

INTRODUCTORY NOTE: The following passage has been adapted from a 1969 essay by teacher and education theorist John Holt. Holt (1923-1985) taught high school English, French, and mathematics and coached soccer and baseball at a private high school in Colorado. He was also a major supporter of the Home Schooling movement. His many books include *How Children Fail* (1964), *How Children Learn* (1967), *Education* (1976), and *Learning All the Time* (1989).

SCHOOL IS BAD FOR CHILDREN

Almost every child, on the first day he sets foot in a school building, is smarter, more curious, less afraid of what he doesn't know, better at finding and figuring things out, more confident, resourceful, persistent and independent than he will ever be again in his schooling—or, unless he is very unusual and very lucky, for the rest of his life.

In he comes, this curious, patient, determined, energetic, skillful learner. We sit him down at a desk, and what do we teach him? Many things. First, that learning is separate from living. "You come to school to learn," we tell him, as if the child hadn't been learning before, as if living were out there and learning were in here, and there were no connection between the two. Secondly, that he cannot be trusted to learn and is no good at it. Everything we teach about reading, a task far simpler than many that the child has already mastered, says to him, "If we don't make you read, you won't, and if you don't do it exactly the way we tell you, you can't." In short, he comes to feel that learning is a passive process, something that someone else does to you, instead of something you do for yourself.

In a great many other ways he learns that he is worthless, untrustworthy, fit only to take other people's orders, a blank sheet for other people to write on. We make a lot of nice noises in school about respect for the child and individual differences, and the like. But our acts, as opposed to our talk, say to the child, "Your experience, your concerns, your curiosities, your needs, what you know, what you want, what you wonder about, what you hope for, what you fear, what you like and dislike, what you are good at or not so good at—all this is of not the slightest importance, it counts for nothing. What counts here, and the only thing that counts, is what we know, what we think is important, what we want you to do, think and be." The child soon learns not to ask questions—the teacher isn't there to satisfy his curiosity. Having learned to hide his curiosity, he later learns to be ashamed of it. Given no chance to find out who he is—and to develop that person, whoever it is—he soon comes to accept the adults' evaluation of him.

He learns many other things. He learns that to be wrong, uncertain, confused, is a crime. "Right Answers" are what the school wants, and he learns countless strategies for prying these answers out of the teacher, for conning her into thinking he knows what he doesn't know. He learns to dodge, bluff, fake, cheat. He learns to be lazy. Before he came to school, he would work for hours on end, on his own, with no thought of reward, at the business of making sense of the world and gaining competence in it. In school he learns that in real life you don't do anything unless you are bribed, bullied or conned into doing it, that nothing is worth doing for its own sake, or that if it is, you can't do it in school. He learns to be bored, to work with a small part of his mind, to escape from the reality around him into daydreams and fantasies—but not like the fantasies of his preschool years, in which he played a very active part.

The child comes to school curious about other people, particularly other children, and the school teaches him to be indifferent. The most interesting thing in the classroom—often the only interesting thing in it—is the other children, but he has to act as if these other children, all about him, only a few feet away, are not really there. He cannot interact with them, talk with them, smile at them. In many schools he can't talk to other children in the halls between classes; in more than a few, and some of these in stylish suburbs, he can't even talk to them at lunch. Splendid training for a world in which, when you're not studying the other person to figure out how to do him in, you pay no attention to him.

In fact, he learns how to live without paying attention to anything going on around him. You might say that school is a long lesson in how to turn yourself off, which may be one reason why so many young people, seeking the awareness of the world and responsiveness to it they had when they were little, think they can only find it in drugs. Aside from being boring, the school is almost always ugly, cold, inhuman—even the most stylish, glass-windowed, \$20-a-square-foot schools.

And so, in this dull and ugly place, where nobody ever says anything very truthful, where everybody is playing a kind of role, where the teachers are no more free to respond honestly to the students than the students are free to respond to the teachers or each other, the child learns to live in a daze, saving his energies for those small parts of his life that are too trivial for the adults to bother with, and thus remain his. It is a rare child who can come through his schooling with much left of his curiosity, his independence or his sense of his own dignity, competence and worth.

ESSAY TOPIC

According to Holt, what are the problems with school? To what extent do you think the views he expresses in this 1969 essay apply today? Write an essay responding to these two questions. To develop your own position, be sure to discuss specific examples; those examples can be drawn from anything you've read, as well as from your observation and experience.