



# the value of the independent school

Independent Schools provide the backbone of the educational system in Great Britain.

Many people resent independent schools, because they are jealous of the reputation and standards set by such establishments, also because of the advantages gained by the pupils in later life. Not least amongst the critics are the Socialists, who frequently drivel about the decadence of independent schools. If by some unfortunate mischance they succeed in winning the coming election, they might try to introduce their own brand of education — producing pupils like so many tins of baked beans coming off the educational conveyor belt, stamped with the Government seal of approval. Let us hope that by the autumn the electorate of Great Britain will realise that to vote Socialist is to vote for disaster, as far as education is concerned. Their planned nationalisation of major industries will result in more inefficiency and expenditure. The planned boycott of South Africa is so absurd because they still intend to trade with the Middle Eastern Adolf Hitler—Abdul General Nasser, the petty dictatorships of Ghana, Tanganyika, Burma and Indonesia led by silly little men too full of their own importance. Also with ruthless Communist China and numerous other countries with doubtful internal and external policies. Obviously no sane person condones apartheid, but why differentiate between South Africa and the tyrant Nkrumah, who in Ghana flouts all the laws of humanity and oppresses his countrymen, many of whom are decent people like their counterparts in Europe, Asia, the Americas and the rest of Africa?

Mass-produced education, as envisaged by the Socialists, is exactly not what the independent schools set out to produce. They set out to teach not only academic subjects, but help to build up characters, to teach good habits in dress, manner and decency. Also they are more rigid on honesty and making decisions for oneself and not always relying on someone else.

Another quality instilled by independent schools into their pupils is to make them satisfied with what resources they have. Also how to get ahead in life by using their own initiative and ability and not relying on influence and social position. The so-called “Brain Drain” of the “top” scientists to America, because they do not have enough money or palatial laboratories, is a classic example of people unable to utilise their resources. They should remember that many of the great scientific discoveries were made in very unusual circumstances, often using makeshift equipment.

Clacton—the town where, during Easter, gangs of uneducated hooligans rioted, purely because they had too much money and were bored. Perhaps one should feel sorry for these oafs, most of whom, judging from their interviews on radio and television, were suffering from retarded mentalities. Many of these idiots left school as soon as they could, in order to make as much money as possible in the shortest possible time. Many were merely put on probation, but they should all have been made to pay for the damage they caused out of their vast wage packets.

Another argument levelled against independent schools and public schools is that they create class distinction; this is fictitious, a fallacy in the minds of some who, if they want any class distinction witch-hunting had better look amongst their own ranks. In the world’s leading Communist country, Russia (whatever Mao might say), the government is making great headway after the ravages of Stalin, and the traditional revolutionary greeting “Tovarich” (Comrade) is being replaced by the Russian equivalents of “Sir” and “Madam”.

One cannot write an article on schools without paying tribute to the work done by the Church —especially the Anglicans. Before the Government introduced their own schools they bore the brunt of educating the country. There are people who say that the influence of the Church is bad, but there are always people who like to attack everything.