

*Early American anti-Puritans (Hawthorne et al) loosened genitals toward "recreational sex."

This thinksheet has a single-simple distributive task, viz., to set forth the moral paradigms-patterns-frames operant in the American society today and to ask how it is with the public schools vis-a-vis these ontic ways of seeing human behavior and of, inferentially, deciding-judging-sanctioning-motivating human behavior.OCCASION: I am moved to this meditation by my increasing sense of appall at the moral jungle our schools, from bare foot to silk stocking, have become....Here, in rough, are the options:

1. THE BIODETERMINISTIC PARADIGM--This way of seeing morals and ethics has "humanity" as a species the genus of which is "animality." In consequence, there is no essential ethological leap: animal and human behavior (meaning the behavior of the kind of animal we are) are interinferential. Our taxes go to promote a life-view that (1) illogically, incorporates the genetic fallacy (viz., that later stages are nothing but developments out of earlier stages, and as such entitled to no higher regard), (2) antiquely, assumes 19th-c. mechanistic materialism revalorized with bio-chemo-physico-notions, (3) atheistically, excludes God from the hermeneutics of life-origin and -development (as in the contradictory phrase, "natural selection"--selection being a personal notion, and natural here functioning to exclude the personal; and as in the nonsense phrase, "spontaneous generation"--the noun referring to the origin of organisms, and the adjective functioning weirdly to exclude God, will, the personal dimension), and (4) robs cosmos and history and humanity of the personal dimension, which is the taproot of the West's moral-ethical vision....Since WWII, this biodeterministic paradigm has been modified by bio-mysticisms and graspings toward a bio-ethic. But all this is tragically weak vis-a-vis society's need of genital control (psychosocial restraints on the genitalia of all sex classes of male and female (straight, gay, bi). (In the past, 5 of the classes were adequately restrained; and for the 6th, Shakespeare--"The Winter's Tale," III.iii.58--wished that hetero males would sleep between 16 and 23, "for there is nothing in between but getting wenches with child, wronging the ancientry, stealing, fighting."--describing a Cavalier period of English history, soon to be followed by a Puritan period....I grew up in a Puritan subculture, with adequate genital restraints on all 6 classes: girls were human beings, not genital targets; so coeducation did not engender a moral morass.* "Liberation" is Orwell's Newspeak for the situation today.)

2. THE EXISTENTIAL PARADIGM--This way of seeing morals and ethics teaches that the universe is amoral, value-free, without Lawgiver or moral laws. WRITE YOUR OWN TEN COMMANDMENTS, a book in the afterwash of WWII, became a slogan for this laissez faire view of human behavior. "Situation Ethics" tried to be a *vox media* between this anomic philosophy and the Jewish-Greek-Roman-Christian ontological ethics of the West's past. "The Human-Potential Movement" added to all this a reverence for feelings and a sophomoric opening on the exotic, especially the religions and philosophies of the East. Our public schools, already officially godless, feel easy victims to this paradigm; and theistic parents, now "out of it," lost their sanctional power to the peer group (the student mass).

3. THE THEISTIC PARADIGM--Thousands of anti-public-school schools are coming into being to live and promote this, the West's fundamental moral-ethical way. Sadly, I agree it's necessary as (I hope) a stage toward schools in which "heart and mind accord well."