

## How Children Fail, John Holt

Excerpts on problems with schools: pp. xiii - xv, 3 - 6, 10 - 17, 37 - 44, 48 - 49, 67 - 69.

- \* "Most children in school fail." Discuss.

(student "are afraid, bored, and confused"; stop learning, look for formulae, lose self-esteem)

- \* How much fear is there at MIT?

- \* Is fear necessary to push children?

- \* How can we reconcile that strategies come from fear of failure, but failure necessary for learning?

(it's consistent: fear of failure produces not-learning, as would lack of failure; but planned failure results in relief without learning)

- \* What strategies, hedges, and safe policies have you used in your education?

- \* How much do teachers' egos affect a classroom context?

- \* Do effective producers produce more right answers than effective thinkers?

- \* Good STEM (science, technology, engineering, math) students develop a trust in formulae, and in the same question producing the same answer. Isn't that a strategy?

- \* Holt claims that children inherently enjoy learning, but school beats it out of them. Is there an alternative? How is it done?; can schools be changed?

- \* Is liberal education worse than rote learning for how it affects and involves a child's ego?

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