



## A MOMENT TO SAVE THE WORLD Part II of III: Sixty Seconds of Silence

*12 Tammuz, 5744-1984*

When a dangerous situation exists that requires correction, the first step must be to rescue one from danger!

It is unimportant to spend time discussing the causes; the key is understanding the source of the problem enabling us to correct it.

The situation is that hundreds of thousands of Jewish children and millions of non-Jewish children receive their entire education in public schools.

As we see clearly in this country, parents have no time, and even those who do, lack the patience to involve themselves in their children's education.

They send their child to public school, pack a tasty sandwich – or two sandwiches, and give the child pocket money for additional treats besides the sandwich, and they convince themselves that thereby they fulfill their parental responsibilities to their son or daughter.

They see to it that their child is nicely dressed, – if it's a girl, that she can change her dress every day, or at least every week; and most important, that the dress is nicer than her friends'.

And never mind the expense involved: they sacrifice and borrow the money to buy yet another set of clothing for their daughter, or one more toy for their son.

And the parents believe they have fulfilled their responsibility toward their child! What more could possibly be expected? – But actually, the child is growing up with the values imbued by this country's own history: That "My power and the strength of my hand have given me this wealth" – that everyone is a pioneer who can build a settlement on the frontier – and they supply a proof from this country and its history; so the child must know that "he is the greatest!"

And since he's a "smart boy" and she's a "smart girl," it follows that they should take advantage of the knowledge gained in public school in order to accomplish whatever they desire.

As mentioned many times, the following suggestion does not contradict any law or rule whatsoever: If at the beginning of each day in public school every child is told that they will subsequently learn arithmetic and geography and all the important topics which will enable them to succeed in the world and make a living.



## פרשת וארא

But first, you are given a moment to be silent; and during this silence you should contemplate whatever your father and mother – or your grandfather and grandmother – will tell you to think about.

And that will be a truly auspicious start to the day which will carry a blessing into everything learned throughout the day that he should use the knowledge in the best possible way for himself, and for the world, as well.

And in the opposite order: First he will think about what is good for the world around him and only afterwards, whether it will also benefit him; and he will choose to do that which benefits the world.

And this will also result in his acting properly.

And we emphasize that the moment should be spent specifically in silence.

This moment of silence should not be regarded as insignificant at midday or at the end of the day, when the child is already tired, after the child has already studied and absorbed.

Rather, it should start his day! The only comment the principal or teacher needs to tell him is that he's beginning his day with a moment of silence; not, G-d forbid, to waste the time, – a child cannot be taught to waste time! A child must know that he needs to make full use of his time and his abilities.

He must be told that the silence is also a part of his education, to be utilized for constructive thought.

What is this positive thought? – He should ask his father and mother.

And beyond the above- mentioned benefit, it will help to awaken fathers and mothers in this country to become aware of their vital role, their principal responsibility: To raise upright, decent children! This task cannot be accomplished in full by someone else.

And it cannot be achieved through token gestures, but by applying one's own heart and mind and one's effort and time.

And the child must see that they mean it with all their heart and that they devote their full attention and energy and that it touches the very core of their parents' existence! And these children "will bring their parents back" through their questions to their father and mother every day: "Listen, I now have to go to public school, where you send me, and the teacher is going to tell me that I have to think; you must tell me what to think about!"

