

The traditional separate-subject core curriculum:

1. Has no agreed-upon overarching aim
2. Ignores the systemically integrated, mutually supportive nature of knowledge
3. Excludes important new fields of study
4. Has no mechanisms forcing it to adapt to change
5. Dumps information on learners at intellectually unmanageable rates
6. Fails to prioritize information by level of importance
7. Is at odds with the seamless way the brain perceives reality
8. Neglects moral, ethical and other values issues
9. Has no “master” logical organizer of information and knowledge
10. Is plagued by cultural, social class and ideological biases.

As ordinarily implemented, the core curriculum:

1. Fails to exploit the richness of individual differences
2. Doesn't stimulate creativity, initiative, imagination, curiosity
3. Shortchanges the educational value of real-world, “hands on” experience
4. Isn't seen by learners as immediately useful and relevant
5. Emphasizes text interpretation to the neglect of the myriad other ways humans learn
6. Casts learners in passive roles at odds with their natures
7. Ignores research on retention in grade, class size, length of school day, homework, need for a sense of autonomy, and many other important issues
8. Rewards learner ability to exercise just two thought processes--recalling secondhand information and (sometimes) applying it--neglecting dozens of other thought processes essential to routine human functioning, e.g. abstracting, analyzing, anticipating, articulating, comparing, contrasting, correlating, describing, empathizing, envisioning, extrapolating, generalizing, hypothesizing...
9. Blocks understanding of ever-changing reality, locking in the educational status quo and crippling learner ability to deal with inevitable change.

Marion Brady's homepage: <http://www.marionbrady.com/>

An annotated list of core problems:

www.marionbrady.com/documents/20CoreProblems.pdf