

Exactly truly climbed
out from the rubble
into

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Exactly seventy years ago, post-war Britain had just truly climbed out from the rubble into the modern age.

Fuelled by the newfound peace, the country then ironed out many of the then social injustices concerning gender, race, and perhaps most of all, the right to knowledge. After a tedious three years of intensive Bureaucracy, the Education Act took effect in 1947 as an answer to the issue of the vastly uneducated working population – defining the modern structure of free, mandatory education. The reforms appeased both sides – the left were in for a more competitive working class. The right went along since the traditional, private, schools were not affected. When Berlin got walled up, both parties lost any significant interest, with the only major tweak being those beloved exams. And as fast as it was started, the hype for reformed education is gone. Indeed, nowadays the only politics behind schools are those reforms that start once in a while, when some minister gets a slight urge to make students and teachers all confused. Today, state run education is definitely done, dusted and still intact after all these years.

All is fine, until you take a step back to gaze at the top shelf, to see private education in all its glorious splendour. For there is no doubt that private education is the elite, for the elite. Before the war, it was the only way for someone to be properly educated. After the war, with the introduction of free education, the private sector started to market itself for the impressive sandstone halls, the still towers piercing above trimmed treetops set against a wide and undisturbed field. It is hard to blame those that send their children there, having been taught in these magnificent institutions themselves. The opportunity of being in an tried and recognised school, to

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them, is definitely preferable to one that has just been set up by the government, even with the price accounted in. The class hierarchy of the 1950s, unfortunately, is arguably the key factor into this separation – as most public schools were then set to uplift the poorest, they were understandingly situated in areas the wealthy did not live in.

And hence begins the problem – a separation of the extremely affluent and the rest – caused by a combination of romanticism and trust towards the private sector, and blatant discrimination for state education by the people, and the initial marketing, directing free education as an aid method for the poor. As time progressed, and the state system eventually being refined into the norm (93% of all Scottish students are state-educated), with decent state schools on par with their paid counterparts, the prejudice that public schools are somehow inferior still persists. But what about the quality of education? Surely tens of thousands of pounds invested would juice up more grades than none? Debatable. Certainly, nobody wants their childthankfully , the companies owning the classrooms has kindly acknowledged this problem. Every year, a few select and very special children