

expressed the grand ideals of a free people. Schools are to equip the young with basic skills, with a wholesome sense of self-worth, with a lifelong commitment to productive citizenship. In an ever increasingly complex society and in schools increasingly open to more diverse populations, those ideals have been translated into the substance of formal education to mean that the graduating senior . . .

will be literate: able to read, write and compute at increasingly more difficult levels,

will possess an inquiring mind capable of synthesizing knowledge and acquiring new insights,

will recognize and capitalize on personal and academic strengths while knowing how to minimize if not eliminate weaknesses,

will understand the interdependence of people in cities and states; in the nation and the world,

will see herself/himself as free to develop one's individuality while contributing talents to the realization of a better world.

Ideally, the student will be equipped to move confidently into well-adjusted adulthood because teachers will have prepared her/him with marketable skills and a tolerance for the ambiguities of technological change. She-He will live happily in a neighborhood of other adults who also have been taught to respect cultural pluralism. She-He will find job satisfaction throughout her/his worklife because she/he has learned to be self-motivating, enterprising, and upwardly mobile. She/He will be well-liked by colleagues and friends because she/he learned interpersonal skills. Her/His family life will be active, warm, and rich because she/he learned to use leisure wisely and to value art, music, physical education, reading, and history. She/He will be involved in civic