

The following passage is adapted from an essay by radical educator John Holt.

### **The Right to Control One's Learning**

When I urge that children should control their learning there is one argument that people bring up so often that I feel I must anticipate and meet it here. It says that schools are a place where children can for a while be protected against the bad influences of the world outside, particularly from its greed, dishonesty, and commercialism. It says that in school children may have a glimpse of a higher way of life, of people acting from other and better motives than greed and fear. People say, "We know that society is bad enough as it is and that children will be exposed to it and corrupted by it soon enough. But if we let children go out into the larger world as soon as they wanted, they would be tempted and corrupted just that much sooner."

They seem to believe that schools are better, more honorable places than the world outside--what a friend of mine at Harvard once called "museums of virtue." Or that people in school, both children and adults, act from higher and better motives than people outside. In this they are mistaken. There are, of course, some good schools. But on the whole, far from being the opposite of, or an antidote to, the world outside, with all its envy, fear, greed, and obsessive competitiveness, the schools are very much like it. If anything, they are worse, a terrible, abstract, simplified caricature of it. In the world outside the school, some work, at least, is done honestly and well, for its own sake, not just to get ahead of others; people are not everywhere and always being set in competition against each other; people are not (or not yet) in every minute of their lives subject to the arbitrary, irrevocable orders and judgment of others. But in most schools, a student is every minute doing what others tell him, subject to their judgment, in situations in which he can only win at the expense of other students.

This is a harsh judgment. Let me say again, as I have before, that schools are worse than most of the people in them and that many of these people do many harmful things that they do not even see as harmful. The whole of school is much worse than the sum of its parts. There are very few people in the U.S. today (or perhaps anywhere, any time) in any occupation, who could be trusted with the kind of power that schools give most teachers over their students. Schools seem to me among the most anti-democratic, most authoritarian, most destructive, and most dangerous institutions of modern society. No other institution does more harm or more lasting harm to more people or destroys so much of their curiosity, independence, trust, dignity, and sense of identity and worth. Even quite kindly schools are inhibited and corrupted by the knowledge of children and teachers alike that they are "performing for the judgment and approval of others--the children for the teachers; the teachers for the parents, supervisors, school board, or the state. No one is ever free from feeling that he is being judged all the time, or soon may be. Even after the best class experiences teachers must ask themselves, "Were we right to do that? Can we prove we were right? Will it get us in trouble?"

What corrupts the school, and makes it so much worse than most of the people in it, or than they would like to be, is its power--just as their powerlessness corrupts the students. The

school is corrupted by the endless anxious demand of the parents to know how their child is doing--meaning is he ahead of the other kids--and their demand that he be kept ahead. Schools do not protect children from the badness of the world outside. They are at least as bad as the world outside, and the harm they do to the children in their power creates much of the badness of the world outside. The sickness of the modern world is in many ways a school induced sickness. It is in school that most people learn to expect and accept that some expert can always place them in some sort of rank or hierarchy. It is in school that we meet, become used to, and learn to believe in the totally controlled society. Everyone, including children, should have the right to say "No" to it.

---

**ESSAY TOPIC:** For what reasons does John Holt criticize schools? What do you think about his criticisms? To make your essay convincing, you should discuss specific examples drawn from your own experience, your observation of others, or any of your reading--including, of course, "The Right to Control One's Learning itself."