

# The Components of Our Success

## — reflections on the 1990s

The 1990s began, before the end of the decade's first year, with an event which at the time had all the appearance of being the most momentous setback, perhaps indeed the most devastating tragedy, which our nation has ever had the misfortune to experience.

I am referring to the departure from this island nation of ours, through hardly believable treachery and short sightedness, of leadership and inspiration and, as it appeared, of order and decency, vigour and purpose. It seemed for a while, with the departure of the prime minister who had made Great Britain Great Again, that we no longer had any national vision. I am referring, of course, to the departure of Margaret Thatcher.

And yet the genius of our nation, and of our race, is such that men in this great land did quite swiftly recover from the tragic loss of leadership in November 1990, and in the course of the ensuing decade did continue steadfast, vigorous and faithful in the new pathways which had been so boldly planned, and so bravely pioneered, in the 1980s.

I wish, in this speech now in December 1999, to look back over our principal achievements of the decade which is drawing to a close and to highlight the main components of our success.

I hope and intend in this way to clarify, and to consolidate, the policy priorities for our race and for our nation in the century — or to speak more frankly and less modestly— in the millennium which stretches before us.

The first essential component in our success lies in a piece of legislation which has been quite remarkably effective, perhaps more so than even if its own architects were able fully to predict, in moulding the thoughts and behaviour of people in this land. It is a sign of its extraordinary success that most people do not even recall any longer that the legislation exists.

I am referring to the Policy Discourse and Semantics Act 1992. It had, you may recall, two main aspects. On the one hand, there was PONST, the Prohibition of Non Sanctioned Terminology. This enabled us to introduce Relaxation of Restraints on Crime, Subversion and Detection (RRSCSD), for example, without irresponsible, mischievous and unpatriotic critics and opponents being able to claim that we were introducing measures that they themselves would no doubt have termed 'torture'.

Similarly, we were able to introduce Accommodation and Enterprise Units (AEUs) to support unemployed people without incurring the unhelpful allegation that these were similar to 'workhouses', and Key Stage Three Identification of Non-Academic Citizens (KS3INAC) without anyone being permitted to call this LOSLA, lowering of the school leaving age.

The other main aspect of the Policy Discourse and Semantics Act was the prohibition of certain words and phrases which had had a certain vogue in the

1980s among self-styled and self-appointed intellectuals, but which would only foster discontent in the population at large if we permitted them to remain any longer in daily use in policy making and decision-making. Thus we finally rid the public vocabulary of 'antiracism' and 'antisexism', and of all other unpatriotic and un-English words beginning with the prefix 'anti' and ludicrous and unhelpful phrases such as 'sex discrimination', 'positive action', 'equal opportunities', 'multi cultural' and 'chairperson'.

Further, we successfully defended the English language against various nonsensical words coined by European bureaucrats. for example 'harmoniation' and 'asylum-seeker', and — the the worst of all, as older people here may remember — 'xenophobia'.

Other achievements of the decade include the abolition of the Race Relations Act and the Sex Discrimination Act in 1993, the creation of the Guestworker and Immigrant Redefinition Act 1994, the Guestworker and Immigrant Humane Repatriation Act of 1996, the Women as Homemakers Act 1997, and the Christianity and Morality Act 1998.

In the field of education the decade saw the abolition of teacher training institutions in 1992, of Her Majesty's Inspectors in 1993, local education authorities in 1994, and the National Union of Teachers in 1995.

We were remarkably fortunate from 1994 onwards to be able to put all teacher training and teacher re-education and all monitoring and inspection of schools into the hands of the former British Army of the Rhine, which took on a new name with the old acronym, the Benchmarks Appraisal Observation and Rationalisation service.

In the writing and dissemination of inspection reports BAOR has been much helped in relation to good schools by its partnership with Saatchi and Saatchi. With regard to bad schools. at the same time, its partnership with the Daily Mail has been most invaluable.

I am proud to announce today that just over 60 per cent of the population is now being educated at good schools, 25 per cent are at independent schools and 35 per cent at grant-maintain<sup>4</sup>ed schools. This is a remarkable achievement. Teachers at these schools are so well paid and fulfilled that they do not feel any need to join a so-called union.

Only 40 per cent of the pupils in our schools are so lacking in innate ability that they are affected by KS3 identification of non-academic citizens to the point that they need to leave school altogether. This too is a remarkable achievement.

In the course of the decade we have magnificently succeeded in removing from positions of power and influence all people with progressive or caring ideas about education. I can illustrate this achievement with an interesting statistic. Near the start of the decade there was a conference at, as it was in those days called, the University of Warwick. The title of the conference, if you please, was *Race, Gender and the Education Reform Act*. Before coming here today I consulted the national Subversives and Undesirables Index and I can tell you that of the people who attended this conference 5 per cent are now sadly dead, and 10 per cent still work in education in some way.

Only 5 per cent of the people at that conference have higher status and greater influence than they had 10 years ago. I am happy to reassure everyone here today that those persons are of course kept under very strict surveillance indeed.

There is still, I should confess, both in education and in society, some unfinished business. We still need to expand the police force, for instance, and to build more prisons and psychiatric hospitals. And we still need to ensure the rigorous implementation of the Eugenics Act 1997.

And it still the case that women, bless them, are allowed to vote in local elections.

But basically matters such as these are entirely straightforward. There are no grounds for pessimism, concern or anxiety.

On the contrary, the future for our race and for our nation is — is it not? — gloriously hopeful.

Thank you.

### **Source**

This was part of the opening keynote lecture at a conference entitled *Race, Gender and the Education Reform Act* held at the University of Warwick in March 1991. A few weeks later it featured also at a national conference of the National Union of Teachers (NUT), held at Stoke Rochford, Lincolnshire.

In due course it was published in *Fortunes and Fables: education for hope in troubled times* by Robin Richardson, Trentham Books 1996, pages 79-83.