

We Hold This Truth be Self-Evident

— a new era in education

PREAMBLE

A We hold this truth to be self-evident, that human beings are created unequal. There is amongst us inequality of talent, intelligence and virtue; of capacity to enjoy freedom and create wealth; and of ability to rule, lead, organise and contribute to an ordered, harmonious and decent society.

B Grave threats are posed to our civilisation by those who preach the pernicious gospel that inequality is neither right nor inevitable. They include not only atheistic and communistic states on the international scene but also certain people within our own society. Their ideas gain plausibility amongst the idle, the envious and the unlettered. They must be vigorously suppressed.

C The UK's education systems have a vital role to play in hallowing, protecting and furthering inequality. We therefore propose the ten point which follows. Its goal is to return the British education system to its historic and essential task, which is that of preparing the young to take up their rightful places in society as either leaders or led, and to accept, appreciate and *enjoy* inequality.

TEN-POINT PLAN FOR EDUCATIONAL REFORM

1. Curriculum

we shall ensure that all schools teach the same basic patriotic curriculum, consisting of ten subjects to act as foundation stones for the society which we wish to build and maintain. The subjects must be kept meticulously separate from, and totally uncontaminated by, each other. The term 'patriotic' may on occasions be shortened to 'national'.

2. Testing

We shall ensure that all children regularly have their memory tested at the ages of 7, 11, 14 and 16 in each of the foundation subjects. The results of the tests will be published so that inequalities of talent and memorising ability are entirely plain, and so that from the earliest stages children are groomed according to their different needs for competition, success, pride and failure.

3. Local control

We shall ensure that each school is controlled by a board of controllers. This board will supervise the local introduction of the national curriculum and the local publication of test results. Its members will be drawn from groups sympathetic to the ideals and principles of inequality, for example from the

senior management of large scale industry and commerce, but also of course from local police forces.

4. A note on terminology

We recognise that the term local controllers may not have the friendly image that we wish to project. Accordingly we propose that the local controllers and supervisors of schools should normally be referred to as 'parents'.

5. Controversy

We shall ensure that so far as possible teachers will avoid teaching about controversial subjects. Most of the time the new national curriculum will itself prevent controversy arising. But certain teachers may lack the competence and expertise to avoid controversy completely; such teachers will be expected to follow carefully the following guidelines:

- (a) **Sex:** the proper place for women is the home and the education of girls must always bear this in mind. Sexual behaviour other than within marriage is usually immoral, frequently deviant and invariably regrettable.
- (b) **Politics:** there is no place in schools for extremist political views, for example views which question the principles in this manifesto.
- (c) **Religion:** Christianity is clearly superior to all other religions, or so-called religions.

6. Culture

We shall ensure that British values are paramount. The curriculum and ethos of our schools, the textbooks that are used, the displays, everything must reflect and sustain pride in our nation and all things British. This must be made very clear to immigrants. The term 'education for racial equality' is highly inflammatory and unpatriotic and implies an aggressive campaign designed to brainwash people; it must not be used. Equally unacceptable are terms such as 'multicultural', 'education for international understanding', 'world studies' and 'bilingual'.

7. Influence

Our only remotely significant opponents are certain locally elected politicians aided and abetted by various unrepresentative members of the teaching force, and by a number of misguided education officers and politicised advisers. We shall ensure that their influence is severely curtailed and if possible removed.

We intend a package of measures to achieve this, including delegation of financial decisions and appointment of teaching staff to local controllers, and central government sponsorship and financial assistance for individual schools which have been particularly successful at promoting inequality. This latter measure will be known as opting out. The new schools thus created will be

permitted, indeed expected, to limit entry only to those children whose parents accept the ideals in this manifesto.

8. Ladders to success

We shall ensure that a number of carefully selected children from poor homes, including even some children of immigrants, are allowed to succeed at school and to go to university. This will demonstrate to everyone that the educational system is fair and just and will help generate gratitude, loyalty and affection.

9. The arts and imagination

We want to ensure that access to literature, religion and the creative arts is limited to those few children who are capable of appreciating them, and whose parents can afford to pay the extra costs involved and we shall guard vigorously against the danger of allowing immature minds to express themselves or to be imaginative, playful, satirical, or prophetic.

10 Complementary measures

We shall ensure that our educational reforms are strengthened by other legislation which we are introducing to increase inequality, in particular our measures to reduce public expenditure on health, housing and welfare benefits; to curb the powers of trades unions; to introduce a poll tax; and to curb immigration by redefining the concept of British nationality. Insofar as our educational reforms are not immediately successful we shall be happy, indeed keen, to introduce the following:

- (a) compulsory military service to complete the education of those who fail at school
- (b) reduced taxes on alcohol, tranquilisers and burglar alarms
- (c) special Arts Council grants and subsidies for the makers of TV commercials
- (d) a much enlarged police force
- (e) humane psychiatric treatment for members of the teaching force who are unable to cope.

CONSULTATION

This draft manifesto is being issued for public consultation. However, the closing date for the receipt of your comments has unfortunately passed.

Source

Composed in 1987 shortly after the publication of the Great Education Reform Bill (GERBIL) and first presented at a national conference for senior education officers. Shortly afterwards published in *Multicultural Teaching* (later entitled *Race Equality Teaching*) and in due course in *Daring to be Teacher: essays, stories and memoranda*, Trentham Books 1990, pages 77-82.