

Journal about the
text, shame of the
nation by kozol,
pages 285-317 and
265-284 o...

[Linguistics](#), [English](#)



**ASSIGN
BUSTER**

Shame of the Nation by Kozol In the first reading, it is interesting that there is a large margin between the privately owned and state schools in terms of funding and performance (284). Even the president elect seemingly seems unaware of such imbalances in the education system. It is also fascinating how every other citizen sees this disparity, yet the prime stakeholders do not see the need for streamlining the America's education system.

It is difficult to understand how the education system, which forms the backbone of economic, scientific and technologic advancements, is not addressed within the legal framework. This intuition considers America being the superpower in terms of everything.

Several questions arise, for instance, a reader asks what was amiss in the definition of the constitution to result with an education system that is not fully represented legally. Additionally, a reader cannot fail to the integrity and validity of the structure being incorporated to reflect the legal inclusions of the education systems from local to state to federal governments.

The understanding of the difficult parts of the reading lies in the insights acquired during the first reading. Practically, the reader must incorporate a definition of terminologies in a layman's language in order to perceive all the terms in the text in their correct context. To answer the questions raised, one must first consider when the constitution was written followed by the amendments that have been made in the course of time. Still, addressing concerns of education is the pertinent action requisite for the legal stakeholders to ensure America's education system is well guarded constitutionally.

When reading the second text, it is fathomable that American legal system

has not addressed issues regarding education protection. Principally, Kozol provides an exploration of the diversity of the results that courts educe in the course of trying to establish equality and acquisition of formal education to all (Kozol 268). More so, a reader is able to understand the elucidated legal mechanics that America is putting across to address this education issue (281).

The questions that arise regarding the cause of inequality in the education system yet, it is conventional that there is equity in all facets of formal life including the motto “ education for all.” Is there equity in resource allocation and distribution as regards education acquisition? And lastly, is the disparity streamlined on gender or racial biases?

Some aspects are only difficult to understand based on the utility of legal terms that are not common to the conventional communication language. Provisions of elaborate terms of the methodologies to be employed in streamlining the Americas education in all states and regions could facilitate in the understanding of the text better.

Work cited

Kozol, Jonathan. *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. New York: Random House, 2005.