessity exists for a broader understanding of history and government. America is facing a crisis in civic education, which is the knowledge of history, government, and our fundamental institutions. Americans are not being good stewards with the legacy left by the Founding Fathers and the nation is facing a national emergency of losing not only its identity, but also history and values. Americans have a citizenship responsibility that requires an informed patriotism based on our history and institutions.

Numerous studies from the Intercollegiate Studies Institute, The Bradley Project on America's National Identity, and the American Council of Trustees and Alumni, have demonstrated that higher education has failed to teach college students basic civic education. In fact many students can graduate from college and not take a course in American history, government, or economics.

One reason for this is the broad nature of the core curriculums of many of Iowa's private and public colleges and universities. Students are required to take a certain amount of credits to meet the liberal arts requirements, but students are given such a broad range in course selection that often times core courses in civic education are left behind for other more specialized courses. This is described as the

"hollow curriculum," because many colleges and universities have hollowed out their traditional liberal arts curriculums.

In addition some schools have also emphasized preparing students to be good global citizens. The idea of a global citizenship undermines civic education and the importance and responsibility of being a citizen of the United States. Colleges and universities are also suffering from ideologies of not only globalization, but political correctness, multiculturalism, radical secularism, among others that are working in tandem to undermine civic education. These ideological forces are destroying the memory of America and replacing it with ignorance and selfish devotion to radical individualism.

Although the situation facing higher education is bleak some hope exists with colleges that are continuing to follow traditional liberal arts core curriculums that emphasize civic education. Both Hillsdale College and Patrick Henry College emphasize the importance of civic education in their core curriculums. Hillsdale requires students to take a course on the U.S. Constitution and courses in both American history and Western Civilization. Patrick Henry also requires students to take a course in Constitutional law and courses in American history and Western Civilization. Both have emphasized civic education in their core curriculums and make it a mission to produce students who

are familiar with American heritage and institutions. Colleges and universities in Iowa need to emphasize civic education in their core curriculums. Those in leadership positions from the Governor, to the Legislature, to the board of trustees, as well as alumni and parents need to bring pressure on higher educational institutions to include civic education in their core curriculums.

## *Executive Summary*

*"America is facing a crisis in civic education, which is the knowledge of history, government, and our fundamental institutions."*

# *A Republic If You Can Keep It:*

*“Americans have a citizenship responsibility that requires an informed patriotism based on our history and institutions.”*

## **Why civic education is important and the nature of the problem**

There is the most urgent necessity for a broader understanding of the teachings of history and the comprehension of the height and breadth of human nature, if we are to maintain society, if we are to support civilization. Much of the unrest of the present day, many of the unwise proposals for change in the way of laws, and the large amount of criticism of our government would be completely answered if there were a better general knowledge of history.

Calvin Coolidge,  
December 21, 1922<sup>1</sup>

Americans have a citizenship responsibility that requires an informed patriotism based on our history and institutions. “Education which is not based on religion and character is not education,” stated Calvin Coolidge.<sup>2</sup> President Ronald Reagan remarked that Calvin Coolidge was not known to say many words, but when he spoke, the words had wisdom. Coolidge understood the importance of education, especially a traditional liberal-arts education. Today an “urgent necessity” exists for a broader understanding of history and government. America is facing a crisis in

civic education, which is the knowledge of history, government, and our fundamental institutions. Overall, Americans are not being good stewards of the legacy left by the Founding Fathers and the nation is facing a national emergency of losing not only its identity, but also history and values.

A recent report issued by The Bradley Project on America’s National Identity, *E Pluribus Unum*, stated that “America is facing an identity crisis.”<sup>3</sup> *E Pluribus Unum* states that the “next generation of Americans will know less than their parents know about our history and founding ideals.”<sup>4</sup> The higher education system in Iowa needs to address the importance of civic education in their respective core curriculums and strengthen their requirements, but the solution to this crisis does not depend on higher education alone. Strengthening and teaching civic education must be done in both elementary and secondary schools and at home. Educators and individual families have a moral responsibility to instruct children and young adults in the importance of civic education.

The Intercollegiate Studies Institute (ISI) has been a leading organization that is bringing awareness and reform to the decline of civic education. ISI has initiated three major studies which demonstrate firsthand the crisis of civic education in America’s higher educational system. In 2006, ISI issued *The Coming Crisis in Citizenship:*

*Higher Education's Failure to Teach America's History and Institutions*, which demonstrated that colleges and universities are failing students by not teaching them knowledge about the nation's history and institutions. The results were based on a basic civic literacy exam with questions on American history, government, international relations, and economics. The survey demonstrated that undergraduate seniors are not learning the basics of civic education and the "overall average score was 53.2 percent," which is an "F" grade.<sup>5</sup>

Some of the findings are very problematic and prove that our republic is in jeopardy. For example:

- 49.4 percent did not know that *The Federalist Papers*, foundational texts of America's constitutional order, were written in support of the ratification of the U.S. Constitution.
- 52.1 percent did not recognize that the line "We hold these truths to be self-evident, that all men are created equal," is from the Declaration of Independence.
- 53.4 percent could not identify the correct century when the first American colony was established at Jamestown.
- 55.4 percent could not recognize Yorktown as the battle that brought the American Revolution to an end.
- 72.8 percent could not identify the source of the idea of "a wall of separation" between church and state.
- 75 percent could not identify

the purpose of the Monroe Doctrine.<sup>6</sup>

Those are just a few examples that illustrate the crisis that is facing the United States in regard to civic education. The survey also proved that students attending prestigious schools, that is, the Ivy League schools, did not do well in the survey, which demonstrates that even an expensive education does not guarantee knowledge or ability. Fifty schools were surveyed and Harvard came in with a rank of 25 and Yale with a rank of 44, while small liberal arts colleges such as Calvin College and Grove City College, ranked second and third, respectively. Iowa did not have a college or university ranked in the 2006 survey.

In 2007 ISI released an additional report on the state of civic education. *Failing Our Students, Failing America: Holding Colleges Accountable for Teaching America's History and Institutions* further demonstrated that colleges and universities are failing to ensure that graduates understand basic American history and government. Once again, students were tested on their basic knowledge of American history, government, international relations, and economics. The average senior scored 54.2 percent, an "F," on the civic education exam, and even the top-ranked school in the survey, Harvard, averaged only 69.6 percent, which is a "D+."<sup>7</sup> Just as with the 2006 survey, undergraduates could not an-

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swer basic questions in the four core areas of civic education. The study also demonstrated that inadequate curriculums contribute to the decline of civic education and knowledge in higher education.<sup>8</sup> The study estimated that the average senior “has taken only four” civic-based courses during their undergraduate education.<sup>9</sup>

In the 2007 survey, Iowa State University received a rank of 27 out of 50 in terms of overall understanding of basic civic knowledge.<sup>10</sup> The average score for Iowa State was 52.69 percent, but at the same time ranked ninth in terms of increased civic knowledge and ranked eighth based on civic course quality, that is, civic learning and relevant civic courses taken.<sup>11</sup> Although Iowa State students showed signs of growing in civic education, the dismal average score of 52.69 demonstrates the need to improve civic education. The 2007 survey also provides further evidence that the cost of higher education, which continues to increase, does not necessarily demonstrate a quality education.<sup>12</sup>

ISI’s most recent study, *Our Fading Heritage: Americans Fail a Basic Test on Their History and Institutions*, built upon the previous two studies that focused on higher education and focused on the knowledge base of average Americans. A random sample of “2,508 American adults of all backgrounds were surveyed” and 71 percent failed the exam with an

average score of 49 percent.<sup>13</sup> Average Americans were surveyed on their basic knowledge of American history, government, international relations, and economics. The results, just as with the results of college undergraduates, represent a disturbing trend. For example:

- less than 50 percent can name all three branches of government.

- Only 21 percent understood that President Abraham Lincoln’s famous quote “government of the people, by the people, for the people” came from the Gettysburg Address.
- 53 percent correctly identified that the power to declare war belongs to Congress while 40 percent believed that the power belongs to the President.
- Only 27% understand that the Bill of Rights prohibits the establishment of an official religion for the United States.<sup>14</sup>

The study found that a college education does not increase civic knowledge.<sup>15</sup> Those who earned a bachelor’s degree scored an average 57 percent (“F”). The study found that college graduates do not understand basic civic knowledge:

- 36 percent of college graduates fail to identify all three branches of government.
- 52 percent believe the phrase “a wall of separation” is found in the Constitution.
- Only 33 percent understand that the Bill of Rights prohibits the United States from establishing an official church.
- 18 percent cannot name a

single right in the First Amendment.

- Only 54 percent can correctly identify a free enterprise economic system.
- 32 percent believe that the President has the power to declare war.<sup>16</sup>

Individuals that earned graduate degrees scored higher. The average score for those with a doctoral degree was 72 percent, and those with a master's degree scored 64 percent.<sup>17</sup> The type of college attended, that is, state university, private secular, or religious university, did not matter and the average score for each institution was 58 percent.<sup>18</sup> The survey did find prove that those who scored a higher on the exam believed that America's founding documents are important and relevant.<sup>19</sup> This survey demonstrates that not only are graduates and adults not capable of basic civic knowledge and higher education is failing students, but this will trickle down and affect families and how children are taught (or not taught) basic civic knowledge and respect for American history.

The ISI series of scientific surveys demonstrate a systematic national failure of the teaching of American history and principles. *E Pluribus Unum*, The Bradley Project on America's National Identity, echoed the findings of ISI. The report stated that the "next generation of Americans will know less than their parents know about our history and founding

ideals."<sup>20</sup> The Bradley Project found that 84 percent "still believe in a unique American identity," which matches the 72 percent of the 2008 ISI survey that agree that "colleges should prepare citizen leaders by teaching students about America."<sup>21</sup> The findings of *E Pluribus Unum* also match the crisis in higher education that the ISI 2006 and 2007 surveys demonstrate. *E Pluribus Unum* makes the relevant argument that "young people — on whom our continued national identity depends — are less likely than older Americans to be proud of their country or to believe that it has a unique national identity."<sup>22</sup> Some of the additional findings of *E Pluribus Unum* include:

- 63 percent believe American identity is growing weaker.
- 90 percent of Americans agree that institutions of higher education should be required to teach U.S. history and government.
- 80 percent of Americans believe that schools should focus on American citizenship, not ethnic identity.<sup>23</sup>

"Many Americans are badly prepared for their task of defending their own convictions and interests and institutions against the grim threat of armed ideology," wrote Russell Kirk in *The American Cause*, a short but powerful book on the principles of the American Republic.<sup>24</sup> Kirk argued correctly that "ignorance is a dangerous luxury" and "Americans who lack any clear understand-

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ing of their own nation’s first principles” will be susceptible to not only ideologies, but also endanger the moral security of the nation.<sup>25</sup> Indeed forces are and have been at work to undermine civic knowledge and the American identity. Some of these forces include modern liberalism, political correctness, multiculturalism, globalization, nihilism, and radical secularism among others. “How does one sever a people’s roots? Answer: Destroy its memory. Deny a people the knowledge of who they are and where they came from,” wrote Patrick J. Buchanan in *The Death of the West*.<sup>26</sup> As Matthew Spalding wrote:

While there is much that we have forgotten of late about our history, the growing absence of America’s foundational principles in our country’s life is not simply a case of national amnesia. Over the course of the 20th century, America’s principles have been attacked, undermined, and redefined by progressive liberalism — in our culture, in our universities, and in our politics. Based on the anti-foundational concepts of relativism and historicism, liberalism has attempted to ‘re-found’ America around evolving rights, unlimited government, and a ‘living’ Constitution.<sup>27</sup>

Forces and ideologies are at work undermining both civic education and American identity. “Destroy the record of a people’s past, leave it in ignorance of who its ancestors were and what they did, and one can fill the empty vessels of their souls with a new history...,” wrote Buchanan.<sup>28</sup> Without a proper understanding of American history and institutions, the nation will cease to exist based on the original ideas of the Founding Fathers.

Americans have a duty of being responsible in citizenship. Historian David McCullough argues that we have a responsibility and obligation out of respect for our ancestors not to be ignorant of our heritage. As McCullough stated:

The laws that govern us, the freedoms we enjoy, the institutions that we often unfortunately take for granted represent the hard work of others stretching back far into the past. Acting indifferent to this fact does not just smack of ignorance, but rudeness. How can we claim indifference to learning about those people who made it possible for us to become citizens of the world’s greatest country? The freedoms we enjoy are not just a birthright, but something for which millions have struggled, suf-



ferred, and died.<sup>29</sup>

“We must communicate to the younger generation that Americans — as individuals but also collectively as a nation — cannot truly know who we are or where we are going unless we know where we have been,” stated McCullough.<sup>30</sup> A recent example of this is the current economic recession and the discussion over what economic policy to follow. The current discussion over policy issues has brought the debate over the New Deal and Keynesian economics front and center as Americans begin to learn or relearn how past presidential administrations responded to economic recessions and depressions. Although the recession has resurrected a national discussion on New Deal era policy and politics, it is still missing a discussion of issues based on the Constitution and first principles. Andrew E. Bush argues that “it is clear that in modern politics, there are not many politicians in either party or in either elected branch of government who are naturally suited to thinking or talking in constitutional terms.”<sup>31</sup> Based on results from all three ISI surveys many citizens can join with politicians who are not well versed in understanding the Constitution or first principles.

Civic education is important, because not only is it essential to the survival of our constitutional republic, but also because it instills character and virtue. We have a responsibility

to be good stewards of the legacy and heritage of our Founding Fathers and ancestors. As David McCullough stated:

We have to do several things. First of all we have to get across the idea that we have to know who we were if we’re to know who we are and where we’re headed. This is essential. We have to value what our forbearers — and not just in the 18th century, but our own parents and grandparents — did for us, or we’re not going to take it very seriously, and it can slip away.<sup>32</sup>

Our Founding Fathers and later statesman like Abraham Lincoln — and indeed many regular Americans — were well versed in history and understood the importance of history. As Stephen J. Tonsor noted:

Lincoln is the outstanding example of the American statesman with a sense of history, but whatever the symbols of American literature and the clichés of American political life, he was far from being the only statesman with such a sense. The Federalist Papers exhibit an encyclopedic knowledge of history of the past. Hamilton, Madison, and Jay do not see history as a burden from which the new

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*“The Federalist Papers exhibit an encyclopedic knowledge of history of the past. Hamilton, Madison, and Jay do not see history as a burden from which the new republic must escape but rather a source of political norms and experience concerning human behavior.”*

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republic must escape but rather a source of political norms and experience concerning human behavior.<sup>33</sup>

“I will hazard a prediction, that after most industrious and impartial researchers, the longest liver of you all will find no principles, institutions or systems of education more fit in general to be transmitted to your posterity than those you have received from your ancestors,” noted John Adams.<sup>34</sup>

## **The Core Curriculum in Iowa: A Survey of Nine Private and Public Colleges and Universities**

The purpose of this study is to survey the core curriculums of some of Iowa’s institutions of higher education as they relate to civic education. The core curriculum in Iowa private colleges and universities is based on a liberal-arts education, but students are not required to take specific courses which are essential to civic education. Students have broad choices to fulfill requirements in the fields of Humanities and Social Sciences, but often students get to choose from very specialized courses. A survey of seven private colleges and universities and Iowa’s leading public institutions, Iowa State University and the University of Iowa, will demonstrate that the core curriculums are broadly based on the liberal arts, but do not focus on requiring students to

take fundamental courses in civic education. In addition, some academic institutions focus on educating students to be “global citizens,” while most others emphasize diversity and cultural educational experiences.

Central College requires each graduate to take core requirement that will “ensure that the education of all Central College students is grounded in an understanding of the breadth of human thought and experience.” The core requirement includes:

- Six semester hours of Central Foundations
- Two semester hours of Experimental credit
- Six semester hours of Cultural Awareness
- Three semester hours of Non-western/Minority credit
- Three semester hours of Arts credit
- Three semester hours of Historical Perspective credit
- Three semester hours of Mathematical Reasoning credit
- Three semester hours of Religion credit
- Three semester hours of Scientific Inquiry credit
- Three semester hours of Social and Behavioral Inquiry credit
- Three semester hours of Textual Interpretation credit
- Six semester hours in a Core Focus Area (requirement has been waived as of October 30, 2008).<sup>36</sup>

Students have a broad range of choice in selecting courses to fulfill the core academic requirement. In regard to civic

*“The purpose of this study is to survey the core curriculums of some of Iowa’s institutions of higher education as they relate to civic education.”*

education, students are not necessarily required to take courses in American history, government, or even economics, that is, they are free to choose from a variety of courses to meet the core requirement. For example, students wishing to fulfill the “Central Foundation” requirement may select from the following: Early Western Civilization, Modern Western Civilization, Issues in American History, and Introduction to International Politics, courses which would and should enhance each student’s knowledge of civic education. Students may also select other options to satisfy the same requirement, such as: Foundations of Education, Introduction to Literature, Introduction to Philosophy, and Christian Heritage, among others. In addition, the other requirements such as “Historical Perspective” and “Social and Behavioral Inquiry” all include course offerings in American history, government, and economics, but students have a broad choice to fulfill the requirement, which means they could meet the standard by bypassing American history, government, and economics.

Coe College also offers a broad choice for students in selecting their general education requirements from the major divisional areas of Natural and Mathematical Sciences, Social Sciences, Humanities, Fine Arts, and three Diverse Cultural Perspectives Groups.<sup>37</sup> The Coe general education requires

all students to satisfy:

- Two course credits in Natural Science and Mathematics core group, including at least one lab science in the Natural Sciences: Biology, Chemistry, Physics, Mathematical Sciences.
- Two courses in Social Sciences core group: Economics, Political Science, Psychology, and Sociology.
- Two course credits in Humanities core group: Classics, English, Foreign Languages, History, Humanities, Philosophy, Religion, and Rhetoric.
- One course credit in Fine Arts core group: Art, Music, and Theatre.
- All students must take one of the following sets of courses: Non-Foreign Language Option, Foreign Language Option I, Foreign Language Option II, Writing Emphasis Courses, Academic Practicum, Non-Western Perspectives, United States Pluralism, Diverse Western Perspectives.<sup>38</sup>

The pattern of broad choice continues, which means that students can graduate without taking a course in the realm of civic education. A variety of courses can satisfy each of the general education requirements.

Cornell College’s general education requirements also call for a broad realm of course selection from a series of core subject areas. Graduates from Cornell must meet the following general education requirements for a Bachelor of Arts degree:

- One course to fulfill the Writing Requirement.

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- One course credit from Fine Arts: Art, English, Music, and Theatre.
- Foreign Language: One of the following: French, German, Greek, Japanese, Latin, Russian, or Spanish, or placement into a 300 level course through an examination, or passing a proficiency test at the 200 level.
- Four appropriately marked courses from the Humanities: English and Foreign Language, History, Philosophy, Religion, Art, Music, Theatre, and Education.
- One course in Mathematics: MAT 110 (On the Shoulders of Giants: Great Mathematical Ideas), Calculus of a Single Variable, Statistical Methods, Discrete Mathematics for Computer Science.
- Two Science courses, one of which must be laboratory, chosen from Biology, Chemistry, Geology, Kinesiology, or Physics.
- Two courses from Social Science selected from the following disciplines: Anthropology, Economics and Business, Education, Kinesiology, Politics, Psychology, or Sociology.<sup>39</sup>

Students have the opportunity to pursue courses in American history, government, and economics, but once again they are not required to graduate with one of these courses. For example in meeting the Humanities requirement a student could select a course from English, Philosophy, Music, Education, and Religion, which would meet the four course requirement and completely skip

any course in American history or Western Civilization. The same situation applies to the Social Science requirement. A student only needs to take two courses to meet the requirement. For example, a student might take an Anthropology and Sociology course rather than choosing American government or a basic economics course.

The mission of Drake University “is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship.”<sup>40</sup> In addition Drake emphasizes collaborative learning, integration of the liberal arts and sciences, and professional preparation.<sup>41</sup> The Drake Curriculum requires students to satisfy a liberal arts requirement:

- First Year seminar with a focus on learning experience, critical thinking, and written and oral communication skills.
- Areas of Inquiry: Each student is required to take one course each Area of Inquiry, with the exceptions of Historical Consciousness and Science areas, where two courses are required. The Areas of Inquiry include: Written communication, Information literacy, Critical thinking, International and multicultural, Historical Consciousness, Artistic experience, Life and Physical Science, Quantitative, Values and Ethics, and The Engaged Citizen.
- Students who qualify for the Honors program may fulfill the

Areas of Inquiry requirements also by one laboratory science (physical or life sciences), one course for Quantitative Area, one course for Artistic Experience, Honors 100 Paths to Knowledge, and fifteen additional credits in the Honors program.<sup>42</sup>

The “Areas of Inquiry” at Drake University allow each student to select from a broad and at times very specialized course selection.<sup>43</sup> “The Engaged Citizen” aims to fulfill the objective of having Drake graduates learn to “participate effectively in the democratic process.”<sup>44</sup> This category offers several courses, many of which are specialized, in political science among other areas. “Historical Consciousness” offers courses that will provide students with “different periods and geographic regions” of historical study.<sup>45</sup> Students are encouraged to take courses that offer breadth such as U.S. History to 1877 and U.S. History 1877 to the Present, but other courses of breadth may be selected as well as more specialized courses.<sup>46</sup> Just as with the other private colleges, Drake offers a broad selection of course selection, which allows students to pick and choose within the respective “core” areas of the Drake curriculum. A red flag is also raised with the “responsible global citizenship” aspect of the Drake mission statement. As the *E Pluribus Unum* Report states: “Civic education should be based on the distinctive fea-

tures of citizenship in American democracy, not on the misleading idea that one can be a ‘citizen’ of the world.”<sup>47</sup>

Grinnell College is rather unique in that it has only one required course, which is the First-Year Tutorial.<sup>48</sup> Grinnell’s educational experience is centered on the “intensive mentoring of students by faculty,” and the First-Year Tutorial, which has various topics depending on faculty, stresses “writing, critical thinking and analysis, oral discussion skills, and information literacy.”<sup>49</sup> As many, if not all, Iowa’s private and public colleges and universities require a broad core curriculum or general education requirements, Grinnell “entrusts students with an uncommon level of responsibility for their own experience.”<sup>50</sup> Grinnell incorporates a traditional liberal arts education consisting of “the trivium of deductive reasoning comprised of grammar, logic, and rhetoric, and the quadrivium of quantitative reasoning, which encompassed geometry, astronomy, arithmetic, and music.”<sup>51</sup> In addition, “interdisciplinary programs draw upon multiple departments to examine newer areas of study such as environmental studies, global development, gender and woman studies, technology, and American studies.”<sup>52</sup>

Faculty at Grinnell College encourage students to take a curriculum of courses that emphasizes the liberal arts. Grinnell has identified six important

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*“Civic education should be based on the distinctive feature of citizenship in American democracy, not on the misleading idea that one can be a ‘citizen’ of the world.”*

# *A Republic If You Can Keep It:*

*“Our colleges and universities have an obligation to direct the next generation of Americans, especially in the first two years of their college careers — the foundational subjects — that ensure a solid general education.”*

areas or elements of a liberal education, which include:

- First-Year Tutorial (writing and language emphasis).
- Foreign language study.
- Natural Sciences (biology, chemistry, physics, and psychology).
- Quantitative reasoning (mathematics).
- Human Behavior (politics, history, philosophy).
- Creative expression (Fine Arts).<sup>53</sup>

Although students are given much freedom in selecting their curriculum, under the guidance of faculty, students do not necessarily have to take a course in American history or government.

Luther College “affirms the liberating power of faith and learning.”<sup>54</sup> Luther’s core curriculum, or Common Ground, for all graduates focuses “on the arts of language, the academic study of religion, and the pursuit of human health and well being — serves as a foundation for the curriculum as a whole.”<sup>55</sup> The Common Ground includes:

- Paideia I: Focused on one or more questions that confront us as learners and citizens, this course is committed to developing students’ abilities as critical readers, writers, informed speakers, and researchers. The course will draw on European, African, Asian, and American traditions so that students will encounter multiple perspectives.
- Religion: Two courses, one must be Biblical Studies and a

second religion course.

- Language: the study of Foreign Language (requirement may be met in multiple ways).
- Wellness: Two one-credit courses, the first devoted to personal fitness and wellness, and the second to developing a physical/athletic skill.
- Fields of Inquiry: Human Knowledge and its methods (includes both the concentration of a major and the general exploration of the subjects of the liberal arts: natural world, human behavior, philosophical and artistic expression).
- Inquiry in Depth: Students must either study one discipline in depth through a traditional major or complete an in-depth interdisciplinary study through an individually designed major.
- Inquiry Across the Liberal Arts: Students must complete a course of study that deepens their understanding of the natural world, of human behavior, and the reflective and creative forms of human expression. Students will often satisfy two of these six courses within their major: the Natural World (two courses, one of which must be laboratory based), Human Behavior (two courses, one of which must use social science methods of systematic observation, comparison, modeling, or hypothesis testing), and Human Expression (two courses, one of which must involve substantive study of primary texts, written, oral, or visual).
- Integrative Understanding: Paideia II is a team-taught course for juniors and seniors

devoted to interdisciplinary study of an ethical issue that confronts us in our lives as learners and citizens. Senior Project, a scholarly study or an artistic work/performance that draws upon a discipline's methodology, provides a culminating, independent experience of the major.

- Perspectives: Intercultural, Historical, Quantitative, and Ethical.
- Skills: Improvement of good writing, speaking, and research skills across the curriculum.<sup>56</sup> Although students do have to take some specific courses in the Common Ground, students still have flexibility that can bypass essential courses that are needed to be grounded in good citizenship.

Wartburg College, a Lutheran-based college, has a "plan of essential education," which "is comprised of a series of challenges that help create liberally educated, ethically-minded citizens for the 21st century."<sup>57</sup> The Essential Education has three levels:

- Inquiry Studies (introductory level): examine problems and situations with the point of modeling how educated people formulate and respond to questions of personal and social importance.
- Interconnected courses (second level): introduce students to the unique contributions of disciplines to our understanding of themes, issues, and fields of knowledge.
- Interdisciplinary courses (third level): require students to syn-

thesize knowledge.<sup>58</sup>

Wartburg's essential Education component has five broad areas that cover the liberal arts. These five areas consist of:

- Reasoning: approaches the challenges of thinking/expressing skills via three components: verbal reasoning (writing/speech), mathematical reasoning, and scientific reasoning.
- Literacy: information literacy, diversity across the curriculum, including foreign language, oral communication across the curriculum, and writing across the curriculum.
- Faith and Reflection: integrating spiritual and intellectual growth, which requires each student to take two religion/philosophy courses. The first course will address in-depth study of biblical tradition and the second course will concern how Christian traditions or Western philosophical traditions have addressed ultimate questions of being and value in human experience.
- Health and Wellness: nurturing of the body, mind, and spirit of each student. Each student is expected to complete a half-term course concerned with promoting life-affirming choices regarding physical health.
- The Capstone: the only course required in Essential Education specifically included in the students' majors. Students are expected to synthesize the various intellectual strategies and forms of knowledge that they have been exposed to in their majors.<sup>59</sup>

## *Failing to Teach First Principles*

*“Foundational courses may be available, but there is virtually nothing to direct students to them.”*

# *A Republic If You Can Keep It:*

*“Both Iowa State University and the University of Iowa do not require their students to graduate taking a course in American history or government.”*

Students at Wartburg have a broad course selection. For example, to satisfy the Essential Education Interconnected Studies requirement, students could choose from at least fifteen possible history courses to fulfill the Humanities/Fine Arts requirement and at least four possible Political Science courses to satisfy the Social Science contingent.<sup>60</sup>

Iowa’s two largest public universities, Iowa State University and the University of Iowa, join in the broad course offerings to students, while at the same time not requiring them to necessarily graduate with a course in American history and or government. Iowa State University has three main areas for their liberal-arts general-education requirements. The areas consist of:

- Area I: Arts and Humanities (12 credits).
- Area II: Natural Sciences and Mathematical Disciplines (11 credits, 8 natural sciences, 3 mathematical).<sup>61</sup>
- Area III: Social Sciences (9 credits).

The University of Iowa offers a similar general education program with nine required areas based on twelve different categories of courses.<sup>62</sup> The general education areas and requirements include:

- Rhetoric: a minimum of 4-8 hours.
- Foreign language: Fourth-semester proficiency required
- Interpretation of Literature: minimum of 3 semester hours

- Historical Perspectives: a minimum of 3 semester hours.
- Humanities: a minimum of 3 semester hours.
- Natural Sciences: a minimum of 7 semester hours, which must include one lab.
- Quantitative or Formal Reasoning: a minimum of 3 semester hours.
- Social Sciences: a minimum of 3 semester hours.
- Distributed General Education: at least 6 semester hours with a minimum of 3 semester hours taken from two of the following: cultural diversity, fine arts, foreign civilization and culture, health and physical activity, historical perspectives, humanities, and social sciences.<sup>63</sup>

Both Iowa State University and the University of Iowa do not require their students to graduate taking a course in American history or government. Students do have to meet the general education requirements, but they may satisfy those requirements by selecting from a broad range of classes that are often very specialized.

Iowa private and public universities have broad-based liberal arts core curriculums, but they do not require specific courses in American history or government. “Our colleges and universities have an obligation to direct the next generation of Americans, especially in the first two years of their college careers — the foundational subjects — that ensure a solid general education.”<sup>64</sup> “Foundational courses may be available, but there is virtually nothing



to direct students to them.”<sup>65</sup> Student choice in course selection is good, but often college students are not mature enough to select core foundational courses, and a solid core curriculum should serve as a strict guide for the first two years of college study.

Several colleges in the United States still require foundational courses in their respective core curriculums and the best two examples to demonstrate this are Hillsdale College and Patrick Henry College. Both Hillsdale and Patrick Henry have traditional liberal arts core curriculums, offer student choice in regard to course selection, but at the same time both have developed fundamental course requirements that each student must meet in order to graduate.

### **Two Case Studies for a Model Curriculum: Hillsdale College and Patrick Henry College**

Hillsdale College, founded in 1844 in south-central Michigan, is a small four-year liberal arts college that emphasizes not only a traditional liberal arts core curriculum, but also incorporates civic education into the educational mission. “The College considers itself a trustee of modern man’s intellectual and spiritual inheritance from the Judeo-Christian faith and Greco-Roman culture, a heritage finding its clearest expression in the American experiment of self-government

under law.”<sup>66</sup> Hillsdale strongly defends “the traditional liberal arts curriculum,” but it does not succumb “to the dehumanizing, discriminatory trend of so-called ‘social justice’ and ‘multicultural diversity,’ which judges individuals not as individuals, but as members of a group and which pits one group against other competing groups in divisive power struggles.”<sup>67</sup>

The Hillsdale approach to a traditional liberal arts education is unique, because it not only focuses on the core curriculum, but it also does not incorporate the modern diversity, social justice, multiculturalism, and even globalism which so many colleges and universities now incorporate into their curriculums. The “sound liberal-arts education” at Hillsdale includes “study in the humanities, the natural sciences and the social sciences.”<sup>68</sup> Students must take seven specific courses, along with other core and major requirements, in order to graduate. The seven courses include: Physical science, Biological science, Freshman Rhetoric and the Great Books I, Freshman Rhetoric and the Great Books II, the Western Heritage to 1600, the American Heritage, and the U.S. Constitution.<sup>69</sup> In addition the core curriculum includes

at least one course from each group of humanities, one in social sciences, one Center for Constructive Alternatives seminar during

## *Failing to Teach First Principles*

*“The College considers itself a trustee of modern man’s intellectual and spiritual inheritance from the Judeo-Christian faith and Greco-Roman culture, a heritage finding its clearest expression in the American experiment of self-government under law.”*

# *A Republic If You Can Keep It:*

*“Students at Hillsdale are taught the importance of the Declaration of Independence and the Constitution, and Hillsdale does not believe that those truths change over time with new generations..”*

his first two years and one during his last two years, and two semesters of physical activities classes. Within these broad requirements, however, students are free to choose courses that correspond to their interests and abilities. Also during the first two years, the student pursuing the Bachelor of Arts degree will meet a requirement in foreign language. The Bachelor of Science degree candidate will place a heavy emphasis on laboratory science and mathematics courses.<sup>70</sup>

The core curriculum at Hillsdale not only emphasizes the traditional liberal arts, but students are also required to take courses in Western Civilization, American History, and a course on the United States Constitution. Hillsdale clearly places an emphasis on the principles and heritage of the United States. Dr. Larry P. Arnn, President of Hillsdale College, noted:

In this respect Hillsdale College is unique. It pursues the liberal arts first and foremost as an academic task. It pursues them with rigor, with love, and with devotion. Because of that it is at the same time something more than an academic institution. It is an institution of freedom, of just the kind that our

Fathers believed would be necessary to the preservation of freedom.<sup>71</sup>

Hillsdale’s curriculum serves as a model, not only for its true commitment to the traditional liberal arts, but also for its commitment to the founding principles of the United States. Students at Hillsdale are taught the importance of the Declaration of Independence and the Constitution, and Hillsdale does not believe that those truths change over time with new generations. Students at Hillsdale are taught the founding principles through a variety of courses, especially the course on the Constitution. Students taking the American Heritage class use an in-house text devoted to some of the main primary documents of our nation’s history. Students are not just learning out of brief textbooks, but learning from key primary documents and learning too often forgotten political and constitutional history of the United States.

Patrick Henry College, located in Northern Virginia, is a liberal arts college based on Christ and liberty. “The Mission of Patrick Henry College is to prepare Christian men and women who will lead our nation and shape our culture with timeless biblical values and fidelity to the spirit of the American founding.”<sup>72</sup> Patrick Henry’s educational philosophy is that “people who are to govern themselves must be educated,” and “people who are to be free must be given

an education that equips them for freedom.”<sup>73</sup> Patrick Henry also has a number of “Biblical Worldview Applications” that are rooted in the curriculum. One of the applications is based on “Government and Law.” The principles of which government and legal systems:

- must be of law, not of men.
- must provide the rights of self-government, so that citizens may either directly decide questions of law and policy or have a voice in selecting those who make such decisions.
- be based on the firm foundation of a written constitution and laws, whose meanings are determined by their text and the original intent of those who enacted them.
- should maintain a separation of power among national, regional, and local governments and among legislative, executive, and judicial functions of government.<sup>74</sup>

Patrick Henry students also work toward meeting a graduation profile based on moral and civic understanding. Students will meet certain academic, spiritual, leadership, and social profiles that distinguish a Patrick Henry graduate from other institutions. For example, one of the academic profiles and objectives states that a graduate will have “a thorough understanding of American history, government, and our Constitution.”<sup>75</sup> In addition a graduate will “have a broad knowledge and appreciation of our roots and the value of Western civilization and the philosophical

foundation of this civilization in the Christian tradition.”<sup>76</sup>

The core curriculum at Patrick Henry College is structured in the liberal-arts tradition and students, for the Bachelor of Arts degree, must take seventy-five credits of the following:

- Theology of the Bible I
- Theology of the Bible II
- Principles of Biblical Reasoning
- Research and Writing
- Logic
- Rhetoric
- Economics for the Citizen
- Constitutional Law
- Freedom’s Foundations I
- Freedom’s Foundations II
- History of the United States I
- History of the United States II
- History of Western Civilization I
- History of Western Civilization II
- Western Literature I
- Western Literature II
- Euclidean Geometry
- Music History and Appreciation
- Philosophy
- Biology
- Biology Laboratory
- Physics
- Physics Laboratory
- Modern/Classical Foreign Language.<sup>77</sup>

Part of the learning objectives for the core curriculum include understanding the principles of “a biblical worldview” and “demonstrating knowledge of”

- the history of Western Civilization, especially the events and themes of Greco-Roman, European, and American his-

## *Failing to Teach First Principles*

*“Patrick Henry’s educational philosophy is that ‘people who are to govern themselves must be educated,’ and ‘people who are to be free must be given an education that equips them for freedom’.”*

# *A Republic If You Can Keep It:*

*“In addition, both colleges have not fallen into the modern diversity, multiculturalism, and globalism trend which characterizes many private and public colleges’ and universities’ core curriculums today even though they are still based on a liberal arts structure.”*

tory.

- the foundational principles of American government, especially liberty.
- necessity of Western literature.
- the principles of economics.<sup>78</sup>

The learning objectives listed above are not exclusive, but those that apply directly with civic education. Patrick Henry has the mission and objective of instilling their students with an understanding and appreciation of American history and government and the principles that shaped the nation.

Both Hillsdale College and Patrick Henry College have curriculums that are strongly based on traditional liberal arts and allow freedom of student choice in course selection, but they require their students to take core courses in American history and government. Both colleges seek to foster certain moral and character structures in their curriculums that are based on the principles that shaped the American founding. In addition, both colleges have not fallen into the modern diversity, multiculturalism, and globalism trend which characterizes many private and public colleges’ and universities’ core curriculums today even though they are still based on a liberal arts structure. Part of this reason is the culture of each institution, since both Patrick Henry and Hillsdale College have refused government money which means they do not have to follow edicts from Washington that often conflict with a traditional liberal arts

education.

Dr. Arnn has noted that “over the past generation both the structure and the scope of the government have been revolutionized,” and the same can be said of higher education.<sup>79</sup> In 2004 the American Council of Trustees and Alumni issued, *The Hollow Core: Failure of the General Education Curriculum*, which stated that many colleges and universities have only an appearance of a true liberal arts curriculum. The report stated:

In reality, however, few contemporary colleges and universities structure their general-education curriculums to achieve these worthy ends. They may give the appearance of providing a core curriculum because they require students to take courses in several subjects other than their major — the so-called ‘distribution requirement.’ Colleges typically require from one to three courses in each of the five or six distribution areas: physical and biological sciences, humanities, social sciences, writing skills, math skills, and multicultural studies.<sup>80</sup>

This description of the “hollow core” describes most of the colleges and universities discussed, because most, if not all, require courses in the tra-

ditional liberal arts, but as the Hollow Core states, “it is not uncommon to have dozens of courses to choose from within each distribution requirement.”<sup>81</sup> “This cafeteria-style approach is a poor substitute for a true, carefully designed core curriculum,” noted Dr. Barry Latzer, the author of the *Hollow Core*.<sup>82</sup>

A core curriculum must have educational benefits, and the curriculums of Hillsdale and Patrick Henry both yield an educational benefit for not only their students, but also for the nation at large. Dr. Latzer has outlined three main elements or benefits to a college core curriculum:

First, in order to participate fully and successfully in our contemporary economy, college graduates must have analytical, writing, and quantitative skills... Second, democracy requires an educated public: a people familiar with their governing system and aware of their history... A properly constructed core curriculum could ensure a common foundation in United States History. It would also provide familiarity with the principles of American government. Third, a core curriculum provides personal enrichment.<sup>83</sup>

The three benefits outlined by

Dr. Latzer are being fulfilled successfully by Hillsdale and Patrick Henry College. Both institutions are unique in their respective ways, but both are committed to the traditional liberal arts core curriculum, which also emphasizes civic education. In fact, research by the Intercollegiate Studies Institute has demonstrated that “schools where students took, or were required to take, more courses related to America’s history and institutions outperformed those schools where fewer courses were completed.”<sup>84</sup>

#### **Solutions and Recommendations**

*E Pluribus Unum* (Bradley Foundation), Intercollegiate Studies Institute, and American Council of Trustees and Alumni offer several recommendations that Iowa colleges and universities can use to improve civic education and their respective core curriculums. *E Pluribus Unum* recommends that “colleges and universities should require for graduation a comprehensive course on American national history and government that includes the nation’s great public documents.”<sup>85</sup> As the report states:

The teaching of American history should include America’s great public documents and speeches, and books with compelling narratives. And the period of

## *Failing to Teach First Principles*

*“The teaching of American history should include America’s great public documents and speeches, and books with compelling narratives. And the period of the American founding should be emphasized at all levels, including high school, by teachers who have majored in history.”*

# *A Republic If You Can Keep It:*

*“While appreciating the benefits of diversity, Americans should affirm their commitment to national unity, a shared culture, a common language, and defining ideals.”*

the American founding should be emphasized at all levels, including high school, by teachers who have majored in history. Students should be first taught about America’s great heroes, dramatic achievements and high ideals so they can put its failings in perspective. Meaningful, balanced history best prepares young people for informed democratic participation.<sup>86</sup>

Both Hillsdale and Patrick Henry have placed emphasis on the American founding and using great documents and speeches from American history in their core curriculums. *E Pluribus Unum* also recommends that “while appreciating the benefits of diversity, Americans should affirm their commitment to national unity, a shared culture, a common language, and defining ideals.”<sup>87</sup> Too often colleges and universities are too eager to embrace radical forms of diversity and multiculturalism, which leads to division. “The historic idea of a unifying American identity is now in peril in many arenas — in our politics, our voluntary organizations, our churches, our language. And in no arena is the rejection of an overriding national identity more crucial than in our system of education,” noted Arthur M. Schlesinger, Jr.<sup>88</sup> Colleges and universities “should not adopt policies that perpetuate division

or that compromise our national allegiance.”<sup>89</sup>

The Intercollegiate Studies Institute is the national leader in working toward not only higher education reform and the restoration of the traditional liberal arts, but also to improve civic education among college students and the nation. Intercollegiate Studies Institute has several recommendations for colleges and universities to follow. Some of these include:

- Stewards of higher education should hold colleges and universities accountable.
- Colleges and universities should assess their effectiveness in the teaching of America’s history and institutions.
- Increase the number and quality of required courses in history, political science, and economics.
- Inform parents, students, and others who have a stake in higher education of a particular college’s relative performance in teaching America’s history and institutions.
- Build centers of academic excellence on college and university campuses for the teaching of America’s history and institutions.<sup>90</sup>

In addition the “absence of required courses in American history, political science, philosophy, and economics suggests a negative impact on students’ civic literacy.”<sup>91</sup> Some colleges also benefit from the value of academic centers or public policy centers on their respective campuses. Ashland University in Ohio,

for example, has the Ashbrook Center for Public Affairs, which emphasizes the American Founding and educating students, future and current educators, and policy leaders in America's founding principles.

Public Interest Institute, which is based on the campus of Iowa Wesleyan College, also is engaged in promoting the importance of civic education and America's founding principles not only on campus, but also to citizens across Iowa. Public Interest Institute staff participate in college forums, teach courses that emphasize American history and government, and provide a center for students to further engage their knowledge in American history, government, and economics.

Public Interest Institute also publishes and provides free of charge a textbook on Iowa government for both public and private high schools to use in their curriculums to teach state and local government. This project is known as the Iowa Civics Project which serves many students and educators. Iowa Wesleyan College and Public Interest Institute have a very unique opportunity to work closer together to foster opportunities for civic education through seminars, courses, and programs that could reach both the student body and the general public.

Academic institutions, or think tanks, such as Public Interest Institute, Ashbrook Center, and larger organizations such as Intercollegiate Stud-

ies Institute and The Heritage Foundation are on the front lines of providing resources to train both teachers and students in the importance of civic education. Public Interest Institute can help further engage and encourage continued programs and courses in American history and institutions on the campus of Iowa Wesleyan. For example, Public Interest Institute and Iowa Wesleyan could work together to establish a program to enhance courses and to support existing majors (in the case of Political Science, actually creating a major) in providing opportunities for civic education.

In addition to college and university administrators, other policy makers can also provide leadership in restoring the importance of civic education. The American Council of Trustees and Alumni, a national educational reform organization that is committed to restoring traditional education, has contributed greatly to raising national awareness of the crisis in civic education. The American Council of Trustees and Alumni has provided some possible policy avenues for state policy leaders. Some of these include:

- Governors can use the "bully-pulpit" in drawing attention to the problem of historical illiteracy.
- Governors can also appoint individuals who are committed to restoring academic standards at the college and university level.
- Legislatures fund institutions

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of higher education and are in a strong position to push for higher education reform. For example, Legislatures can push to strengthen American history requirements.<sup>92</sup>

Citizens also have a role by lobbying their elected officials and holding colleges and universities accountable. College and university trustees should make civic education not only an “urgent priority,” but also develop a strong core curriculum, which includes the study of American history and fundamental primary documents.<sup>93</sup>

Although the focus of this paper has centered on higher education, it is the sole responsibility of every American to improve civic education. Civic education must not only be improved in our nation’s colleges and universities, but also in elementary and secondary schools. “We are raising a generation of young Americans who are by-and-large historically illiterate,” noted David McCullough.<sup>94</sup>

*E Pluribus Unum* stated that “the preservation of American memory is not solely the task of our schools and colleges.”<sup>95</sup> *E Pluribus Unum* further noted that:

Families, schools and colleges, businesses and civic organizations, and government at all levels should keep American memory alive by treating national holidays and historic sites such as Mount Vernon and Gettysburg as touchstones

of national identity and as educational opportunities.<sup>96</sup>

Colleges and universities, and the nation at large, should celebrate George Washington’s and Abraham Lincoln’s birthday as great national holidays instead of the general President’s day. Instead the diversity, multiculturalism, and political correctness movements have infiltrated colleges and universities and are making war against both “the permanent things” and American history. “The war on America’s past and the dumbing down of American children — to make their minds empty vessels into which New History may be poured — is succeeding,” noted Buchanan.<sup>97</sup>

President Ronald Reagan firmly believed in civic education and he offered a unique warning in his Farewell Address to the nation. President Reagan warned of the eradication of the American spirit and patriotism:

Finally, there is a great tradition of warnings in presidential farewells, and I’ve got one that’s been on my mind for some time. But oddly enough it starts with one of the things I’m proudest of in the past eight years: the resurgence of national pride that I called the new patriotism. This national feeling is good, but it won’t count for



much, and it won't last unless it's grounded in thoughtfulness and knowledge...I'm warning of an eradication of the American memory that could result, ultimately, in an erosion of the American spirit.<sup>98</sup>

President Reagan understood that if the Founders' legacy was to be preserved it would have to be understood and appreciated by all Americans. "Those of us who are over thirty-five or so years of age grew up in a different America. We were taught, very directly, what it means to be an American. And we absorbed, almost in the air, a love of country and an appreciation of institutions," noted President Reagan.<sup>99</sup> Today, that is not the case, as the Intercollegiate Studies Institute and *E Pluribus Unum* surveys demonstrate. America is rapidly losing her memory and appreciation for her institutions and history. Whether it is in education, business, culture, or even government, American identity is being eroded.

President Reagan communicated great things and accomplished many great things, and with all the important issues and ideas he stood for, his warning on the eradication of American spirit is symbolic. "Let's start with some basics: more attention to American history and a greater emphasis on civic ritual," stated President Reagan.<sup>100</sup> President Reagan called every American to

responsibility in the teaching of civic education, from parents and families to teachers in schoolhouses and in colleges and universities. *E Pluribus Unum* even stated that "American companies should understand that they have special obligations to the United States and to their fellow citizens at home."<sup>101</sup>

"But what will America's future be when it is decided by a generation oblivious to American history and suffering from cultural Alzheimer's?" asked Buchanan.<sup>102</sup> In quoting Arthur Schlesinger, Buchanan wrote: "The debate about curriculum is a debate about what it means to be an American. What is ultimately at stake is the American future."<sup>103</sup>

An understanding of history is essential to any educational background. As Forrest McDonald wrote:

More positively, thinking historically facilitates our knowing who and where we are. We are products of our past, and anything that helps us understand what we have been ipso facto helps us understand who we are. Besides, we need orientation, need to know where we are in time as well as in space. On these counts, thinking historically is a preservative of sanity.<sup>104</sup>

In 1838, a young Abraham Lincoln delivered a speech before the Young Men's Lyceum

## *Failing to Teach First Principles*

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# *A Republic If You Can Keep It:*

*“It is time to place a  
priority on American  
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system.”*

of Springfield. In this speech Lincoln defended the rule of law and respect for the Declaration of Independence and the Constitution (America’s institutions), which he referred to as America’s “political religion.” As Lincoln stated:

As the patriots of seventy-six did to the support of the Declaration of Independence, so to the support of the Constitution and Laws, let every American pledge his life, his property, and his sacred honor; let every man remember that to violate the law, is to trample on the blood of his father, and to tear the character of his own, and his children’s liberty. Let reverence for the laws, be breathed by every American mother, to the lisping babe, that prattles on her lap, let it be taught in schools, in seminaries, and in colleges; let it be written in Primers, spelling books, and in Almanacs; let it be preached from the pulpit, proclaimed in legislative halls, and enforced in courts of justice. And in short, let it become the political religion of the nation...<sup>105</sup>

Lincoln also offered a warning to the nation, which is still valid today with the crisis in civic education and the eradica-

tion of the American memory. “At what point then is the approach of danger to be expected? I answer, if it ever reach us, it must spring up amongst us. It cannot come from abroad. If destruction be our lot, we must ourselves be its author and finisher. As a nation of free-men, we must live through all time, or die by suicide,” stated Lincoln.<sup>106</sup>

Iowa’s public and private colleges and universities have a tremendous value of service to the state and nation, but it is necessary that core curriculums be reevaluated and truly redesigned to meet a traditional liberal-arts core curriculum with required foundational courses in American history, government, and economics. It is time to place a priority on American citizenship and history in Iowa’s higher-educational system.

## Endnotes:

<sup>1</sup>Calvin Coolidge, *The Price of Freedom*, Charles Scribner's Sons, New York, 1924, pp.220-221.

<sup>2</sup>Ibid., p. 216.

<sup>3</sup>The Bradley Project on America's National identity, *E Pluribus Unum*, June 2008, p. 1 <[www.BRADLEYPROJECT.org](http://www.BRADLEYPROJECT.org)>.

<sup>4</sup>Ibid.

<sup>5</sup>*The Coming Crisis in Citizenship: Higher Education's Failure to Teach America's History and Institutions*, Intercollegiate Studies Institute, American Civic Literacy Program, September 26, 2006, p. 6.

<sup>6</sup>Ibid., p. 10.

<sup>7</sup>*Failing Our Students, Failing America: Holding Colleges Accountable for Teaching America's History and Institutions*, Intercollegiate Studies Institute, American Civic Literacy Program, September 2007, p. 6.

<sup>8</sup>Ibid., p. 15.

<sup>9</sup>Ibid., p. 6.

<sup>10</sup>Ibid., p. 8.

<sup>11</sup>Ibid., pp. 10 and 14.

<sup>12</sup>For more on the escalating cost of higher education in Iowa, please read *Institute-POLICY STUDIES Iowa Higher-Education's Third Way: Community Colleges' 2 Plus 2 Programs and Higher Education in Iowa: An External Assessment*.

<sup>13</sup>*Our Fading Heritage: Americans Fail a basic test on Their History and Institutions*, Intercollegiate Studies Institute,

National Civic Literacy Board, November, 2008. p. 6.

<sup>14</sup>Ibid.

<sup>15</sup>Ibid., p. 12.

<sup>16</sup>Ibid., pp. 12-13.

<sup>17</sup>Ibid., p. 12.

<sup>18</sup>Ibid.

<sup>19</sup>Ibid.

<sup>20</sup>*E Pluribus Unum*, p. 1.

<sup>21</sup>*E Pluribus Unum*, p. 1. and *Our Failing Heritage*, p. 11.

<sup>22</sup>*E Pluribus Unum*, p. 1.

<sup>23</sup>*E Pluribus Unum: Overview*, The Bradley Project on America's National Identity, June 2008.

<sup>24</sup>Russell Kirk, *The American Cause*, ISI Books, 2004, Wilmington, Delaware, p. 1.

<sup>25</sup>Kirk, p. 1 and 4.

<sup>26</sup>Patrick J. Buchanan, *The Death of the West: How Dying Populations and Immigrant Invasions Imperil Our Country and Civilization*, Thomas Dunne Books, New York, 2002, p. 147.

<sup>27</sup>Matthew Spalding, "A New American Fusionism: Recovering Principles in Our Politics," *Heritage Lectures, No. 1114*, March 17, 2009, p. 2.

<sup>28</sup>Buchanan, p. 147.

<sup>29</sup>David McCullough, "History and Knowing Who We Are," *American Heritage, Winter 2008, Vol. 58, No. 3*, p. 15.

<sup>30</sup>Ibid., p. 14.

<sup>31</sup>Andrew E. Busch, "Constitutional Discourse & American Government," *Heritage Special Report*, August 22, 2008, p. 12.

<sup>32</sup>David McCullough, "Knowing History and Knowing Who We Are," *Imprimis*, Vol. 34, No. 4, April 2005, p. 3

<sup>33</sup>Stephen J. Tonsor, "A Fresh

Start: American History and Political Order," in Gregory L. Schneider (ed.), *Equality, Decadence, and Modernity: The Collected Essays of Stephen J. Tonsor*, Intercollegiate Studies Institute, Wilmington, Delaware, 2005, p. 131.

<sup>34</sup>John Adams, letter to the young men of Philadelphia, May 7, 1798, in Matthew Spalding (ed.), *The Founders' Almanac*, The Heritage Foundation, Washington, D.C., 2002, p. 159.

<sup>35</sup>Central College, "The Core Requirements," <<http://www.central.edu/academics/core.html>> (March 28, 2009).

<sup>36</sup>Ibid.

<sup>37</sup>Coe College, "General Education Requirements," <<http://www.coe.edu/uploads/pdfs/academics/catalog.pdf>> (March 28, 2009).

<sup>38</sup>Ibid.

<sup>39</sup>Cornell College, "Bachelor of Arts," <<http://www.cornellcollege.edu/catalogue-dev/2009/degree-professional-programs/bachelor-of-arts.shtml>> (March 28, 2009).

<sup>40</sup>Drake University, "Mission Statement and Explication," <<http://www.drake.edu/dc/MissionExplication.pdf>> (March 28, 2009).

<sup>41</sup>Ibid.

<sup>42</sup>Drake University, "Areas of Inquiry," <<http://www.drake.edu/dc/areasofinquiry.php#writing>> (March 28, 2009).

<sup>43</sup>Please refer to the course selections under each "Area of Inquiry," as noted in endnote thirty-nine.

- <sup>44</sup>Drake University, “Areas of Inquiry,” <<http://www.drake.edu/dc/areasofinquiry.php#writing>> (March 28, 2009).
- <sup>45</sup>Ibid.
- <sup>46</sup>Ibid.
- <sup>47</sup>*E Pluribus Unum*, p. 7.
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