

# LABOUR AND

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# EDUCATION

**T**HE following statement of Labour Party policy on certain aspects of education was adopted by the Annual Conference of the Party held at Southport in October, 1934.

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# LABOUR AND EDUCATION

## FULL STEAM AHEAD!

The "National" Government has arrested educational progress and degraded educational standards. The next Labour Government must reverse that policy decisively and at once. In addition to restoring the cuts in teachers' salaries, it must

- (a) Re-establish the system under which the State pays not less than 50 per cent. of the educational expenditure of local authorities.
- (b) Reintroduce the special building grant abolished by the "National" Government, and take steps to ensure that local education authorities proceed as rapidly as possible with the building of new schools.
- (c) Reduce the size of classes in elementary schools to forty on the roll, with a view to their subsequent reduction to not more than thirty.
- (d) To secure an educational environment designed to train the new generation in citizenship in its widest and most generous aspects.

## ESTABLISH EDUCATIONAL EQUALITY

The "National" Government has deliberately strengthened class privilege in education. The next Labour Government must take up that challenge. It must make clear from the start that it does not merely aim at offering somewhat better opportunities to the workers' children, but that it stands for complete educational equality and intends to establish it. Labour's ultimate aim is a unified system of education through which all children should pass. As a step in that direction, it must lay the foundations of a unified system of primary and secondary education, and with that object

- (a) Press forward Re-organisation on lines which will ensure that the new post-primary schools form an integral part of the secondary system.
- (b) Issue revised regulations for secondary schools, applying to all publicly maintained and aided schools for children over eleven, and not, as now, merely to some.

- (c) Level up conditions of staffing and equipment in all such schools to the standard now required by the Board of Education in the case of grant-aided secondary schools.
- (d) Provide for the inspection, by the Board of Education, of all schools and educational institutions.

## **RAISE THE SCHOOL AGE AT ONCE**

Until the age of school attendance is raised, Re-organisation on the lines laid down by the Hadow Committee cannot be fully carried out. Further, owing to the increase in the number of young persons of fourteen to eighteen competing for work, which takes place from 1934 onwards, the result of failing to raise the school age will be an increase both in juvenile and adult unemployment. The Labour Party is pledged to raise the school age, not only to fifteen, but to sixteen. The next Labour Government, therefore, must lose no time in introducing the necessary legislation. Such legislation should

- (a) Fix a date in the immediate future after which all children must remain at school till the end of the term in which they become fifteen, and a further date, the earliest possible, after which they must remain at school till sixteen.
- (b) Empower the raising of the age to sixteen in particular areas, before the date fixed in the Bill, either (a) by Order made by the Board of Education, or (b) by by-laws made by local education authorities.
- (c) Make the necessary provision for the payment of adequate maintenance allowances.

## **FREE SECONDARY EDUCATION**

As long as fees are charged in secondary schools, secondary education will continue to be regarded as a privilege reserved for a minority of children. The policy of the Labour Party is that all children should receive one type or another of secondary education as a matter of right. If that policy is to be carried out, fees at grant-aided secondary schools must be abolished. The next Labour Government, therefore, must amend the regulations for secondary schools, by making it one of the conditions of grant that all such schools shall be free, and must provide out of public funds the money now obtained from fees.

## **IMPROVE PRIMARY EDUCATION**

The aim of Labour's educational policy is the free development of the personality of each individual child, in an atmosphere of comradeship and equality, and in an environment which offers abundant opportunities for constructive work and open-air activity. If that aim is to be realised, drastic changes are necessary. In particular, as explained above, the next Labour Government must ensure that

- (a) Antiquated and unsuitable school buildings are remodelled or replaced.
- (b) Classes are reduced in size to the figures already stated.
- (c) All posts in the public educational service are filled by trained and certificated teachers.
- (d) Schools are liberally supplied with books and equipment, and possess ample facilities for practical work and play.
- (e) Wage-earning employment out of school hours is prohibited by law up to the school-leaving age.
- (f) Special, open-air recovery, and other schools, are established in sufficient numbers to meet the needs of all defective, ailing and backward children.
- (g) Provision is made for encouraging experimental work in educational method and system.

## **INCREASE THE PROVISION OF NURSERY SCHOOLS**

The number of nursery school places is at present grossly deficient, and permission to local education authorities to establish new nursery schools has been refused by the Board. The next Labour Minister of Education must take steps to ensure that the authorities increase nursery school provision, particularly in crowded urban areas, as part of the educational system.

## **DEVELOP SCHOOL FEEDING**

A large number of children are suffering from malnutrition caused by insufficient food. The Provision of Meals Act, 1906, under which school feeding takes place, has long been out of date. It should be amended in such a way as to require local education authorities to provide school meals as part of their normal activities, and further, to impose on them the obligation to see that no child attending school lacks the essentials of a satisfactory diet.

## **EQUAL ACCESS TO UNIVERSITIES**

The Labour Party insists that the universities should be free from any atmosphere of privilege, and that nobody with the necessary intellectual qualifications should be debarred on financial grounds.

## LABOUR AND EDUCATION

**T**HE full educational policy of the Labour Party will be explained in detail in *Education is Power*. That policy, which touches all sides of child life, and every aspect of education from nursery school to university, will require, for its complete realisation, several years of steady enlightened work on the part both of the Board of Education and local education authorities.

But the larger the programme, the more essential is it that no time should be lost in beginning to apply it. In education as in other departments of policy, a Labour Government will be judged, not by the principles which it professes, but by the results which it achieves. It must not merely repair the damage wrought by its predecessors: it must so act as to lay, before its term of office expires, the foundations, at least, of an educational system that can be approved by Socialists.

### The Attack on Public Education

The next Labour Government will come to power after the darkest period in educational history since 1918. Since September, 1931, under the "National" Government, the Board of Education has been the office-boy of the Treasury. It has carried out a ruthless policy of educational "economy," partly by Order in Council, partly by the issue of regulations and circulars, partly by the less formal, but not less effective, pressure of its inspectors. By November, 1932, educational expenditure had already been reduced by about £6,000,000 a year. The Ray Committee, which reported in that month, proposed further economies which, if carried out, would result in bringing the total annual reduction to over £10,000,000 (and ultimately to over £12,000,000), a cut of 12½ per cent. in the expenditure of 1931.

It is not possible, except in quite trifling matters, to effect substantial reductions of educational expenditure, and at the same time to maintain the quality of the service. The effect of the systematic pressure to economise has been ruinous.

The abolition of the special building grant established by the last Labour Government, and the virtual embargo imposed by the Board on capital expenditure, have paralysed expansion. Schools long condemned have been retained in existence, and

requests by local education authorities for permission to reconstruct them have been summarily rejected. Reorganisation, which till September, 1931, was proceeding rapidly, has been almost arrested. Sanction has been refused to the establishment of new nursery schools. "All new proposals," in the words of the Executive of the Association of Education Committees, "for the amelioration of the conditions of very young children, of ailing children, of defective children, and in general all proposals for the extension of playing fields, are rejected by the Board."

Nor has mere stagnation been the worst. In many respects there has been actual retrogression.

Teachers' salaries have been cut, without reference to the machinery established for collective bargaining. Expenditure on the provision of books and equipment has been reduced. The conditions on which school meals and medical treatment can be obtained have been stiffened. Teaching establishments have been reduced. In spite of the urgent need to reduce the size of classes and to raise the age of school attendance, large numbers of young men and women trained for the teaching profession have been condemned to unemployment. Facilities for access to secondary education have been diminished, and the scale of staffing hitherto recognised as essential in secondary schools subjected to mischievous interference. By Circular 1421 the Board reversed at one stroke the policy pursued since 1907, abolished free secondary schools, and imposed restrictive conditions on the award of free places.

### Forward Once More !

That, then, is the position which will confront a Labour Government. The next Labour Minister of Education will find, not only that progress has been arrested for five years, but that the educational opportunities of the workers' children are definitely worse, both in quantity and quality, than when Labour left office. This situation will dictate part of his task. He must reverse the policy of the "National" Government and insist that progress shall be resumed and greatly accelerated.

This will mean, in addition to the complete restoration of the cuts in teachers' salaries, to which the Labour Party is pledged, that the following steps, among others, must be taken:

- (a) The restoration of the system under which the Board paid in grants not less than 50 per cent. of the expenditure of local education authorities.

(b) The end of the present policy of vetoing the majority of proposals for capital expenditure submitted by local education authorities, and the restoration of the special building grant.

(c) Circulars to local education authorities stating (1) that the Board expects them to proceed with Reorganisation as rapidly as possible, and with this object to accelerate the building of new types of secondary school; (2) that it will consider favourably schemes for nursery schools, and for hastening the replacement of unsatisfactory elementary schools; (3) that it is essential that they should take advantage of the fall in the school population to reduce classes in all departments to a maximum of forty on the roll, as a step towards their subsequent reduction to not more than thirty. Such action must, of course, be accompanied by instructions to the Board's inspectors to scrutinise staffing and accommodation with a view to improving the standards of both.

### Class Privilege in Education

It will not be sufficient, however, merely to undo the mischief done and to restart the machine. Labour has an educational policy of its own, which springs directly from its Socialist creed and is vitally connected with the rest of its programme. It is essential that this policy should now be carried out.

The point at which to begin is the point against which the opponents of the Labour Movement have launched their heaviest attack. In their recent campaign against public education, "economy" has been the pretext, but the real motive has lain deeper. It is usually concealed for reasons of discretion; but it was blurted out by Sir George May and his colleagues when they stated that "since the standard of education, elementary and secondary, that is being given to the child of poor parents is already in very many cases superior to that which the middle-class parent is providing for his own child," expansion must cease.

The truth is that powerful sections of opinion hate the improvement of public education partly because it involves increased expenditure, and since they do not send their own children to the schools on which the money is spent, they regard such expenditure merely as a burden on themselves. But they hate it still more for another reason. Every measure which decreases, even to a



small extent, educational inequalities seems to them a menace to social privilege, and arouses, therefore, their bitter opposition. English educational policy has been drawn on lines of social class. They desire to preserve those lines, and, if possible, to deepen them. They use educational policy as a means of doing so.

### The Paralysing of Reorganisation

That is not at all a fancy picture. Consider only the policy pursued with regard to two matters of vital importance: Reorganisation and secondary education.

As everyone knows, the object of the Hadow Report was to ensure—to quote its own words—that “all normal children should begin some form of secondary education about the age of eleven.” The secondary system, it emphasised, should include schools of several different types, corresponding with the varying needs and aptitudes of different types of children, but all of which should be equal in status and quality. Had this policy been carried out, the new central and senior schools would have been treated as different species of secondary school. They would have become administratively part of the secondary system, and the meaningless differences in matters of staffing, accommodation and amenities, which at present distinguish these schools from secondary schools, would finally have disappeared.

If the spirit of the Hadow Report had prevailed, that is the course which would have been followed. In reality, as need hardly be pointed out, a different policy has been pursued. Reorganisation, instead of meaning, as it should have done, the establishment of a universal system of secondary education, has meant little more than an improvement in the later stages of elementary education, which, though valuable in itself, is very far from being the programme advanced by the Hadow Committee.

The central and senior schools have remained, in fact, elementary schools, inferior in staffing, equipment, amenities and prestige to secondary schools. Even so, their development has been deliberately crippled by the Government, which has steadily refused to sanction the capital expenditure required to carry Reorganisation to completion.

“It is this policy,” to quote the words of a deputation from the Executive of the Association of Education Committees to the Board of Education, “which has had the effect of holding up, particularly in the greater administrative areas of the country,

that scheme of Reorganisation set out in the Report of the Board's Consultative Committee, known as the Hadow Report... September 11, 1931, found the large administrative areas in process of a Reorganisation which was brought to an abrupt termination by the issue of Circular 1413."

### Secondary Education and Circular 1421

That is one specimen of the manner in which the opportunities of the workers' children have been curtailed as a result of the sinister bias given to educational policy by the class prejudices of the Government.

But there is an even more flagrant example. The clearest illustration of the motives of the whole policy of the "National" Government is given by the revolutionary change which it has introduced into the regulations relating to grant-aided secondary schools.

Down to 1932, the number of free places in grant-aided secondary schools had steadily increased. Several of the most progressive authorities had abolished altogether fees in schools maintained by them, and others were considering the adoption of the same course. By Circular 1421, the Board abruptly reversed that whole policy. It abolished at a stroke free secondary schools, raised the general level of fees, and insisted on free places being restricted to children of parents with a low minimum income level.

What was the motive for the Board's action? Not "economy," for the estimated saving was relatively trifling; even the President of the Board did not claim that it would amount to more than £400,000. The real reason was a determination to prevent the class-system being undermined, as it would be if the educational doors were thrown open too widely. The significance of the policy was that it emphasised that secondary education was to continue to be, not a right, but a privilege, to which children were to be admitted only either (a) if their parents could afford to pay for it, or (b) if they gave proof of exceptional capacity. As things are, in fact, there are now two standards of admission to secondary schools. The children of parents who have money are admitted almost as a matter of course, after an easy test. The children of parents who have not money are not admitted unless they are successful in what, contrary to the original intention of the free place system, has become to-day a severely competitive examination.

## LABOUR'S POLICY OF EQUALITY OF OPPORTUNITY

That is the challenge thrown down by the present Government and the classes behind it.

The next Labour Government must take the challenge up. It must make clear from the start that it does not merely intend to offer somewhat better educational opportunities to the children of the workers, but that it stands for complete educational equality and for the final abolition of the system under which the quality of the education offered children has depended on the income or social position of their parents.

It must say this in unmistakable language, and must act upon it. And it must act first in that sphere of adolescent education in which the action of the present Government has brought the issue to a head.

### Unified Secondary System

What this means is that the next Labour Minister of Education must take up the whole question of education from the age of eleven onwards and carry through its reorganisation. Hitherto, that question has been tinkered with piecemeal; it must now be handled as a whole.

The right policy is obvious. It is to treat all education for children over eleven as secondary, as was urged by the Hadow Committee, and to carry into effect the corollaries of that policy as rapidly as possible. This means, in addition to the two major matters set out below, (a) the completion of Reorganisation on lines which shall ensure that the reorganised schools form part of a unified secondary system, and (b) the issue of new and revised regulations for secondary schools, applying to *all* publicly-maintained or aided schools providing full-time education for children over eleven (not merely, as now, to some schools) and laying down the conditions on which they will be eligible to receive grant. These conditions should be based on the standards established (*e.g.*, in respect of staffing, equipment, etc.) for existing grant-aided secondary schools, and should approach those standards as closely as is practicable.

The essential thing is that the new post-primary schools, which are in process of being established as the result of Reorganisation, should in future be treated, not as they are at present, as a kind of

higher elementary school, but as integral parts of the secondary system, the senior, central and secondary schools being combined in a single system of post-primary education.

### Raise the School Age at Once

If this policy is to be carried out, two major issues, the settlement of which is long overdue, must at once be taken up. Both are equally vital, and both should be dealt with immediately by the next Labour Government.

#### *The Age of School Attendance Must be Raised, Not Merely to Fifteen, But to Sixteen*

Children who enter a senior or central school between eleven and twelve, and leave it at the end of the term in which they become fourteen, have only a little over two years in their new surroundings. That period is too short to make it possible to offer them a satisfactory course of secondary education. Hence, until the age of school attendance is raised, Reorganisation is deprived of half its advantages; and neither the Hadow policy, nor the enlarged version of that policy outlined above, can be carried out effectively.

That educational argument, which by itself is conclusive, is reinforced by equally cogent economic considerations.

Juvenile unemployment, already acute in certain industries and areas, is likely to be greatly aggravated in the near future owing to the increase in the number of juveniles of ages 14 to 17 inclusive available for employment. That number was put at 1,872,000 in 1933, and 1,953,000 in 1934. It is estimated that it will be 2,116,000 in 1935, 2,266,000 in 1936, and 2,357,000 in 1937. In 1935, therefore, it will exceed that of the year 1933 by 244,000, in 1936 by 344,000, and in 1937 by 485,000; even in 1940 the excess over 1933 will amount to 170,000. Unless the age of school attendance is raised, the effect of this swollen torrent of boys and girls scrambling for jobs will be an increase both in juvenile and in adult unemployment.

It may be added, finally, that as has repeatedly been pointed out by local education authorities, the circumstances of the immediate future create an unusually favourable opportunity for carrying the policy of raising the school age into effect. While the number of young persons 14-17 is increasing, the number of children in the younger age-groups has greatly diminished, owing to the decline in the birth-rate. The result is that, if the school age were

raised to 15, there would be by 1937 hardly any increase in the total school population, and in some areas, for example Lancashire and London, an actual decrease. It has been estimated that, in that year, the number of children on the roll, if the school age were raised, would, in the country as a whole, be only 60,000 (or 1 per cent.) in excess of the actual number for 1933.

In such circumstances, the conventional argument that teachers and accommodation will not be available, and that the cost of raising the age is prohibitive, loses whatever force it may once have had. The fact is that numbers of teachers are unemployed, and that, if the school age is not raised, there will be about half a million fewer children in the schools in 1937 than in 1933. The real question is less whether educational expenditure shall be largely increased than whether, in spite of the drastic cuts already made, it shall be still further reduced. The policy of the "National" Government has been to secure the whole future saving yielded by the decline in the school population for other purposes, including armaments and the reduction of income-tax. A Labour Government must insist that it shall be used for the welfare of the young.

#### **What the Bill Should Provide**

The form of the Bill requires careful consideration. In addition to fixing a date in the near future, after which all children must remain at school till the end of the term in which they become 15, it should fix a further date after which they must remain at school till the end of the term in which they become 16.

The advantage of this procedure would be that the higher age would come into operation automatically, and that local education authorities, knowing this, could lay their plans and immediately start making arrangements as to teachers and accommodation with a view to the provision required when children will remain at school till 16.

In addition, three further provisions should be incorporated in the Bill:

(a) Power should be conferred on the Board of Education to raise the age to 16 by Order (either nationally or in particular areas or groups of areas) before the date fixed in the Bill. This would enable the Board to deal effectively and at once with the emergency situation existing in those parts of the country where juvenile unemployment is particularly acute.

(b) Power should be conferred on local education authorities to raise the age by by-law twelve months beyond the statutory age, whatever at any given moment that age may be. Such power is possessed by them under the existing law, which enables them to raise the age to 15 by by-law. Though not likely to be widely used, it has the advantage of enabling exceptionally progressive authorities to advance ahead of the remainder and make the pace for them.

(c) Finally, in addition to raising the school age, the Bill must, of course, contain provisions for the payment of adequate maintenance allowances.

### Free Secondary Education

#### *Fees in Grant-Aided Secondary Schools Must be Abolished, and Education in Such Schools Must Be Made Free*

This step is essential. It requires only administrative action, and should be taken immediately.

As long as fees are charged, it will be impossible either to equalise educational opportunities, or to secure that the educational resources of the nation are used to the best advantage. In particular—

(a) Secondary education will continue to be regarded as a privilege, which the child of the well-to-do parents can obtain by paying for it, but which the worker's child can obtain only on proof of exceptional ability.

(b) Children who ought to enter grant-aided secondary schools will go to central and senior schools, because the latter charge no fees, while children who ought to go to the latter will go to grant-aided secondary schools because such schools are supposed to possess a superior prestige.

(c) The unified system of secondary education, containing schools varying in methods and curricula but equal in quality, the establishment of which has long been urged by educationalists and demanded by the Labour Movement, will remain impossible of attainment.

The abolition of fees in grant-aided secondary schools was recommended nearly twenty years ago by the Departmental Committee on Scholarships and Free Places. Once the policy of free secondary education is accepted, as it long has been by the

Labour Movement, little practical difficulty need be experienced in carrying it into effect. No legislation is required.

All that is needed is an amendment in the secondary school regulations annually issued by the Board, and the provision by way of grants of the funds required to take the place of those hitherto obtained from fees. Secondary education can be made free either at one stroke, by abolishing forthwith the payment of fees, or gradually, by laying down that fees shall not be demanded in the case of all future entrants to secondary schools. The reform will be widely welcomed, and it will show unmistakably that Labour intends to make an end once for all of the present indefensible system of educational privilege.

### Improvement of Primary Education

The education of children of 11 to 16 has been considered first, because it is this question which is most ripe for drastic action of a kind that will produce social, as well as educational, changes.

But the improvement of the schools for children under 11 is equally urgent. Education is continuous, because growth is continuous. It is essential that all its stages, the earlier as much as the later, should receive their full meed of consideration.

The aim of a Socialist educational policy can be stated in a sentence. It is the free development of the personality of each individual child, in an atmosphere of comradeship, equality and mutual help, and in an environment which offers abundant opportunities for constructive work and open-air activity. That ideal cannot be realised as long as the buildings of many schools are as unsatisfactory, their equipment and amenities as meagre, and their scale of staffing as deficient, as is the case to-day.

Large numbers of schools are still in use which, if not actually injurious to health, are wholly unsuitable for the education of the young. In 1932 there were actually over 7,900 classes with more than fifty children on the register, while, of the 52,000 classes with forty to fifty pupils, a large proportion contained over forty-five. Such conditions are unfair to children, to parents, and to teachers alike. They survive because to alter them would cost money, and the privileged classes who have hitherto controlled educational policy, do not regard the education of the workers' children as a matter of any great importance.

It must be among the first tasks of a Labour Minister of Education to end these conditions.

As stated above, he must press authorities to hasten forward the remodelling or replacement of obsolete school buildings; must take steps to bring about a reduction of classes in all schools to a maximum of forty on the roll; and must see that the schools are liberally supplied with books and possess ample facilities both for practical work and for play. A plan should be prepared under which all unsatisfactory schools would be improved or replaced within a given period, and classes reduced within the same period by successive stages.

Not less important, he should aim at raising the standards of the teaching profession by requiring that all posts shall in future be filled by trained and certificated teachers.

Nor must he forget either the importance of preventing the over-work of children of school age, or the necessity of making ample provision for children suffering from physical or mental defects, who need special training and education of a kind that cannot be given in the ordinary school. On the one hand, the time has now come when the age below which a child must not be employed should be raised by law from twelve to the statutory school-leaving age. On the other hand, authorities should be required to establish in all urban areas day special schools for mentally deficient children, and for blind, deaf and crippled children, as well as more open-air recovery schools for children with a tendency to tuberculosis or rheumatism or suffering from general debility or other hindrance to education. The needs of rural districts could best be met by means of residential schools established by arrangement between groups of county authorities.

### Care for the Health of Children

Education is not merely a matter of instruction. It is impossible to cultivate the mental powers of children whose vitality is impaired by ill-health or under-feeding. Any realist policy must start from the truism that the foundation of the whole educational process must be care for the physical welfare of the young.

A Labour Minister of Education, therefore, will naturally devote special attention to the extension and improvement of the school medical service, which, together with all other departments of public education, has suffered as a result of the "economy" campaign of the last three years.



### **The Need for More Nursery Schools**

It has been made abundantly clear by recent inquiries that the conditions of children under five urgently require attention. At present, their health is not infrequently gravely injured before that age, with the result that over one-sixth of the children entering the elementary schools are found to require treatment.

Advance is needed along several different lines; but one change of policy which should immediately be adopted is that the Board of Education should inform local education authorities that it will welcome the establishment of nursery schools, especially in crowded urban areas. The number of nursery school places at present in existence is grossly deficient. A considerable number of authorities had, before September, 1931, prepared plans for establishing additional nursery schools; but all of these (if not actually in process of being carried out) were subsequently vetoed by the Board.

A Labour minister will immediately reverse that policy. He must let it be known that he desires to see a substantial increase in the supply of nursery schools, and he must take steps to ensure that the schools are provided, as an essential part of the educational system.

### **Develop School Feeding**

School feeding at present takes place under the Provision of Meals Act, 1906, subsequently embodied in the consolidating Education Act of 1921. That Act, though a step forward when it was passed, has long been out of date. It has several serious defects. It is permissive, so that local education authorities need not use it unless they choose to do so; before adopting it, an authority must declare that there are necessitous children in the area, and that funds from voluntary sources are not available; the cost must be recovered from such parents as are held to be able to pay.

The provision of school meals should now be taken up in a quite different spirit.

Full power to supply school meals should be conferred on local education authorities, and in addition, the obligation should be imposed on them to see that no child attending school lacks the essentials of a satisfactory diet. Detailed questions of method and procedure need not here be considered, though it may be suggested that one of the first requirements is to ensure that all children are supplied through the schools with, at any rate, adequate milk.

The essential point for a Labour Minister of Education is clear. It is to make certain that no child attending school shall suffer from malnutrition, and that the provision of meals, instead of being grudgingly undertaken in cases of exceptional necessity, shall become a normal and regular part of the school activities.

The aim must be, to avoid any atmosphere of charity or discrimination, the provision of meals for all children; so that school meals may become an important factor in the education of the children, particularly in hygiene and social amenities, as well as contributing to good health.

## CONCLUSION

Attention has deliberately been confined in the preceding statement to certain simple and fundamental issues of educational policy. The majority of the proposals can be carried out within a short time of a Labour Government assuming office.

If that is done—if the age of school attendance is raised, secondary education made free, and the quality of primary education improved by better staffing, better school buildings, larger facilities for individual work and increased care for the health of children—a long step will have been taken towards the abolition of educational privilege, and towards securing for all children an equal opportunity of developing their powers. It will be for future Labour Governments to build on the foundations thus laid.

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