

The education given to people today, especially from the age of eleven to eighteen, revolves around examinations. Most of these examinations consist of a number of two- or three-hour long papers, which must be answered in silence, in large halls by a large number of students, under the watchful eyes of moderators. It is pathetic that this should still be happening, when scientists have proved that people have a concentration span of no more than fifty minutes at a time, and so many people in this country believe it to be wrong, from students to heads of departments. Most of the people I have talked to are against this system of examination; it tests your memory and your ability to work in the stifling atmosphere of an examination hall. What we should be examining is a person's ability to assimilate necessary detail (from whatever sources), and present them in an interesting and coherent way, with enough time, and a more natural working atmosphere, which would be a step closer to the circumstances we must deal with in real life.

Once we are able to do away with the examinations as they are at present, the syllabus, which is taught purely to prepare us for them, could be modified so as to give far more emphasis on subjects and situations, which can prepare us for life. The closest that my school came to this, was an eighty-minute lecture on Sex, given in a very formal manner by the embarrassed Biology teacher, to boys of thirteen, in such a clinically technical way that it went 'over the heads' of the innocent and bored the experienced.

There needs to be a greater emphasis placed upon understanding our world and our place within it, and a more thorough exploration of the different ways people have of coping with it.

Children should be introduced and encouraged to participate in community life, in helping others and learning from their experiences and histories.

Open discussions on varied topics of the many different cultures which children will one day encounter, as well as analysing moral values, politics, etc. of their own.

Tuition in the skills which society requires of you, should be integrated into the curriculum: filling in forms; interview techniques; basic conversationalism.

Children should have more responsibility to prepare them for the future (most prefects in schools are appoints, merely to supervise the trafficking of other students).

A greater use of 'Theatre in Education' is needed to help students deal with the problems and situations which they will encounter one day.

Children should be encouraged to develop their individualism, through debating groups, and less stringent demands on uniform (my headmaster once spent an hour inspecting the colour of his pupils' socks, and awarding punishments to half of us, for wearing the wrong colours).

A lot of the present curriculum is useful, but it should be taught not as facts to be regurgitated for an exam; but, as things which we will one day be able to use, and relate to (I never bothered to learn Hebrew, at 'Chada', until I went to Israel and saw it on signposts and heard it being spoken).

Our education should be a preparation to help us cope with the world outside, not as facts for an examination. What we are taught, and the environment in which it is taught, are too far apart from what is waiting for us when we leave.