



L O N D O N   C O U N T Y   C O U N C I L

P R I C E   T W O   S H I L L I N G S

# REPLANNING LONDON SCHOOLS

A SHORT ACCOUNT OF THE DEVELOPMENT  
PLAN FOR PRIMARY AND SECONDARY  
EDUCATION PREPARED BY THE  
LONDON COUNTY COUNCIL  
UNDER THE EDUCATION  
ACT 1944



1947

## FOREWORD *by the Right Hon. Lord Latham*

I SHOULD like, as Leader of the London County Council, to congratulate warmly the Chairman and the members of the Education Committee on the London School Plan, 1947. It is a well-prepared, comprehensive scheme for carrying out the Council's responsibilities for primary and secondary education under the Education Act, 1944, and is a document of which London and the Council may well be proud.

The preparation of a Plan of this magnitude and complexity, under difficult post-war conditions, is indeed a most notable achievement, and the thanks of the Council are due to the Education Committee for their long and arduous labours, and to the officers, whose unremitting services and enthusiasm have been devoted to the preparatory work, with its vast amount of detail. This Plan is infused and inspired with a broader and, in many respects, a new conception of education. Throughout, sound realism is matched with sturdy idealism.

I join with Mr. Hayward, the Chairman of the Education Committee, in the firm belief that through this Plan as it is realized London children will have the best educational opportunities and advantages that can be provided for them, and that in the London to be, our schools will become a source of pride not only to the Council, but, more important, to the children, to their parents and to the teachers, upon whose co-operation all education ultimately rests.

June, 1947

LATHAM

## PREFACE *by the Chairman of the Education Committee*

THE Education Act, 1944, at length makes possible many reforms which educationists have long desired ; but, at the same time, the realization of these imposes a very heavy task on the London County Council as the local education authority for London with its hundreds of thousands of children. The Act requires the Council to prepare a Development Plan for primary and secondary education which will secure opportunities for all pupils, of different ages, abilities and aptitudes, to have the most suitable instruction and training. This would, in normal circumstances, have been a formidable piece of work, but the shattering bomb-damage sustained by London schools and inevitable post-war shortages of labour and materials have made the preparation of the Plan doubly difficult. The Council, however, is confident that London ratepayers will share its determination to ensure that London children shall have the best educational opportunities and facilities that can be provided, and it is in this confidence that "London School Plan, 1947," has been prepared and submitted to the Minister of Education for approval. A vast plan of this kind must mean big figures of cost, which are an index to the labour and effort required to translate it into fact. The schools must be such that the children and the teachers can do their work in comfort and happiness, and that all teachers, children and parents can take pride in them.

The London School Plan, 1947, is the educational complement of the County of London Plan, which was issued by the Council in 1943 ; and it is a step towards providing that better London which all of us would like to see. It has been for me personally a great privilege to take part in the preparation of so momentous a scheme ; some of the proposals will doubtless have to be modified in the light of experience or to meet changing local conditions, but it is my earnest hope that peace and less difficult times in the years to come will enable the Council to carry out the Plan, in all its essential ideas and projects, to the lasting benefit of the children of London.

June, 1947

I. J. HAYWARD



*This school, now assisted by the L.C.C., was built in 1698. With various alterations, the original building is still in use*

## REPLANNING LONDON SCHOOLS

### FLASH BACK

“WHICH is the oldest school in London?” To answer this question would require more explanation and discussion than is possible in this booklet, the purpose of which is to explain the proposals made by the London County Council to the Minister of Education for the development of primary and secondary education. It looks, therefore, to the future, rather than to the present and the past. But we are not able to plan for the future without taking into account our starting point, the present, nor can we understand the present without some understanding of the past. So before looking forward let us look back.

In the middle ages teaching was mostly the concern of the monasteries. Westminster School, for example, was originally

a school attached to the Benedictine Monastery of Westminster. It is not known when the school was founded but it was certainly in existence before 1400 and it may be doubted whether any other London school can show so long a history.

London has, however, a number of schools of whose record, going back to the fifteenth, sixteenth or seventeenth centuries, it may well be proud, and most of these are now assisted by money grants from the L.C.C. Some were endowed by wealthy and public spirited founders, some established by parishioners or churchwardens of a particular parish, and some were founded at a later date from charitable and educational bequests which in the course of centuries had grown so much in value that moneys intended for a few poor boys were enough to set up a whole school.



*School buildings—1696. In use as a church school until the war. Bombed in February 1944*

About 1800, when London had already begun to grow at a great rate, it became evident to a few thoughtful reformers that there was a large and increasing number of children in London with no school and no hope of any school to go to. As a result the National Society and the British and Foreign School Society, both of them religious organisations, began to establish National schools and British schools. These two societies, with other similar bodies established later, and the Ragged School Union did great work in establishing schools for London children. Their difficulty was that the metropolis grew too fast for them.

The Act of 1870 setting up the School Boards came none too soon, for when the London School Board came into being about a third of the children between the ages of five and thirteen had no school of any kind to attend. The Board set to work vigorously and surveyed the area allotted to it, (which afterwards became the County of London). It estimated that just over 100,000 places were needed to provide efficient elementary education for all London's children but we know now that the real shortage was about 250,000 places. To meet the urgent need and to keep pace with the rapidly increasing child population, the

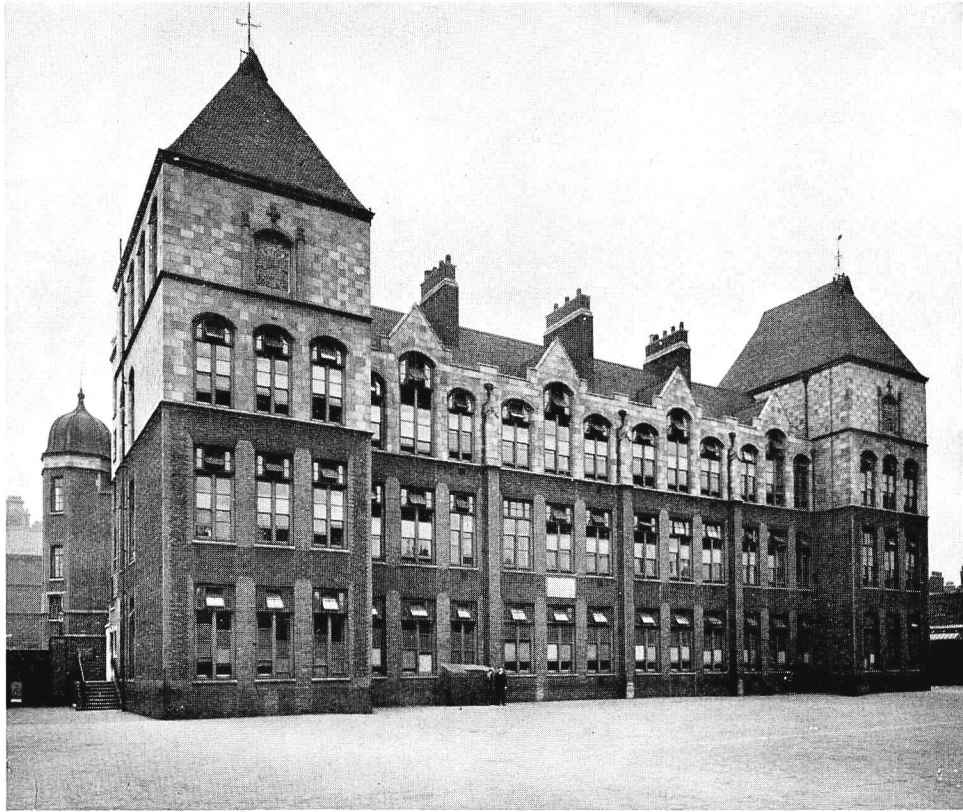
London School Board built 469 schools in 34 years. The Board made bye-laws under which children had to attend school from five until thirteen years of age but exemption was allowed for those over ten who had reached a certain standard. In those days many children of school age were already in employment; those between ten and thirteen were required to attend school part-time. The exemptions were gradually reduced and the age of leaving raised until all children between five and fourteen had to attend school. Under the Act of 1870 a small fee was charged but this was remitted in case of poverty. Free attendance for all pupils in Board schools was introduced in London in 1891.

Thus, leaving aside the many private schools offering education of varying quality at various charges from a penny or two-pence a week upwards, the schools of London were sharply divided between, on the one hand, the Board schools and voluntary schools, and on the other, the fee-charging grammar or secondary schools and a few public schools. This division remained until 1945 though during the present century

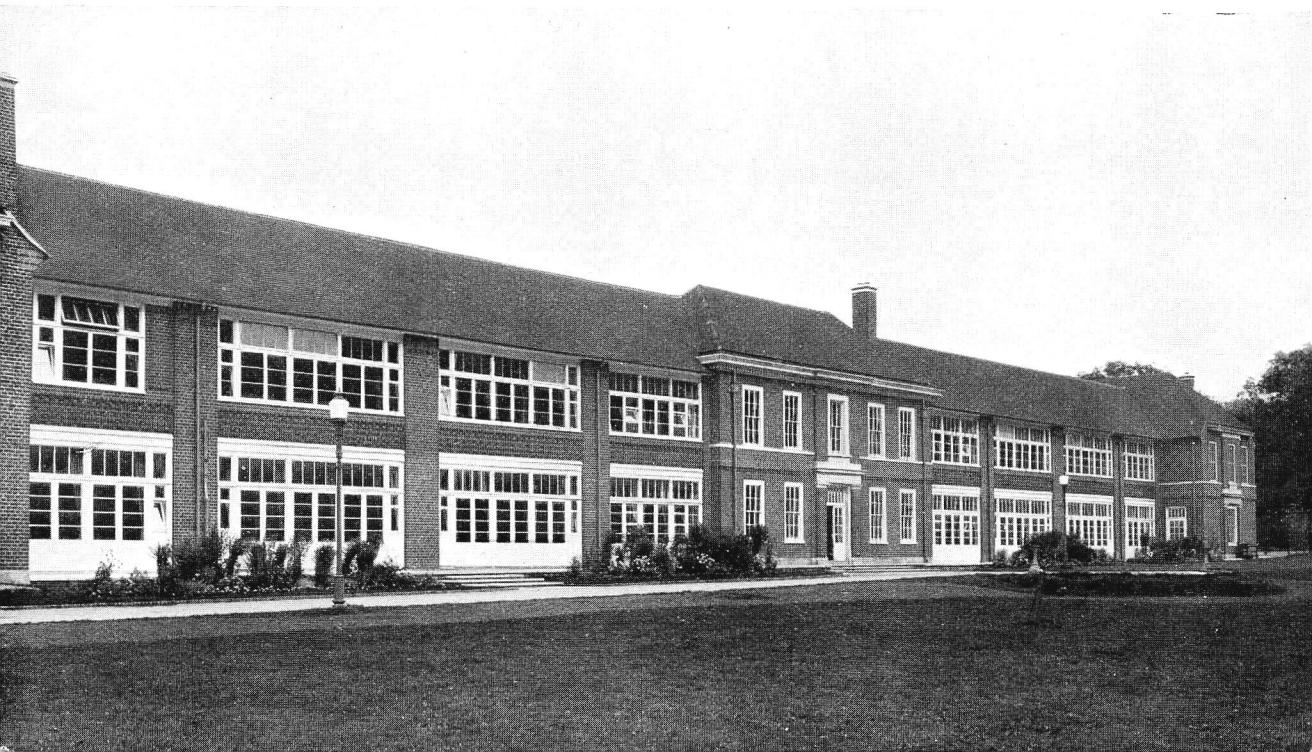
*School buildings—1824. A National school, now a voluntary school maintained by the L.C.C.*

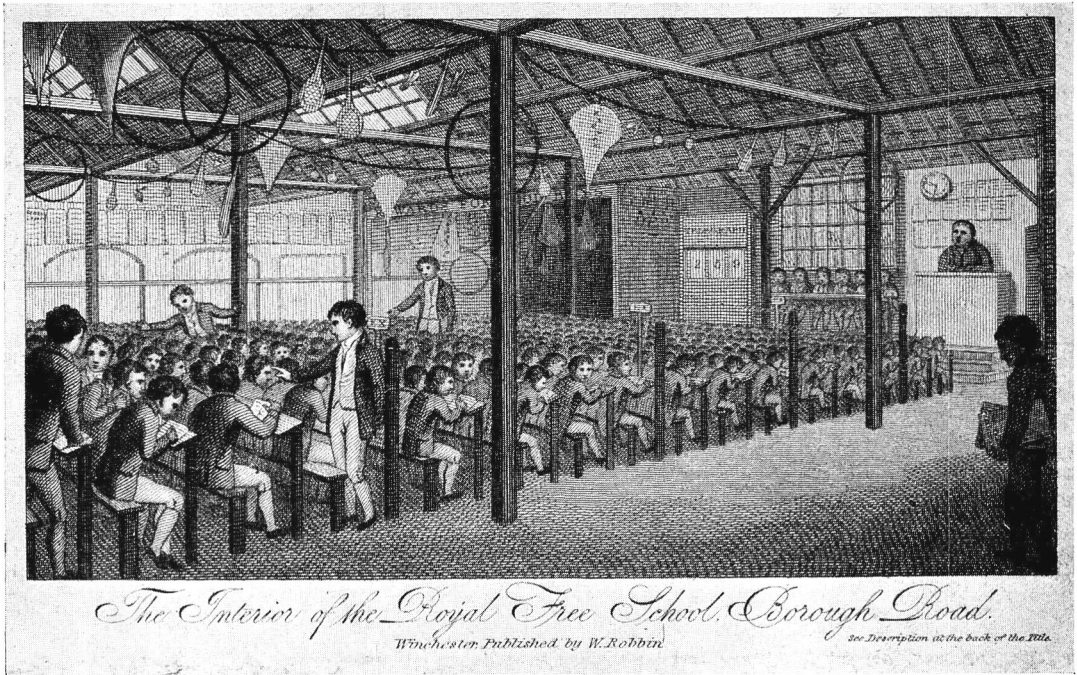


*School buildings—  
1893. Built by the  
School Board and  
opened by H.R.H.  
the Prince of Wales*



*School buildings—1931. Built by the L.C.C.*

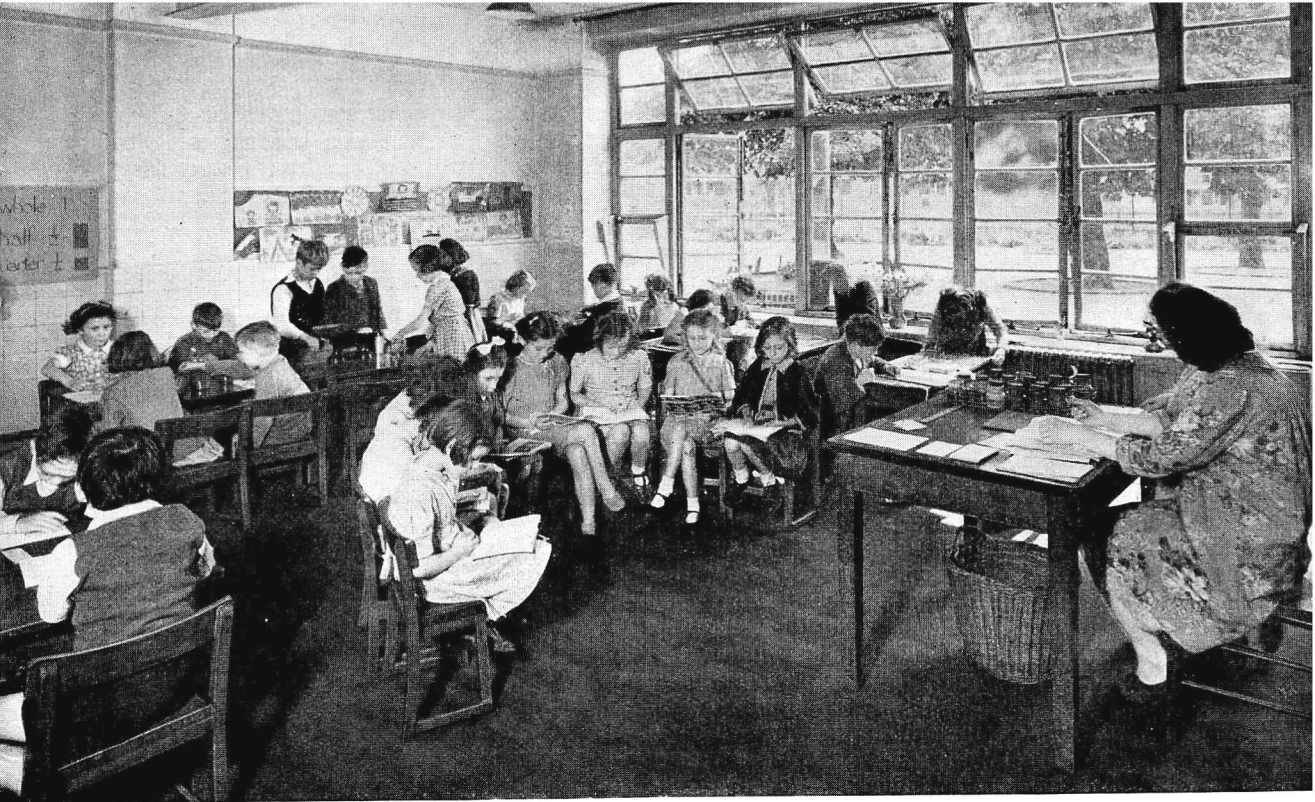




*Pupils—about 1800. A British school. One master and boy monitors. Note the playthings hoisted out of reach*



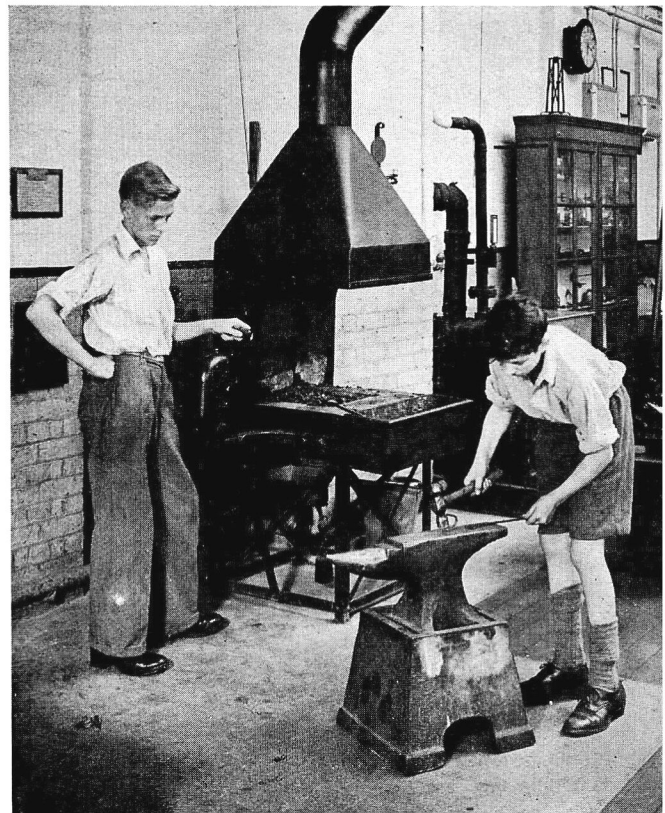
*Pupils—1906. The writing lesson—60 children in a class*



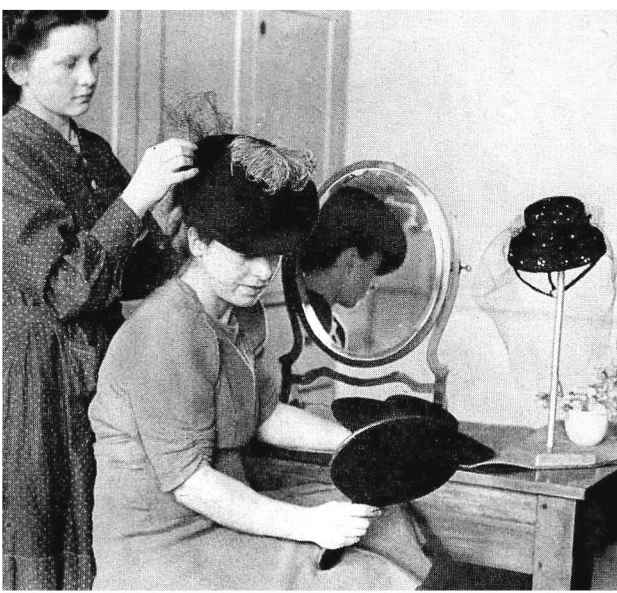
*Pupils—1947. The modern idea*

the gap has gradually closed. Two innovations led to this change. One was the rapid development of a scholarship system under the L.C.C. which replaced the School Board as education authority under the 1902 Act. The other was the granting of power to the education authority (under the same Act) to set up secondary schools and to make grants to endowed secondary schools which rising standards might have driven to charge fees too high for the ordinary parent. So the secondary schools, county and aided, came into the public system. The distinction between free and fee-charging schools remained, though by means of scholarships which carried the most promising boys and girls from the elementary to the secondary schools at the age of eleven, and the increasing readiness of parents in comfortable circumstances to send their children in early years to elementary schools, the free and fee-charging

*Central school boys at metalwork*

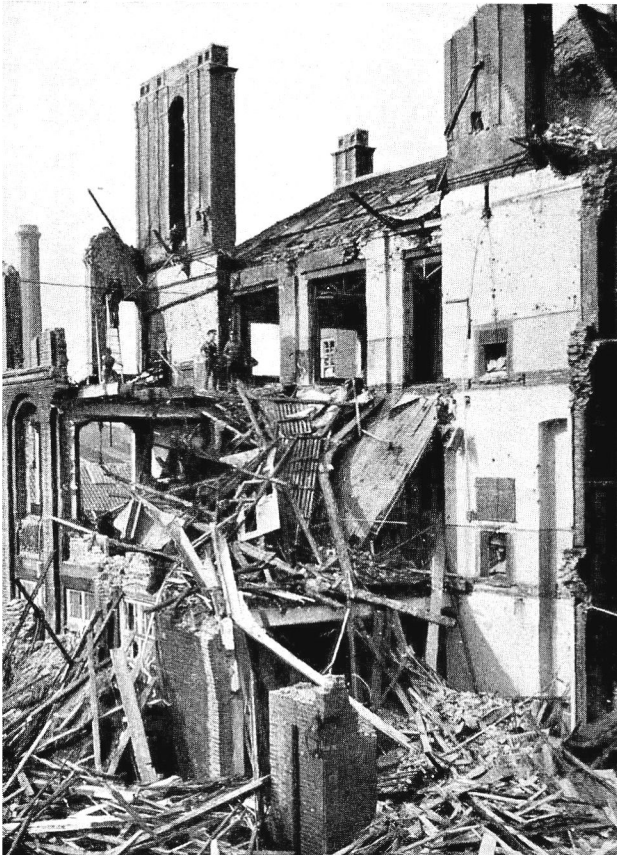






*Millinery in a junior technical school*

*What the war did to some schools—*



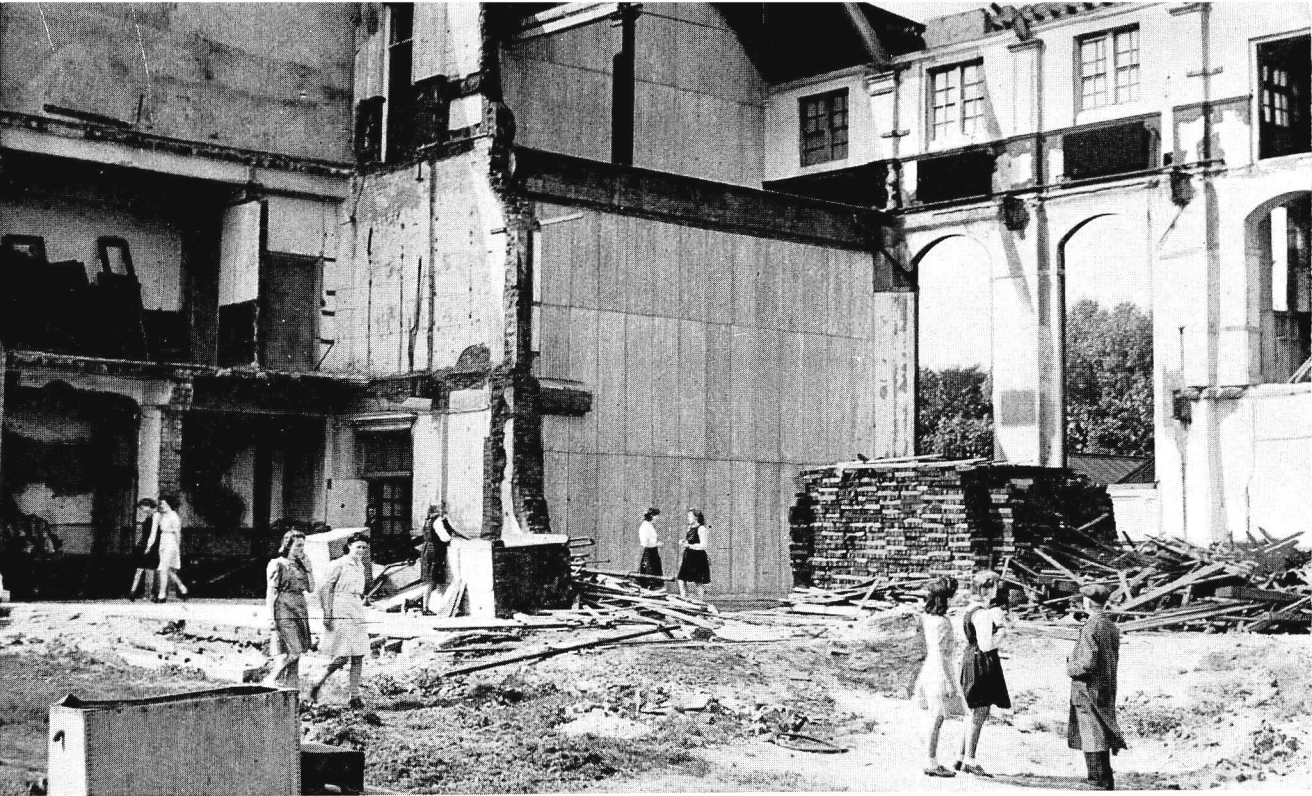
schools came by degrees to serve very nearly the same population, one brother going to the elementary school, one to the secondary, one girl to the County Secondary School for Girls and her friend next door to the L.C.C. elementary school round the corner.

By building new secondary schools for boys and especially for girls the London County Council filled many gaps and made room for many more children. It did more than that—it supplemented secondary education by creating central schools at which boys and girls could remain until they reached the age of sixteen and receive a more practical kind of education. These schools, which took the place of a number of “higher grade” schools set up by the School Board for London, gave an added dignity to the elementary schools and were in fact a practical recognition that some pupils of secondary school age might be better suited to a course of study different from that given in the conventional secondary school. At the same time technical institutes and polytechnics developed junior technical schools in which boys and girls of thirteen to sixteen went on with their general education and were trained also in a special craft (building, engineering, needlecraft, etc.).

It should be easy to see the direction in which all these changes were leading. There is, however, one more pointer—a change that began before the last war. At that time while there were many schools with junior and senior departments (ages seven to eleven and eleven to fourteen) there were also many all-age schools (seven to fourteen). The new scheme was to do away with all-age schools and substitute separate schools or departments for juniors and seniors.

This task was almost finished when the war came and with it evacuation, widespread destruction and a complete halt to all material progress. And before London education had recovered from the blow the Education Act, 1944, was part of the law of the land pointing the way reconstruction should take.

This is no place to explain the Education Act in detail. It will be enough to show how it has called for the London School Plan and what it requires the Plan to set forth.



*—but these schools carried on*



## THE EDUCATION ACT 1944

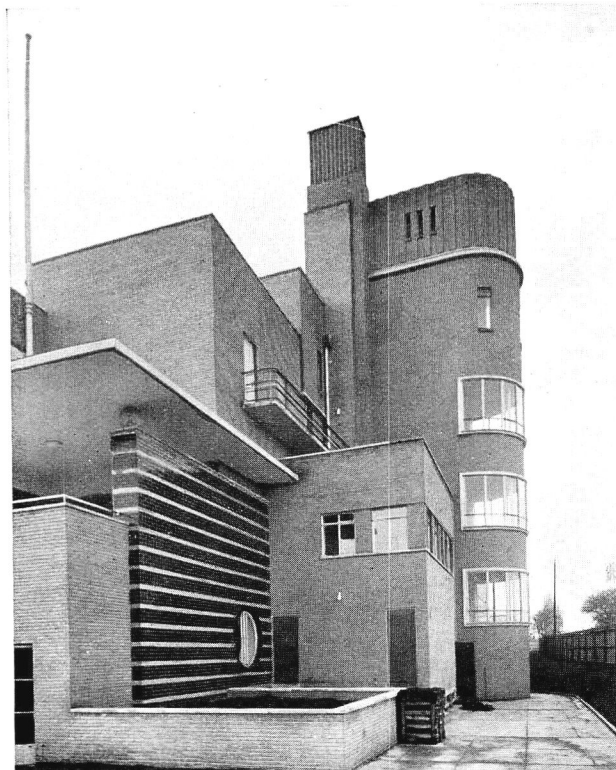
THE three most important changes made in our education system by the Education Act, 1944, are (1) a longer school life, the upper age of compulsory attendance being raised from fourteen years to fifteen years with a further rise to sixteen years promised when conditions permit ; (2) a new straightforward system of primary schools and secondary schools in place of the old complicated system of public elementary schools (which included central schools) secondary schools and junior technical schools, and (3) a system of county colleges for the part-time education of all young people under eighteen years of age who have left school. The age of compulsory attendance was raised to fifteen on 1st April, 1947. The establishment of county colleges will be part of a scheme for further education now being prepared. Schools are already classified as primary or secondary and the main purpose of the London School Plan is to set out the list of schools the Council considers it will need in the future and the improvements it proposes in order to make them fully worthy of the place they will have to take in the life of the community. The Plan has also to show what the Council is going to do to provide for children under five years of age, for pupils who, by reason of some handicap require special educational treatment, for boarding schools, for the transport of pupils to and from school, and for playing fields. These matters will all be discussed in this booklet. Before starting on the story, a word or two must be said about primary and secondary schools.

The primary school is a school suitable for junior pupils, that is pupils under the age of twelve. The secondary school is a school suitable for senior pupils, that is pupils over the age of twelve. Your son (or daughter) must remain in a secondary school until the end of the term in which he reaches the age of fifteen ; he may remain until the end of the term in which he reaches the age of nineteen. If you wish your child to stay at school after his fifteenth birthday the L.C.C. will continue to provide him with suitable education. All schools for pupils over the age of twelve are now secondary schools, all are concerned to do the best they

can for the pupils in their care, and all are looked upon as equally important by the Council. We can go further than that—the nursery school (age two to five), the infants' school (five to seven), the junior school (seven to eleven), the secondary school (eleven to fifteen or more) are all equally important. It is essential to realise this now while so many of our new secondary schools are still in old elementary school buildings with classes that are still larger than those in the old-established secondary schools. Improvement cannot be made at once. The London School Plan will take a long time to complete and it is not easy to make a quick start because labour and materials are short and are wanted for a time for housing, and because text books and all kinds of school supplies are hard to obtain. But the Council, its administrative staff and, above all, its teachers are doing all in their power to move with the times, and to refuse to be depressed by material surroundings that are a continual reminder of the old system.

The Education Act, 1944, makes many references to parents. It makes it the duty of parents to see that their children receive full-time education suitable to their age,

*An old school (founded 1699) in a new building (built 1936)*



ability and aptitude, and it provides that pupils are to be educated in accordance with the wishes of their parents "so far as is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure." In this a wise parent will seek the advice of the head master or the head mistress of the school his child attends. The parent has the right of choosing the school his child shall attend and of asking for boarding education for his child. In either case, of course, he must satisfy the local education authority that the granting of his request is in the child's best interests, that it is practicable and not extravagant. And he may, if he needs it, get help in money towards school expenses (e.g., for school uniforms) or, when the pupil is over fifteen, a money grant to help him to keep the child at school. These are important rights and should be understood by all parents.

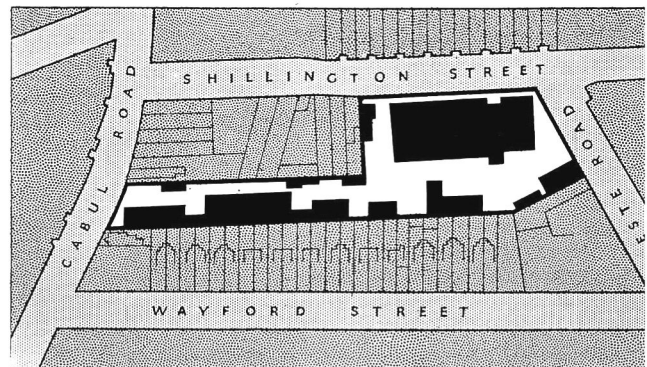
## OLD SCHOOLS

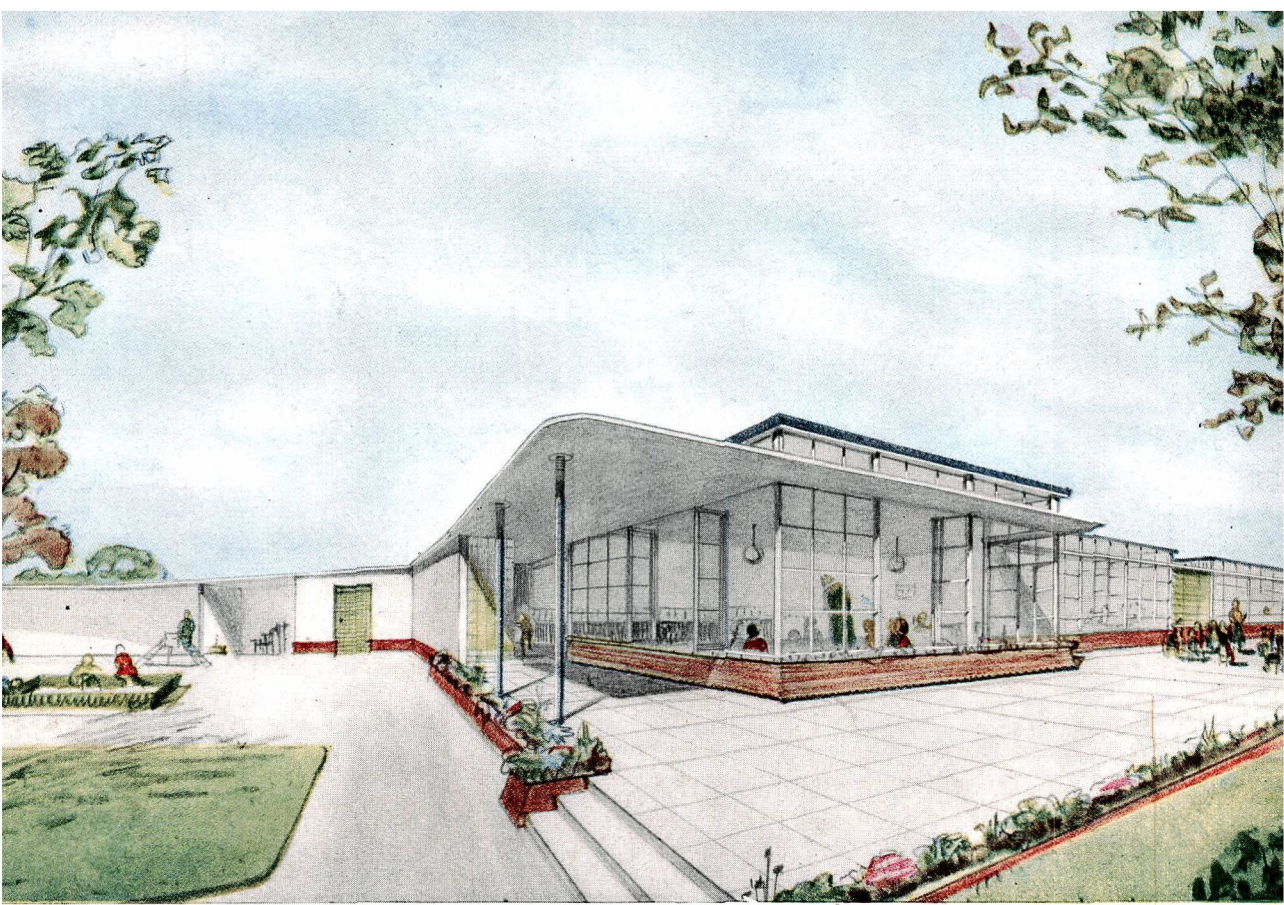
THERE is nothing wrong with an old school as such. It may be an old school in a new building. It may combine the best of the old tradition with a readiness to try new ways and new ideas. But if it is housed in an old building its work is bound to be seriously handicapped. An old building with too little light and air, too little playing space, unsuitable classrooms, and too few practical rooms can have no place in the London School Plan. Indeed the Minister of Education has made regulations in these matters, and not even the newest of London's schools satisfies them entirely. That does not mean that some of London's schools are not very good indeed, but simply that even the best does not come up to the Minister's new high standards.

Few London school buildings, however, are new and most of them are old. Nearly half were built before 1904 and only one in nine since the first World War. Playgrounds are usually small and often of too awkward a shape to be of much use. All this has made preparing the London Plan a big problem but it has provided a great opportunity. It has removed the temptation to "make do and mend." There is nothing for it but a root and branch reform.



*This playground is too small and very awkward in shape  
So is that illustrated by the plan*





*A nursery school of the future*

## PRIMARY EDUCATION

EDUCATION provided for children under the age of twelve is termed, in the Education Act, "primary" and the earliest age at which primary education may begin is two years. The youngest children, those between two and five years of age, attend nursery schools or classes. The next stage is the infants' school where pupils remain until they are between seven and eight, when they pass on to the junior school where they remain until they are between eleven and twelve. The three stages are not necessarily in separate buildings. Various combinations are possible. For example, an infants' school may have a nursery wing, a school may be for infants and juniors, or all three stages may be combined in one school. Where an infants' school has a nursery wing, the minimum age of admission is not two but three years.

## NURSERY SCHOOLS

COMPULSORY attendance begins at five years, the age of admission to infants' schools. When we talk of compulsion we are using perhaps an unnecessarily harsh term. There was a time when it was needed, but in these days parents understand the value of the schools they themselves pay for in their rates and taxes and they send their children to them as a matter of course. Some indeed like them to go to school before the "compulsory" age is reached, and these children attend a nursery school or class.

The need for nursery schools was first recognised in poor areas and there was before the war a number of voluntary schools besides five L.C.C. schools in such areas, the voluntary schools being assisted with grants by the Council. The idea in setting up these schools was originally to

give the children the necessary medical care and supervision, good meals, and the happy social life they would find in a good home. In addition there were a few nursery wings attached to infants' schools similar in most respects to the nursery schools and a larger number of babies' classes for children of three to five years, many run on progressive lines.

During the war many war-time nurseries and nursery schools were set up to help mothers who were at work in factories and elsewhere. These were a great success and they helped to strengthen the view that nursery schools or nursery classes should be available for all children and not merely those in very poor districts. The new Education Act recognises this fact in making it the duty of a local education authority to provide nursery schools and classes.

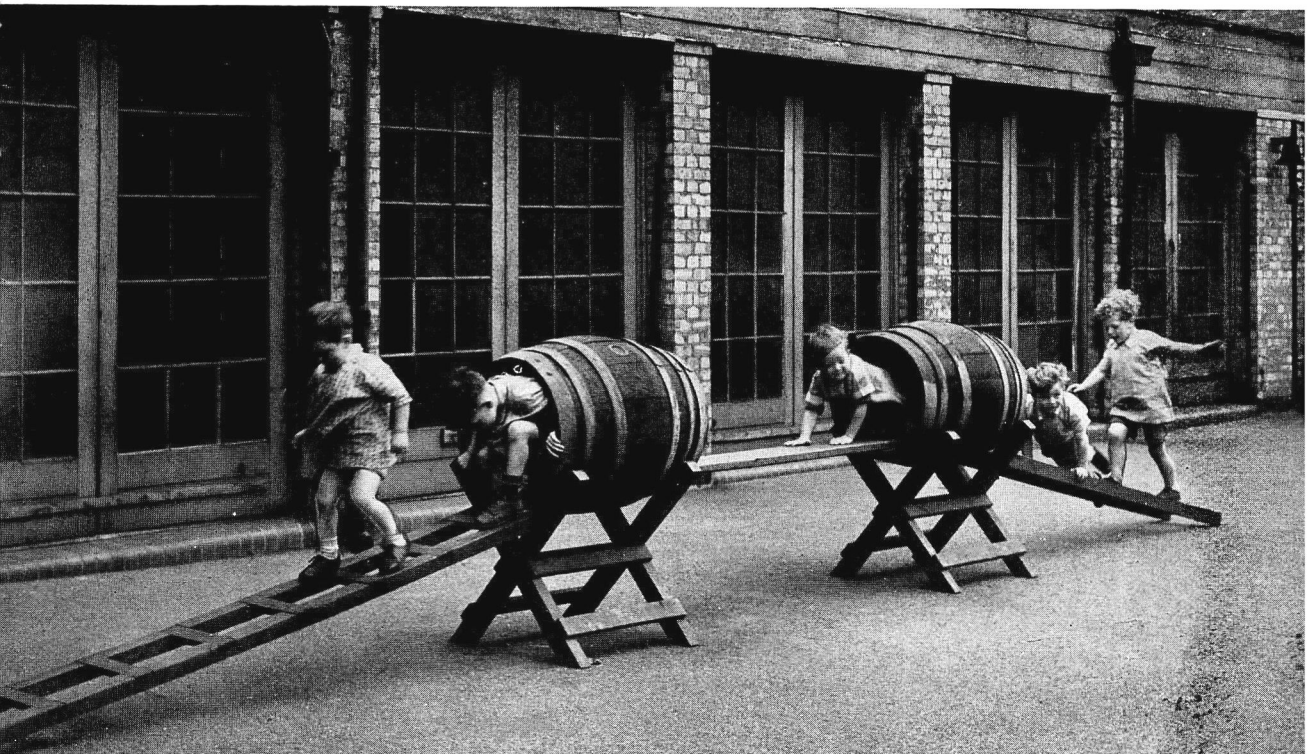
In order to decide how many nursery schools and classes will be needed some estimate has to be made of the number of children whose parents will wish to send them to school before they reach the age when they must, by law, attend. This

estimate is not easily made since parents send their very young children to school for various reasons.

The Council thinks that places for about half the children between two and five will be required and on that basis the Plan has been prepared, the schools and classes being so placed that one is within easy reach of every home. For the present, however, so many schools have been destroyed or badly damaged in the war, and so many places are needed for the children who are now to stay at school until they are fifteen that there is not nearly enough room for all those children under five whose parents wish them to attend.

There is already a small number of nursery schools including one or two built just before the war, and new ones are to be begun at once on new housing estates. Some of these will be in separate buildings and some will be built into blocks of flats with special play spaces of their own. This arrangement should bring the school and the home into the closest relationship with benefit to both.

*Free activity in the open air*





*... sand, water and other materials*

The nursery school or class not only provides conditions that approximate to a good home—it is something more than this. It is an *enlargement*, an extension of the home environment and family circle; a place where the child can make new social contacts with other children and grown-ups; a place where he can enjoy new experiences more varied than the average home can provide.

In such a school a child can enjoy free activity in the open air or playroom with a variety of carefully chosen play material. He has opportunities for acquiring good physical habits and self-control; he learns to be self-reliant and independent; to be obedient and co-operative.

Special diet, medical supervision, regular rest and sleep in the open air or in the open air classroom, ensure his physical well-being and healthy development.

There are no formal lessons in the generally accepted sense in the nursery school but the young child is really educated there. The foundations are laid for his mental, physical and social development in this carefully prepared environment, where he is supervised by specially trained teachers.

It is here that he learns to understand and use his mother tongue and learns how to interpret the life that goes on around him through the medium of his dramatic play; it is here that he has opportunity to express his thoughts and feelings through play with sand, water and other materials.

*The beginnings of handicraft*



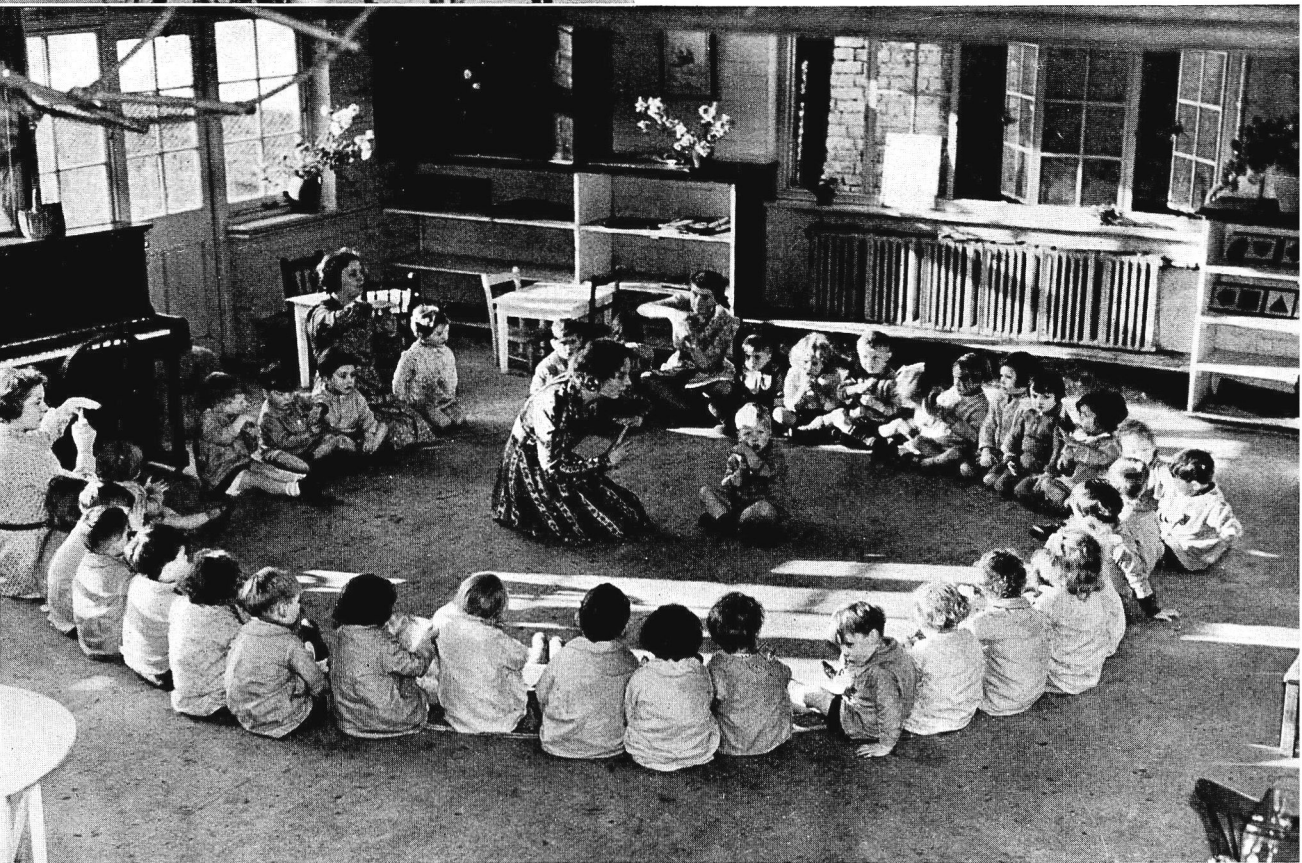


*Physical well-being*





*Industry*



*Co-operation*



*Self-help*

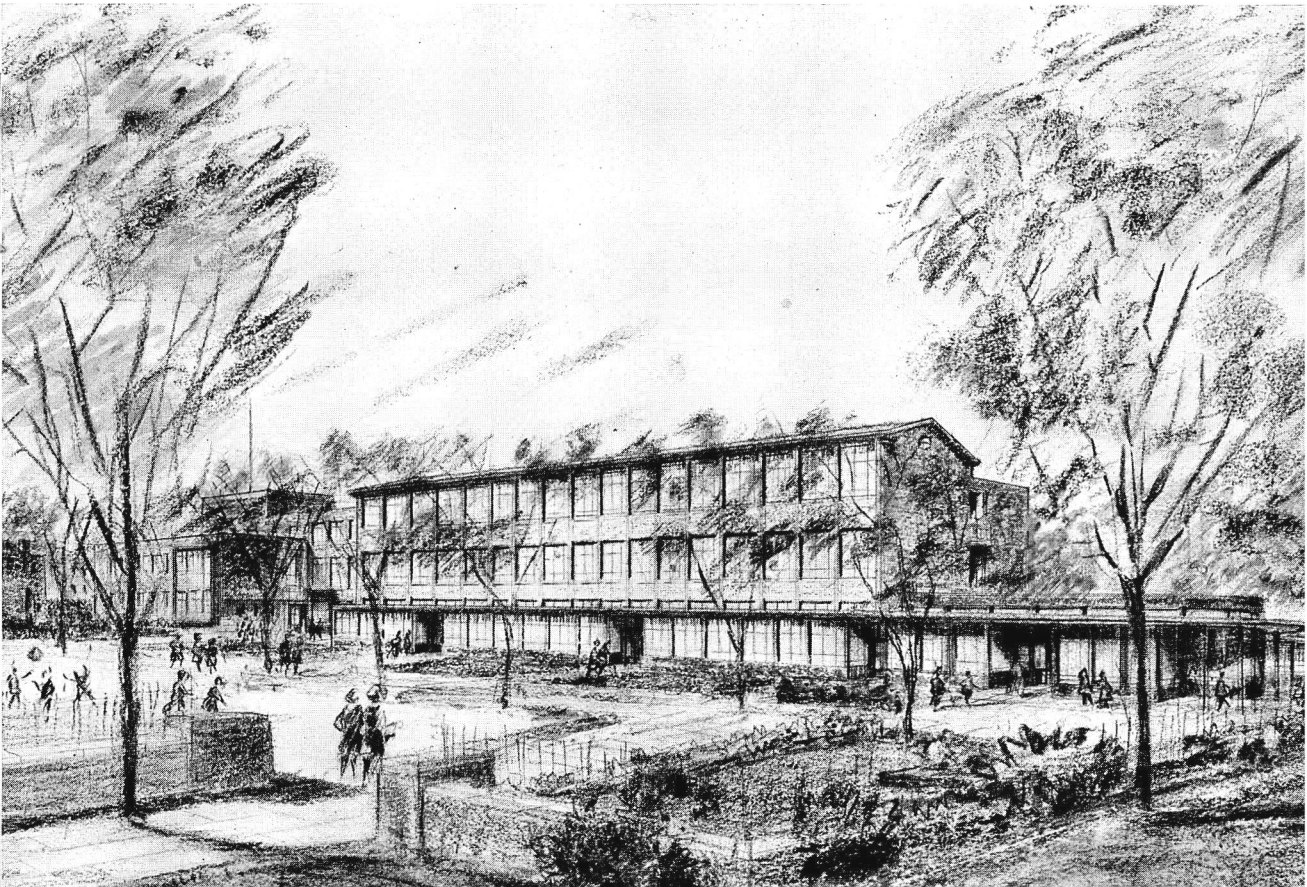
## PRIMARY SCHOOLS

THE modern nursery school and class are still something of a novelty, though their forerunner, the babies' class or kindergarten is familiar enough. The infants' school and junior school need no introduction. Although almost all these schools have too little play space and more or less unsatisfactory buildings, on the whole they are less handicapped in these ways than the secondary schools, which need opportunities for a greater variety of education. Many primary schools now share buildings with secondary schools. This arrangement is no longer permissible and the Council is already separating them wherever it conveniently can. Some parents for sentimental or other reasons do not like this reorganisation as it is called, but it is in the interest of the children. That is, however, only a first step and the London School Plan seeks to provide primary schools not only with separate, but with better buildings on sites that are more suited to their needs. For

most of them this will mean a new building though here and there an old school can be brought up to date. The playing space too is usually small and awkward in shape. Much larger sites will be needed. A great many will have to wait until the new secondary schools are built so that the sites now used for senior pupils can be given over to primary schools.

Young children cannot take a long journey to school and they ought not to have to cross busy traffic routes. The new primary schools must, therefore, not be too far apart and they will not be very big. Each building will as a rule house an infants' school and a junior school. The size will vary according to local circumstances but it is not likely that any school will provide places for more than say three hundred and fifty pupils. English infants' schools have a high reputation amongst educationists everywhere and London infants' schools have long been recognised for their quality.

*Design for a primary school*





*Industry in the infants' school—making a shop*

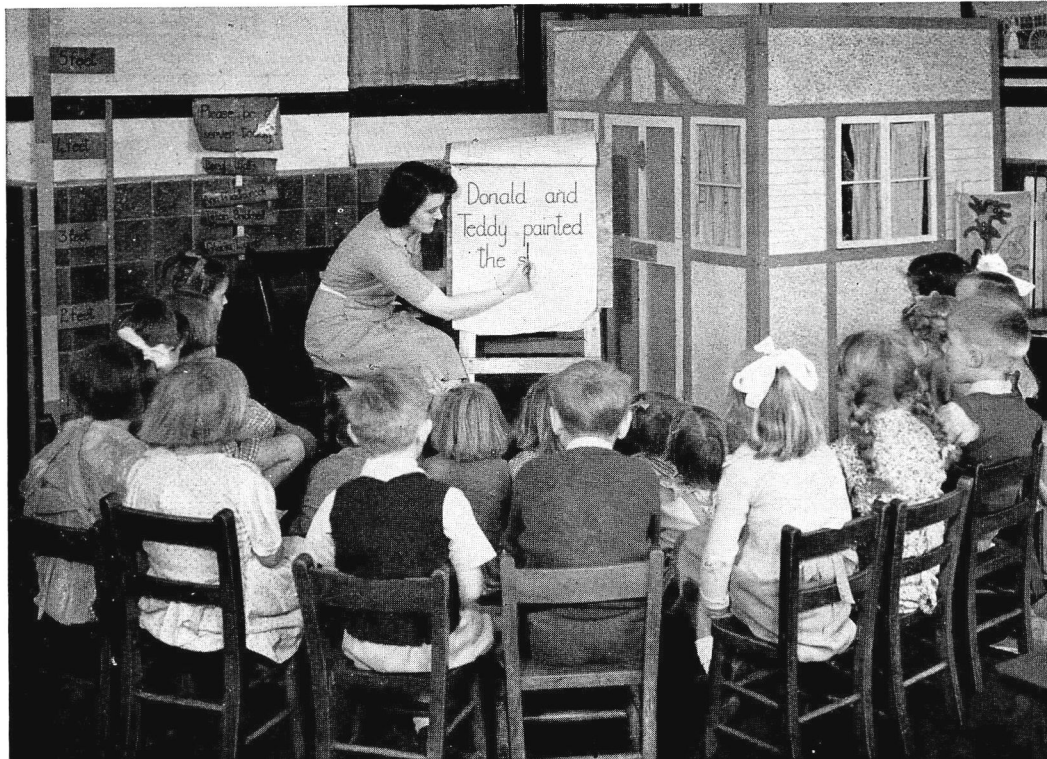


The child enters the infants' school at the age of five years. Work in this school is planned to carry on the kind of education begun at the nursery school stage. It is, however, modified in character to meet the developing interests of the child between the ages of three and seven years. Much of the time is still spent in play activities in which the child's growing intellectual interests are revealed and satisfied, but at the same time he begins to learn to read, to write and to use and understand numbers—the skills upon which later education in the junior school depends. Thus the infants' school continues and develops the activity programme introduced at the nursery stage and so strengthens and broadens the foundations of education.

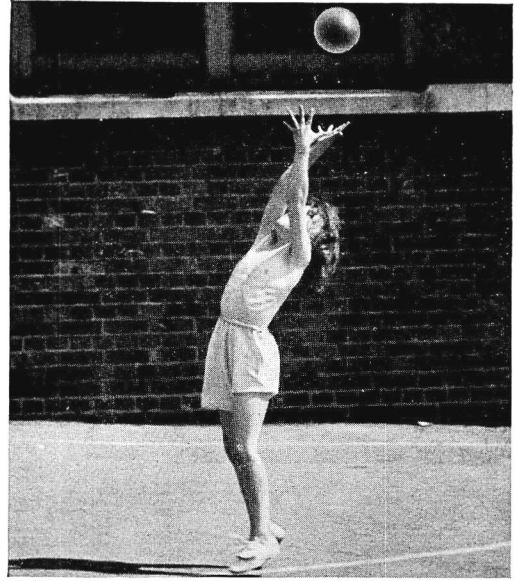


*Commerce in the infants' school—learning to buy and sell*

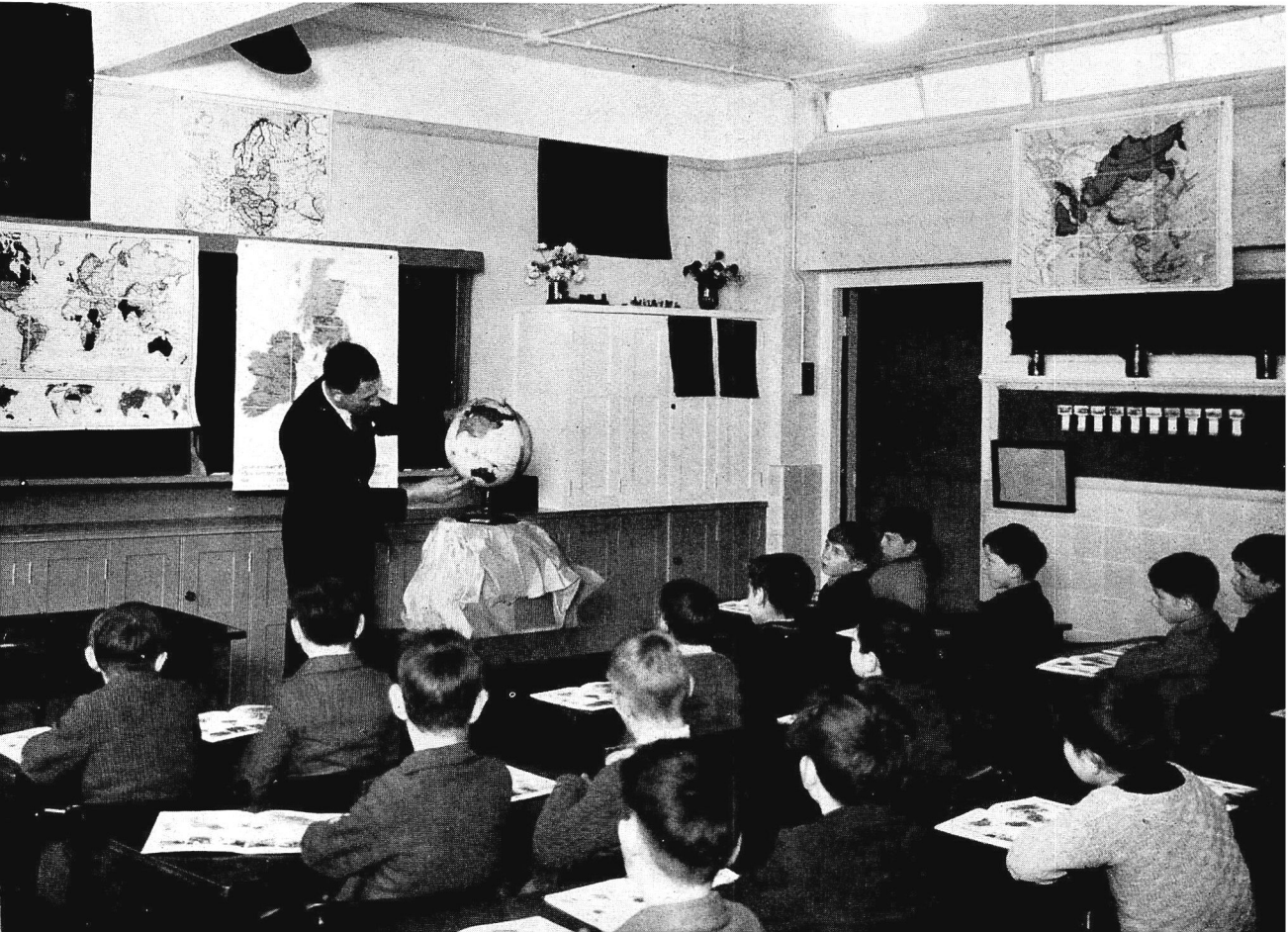
*Reading lesson*



The junior school period is the time when good foundations should be laid on which further development can take place. But there should be no sudden break or change in method since education, like growth, is a continuous process. So in the junior school the work begun at the nursery and infants' stage is continued and developed. This is done in various ways. The child is helped by suitable activities, books and instruction to satisfy his intense intellectual curiosity, constructive impulse and desire for knowledge ; to perfect his skill in reading, writing and the simple processes of arithmetic ; to express himself in speech, dramatic work, art and music ; and to satisfy his intense love of and need for all kinds of physical activity through games, physical exercises, swimming and the like.



*In the junior school*





*Making a model*



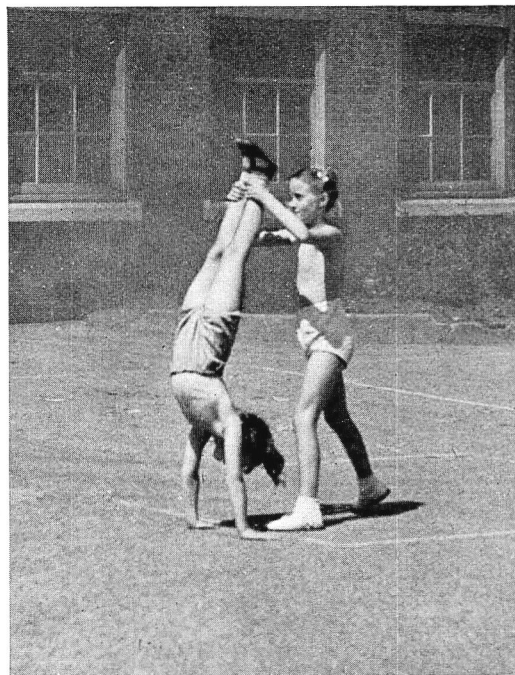
*Making music*



*Making a pattern*



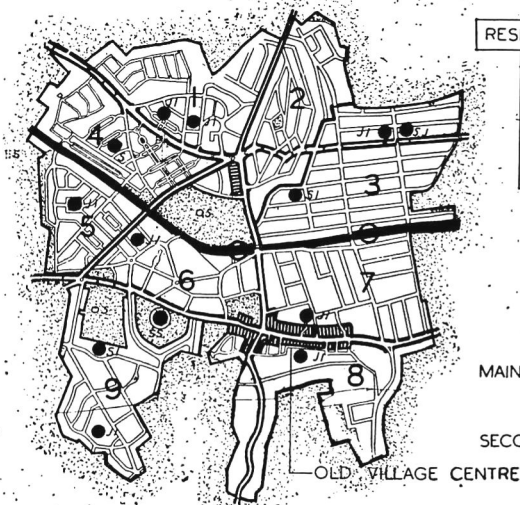
*Games and exercises in the junior school provide all kinds of physical activity*



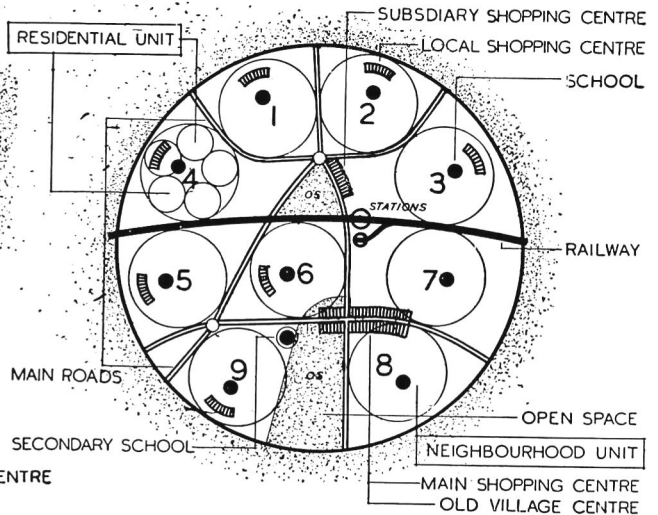
# THE LONDON SCHOOL PLAN AND THE COUNTY OF LONDON PLAN

BEFORE we go on to discuss secondary schools it will be convenient to explain how the London School Plan fits in with that great scheme for replanning London, known as the County of London Plan, which was approved by the Council in 1945. Careful account has been taken of the position of main roads proposed in the County of London Plan, of the position of residential districts and of the number of people it is expected will live in each district. In the County of London Plan the county was divided into a number of communities, each with its own shopping and civic centre. These communities are made up of groups of neighbourhood units chosen after careful examina-

tion of the way London has grown by the gradual linking of villages and centres of population. An example is illustrated below. Each neighbourhood unit will have its own primary and nursery schools. Secondary schools are, as a general rule, planned to serve the larger community areas, and the buildings will contain large halls, gymnasiums, etc., which will be of use to the community for concerts, dramatic work and other social purposes out of school hours. Some parents for special reasons will wish or find it necessary to choose a school in another district and if they have good reason they will be able to do so. Most, however, will find it convenient and proper to send their children to the schools nearest their homes, and the Council in placing the schools and in deciding their size has taken care that the London School Plan is in fact what it should be—a part of the main County of London Plan.



NEIGHBOURHOOD UNITS AS EXISTING



DIAGRAMMATIC ANALYSIS



## SECONDARY SCHOOLS

TO return to the main story, let us now remind ourselves of the various groups of schools that now rank as secondary. First, there are those that have long been familiar as secondary, or grammar, or high schools. Pupils as a rule attend these schools until they are at least sixteen years of age and some remain until they are eighteen or nineteen. These schools have always been very attractive and by granting scholarships the Council has helped the brightest children in the elementary schools to transfer to them. They have had better conditions generally than the elementary schools and above all smaller classes, which are a great advantage. Until 1945 they charged fees but no longer do so if they are conducted by an education authority or receive a money grant from one.

Secondly, the former junior technical schools for boys and girls, the junior art schools for boys and girls, and the home training schools for girls, all give a general education which includes special training in a particular craft; they are usually housed in a technical institute, polytechnic or art school. Pupils enter between the ages of thirteen and fourteen for a three-year (sometimes two-year) course. They are specially equipped for their work and the classes are small. Formerly fees were charged in these schools, but they are now free.

Thirdly, there are the former selective central schools for boys or girls or both entering at the age of eleven and remaining for four or five years. These schools give a general education which includes some practical training in technical work or commerce. Education in these schools has always been free.

Fourthly, there are the former senior schools for pupils entering at the age of eleven and now remaining until the age of fifteen—these schools provide a general education.

The senior elementary schools, like other schools, differed one from another—some were better, some worse—but on the whole they fared worse than the other three groups. In these schools larger classes and the fact that their pupils remained as a rule

for only three years handicapped the teachers, and though there were some very good senior schools, in the main they laboured in an atmosphere of inferiority. These schools, despite their handicaps, are doing good work and it may be confidently expected that in the years that must elapse before the new secondary school buildings are ready, the existing schools will benefit greatly by the encouragement and opportunity already given by the Education Act in recognising them as secondary schools and extending the school life of their pupils. During this period the Council will help by the provision of new practical and science rooms and by reducing the size of classes as opportunity occurs.

The task of the Council in preparing its Plan has been to substitute eventually for the old system of four different kinds of school, each with a different standing in the eyes of the public, a new one in which all secondary school pupils will have equal advantages (allowing for a necessary variety of instruction) in staff, equipment and buildings, and to do this in such a way that parents and ratepayers will recognise that all are equally valuable in their several ways and that each is providing in the best possible way education suited to the age, ability and aptitude of its pupils.

The Council considered three possible ways of doing this—*One*: to do what many authorities have decided to do and set up three kinds of secondary school, grammar, technical, and modern, corresponding more or less with the kinds of school already existing. Had the Council chosen this course most of the central schools would have been grouped with the senior schools.

This method is really an attempt to make the best of the old system without disturbing it too violently. The old system served very well the most able pupils and a few, though not enough, who wanted to enter a practical calling, but it cannot be said that it served equally well all the young people of the community. It was a system of choosing pupils for schools rather than schools for pupils which, if continued, would add to the problem of choosing pupils for grammar schools and technical schools, that of choosing pupils for modern schools.

How could such a choice be made? Would not the modern school pupils tend to be only those who could not get into grammar or technical schools? If in fact there were three kinds of child, the grammar school child, the technical school child and the modern school child, choosing the modern school child should be possible. Glance again at the first section of this story—Flash Back—and ask yourself whether the three types of school have come about because these are the kinds of school that children need or because they just happened in the slow growth of our educational system.

The Council has considered all these questions and has decided that in a reformed system there is no place for the modern or senior school as a separate school, for such a school would be thought by parents to be inferior because it took only those who could not get into other schools.

*Two*: This brings us to a second system adopted in some parts of Canada. In this there are two kinds of secondary school—one the grammar school, the other a vocational high school which while giving a general education prepares its pupils for some future occupation in commerce or industry. This arrangement has its difficulties, though it would avoid the modern school.

Children go to a secondary school when they are about eleven, and this is too early to decide a child's future. Would it, therefore, not be better to start the children off all together putting them in trial groups, as it were, giving them more or less the same kind of education for a while until, when they are a little older and their aptitudes are better understood, they can be more surely set on the right path? The Council's answer to this question is that it would be better and it has therefore chosen—

*Three*: To set up a system of schools each of which will contain pupils of all kinds of ability and aptitude. These "omnibus" schools are sometimes called multilateral, comprehensive or cosmopolitan. The L.C.C. has made its decision in these words:—

That the Plan should aim at establishing a system of Comprehensive High Schools throughout the Administrative County of London providing for all pupils equal opportunity for physical,

intellectual, social and spiritual development which while taking advantage of the practical interests of the pupils should make the full development of personality the first objective.

## THE COMPREHENSIVE HIGH SCHOOL

THE Council's decision was not taken without careful examination and discussion of the pros and cons of the schemes described in the last section and as you may imagine the comprehensive high school has problems of its own. One important question is its size. It is easy to see that a school no bigger than those we are used to cannot easily provide the fullest opportunities for all the great variety of children's needs. It would, for example, especially at the top of the school, have to have special teachers and quite elaborate equipment for a number of small groups which might be very small indeed. This arrangement would not only be very expensive and call for very many teachers but it is doubtful whether it would be in the children's best interests. It is well known that classes can be too large: it is equally true that they can be too small. The school must, therefore, be large enough for the top forms (boys and girls between fifteen and eighteen years of age) to be of a reasonable size. The problem can perhaps be best explained in this way. If it is desired to collect together in a school enough pupils of all kinds of ability and aptitude to provide enough able pupils of the academic type to make a good strong sixth form, the school must have not only all the pupils in an ordinary grammar school (say 500) but also all the children in the same neighbourhood who thrive best on more practical education or who do not wish to remain so long at school or who for some other reason would not find that kind of study suitable. That means another 1,000 children, more or less according to the neighbourhood. Accordingly the new comprehensive high schools will be built for between 1,250 and 2,000 pupils. A school of this kind would of course expect to have not only a good sixth form of pupils of academic bent but also strong sixth forms doing advanced practical work.





*... or scientific studies carried to a high standard*

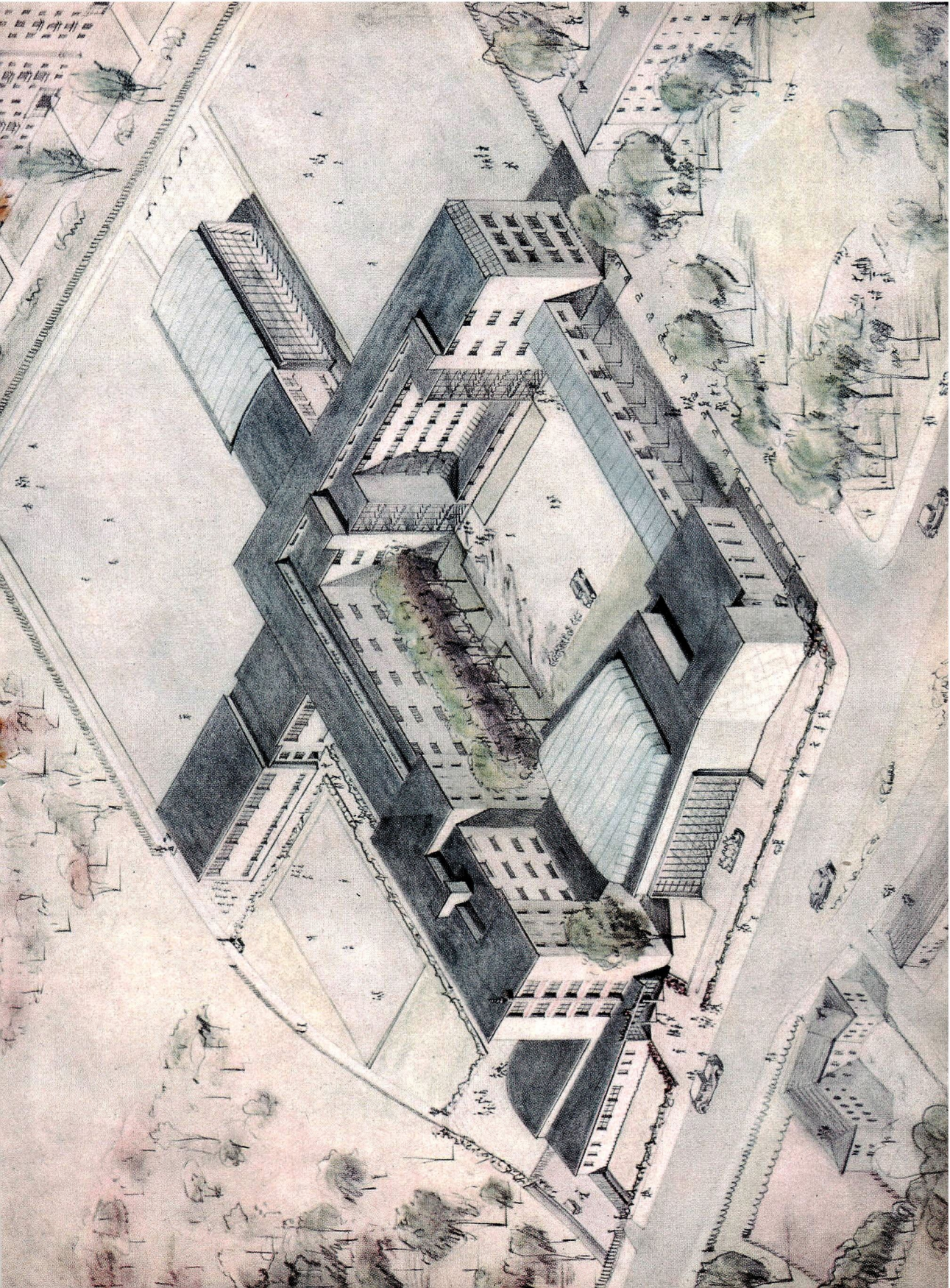


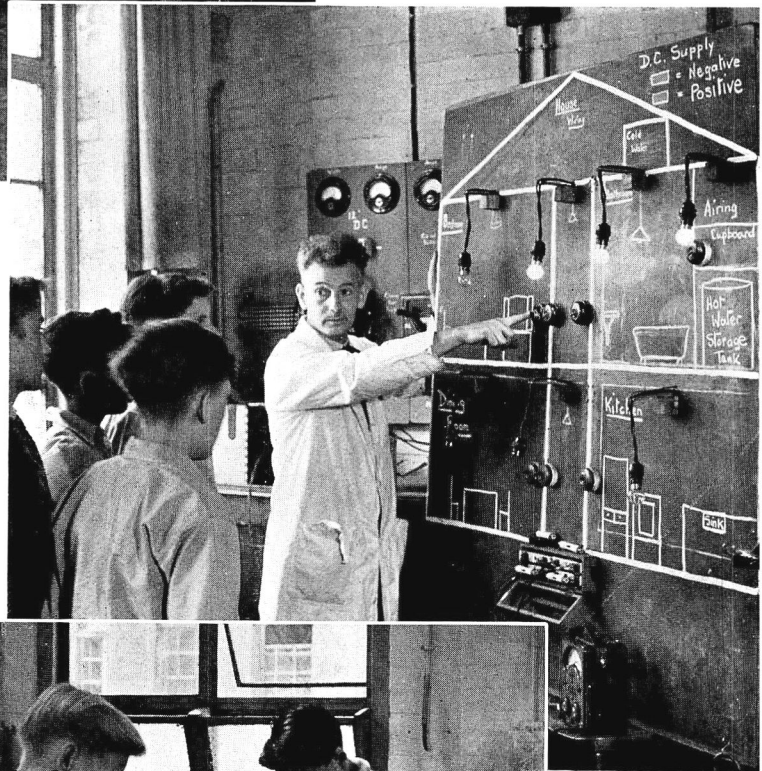
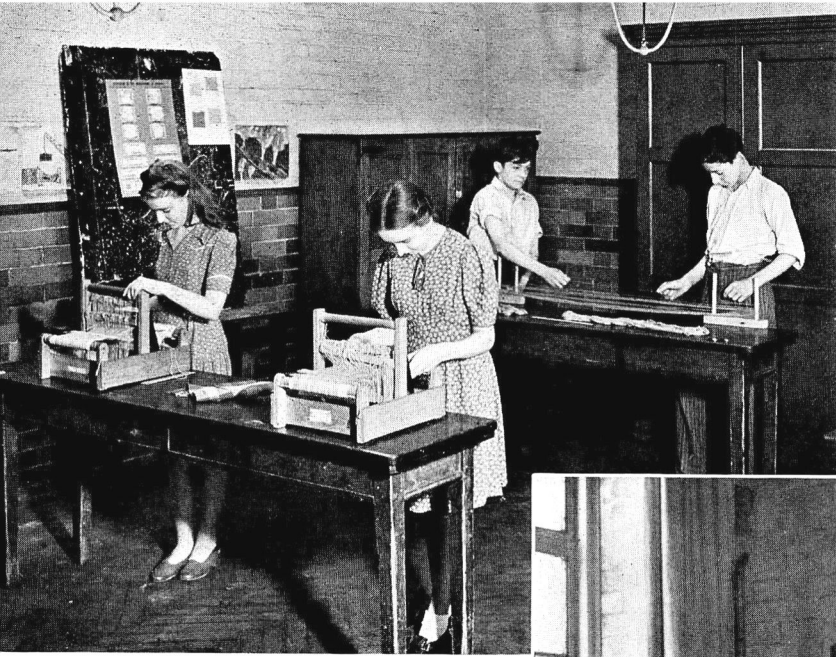


*Physical training will be continued  
(wherever possible in the open air)*

*Opposite—Design for  
comprehensive high school*





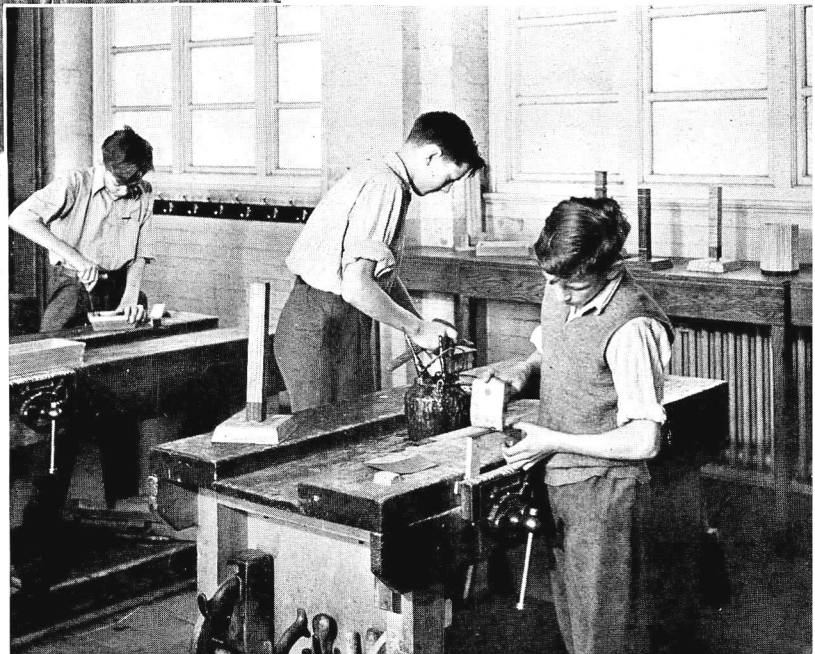


*Some pupils will be . . . .*



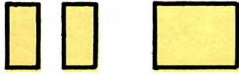
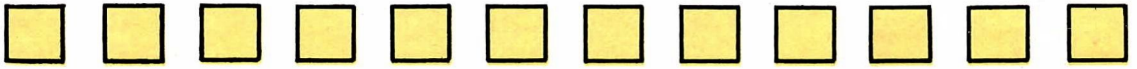


*... happier in practical work*





# CLASS ROOMS & ROOMS



VI. FORM GENERAL



NEEDLEWORK



DRAWING



ARTS & CRAFTS



# SCIENCE



LECTURE ROOM

LABORATORIES

WITH PREPARATION ROOMS

# PRACTICAL

(FOR A SCHOOL SPECIALIZING



STORE ROOM



ELECTRICAL SHOP



ENGINEERING SHOP



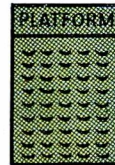
WOODWORK SHOPS



METALWORK SHOPS



**THIS DIAGRAM** SHOWS THE ACCOMMODATION IN A TYPICAL **COMPREHENSIVE HIGH SCHOOL** FOR 1250 BOYS AND GIRLS. IT IS MERELY A DIAGRAM AND IS NOT MEANT TO SHOW THE POSITION OF THE ROOMS



SMALL HALL EQUIPPED FOR STAGE PERFORMANCES

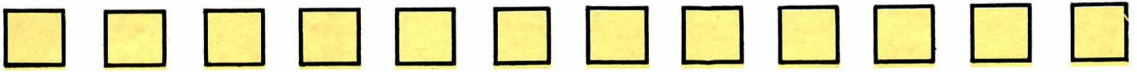


GYMNASIUM



LARGE HALL WITH PLATFORM FOR ORCHESTRAL PERFORMANCES

# FOR SPECIAL PURPOSES



ARTS & CRAFTS

TYPEWRITING

GEOGRAPHY

MUSIC

MUSIC PRACTICE

# ROOMS



LECTURE ROOM

LABORATORIES

WITH PREPARATION ROOMS

# ROOMS

IN SAY, ENGINEERING & CATERING )



ADVANCED COOKERY

DOMESTIC SUBJECTS (COOKERY & LAUNDRY)

DOMESTIC SUITES



ASIA

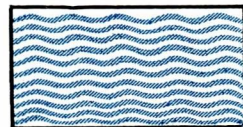


HALL

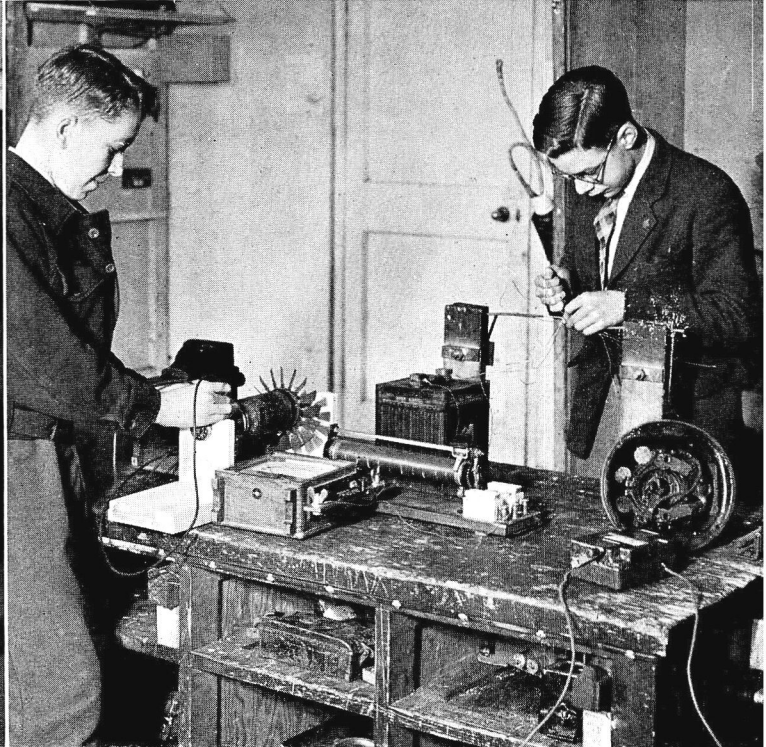
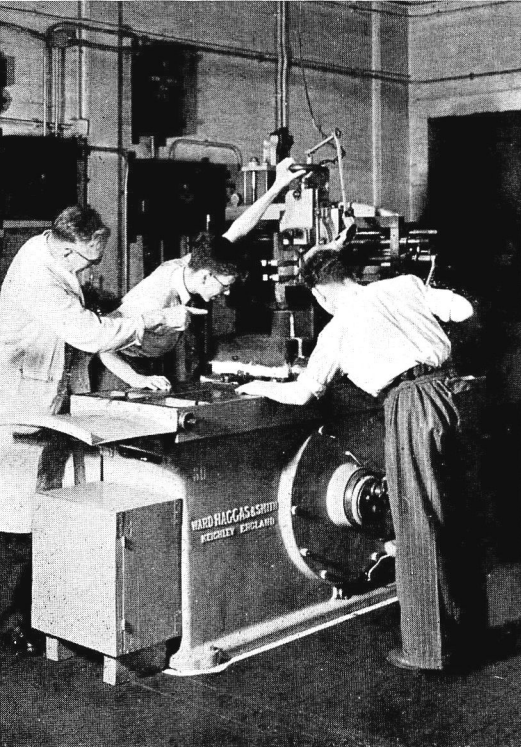
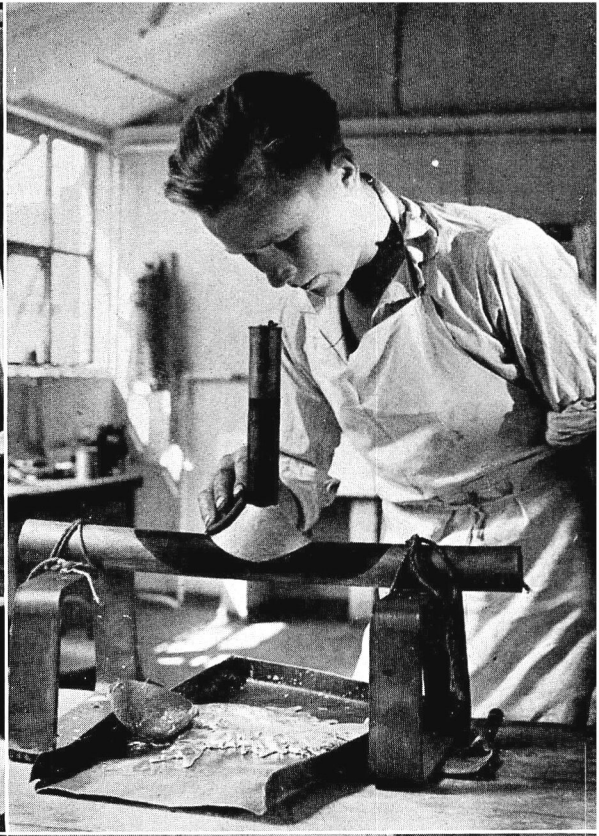
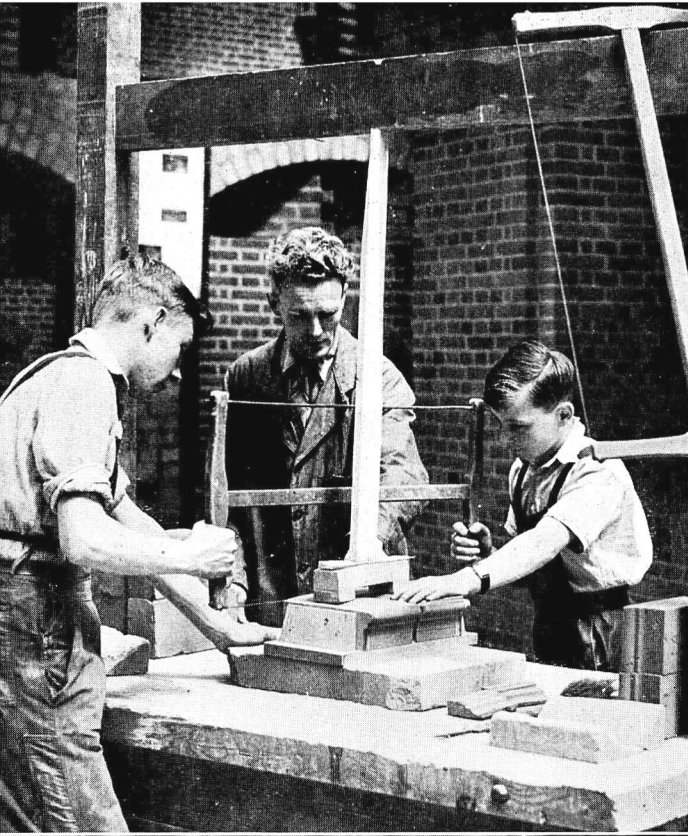
FORM FOR PERFORMANCES



LIBRARY WITH ADJOINING ROOM



THERE MAY ALSO BE A SWIMMING BATH



*There will be technical education for boys . . .*



... and girls. Commercial education will be available in every school



*Children will develop their individual talents in art and crafts*



It is often said that in a school of this size it is not possible for the principal or head to know personally each pupil in the school. To this it may be answered that the head would make sure at least that every pupil knew him and that every pupil should come under the direct and continued interest of some responsible member of the staff. The very important personal touch will not be lost, though the personal influence of the principal of the school will for many pupils be indirect.

A large school will, of course, be divided into smaller sections within which the older boys and girls will act as prefects, and in sections in which most are to be expected to leave at the ages of fifteen there should be room for prefects in their last year of schooling. By this means the chances of exercising power of leadership and of taking responsibility should not be fewer than they are in smaller schools.

A particular advantage of the comprehensive high school is that it does away once and for all with the idea that one kind of secondary school is better than another. The best secondary school is the one in which every pupil, whatever his capacity,

receives the education best suited to his needs. It should not be thought that in such a school the most able pupils will have fewer opportunities than they had under the old system. Their opportunities should be greater, and the ordinary boy or girl who has perhaps been rather overlooked in the past will be far better served. Transfer from one line of study to another at any age will be easier within the school than it would be if it meant leaving one school and going to another, and any mistake at the ages of eleven and thirteen, when decisions are now generally taken, can very easily be rectified.

If you are the parent of a child who some day may go to one of these comprehensive high schools you will want to know something of the education they will provide. The schools will cater for many kinds of aptitude, for the "bookish" and for the practical mind, and for each there will be a balanced course of study. The bookish need some practical work and the practical cannot get along without books. Every pupil will have his studies shaped in the direction suggested by his abilities and interests, account being taken in the later years of his school life of the career he is destined for, in the professions, in industry or in commerce. He (or she) will not, however, necessarily be trained for a particular calling. If, for example, he is to be a mechanic, his education will help him to become one but it will not try to turn him out a complete motor mechanic or an electrical engineer. He should, however, leave school able to use his hands and brain together and should have a knowledge of the fundamental science underlying his craft. For those who remain at school after the compulsory school age there will be advanced studies leading to the university or the professions, and not only what are often called the learned professions. Arising out of the practical side there should be advanced work opening the way to professions of industrial importance.

It will have been realised no doubt that the work now done in the technical secondary schools (formerly junior technical schools) will in the main be done in the new comprehensive high schools when they are built, and

it will be carried to a high standard under expert teachers as it is now. In what may be called the basic occupations, building, engineering, needlecraft, catering, home-making, commerce and some others the whole of the work will be done in the new schools. There are some kinds of crafts, however, that will be better taught in a school of art. Examples are art (for a livelihood), book production, including printing, silversmithing. Pupils with the necessary flair or interest who propose to take up these callings will remain in comprehensive high schools for their ordinary work but will do their specialised work in a school of art.

While the large comprehensive high schools can provide a much wider range of opportunities than the smaller type of school of today, it will not be possible, even in the largest, to provide for every choice. For some important courses demanding rather special instruction and equipment the number needing them will be small in any one school, though the total number in London may run into some hundreds. Nautical training is perhaps a good example to take. Not more than one or two schools can be staffed and equipped for such a purpose and pupils may have to travel to them from all parts of London. This of course is not a new thing. It happens already with the existing technical secondary schools.

To set up this system of comprehensive high schools will take a long time. The Council already has some suitably placed sites of sufficient size, but it will not be possible to start building the first schools until labour and materials can be spared. For the great majority of schools, however, land still has to be bought. Until the new schools are ready the Council proposes to group the secondary schools in a district, so that while still remaining separate schools they will work together to share amenities and equipment, so far as this is possible, and in some measure to take a step forward towards the realisation of a full comprehensive school unit. The success of grouping of this kind depends upon many factors, some personal, some material and of the latter not the least important is the distance which separates the constituent units.



*Work in the day nautical school*



## VOLUNTARY SCHOOLS

THE Act of 1944 divides primary and secondary schools into two broad classes. Those established by a local education authority are called county schools and those established by other bodies, voluntary schools. On 1st April, 1945, all London public elementary schools formerly provided by other bodies than the L.C.C. became voluntary schools under the Act. These voluntary schools have a long history, some having started under a foundation established by some wealthy and charitable person. Many more were opened before 1870 by Church of England, Roman Catholic, Jewish or Nonconformist religious bodies, and some have been opened since. They have in common one object, to provide as part of the education religious instruction in accordance with the tenets of a particular denomination. Religious instruction must be given also in every county school but it may not include any catechism or formulary which is distinctive of any particular religious denomination. Many parents will wish their children to receive undenominational religious instruction of this kind. There are, however, many who will wish their children to attend a school in which they can be educated in the particular faith to which they belong. For this reason the 1944 Act provides for the continuance of those schools which have made such provision in the past.

The Council has consulted the various religious bodies and has included in its Plan arrangements proposed by those bodies for providing up-to-date schools on adequate sites in various parts of the county. The trustees of the schools will have help from the Government (one half of the cost of the building work) and the local education authority has to buy any land needed to enlarge the site or to buy a new one if the school is transferred. If you wish your child to attend one of these schools he may have a rather longer journey than might otherwise be necessary as there are fewer places in these schools.

About one-fifth of the places for infants and junior children will be in voluntary schools. These schools will generally be smaller than the county schools, and there will be one within a reasonable distance of

every home. As a general rule, both the Church of England and the Roman Catholic authorities propose to retain a primary school in each parish.

Before any general picture can be given of the system of voluntary secondary schools some account must be given of a group of schools forming part of London's education system, which will shortly become voluntary schools. These were secondary schools before the war. Their income came from fees, endowment (where they had any) and a considerable money grant every year from the L.C.C. They were not necessarily attached to any religious body though some were for Roman Catholics and some, either by custom or by direction of their pious founder, gave religious instruction according to the tenets of the Church of England. These schools (except two which are no longer assisted by the L.C.C.) have now ceased to charge fees and receive larger grants from the Council instead. In due course they intend to become voluntary schools. They cannot, however, become comprehensive high schools: there are legal difficulties in the way and in any case the governors are generally unwilling to make so great a change.

In spite of this the Council is anxious that they should play their part in the comprehensive high school system and a way has been found for bringing this about. It is this: the governors with the help of the Government will bring their schools up to the required standard, providing for about the same number of pupils as they have done in the past. For the rest of the children in the district the Council will provide what it has called a county complement which will work in close relationship with the voluntary schools in such a way that the two schools together do the work of a comprehensive high school. This arrangement, to which the governors have agreed, will apply to all the "assisted" secondary schools (as they are now called) except the Roman Catholic schools (which will take their place in the plans made by the church authorities) and one school for girls which will be part of the scheme of the Church of England schools.

We can now take a more general look at the denominational secondary schools.



The Church of England authorities will make use of several of the voluntary secondary schools that are to be linked with county complements and they will also provide twenty-two other secondary schools.

The Roman Catholic authorities will provide forty-two secondary schools, of which twelve are now assisted secondary schools and will include facilities for specialized work in two of their schools, one north and one south of the Thames.

The Jewish authorities are providing for primary children in North, East and West London. They propose to build a comprehensive secondary school in a central position for about 1,000 children, and a Jewish independent secondary school is applying to become a voluntary school.

Voluntary schools, though provided by other bodies, will be maintained, staffed and equipped by the Council. They will be provided and maintained to the same standard as county schools.

## DIRECT GRANT AND INDEPENDENT SCHOOLS

THERE are in London, besides the county, voluntary and assisted schools maintained or partly maintained out of the rates, a number of schools which, as they are not assisted by the local education authority (the L.C.C.), are allowed by the Government to continue to charge fees. Some of these, including two that until recently received money grants from the L.C.C., receive grants direct from the Government on certain conditions. The most important of these conditions are that no child shall be excluded because his or her parent cannot afford the full fee, that the amount of the fee charged shall depend upon the income of the parent, and that no child shall be admitted to, or remain in the school unless he or she can profit by the education provided. These are usually called direct grant schools.

Independent schools, *i.e.*, those not financially helped by the L.C.C. or the Government, are not regulated in this way.

One part of the Education Act, though that part has not yet come into force, requires all independent schools to register with the Ministry of Education and they may only remain open if the Ministry, after inspection, decides to keep their names on the register. Many of the independent schools are regularly inspected already.

The Council has for many years sent a limited number of pupils to some direct grant and independent secondary schools and has paid the fees and expenses of the pupils it sends. It has decided to continue this arrangement with those schools to which it has sent pupils in the past, the number of places reserved for the Council being agreed with the governors within limits set by the Council. About five hundred boys and girls will thus go to these schools each year at the Council's expense, making a total of about 2,500 at any one time.

## BOARDING SCHOOLS

THE L.C.C. has been conducting boarding schools for many years but they have all been for boys and girls suffering from some handicap, mental, moral, physical or social. During the war one of these schools, the Training Ship "Exmouth," originally for destitute boys, was made into a junior technical school, renamed the London Nautical Training School, and thrown open to all comers. On 1st April, 1945, like other junior technical schools, it became a secondary school and London's first boarding school for the ordinary boy. It is now in new premises at Woolverstone Hall on the Orwell in Suffolk and is now called the London Nautical School, Woolverstone. As its name implies it provides a special kind of education; the L.C.C. has so far no boarding school providing a general education for the ordinary boy or girl.

Under the Education Act 1944, each education authority has, in its Development Plan, to give particulars of the arrangements made and proposed to be made by the authority for the provision of boarding schools. Now the Act requires that, for any particular child, the parent and the



*The new boarding school for nautical education*





*The Council already has some residential schools and homes*

education authority must agree that boarding education would be desirable, and the London County Council cannot prepare a scheme for providing boarding school accommodation without knowing with fair certainty how many places it ought to provide. Shall it, for example, provide boarding education for all children whose parents ask for it? Shall it ask parents for their reasons? If so, what reasons will it accept? And when it has decided these questions the Council has to estimate how many parents of eligible children will ask for boarding places. Clearly much thought and investigation must be given to these questions before any considerable plan can be outlined.

The Council has therefore decided to begin at once with a limited experiment using such opportunities as are readily available. The Council is offering places for children for whom a boarding school would be an obvious choice. These, the

Council has decided, are :—

- (i) Orphan or neglected children ;
- (ii) Children whose parents are unable to look after them ;
- (iii) Children of parents living abroad ;
- (iv) Children whose homes are moved frequently from one part of the country to another ;
- (v) Children who live in congested areas.

How then are places to be found for these children? There are several methods. The first and most obvious is to seek places in existing boarding schools in London and the provinces. This has been done successfully ; 117 schools have expressed themselves as willing to take in L.C.C. pupils and 229 children are already happily at work in schools in various parts of the country. If a similar number are sent each year the total will exceed 1,000 in five years' time.

Another possibility is to set up school houses attached to secondary schools or groups of secondary schools in London. Governors of several schools have said they are willing to manage school houses, and premises are being sought. They are, however, not easy to find at a time of housing shortage.

The Council already has some residential schools and homes for destitute children. These are conducted under the Poor Law Act of 1930. If the Council could do with these what it did with the Training Ship "Exmouth" (now the London Nautical School) that is, treat them as boarding schools conducted under the Education Act, and admit to them other boys and girls suitable for a boarding education, it would have boarding schools and school houses for more than 1,500 children, including their present occupants. The Ministry of Education have been asked to agree to this, and ways and means are now being considered.

This arrangement would have several advantages. It would help the Council in

finding places for children who were not suitable by age or attainment for places in established boarding schools; it would give the pupils now in these schools a chance of mixing with boys and girls who enjoy the benefit of a normal home life and would still further remove the schools from old associations with the Poor Law; lastly, it is the quickest way in which the Council could get its own boarding school accommodation.

The Council will in due course set up new boarding schools, but as has already been explained the time has not come when the Council can make definite proposals.

For the very little ones special provision is to be made. There are six nursery schools in the Poor Law schools which the Council hopes to bring under the Education Act and in addition the Council proposes to set up a number of boarding nursery schools in the country, where children between two and five years of age who for some reason cannot be properly looked after at home will make a happy start in the business of learning to live.



## PLAYING FIELDS

THE great Duke of Wellington is reputed to have said that the battle of Waterloo was won on the playing fields of Eton. We do not want any more battles but we do want more playing fields. The school and its playground (often not very good) are not enough ; the children must have some larger space—green fields in which they can play their games. The children themselves know this. How many of London's lamp posts have served as wickets and how often may one see goal-posts and GOAL chalked upon a blank wall in a side street ?

This is not altogether a problem for the school. Children are citizens as well as pupils and, like other citizens, perhaps more than other citizens, need open spaces for their recreation and exercise. Accordingly the Council in the County of London Plan proposes to provide more open spaces and playing fields throughout the County for both children and adults. Nevertheless the Council must also consider the needs of these young people as school pupils, and this has been done in the London School Plan.

Playing space of this kind is needed for all secondary school pupils and the older pupils in primary schools. In London before the war some secondary schools had playing fields of their own and some rather larger fields were shared between two or more schools, while the elementary schools used

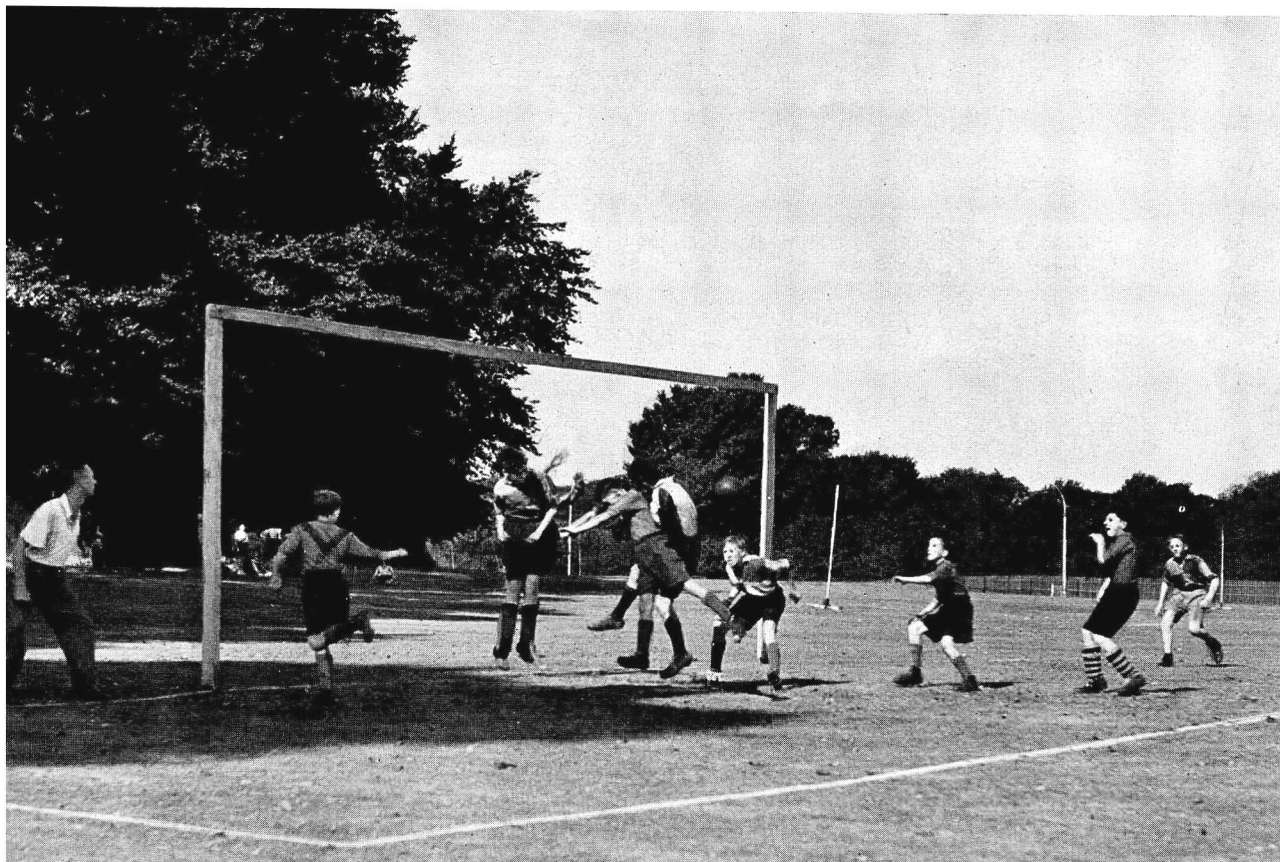
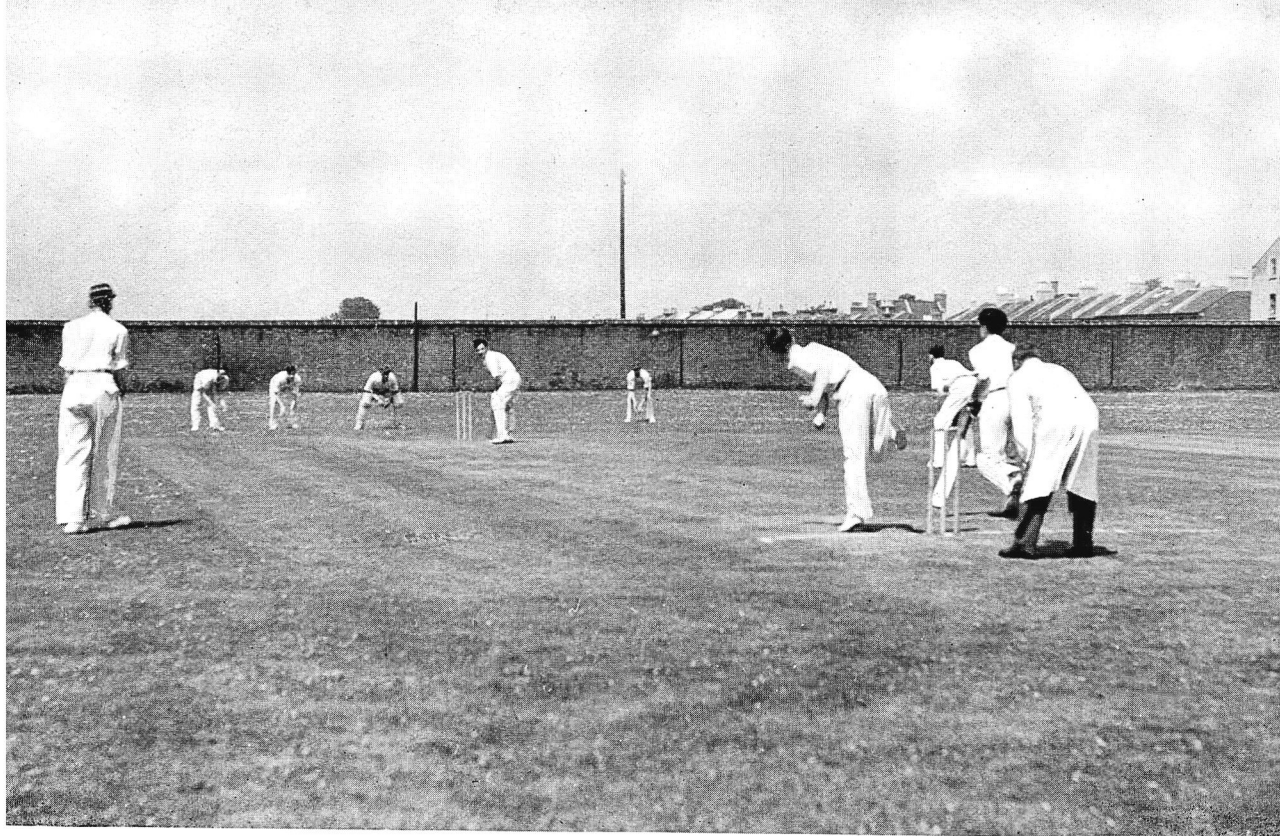
pitches in the parks and public open spaces. The Council was not satisfied with this arrangement, and as it was practically impossible to provide new playing fields in London it decided to buy large sites of about 100 acres each outside the County so that every pupil in the senior elementary schools could spend one day each week at a playing field, travelling from school in the morning and returning in the afternoon at the Council's expense. Some of these sites were already bought but none was ready for use when the war broke out in 1939.

The Council has decided to extend this scheme until the total area, including 1,020 acres already bought, amounts to 1,800 acres. These fields, together with 1,400 acres of playing fields which it is hoped to provide in parks and open spaces and 700 acres of existing playing fields, will serve the county and voluntary secondary schools.

The older primary school children will use some 800 acres of grass and dry pitches in the parks now used mainly by secondary school pupils.

It will of course be some time before the Council has bought all the 1,800 acres for its new large playing fields. Even where it has the sites nothing can be done until they are released from food production. It will then take at least three years to prepare the grass area and to erect the necessary buildings. You should not, therefore, expect quick developments.







## SPECIAL EDUCATION

**S**PPECIAL education, or special educational treatment in the Education Act, 1944, means education by special methods for persons suffering from some disability of mind or body. This special education has for many years been an important part of the Council's school system and many London parents of children suffering from some handicap, blindness or deafness for example, have cause to be grateful for the expert care and attention given in L.C.C. special schools.

Most of us suffer from some disability or other, but it is usually not enough to handicap us in our ordinary life. Sometimes, though not really serious, it makes the doing of certain things difficult or even impossible. More rarely, it is so serious as to affect our whole life.

Account has to be taken of these defects at school. In the ordinary school, the teacher watches for them and can often help the pupil to get over the difficulties they cause. Sometimes they are serious enough to call for special methods of education that cannot be applied in an ordinary class. Even so they may not always prevent the boy or girl from attending an ordinary school. They may, however, be of a kind that can only be dealt with in a special school.

The commonest case is that of the child who is not so bright as other children and so cannot keep pace with those of the same age. Such a child, especially if he has been retarded by illness or similar cause, may not need to go to a special school and so lose the benefit of sharing with his fellows the varied experiences that he can have in a large school, but he will make better progress and, it is hoped, gain more confidence if he is put into a class containing pupils like himself working on lines better suited to their capacity. More practical work, for example, may greatly help and encourage him.

For some children work in the ordinary school is very difficult, and sometimes impossible. They may need education in a special school for educationally subnormal children or for the physically handicapped. Such a school may be for day pupils or for boarders. Similarly, children who are hard



*... special methods of education*

of hearing may need tuition in special classes in ordinary schools in which special attention can be given to speech, language and lip-reading, whereas the child who is quite deaf needs to go to a special school (day or boarding). Boys and girls whose eyesight is poor, even with the help of spectacles, need special care in early school life to reduce the risk of damage to the eyes in later years. The Council therefore proposes to educate them in separate schools up to the age of twelve years. After that age, it considers that the majority will usually be able to go to an ordinary school, but they will work in school with special apparatus designed to lessen the strain upon their eyes. Children who are blind or nearly so, or likely to become so, however, should go to a residential special school.

Children suffering from diabetes who do not need treatment in hospital can attend





*Practical work may help and encourage them*





*Blind children perform a play*



*Special equipment helps the partially sighted and the partially deaf*



school provided they have proper treatment and diet. They cannot, however, always receive the care and attention which is necessary in their own homes and the Council proposes to provide two hostels, one for boys and one for girls, where they will receive the correct diet and medical supervision and attend neighbouring primary and secondary schools.

Children with speech defects attend a special centre for two half-days a week and an ordinary school for the rest of the week.

Physically handicapped children are not suitable for special classes in ordinary schools but can usually go to day special schools. In the London School Plan the Council proposes to place these schools on the outskirts of the County where it is easiest to give the schools the light and air they need. Pupils will of course be taken to and from their schools. In addition the Council will continue to provide, in boarding schools, for those pupils who need boarding education.

Delicate children may do reasonably well in an ordinary school. Often, however, according to the degree of their debility, it is better that they should attend a special

school where they can be better looked after and given a nourishing diet. The day schools for these children, like those for the physically handicapped, will be on the outskirts of the County and both kinds of school will often be on the same site. Some children, however, may need a boarding school, either for a few weeks, or for a term or more, or for a much longer stay. For the very short stay the Council has two convalescent hospitals and arrangements with voluntary bodies. The remainder will be able to go to boarding schools specially maintained for them by the Council or by voluntary bodies.

Special schools for children suffering from epilepsy must by the Ministry of Education regulations be boarding schools. The Council provides for these in one of its hospitals and in some voluntary establishments.

There are at any one time many children in hospital who are not too ill to do lessons but who must spend many weeks or months in bed. For such children education is often a very important aid to treatment and the Council has schools in seven of its hospitals. Thus, instead of the child going to school,





*Delicate children work as much as possible in the open air*



the school goes to the child and the teacher visits her bedridden pupils in turn.

There is one kind of handicapped child not yet mentioned, the maladjusted child, that is the child who is unhappy and difficult in his relations with his fellow pupils, with his teachers, and with his family. There are so many varieties and degrees of this kind of trouble that many methods of treatment must be used. The Council proposes to provide for these children special classes in or attached to ordinary schools, hostels, places in ordinary boarding schools, foster homes and places in residential special schools approved for the purpose.

The foregoing paragraphs give a short account of the various kinds of disability calling for special educational treatment and the ways in which the Council proposes to provide it in the London School Plan. It is, of course, not a new service, for the Council has maintained special schools for many years. Most of these are day schools

built before 1920 and now out of date. Even the newest of these, built since then, is not up to modern standards. War damage has made matters worse and some schools have had to find a new home in buildings that are not always very suitable.

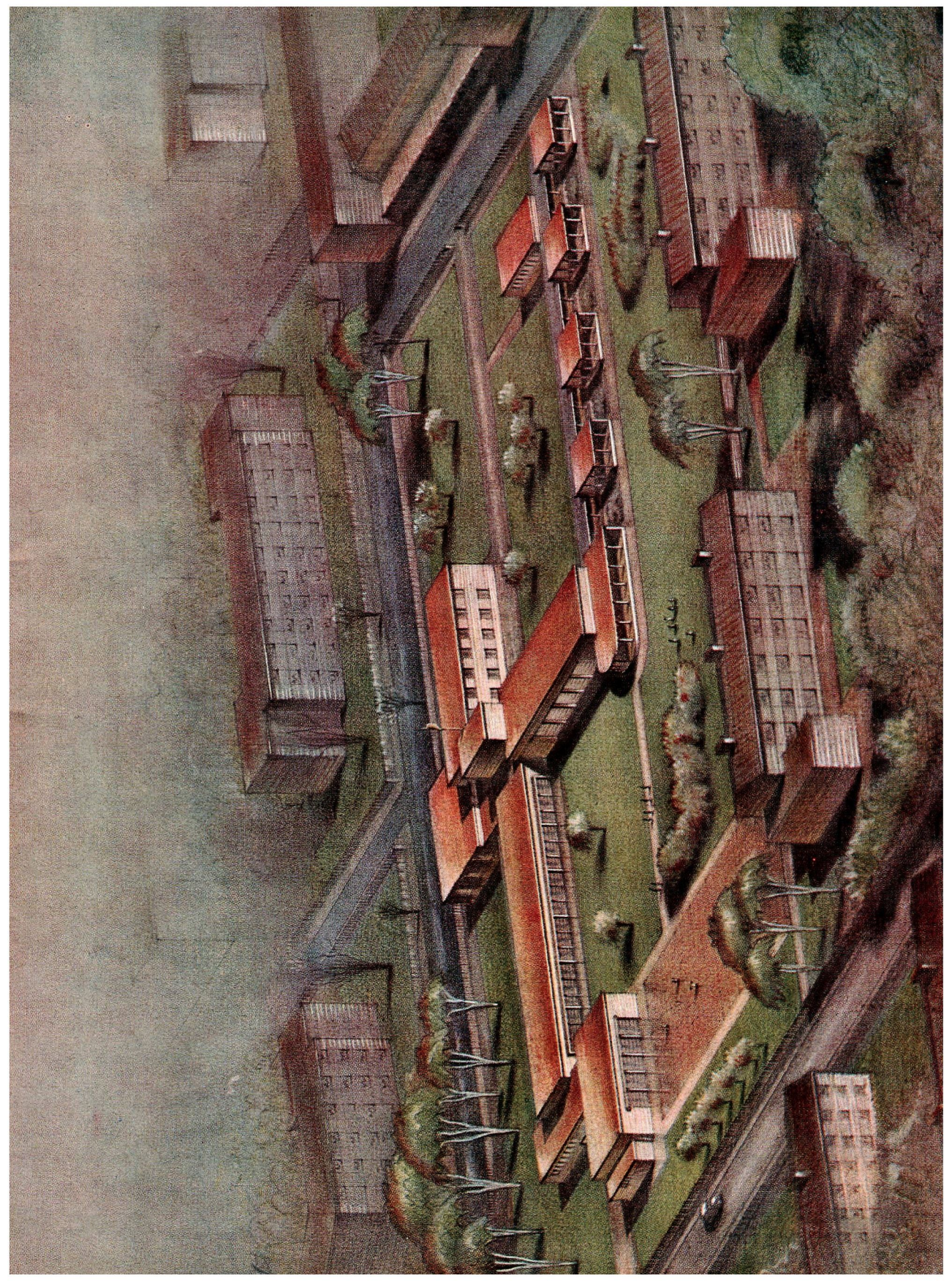
So the London School Plan has to start afresh with a scheme for building new schools, many on new sites, others on existing sites which will have to be enlarged.

The Council has always had some boarding schools for handicapped children and in the years before the war it added new ones. One reason was that it was not always possible to collect into a day school enough pupils suffering from a particular handicap (say blindness or deafness) who could travel to and from the school. Another reason was that some pupils, delicate children for example, could be better looked after and educated in a boarding school. The Council even maintains a country boarding school—the only one of its kind in the country—where wonderful work is being done for

*Opposite—A school for delicate children*

*Physically handicapped pupils do practical work suitable for them  
These boys are learning tailoring*







*Wonderful work is done here for deaf children with some other handicap*

deaf children who are also blind or otherwise handicapped.

During the war the Council opened many residential special schools in the country for London evacuees. It was found during the war years that these handicapped children did better both mentally and physically in a good residential school, and the Council, encouraged by this war experience, proposes to provide more residential special schools in the country in the future.

“Do I have to send my child to a special school whether I like it or not?” is a question some parents ask. The answer is to be found in section 36 of the Education Act, 1944—“It shall be the duty of the parent of every child of compulsory school age to cause him to receive efficient full-time education suitable to his age, ability and aptitude, either by regular attendance at school or otherwise.” When the Council, on the advice of its medical officers, decides that a child should attend a particular special school it is because only that kind

of school is suitable to his age, ability or aptitude. Most parents understand this well when the case has been explained to them, but if they disagree the Act lays down a procedure by which the parent can appeal to the Minister of Education, whose decision is final. The reputation of London special schools for assisting children with disabilities is so high that parents do not often appeal.

Sending a child to a special school does not mean that he or she loses the chance of secondary education. The scheme of special educational treatment provides for children of secondary school age in the special school as in the ordinary school. Naturally, educational courses are modified to meet the children's difficulties, and they lead up to vocations which will not be beyond the children's powers after leaving school. What can now be done for handicapped children will be greatly strengthened when the new schools designed for them under the London School Plan come into being.

## TRAVELLING TO AND FROM SCHOOL

UNDER the 1944 Act transport must be arranged, or fares paid, by a local education authority where necessary, for school children who have to travel some distance to school. The Act does not say what is the minimum distance for which such help should be provided, but it does say that a child cannot be compelled to attend a school to which he has to walk two miles if he is under eight years of age, or three miles if he is over that age.

In London it may be assumed that all primary school pupils will be within easy reach of a suitable school, except perhaps some pupils attending denominational schools. For these few pupils the Council has fixed the limit of walking distance at a mile and a half, and the fares will be paid if the distance is greater than this.

When the comprehensive high schools are in being there will generally be one school to the square mile, so that senior pupils should not, as a rule, have to travel so far to school as to need conveyance. There will, however, be exceptions when the nearest secondary

school is for some special reason not the most suitable for the pupil. In such cases the Council will pay the cost of conveyance when the distance between home and school is more than two miles.

At present many secondary school pupils travel long distances to school. This will continue to be necessary until the comprehensive high schools are established. These pupils and others admitted with the approval of the Council to schools more than two miles from their home will be eligible for free transport. As a rule this help will be given by a free ticket on a bus, trolley-bus or tram route.

Since mid-day meals can be taken at school, free travel for primary and secondary school pupils will be available only for one return journey on each schoolday.

Before the War school omnibuses were used for physically handicapped children who could not travel by public conveyance and for some other special school children where for some reason it was necessary. The Council will continue and extend this provision, and as there are to be fewer and larger special schools more transport will be needed.

*Going home from school*





## HOW THE PLAN HAS BEEN MADE

THE preparation of the London School Plan has been a big task. It began with consideration of general problems, chief of which was the organisation of secondary education, and the decision to establish comprehensive high schools. It was then necessary to decide how many places should be provided for the various age groups allowing for changes that might be expected to result from the County of London Plan. These questions settled, the County was divided into sixty-one areas, the needs of each area examined, and the number, size and position of the various schools determined. For each school it was necessary to decide whether the site should be enlarged or a new site found and whether the building should be brought up to standard or replaced by a new one.

It is natural that parents reading this booklet will wish to know how the London School Plan will be applied to the district in which they live, what kind of schools there will be and where they will be. It should be clear from previous sections that there will be as a rule a primary school for each neighbourhood unit and one or more comprehensive high schools for each community which will consist of a number of neighbourhood units. The complete scheme is set out in a larger book "The London School Plan 1947" which is on sale at the price of 5s. and which can be seen in public libraries. There are with that book maps showing approximately the position of the schools that are to serve each area. It is not possible to tell the full story in this booklet, but it may be of interest to examine one district in some detail.

There are two diagrams on the opposite page. One shows a district as it is and the position of its schools, distinguishing between those that were built as elementary schools and those built as secondary. The other shows the picture as it will be after reconstruction has been carried out. The area shown represents three neighbourhood units, numbered 9, 10 and 11 on the diagram, and each has its complement of primary

schools. The whole area comprises a community, the senior children of which are served by a comprehensive high school taking the place of an old style secondary school, a junior technical school and a number of senior departments of elementary schools.

It will be noticed that there will be much more open space where organised games can be played. Nursery schools and classes are not shown. Most of them will be in or adjoining primary schools and the position of the remainder (some of which it will be remembered will be in blocks of flats) will depend on the housing lay-out. There will also be community centres, evening institutes, a technical college and a county college, but these are not the concern of this booklet. The technical college and evening institutes are already in existence.

Most of the children in this area will get their education within its borders, but this will not be true of all. For example children whose parents wish them to attend a denominational school may have to travel some distance, though there will be a number of denominational primary schools in the district. To avoid over-elaboration denominational schools have not been separately shown, with the exception of one secondary school. Handicapped children may need to go to a boarding school or to a day school some distance away, though there is, and will continue to be, a day school for physically handicapped children in the area. The playing field for secondary schools will be in the Green Belt.

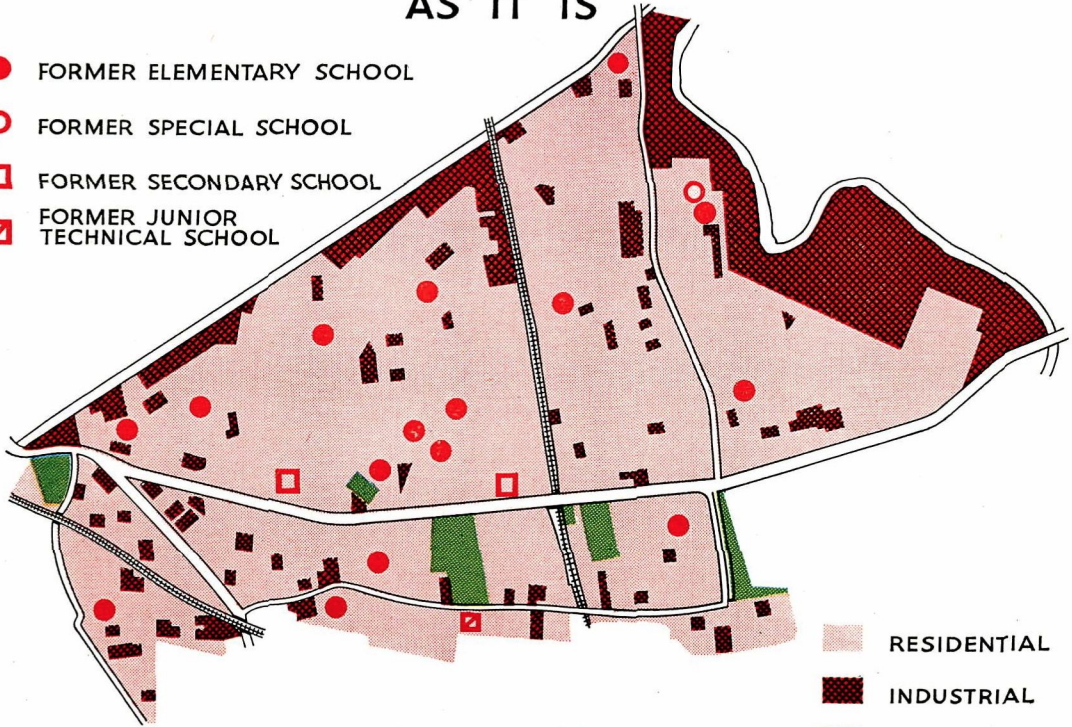
## THE FULFILMENT OF THE PLAN

THE plan is, it will be realised, on a great scale and will take a long time to complete. How long it is difficult to estimate. It will be expensive. At current prices the cost is estimated at £187,000,000. If the plan can be completed in 18 years (which may perhaps be doubted) the Council must acquire and build at eight times the best pace it achieved in the years before 1939. Throughout the same period an average of about 12,000 building operatives would be needed for construction work.

DIAGRAM SHOWING THE APPLICATION OF THE COUNTY OF LONDON PLAN AND THE LONDON SCHOOL PLAN TO A COMMUNITY AREA IN LONDON

AS IT IS

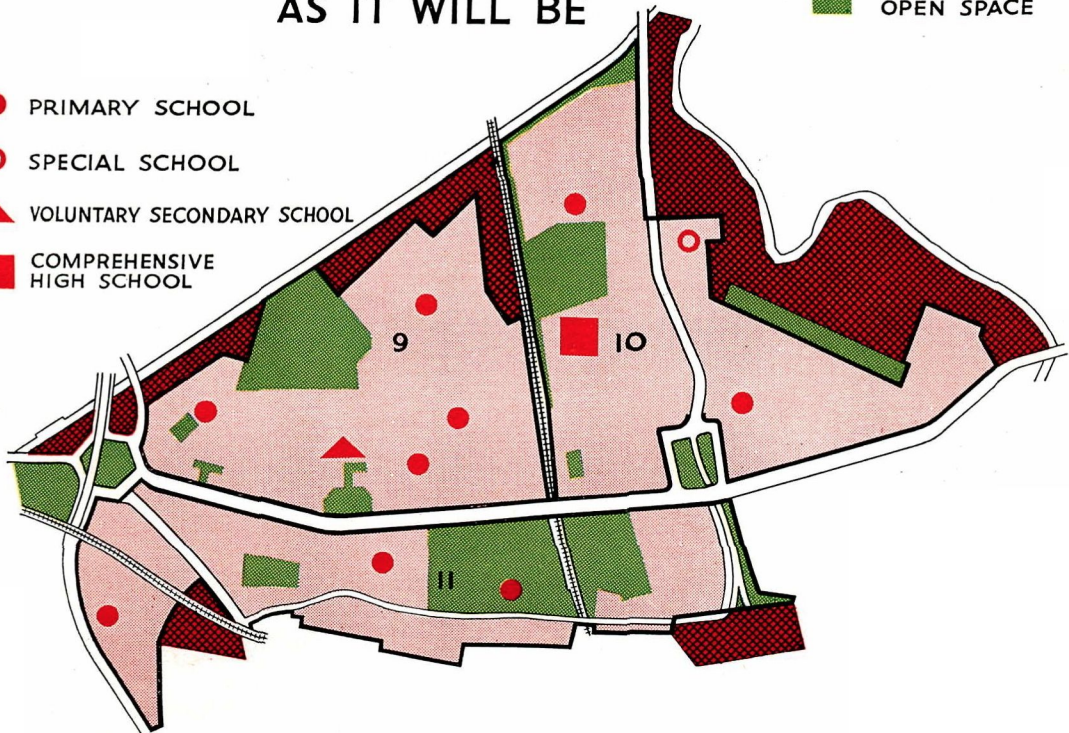
- FORMER ELEMENTARY SCHOOL
- FORMER SPECIAL SCHOOL
- FORMER SECONDARY SCHOOL
- ▣ FORMER JUNIOR TECHNICAL SCHOOL



- RESIDENTIAL
- INDUSTRIAL
- OPEN SPACE

AS IT WILL BE

- PRIMARY SCHOOL
- SPECIAL SCHOOL
- ▲ VOLUNTARY SECONDARY SCHOOL
- COMPREHENSIVE HIGH SCHOOL



The first steps must be slow while labour and materials are so urgently needed for housing, but the Council will not be content to watch generations of children passing through its schools without the benefits promised by the "new education." Obstacles—physical, economic and financial—will be met as difficulties that ought not to prevail but which must be overcome.

## POSTSCRIPT

THE London School Plan deals only with primary and secondary education. This booklet therefore only deals with a part of the great educational work of the Council. It says nothing of the polytechnics, technical institutes, schools of art and evening institutes with their great range of technical, artistic, commercial, scientific and humane studies and their leisure time and recreational activities; of the Council's work in the service of youth by assistance to clubs and other organisations; of the Council's colleges for training teachers; of the system of aid

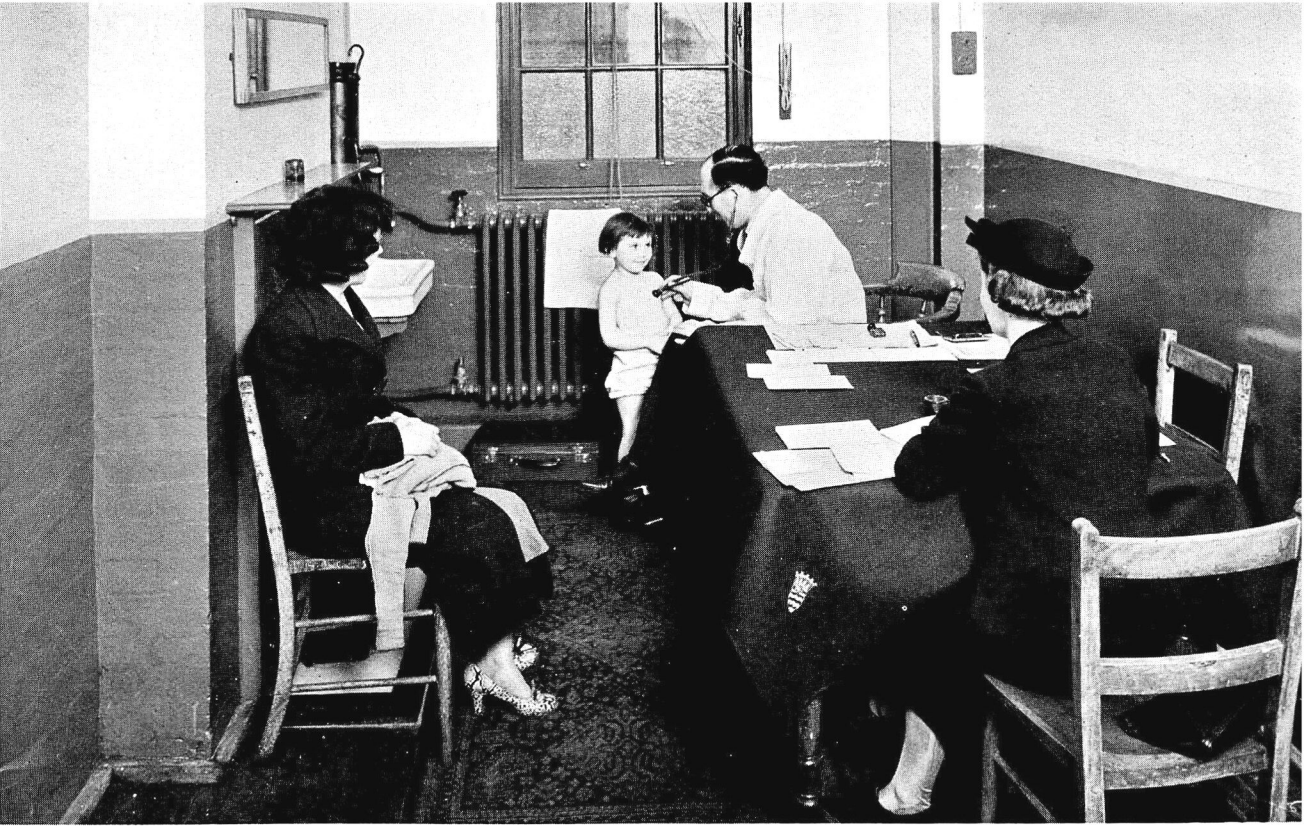
to students providing grants of various kinds for children, young persons and adults of all ages, including scholarships to university degree courses and research work; or of the special lectures and courses and the library of books the Council provides for its teachers.

Further, the Plan is concerned mainly with the provision of sites and buildings and the proper housing of the schools. Important as these are there are other services in primary and secondary education that deserve notice. The fact that they are not dealt with in the Development Plan should not be taken to suggest that they are unimportant or that no development is taking place.

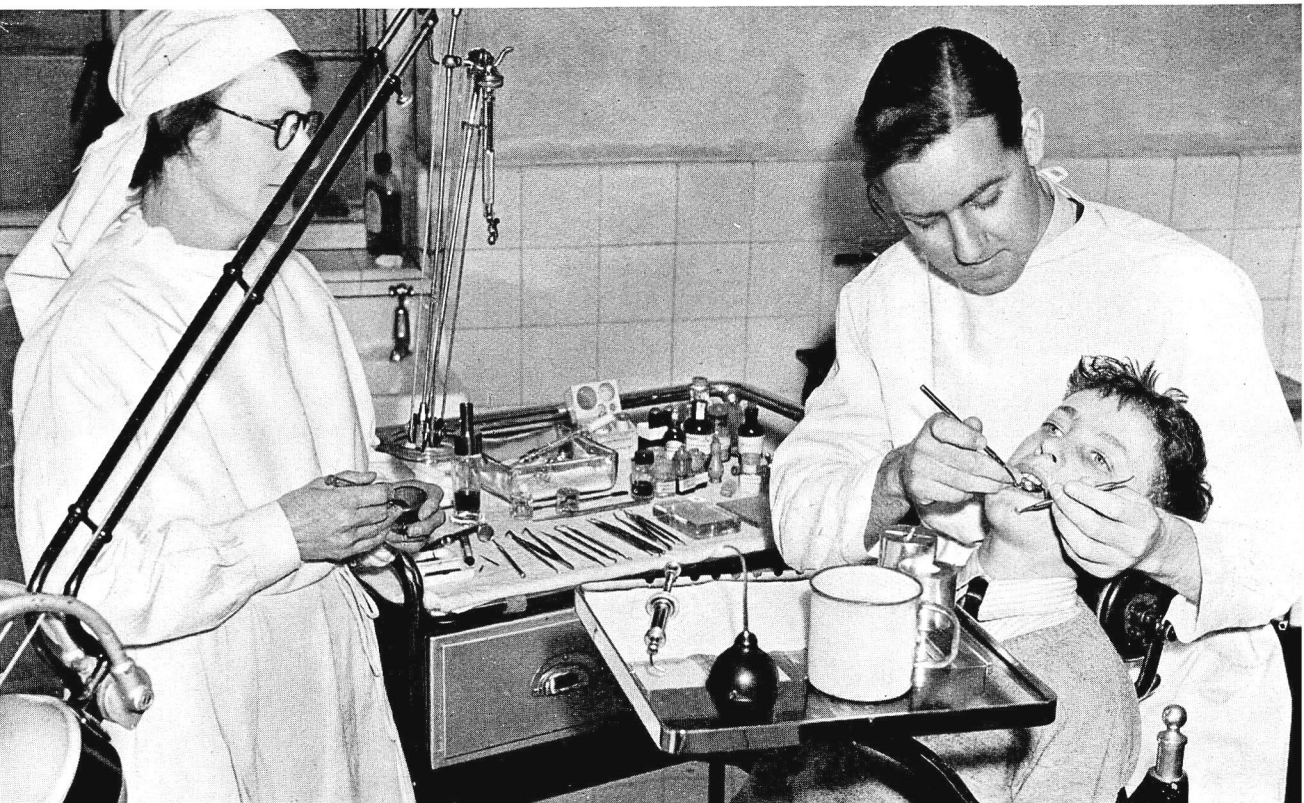
Let us consider first the health of the children. Doctors, nurses and dental surgeons regularly visit the schools. Every child is thoroughly medically examined at least four times in his school career as a matter of routine and, in addition, periodically by the dental surgeon. Head teachers can at any time ask the school doctors specially to examine children who show signs of ailing so that they may receive any attention that

*The Education Library at The County Hall*





*Doctors, nurses and dental surgeons regularly visit the schools*

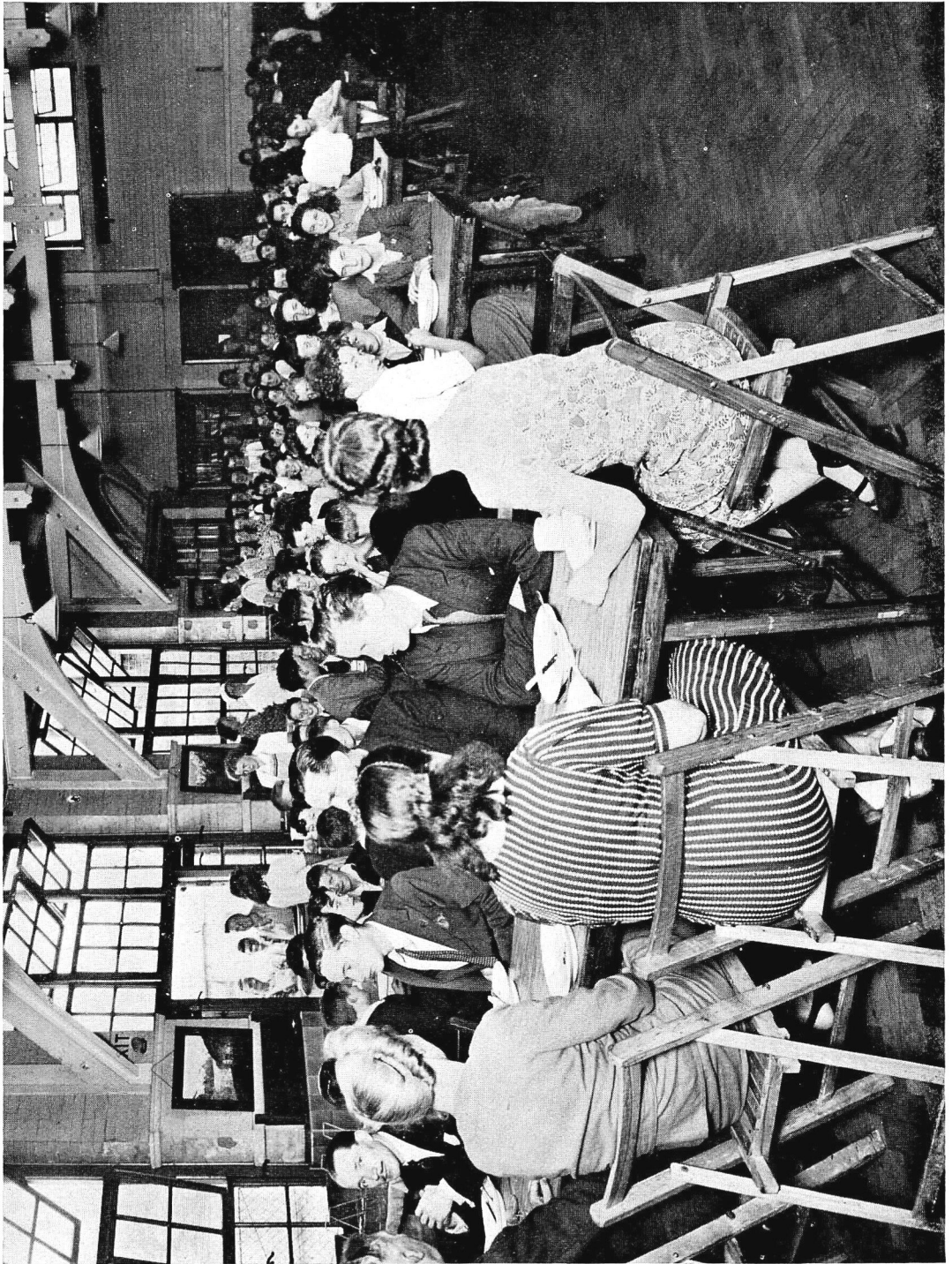


may be needed. Children who are handicapped compared with their fellows are medically examined much more frequently than the healthy children and from time to time are seen by specialists. These medical and dental inspections are means to an end; they are to ensure that the children receive at an early stage treatment for any defects discovered and so to prevent their becoming more serious later. Records are kept of all children who need medical or dental treatment and arrangements made for the treatment to be provided at clinics and hospitals. The treatment is free of charge to parents or guardians and the facilities available are comprehensive, that is to say treatment for every type of illness is provided for in the scheme. This is but a bare outline of what is done for the health of the children, and space permits only of passing references to other directions in which their welfare is safeguarded such as by periodic weighing and measuring, personal hygiene inspections, control of outbreaks of infectious diseases in the schools, etc.

Another service concerned with the physical welfare of the children is the provision of meals and milk at school. The contribution this service, started before the war, made to the health and well being of the nation's children during the war and afterwards is well recognised. At the present time more than 90 per cent. of the children attending primary and secondary schools take free milk at school; and nearly 50 per cent. stay to the school dinner, the charge for which is never more than fivepence and may be less and even nothing in case of hardship. Dining rooms and kitchens are being built as fast as possible to keep pace with the increasing demand for school dinners. At schools where the demand exceeds the possible supply, a system of priorities among applicants ensures that no necessitous child and no child recommended by the school doctor need go without. Under the watchful eye of the teacher the dining room is taking its place in the corporate life of the school and is providing the social training without which education is incomplete.



*Milk*



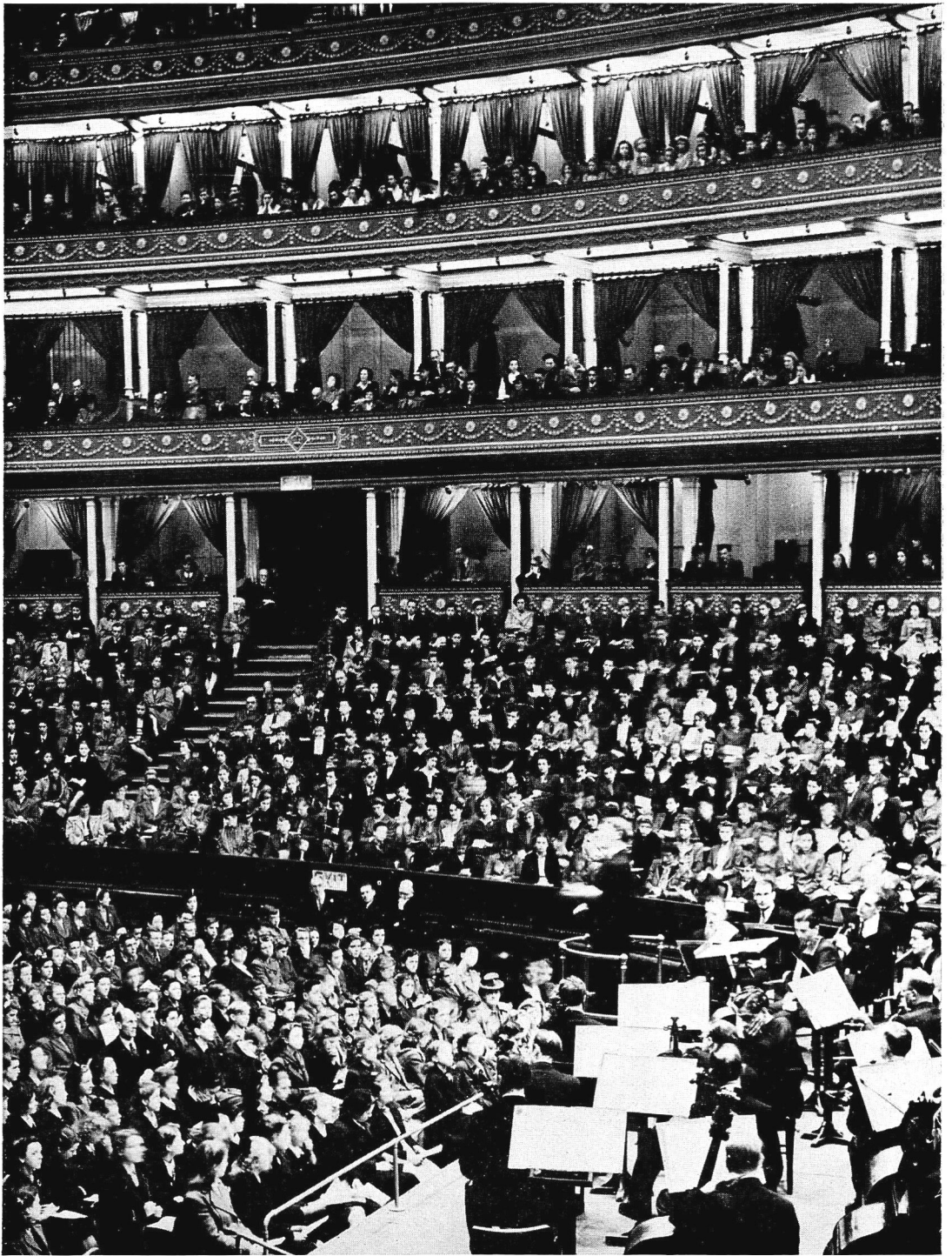
*School dinner*



Only the briefest mention can here be made of the Council's system of aid to pupils and students, its scholarships and maintenance grants, and the special provision it makes for out-of-school work. The regular routine of class instruction is varied and relieved and the pupils' outlook broadened by visits to famous buildings, factories and other places of educational interest, by school journeys further afield, by inter-school sports and athletic fixtures, and in other ways. The Council provides camps in the country which school parties may visit for periods of a fortnight upwards, concerts by a great symphony orchestra or by small groups of musicians, and plays specially selected and given by companies specialising in that kind of work. It also encourages, by financial help and otherwise, the various clubs and societies in which pupils associate for various purposes in their leisure time.

*Camps in the country*





*Concert for school children in the Royal Albert Hall*



It is hoped that this short survey will give London parents and ratepayers a clear understanding of the great scheme of development and reconstruction which the Council proposes for its educational system in future, as well as a general picture of London education which will interest them and encourage them to help by all means in their

power the work being done by the London County Council, its administrative staff and its devoted band of teachers for the children of London.

In a democracy like ours administrators can prepare schemes and plan their execution but in the last resort their fulfilment depends on their acceptance by the people.



PUBLISHED BY THE LONDON COUNTY COUNCIL AND MAY BE PURCHASED  
DIRECTLY OR THROUGH ANY BOOKSELLER FROM  
STAPLES PRESS LIMITED, 14, GREAT SMITH ST., VICTORIA ST., WESTMINSTER, S.W.1.  
AGENTS FOR THE SALE OF PUBLICATIONS OF THE COUNCIL.

No. 3608.

1947.

Price 2s., post free 2s. 2d.

Printed by Waterlow & Sons Ltd. London & Dunstable.

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