and to force education service providers—schools—to respond to the demands of their primary clientele. Under conditions of competition and choice, schools are forced to respond to these preferences instead of the preferences of legislators and their bureaucratic mechanisms. This is expected to promote innovation and efficiency in education providers, and provide freedom of choice for consumers. The overall result is predicted to be a wide variety of high quality schools that are output, not just input, oriented. High quality services efficiently produced, in other words, collective benefits produced by harnessing the power of self-interested action through the power of market mechanisms.

Even its advocates accept that the market model has limits. Left purely to market forces public education would be less public and be available only to those with government financing to cover the costs, allowing such support for school only where the need is for some central purposes (Lamdin and Mintrom 1997). Although public schools are essentially educational institutions (Lamdin and Mintrom 1997) the goal is not to eliminate the government entirely from education, but to leverage the power of the market to produce better quality goods and services, increase citizen/consumer satisfaction, and to do so at a reasonable cost.

These objectives, public choice and the market model embrace what sociologists term a "functionalist" vision of schools. This is the idea that schools impart technical knowledge (a service to be consumed), and the form and specifics of this knowledge should be determined by the social and economic needs for particular skills (the preferences of clientele); or by the mission and one environment (Costen 1972): Functionalism argues the mission and organizational structure of schools should be driven by the task environment of education (contemporary needs for particular economic and social skills), not derived from ideological agendas. Public choice and the market model follow this instrumental and utilitarian argument in the sense that, whatever the general quality of public schooling is, there is a widely held perception that it is not as good as it should be. This recognized problem has collective consequences, especially as a drag on economic advance (Rothman 1991, Verstegen and King 1998), Berliner and Biddle 1993, Loveless 1997). Public-choice theory offers an explanation for the underperformance of public education by its institutional arrangements promote inefficiency and offer no incentive to respond to demands to do better. The market model provides a well-developed solution to this problem—replace the system of hierarchical control with market mechanisms.

Thus theory and prescription can be claimed to be apolitical—the first explains a known and widely accepted problem, the second proposes a solution logically derived from this explanation.

**MARKET IDEOLOGY AND EDUCATION**

Public choice is not only employed as a positive theory but also as a normative theory. Compared to the orthodox model of public administration, which calls for public services to be delivered by bureaucracies in centralized jurisdictions, public-choice theory and the market model are argued to more closely realize the ideal of governance envisioned by writers such as James Madison (Ostrom 1975). Madison argued that a system of government over which power was decentralized, and groups (functions) in Madison's terminology) were free to pursue their own interests within this fragmented political structure. Advocates of public choice as a normative theory see a strong parallel between these arguments justifying the American political system and the market model which allows consumers to pursue their interests by choosing among competitive public-service providers (Buchanan and Tullock 1962, 64). The market model is thus not only compatible with democratic ideals, it is also a panacea institutional realization of those ideals than the orthodox hierarchical control systems that characterize public education.

These characteristics of public-choice theory and the market model are widely criticized. The primary thrust of these criticisms is that the market principles embodied in public choice are not only incompatible with democratic values and processes, but they are also fundamentally hostile to them. Markets favor efficiency and productivity over equality and representativeness, and by taking their cues from individual self-interest they can harm as well as advance collective interests. For example, compulsory universal education and special education programs are, from a typical market cost-benefit analysis, inherently inefficient propositions (Fite 1996, Hufschmidt 1962). In a democratic perspective, the former is justified by the needs of the state, the latter on the rights of the individual and, because both are embodied in constitution and law, efficiency is a secondary concern. Schools are charged with upholding these values even though resources will be "wasted" in doing so. Imposing the central market criteria of "good" decisions and outcomes—efficient production of the allocation—could conceivably contradict these fundamental purposes of public education.

Racial segregation supplies the most well-known example of how individual interest can conflict with collective interest. After a series of
the policies that support public education. If the 1972-73 school year was a time of great change, then the 1974 school year was a time of great promise. The new policy of community control of schools was seen as a way to bring about greater participation in the educational process. It was hoped that this would lead to a more responsive and accountable educational system. However, the implementation of community control faced many challenges, including resistance from teachers and administrators. Despite these challenges, the concept of community control continued to gain momentum, and by the mid-1970s, many schools had established community advisory boards. The impact of community control on education was significant, and it continues to be a topic of debate today.
The Theory of Education

The theory of education, which deals with the growth of democratic ideas, serves a wider purpose of developing the democratic process. It provides the framework for the democratic society. The theory of education aims to make the individual a member of a community where the individual can develop his potentialities.

The theory of education is based on the idea that education should be designed to promote the democratic process. It emphasizes the importance of education in developing the individual into a responsible citizen.

The theory of education also focuses on the development of critical thinking and problem-solving skills. It encourages students to think independently and to question authority.

The theory of education also recognizes the importance of the role of parents and teachers in the education of children. It emphasizes the need for parents and teachers to work together to ensure that children receive a quality education.

The theory of education is based on the belief that education should be accessible to all, regardless of their background or socio-economic status. It emphasizes the importance of equal opportunities for all students.

The theory of education is also based on the belief that education should be relevant to the needs of society. It emphasizes the importance of education in preparing students for their future roles in society.

The theory of education is a dynamic process that is constantly evolving. It is based on the belief that education should be flexible and adaptable to meet the changing needs of society.

The theory of education is a complex process that involves the interaction of many different factors. It is based on the belief that education should be a lifelong process that continues throughout the lifetime of the individual.
The dual role of education in influencing food choices and promoting public health is highlighted by the concept of "feedback loops." This idea suggests that educational interventions can impact dietary behaviors, and vice versa, creating a cyclical relationship where education and behavior are interdependent.

<table>
<thead>
<tr>
<th>Feedback Loops</th>
<th>Educational Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved diet</td>
<td>Enhanced nutrition awareness</td>
</tr>
<tr>
<td>Reduced obesity</td>
<td>Increased physical activity programs</td>
</tr>
<tr>
<td>Lowered chronic diseases</td>
<td>Promoting healthy lifestyle choices</td>
</tr>
</tbody>
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Table 1.1

The Dual Role of Education

The impact of education on dietary behaviors is complex and multifaceted. Educational programs can be designed to target various aspects of health education, from promoting healthy eating habits to encouraging regular physical activity. Effective education strategies often involve a combination of theoretical knowledge and practical application, allowing individuals to make informed decisions about their health.

Incorporating food education into the curriculum can be beneficial in several ways:

1. **Increased Awareness:** Educating students about the nutritional value of foods helps them make healthier choices.
2. **Behavioral Changes:** By understanding the nutritional aspects of foods, students are more likely to adopt healthy eating habits.
3. **Community Involvement:** Engaging parents and guardians in the education process can reinforce healthy eating practices at home.

Educational programs that focus on food and nutrition can be particularly effective when integrated with other health education strategies. This approach not only enhances students' knowledge but also empowers them to make informed decisions about their diet and overall health.
Regardless of whether school outcomes drive economic success, it is

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