

I wish Hill had thought to ask why our schools are what they are—and where they are—or what and where they aren't. The great scholars who designed our system of schooling must have realized the importance of at least some of what the Devil professed our schools should be teaching. Why aren't these things part of the system? How could the original architects of what is today our compulsory education system have been so far off target? The Devil did make the claim that the school system is one of his primary vehicles for creating and sustaining his large army of drifters. Could it be?

Q How could the suggested changes be forced into the public school system? You know, of course, it is as difficult to get a new idea into an educator's brain as it is to interest a religious leader in modifying religion so it will help people to get more from life.

Any of you who have tried to work to make changes in the public school system are probably nodding right now.

A The quickest and surest way to force practical ideas into the public schools is to first introduce the ideas through private schools and establish such a demand for their use that public school officials will be compelled to employ them.

Q Should any other changes be made in the public school system?