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March 1, 1984
NAIS
V.P. Mondale ①
THANK YOU VERY much
FOR THAT GENEROUS INTRODUCTION

most recent

I'm EXTREMELY PLEASED
~~TO BE ASKED~~ TO PARTICIPATE
IN THIS NATIONAL CONVENTION

WITHOUT QUESTION

AMERICA'S INDEPENDENT SCHOOLS

ARE A
NATIONAL
TREASURE

① THEY HAVE ADDED IMMENSURABLY
TO THE QUALITY OF OUR NATION'S LIFE

② AND AT THIS MOMENT WHILE
~~WE~~ WE'RE PUSHING
FOR EXCELLENCE IN PUBLIC EDUCATION

The schools
has been one
a well known

③ I'm CONVINCED THE ENORMOUSLY CRUCIAL
CONTRIBUTION OF NON-PUBLIC SCHOOLS
ALSO MUST BE VIGOROUSLY REAFFIRMED.

INDEPENDENT SCHOOLS ARE A TREASURE

WITH A
LONG
TRADITION

THEY HELPED
THAT HAVE SUSTAINED
THE MOST PRIZED TRADITIONS
OF THE NATION.

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THE PROBLEM

This AFTERNOON I'VE BEEN ASKED TO TALK ABOUT ②
SOCIAL & MORAL IMPERATIVES-

one of education's most important
& most neglected issues

At most all of The National Reports on Excellence in Ed.
talk about Raising Academic Standards.

Ed Bizness
a symptom
of it

But it's disturbing that few have
focused on the values of the students

It's doubly disturbing that the very mention
of "values in education" seems ~~unintentionally~~ ^{unintentionally}
~~even mildly inappropriate at many~~ ^{inappropriate} ~~places~~ ^{outdated}
Like artistic & old Lace.

I'm convinced it's time to end this strange strategy of silence
And I'd ~~like to talk about~~ ^{gladly like to talk about} ~~values~~ ^{values} ~~the~~ ^{the} ~~problem~~ ^{the problem}

When the AMERICAN sociologist Daniel Bell
was asked to give the Hobhouse Memorial Lecture
at the LONDON SCHOOL OF ECONOMICS in 1977

He chose as his title: THE RETURN OF THE SACRED?

Significantly, he placed a question mark
at the end of that provoking title

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~~WE MUST NOT FORGET~~
THIS BRINGS ME TO THE CRUX OF MY REMARKS TODAY

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HOW CAN WE - THROUGH FORMAL EDUCATION -
HELP OUR STUDENTS AVOID THE MORAL BANKRUPTCY
OF WHICH GEORGE STEINER SPOKE?

One ~~proposed~~ approach is the ~~sch~~ proposed
school prayer legislation -

An idea many Americans find enormously appealing
since most of us have deep religious roots

But frankly I'm ^{concerned} ~~worried~~ that an act of Congress
may not be ^{an} adequate
- or even ^{an} appropriate response
to our dilemma.

Twenty years ago
The nation's highest court ruled that a
state-sanctioned prayer could NOT be a
Required Ritual in the public schools

And I feel that all who "care about"
Religious freedom should be respectful
of the sensitive distinction the court drew
between ^① government ~~and~~ regulation
and ^② individual conscience.

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Almost everyone agrees that prayer is
far too personal to be governmentally imposed.
and acts of piety far too sacred

⑥

And yet, if we simply introduce
+ without guidance +

a "moment of silence" in the classroom

We risk trivializing one of man's most sacred acts

And suggesting to our children that prayer
is "nothing more" than an awkward interjection.

Truth is at once -

Students are already free to pray ~~every moment, every day.~~

I heard ~~that~~ someone recently observed,

So long as there are final exams
we'll have prayer in public schools.

Seriously, it ^{does} seem to me that prayer ^{is best served by} ~~should~~ remaining
the voluntary act of the individual conscience

guided by the church - ~~not the state~~ -

guided - most especially - by parents & the home.

THE ENTIRE THEME: CONNECTING
introduce
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But here I must ~~insert~~ a word of caution ⑦ ⑧

We cannot have a value-neutral education.

Indeed I'm convinced that

Communicating values is at the very heart of ^{what we} ed. do

But how are these values to be defined: ^{in ed.}

^{THE QUESTION IS: WHAT ARE THE LARGER PURPOSES WE SHOULD BE SEEKING TO ACCOMPLISH?}

I believe the social & moral imperative of ~~education~~ both public & non public education

is

- to help our students gain perspective
- to help them see the connectness of things.

- an insight that touches the very foundation of morality

social
personal
and religious.

Dr. Lewis Thomas said on one occasion that
"These are not the best of times for the human mind."

He said that:

we are ignorant about how we work
about where we fit in

And most of all
we are ignorant about the myriads of
system of life in which we are imbedded
as working parts.

THIS IS BEING ME
TO MY CENTRAL
THEME

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HELP STUDENTS CURRICULUM
HOW CAN WE REALIZE THIS LARGER VISION? (10)

I BELIEVE THAT ~~FIRST STUDENTS LEARN~~
~~ABOUT CONNECTIONS THROUGH THE CURRICULUM WE TEACH.~~

WE TEACH CONNECTIONS FIRST THROUGH THE CURRICULUM
LOSLER

In the Carntyne High School Report we suggest
a Core of Common Learning for all students

And we say the Core includes

- one shared use of symbols
- one sense of history
- one membership in groups & institutions
- one relationship with nature
- one shared activities of work & leisure

And we propose These central themes

because they are universal experiences
that shape the lives of every individual

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Yet, in many schools a Blanket of silence has smothered this essential study.

(17)

When last surveyed only 642 of the over 15,000 public high schools^{in the north} had courses in Comparative Religion, or religious studies on the Bible.

And only .2 % of the public school's students were so enrolled.

In his concurring opinion in the 1963 Supreme Court decision on school prayer JUSTICE GOLDBERG said.

Neither the state, nor this Court, can or should ignore the fact that a vast portion of our people believe in & worship God.

~~And that~~

And it seems clear to me - JUSTICE GOLDBERG intimated - that the Court would recognize the propriety of the teaching about religion as distinguished from the teaching of religion in the public schools.

I'm suggesting that students should "move beyond" the narrow disciplines to see connections.

And that through a cone of common learning - we convey social & moral imperatives to our students.

Conclusion

(27)

THIS IS A VERY SPECIAL MOMENT FOR AMERICAN ED.
 REFORM IS THE ORDER OF THE DAY

BUT IN OUR ^{RUSH} TO TIGHTEN STANDARDS
 WE DO NOT OVERLOOK THE MOST ESSENTIAL
 ISSUE

I suggest that

- ① TEACHING VALUES TO OUR STUDENTS
- ② ~~developing within each student an~~
 helping shape "Educated Heart."

① Through common learning
 students should explore universal experiences
 that bind us all together

② Through school climate
 students should learn what the
 spirit of community is all about

③ Through great teachers
 students should see connections between school
 content & ^{their} convictions

④ And through voluntary service
 students should understand that
 to be truly human one must serve.