

Q I am beginning to understand how you gain control of the minds of children through the help of their parents and religious instructors, but I do not see how the schoolteachers help you in this damnable work.

A Schoolteachers help me gain control of the minds of children not so much by what they teach the children as because of what they do not teach them. The entire public school system is so administered that it helps my cause by teaching children almost everything except how to use their own minds and think independently. I live in fear that someday some courageous person will reverse the present system of school teaching and deal my cause a death blow by allowing the students to become the instructors, using those who now serve as teachers only as guides to help the children establish ways and means of developing their own minds from within. When that time comes, the schoolteachers will no longer belong to my staff.

Here is the essence of Hill's critique of public education, written in 1938. Do you agree with him? Think of young children during kindergarten and first grade. They are enthusiastic and volunteer for everything, raising their hands and excited to learn. Now fast-forward ten years, and think about those same children as high school students—the ones sitting in the back of the class, never making eye contact with adults, and absolutely never volunteering or asking a question. They have disengaged from the learning process. What happened to these children? Ten years of schooling. They perceive that to make an error will subject them to ridicule and scorn. So they cease to participate in order to protect themselves. They are taught that the solutions to all