

In the British educational system there is an emphasis upon the teacher that he/she must always be correct. This is highly understandable because they have their pupils' futures in their hands but the fact is that once they are given this pressure, along with the status of elder and better, they generally abuse it by not listening to their pupils. This rigidity often leads to mistakes. The people being educated are rarely allowed to state complaints of a major side. They instead are forced to endure mistakes by stubborn teachers. Qualities of teachers are often highly below an acceptable standard. Some teachers are weak willed under pressure whilst others allow no freedom of expression whatsoever. Many teachers have actually lied about grades to join schools. It is also often the case that teachers retire through old age and stress and then return. This is despite the fact that it is physically and mentally beyond them. I myself have had to endure all the constant changing of teachers, often near 'O' level and mock exam times. I have had no less than ten changes of French teachers and three changes of Physics teachers, including three who had not fully qualified and were on a trial period; one of these was further replaced during an exam period.

Often because of this poor standard of teaching pupils lose all faith in the academic system. Pupils are often made to work at subjects they do not fully understand or do not know the purpose for such a lesson. The only motivation given is the ever constant warning of unemployment hardships, that the only way to work is to attain good exam results. This is in effect no motivation at all for the pupil who has always been secure in academia. The actual education is made to keep at a set regular pace. In reality the only way to motivate a person to work is to either stimulate his curiosity and will to learn with a thing of interest or to appeal to his creative side; they must then be channelled creatively so as to successfully induce individualistic results. As education stands today the balance of intellectual, physical and creative lessons are all wrong. We are currently brought into a basically craft inclined atmosphere at the age of five while the teachers work at building up the intelligence and leaving children to their own physical challenging. Then they are brought into a junior school where education is suddenly forced upon them. The arts are just touched upon each subject and physical sports are made more challenging. In senior schools all emphasis is upon intellectual subjects and practical crafts such as woodwork, metalwork and electronics; the arts are just briefly used because they are deemed unnecessary for today's society.

The educational system has been geared almost totally around the examination grades achieved. Although the grades were originally designed for being able to pass into University, they have been taken up by employers to judge as if they were qualifications. Because of this all of the schools have deemed it right to work upon qualifications as solely important so that today a person's whole career is now summed up by the grades on his paper. An aptitude for exams bears little relevance anyway upon his educational skills. Some of the most intelligent men in history have been useless at exams. It has been said that if Einstein had lived today he would not have been given a good job. People react in different ways to exams; while some thrive in the atmosphere, others freeze. The pressure induced upon the pupil nearing exams has made many people ill. Many nervous complaints arise around the age of sixteen. The whole system is in fact more suitable to the class distinctions of earlier in the century and keeping people in their social classes. Moulding them into the sort of citizen governments prefer. The laws like the one that religious education must be on the syllabus of which most is concerned with Christianity, also the assembly to teach about the system when at school. The F.E. and night school system is good to aid those who wish to learn but the comprehensive system should be totally altered; as for the college and university I have had little experience of full time college and none of university so I believe it best to leave the subject.

The bureaucracy of the system is totally absurd in places as schools often turn heating off in winter to conserve heating costs and during summer when the bills are met they turn on the heating.

The equality desired in the educational system cannot be produced if we continue to teach that our way is better and not teach about other cultures. Lessons with a sexual bias should be introduced to both sexes at once. The important subject of sexual education should be brought down to the age of nine, because sexual influences do begin at about this period.

The whole purpose of education should be changed. It should not be to produce an acceptable citizen for the society, but to make a person more aware of his or her surroundings and stimulate their own learning process so they will have a greater understanding of the situations. They will then inevitably think more creatively to get on in society rather than just becoming automatons.