

**RECOMMENDATION No. 9**  
**concerning**  
**LEGISLATION REGULATING SCHOOL BUILDINGS**  
(1936)

The International Conference on Public Education,

Convened at Geneva by the International Bureau of Education and being assembled on the 13th of July for its 5th session, adopts the following recommendation on the seventeenth of July one thousand nine hundred and thirty-six:

The Conference,

Considering that the modern school should give the child a really living education making a large appeal not only to book learning, but also to the child's observation of his environment and to his various natural activities; that it should utilise in a large measure the new means of information placed at its disposal by modern science (gramophones, wireless, lantern slides and films, etc.);

That, in addition, it can no longer be limited to the acquisition of the "tools of the intellect" (reading, writing, arithmetic, drawing) and the essential knowledge that no modern man can do without, and that it should also ensure to all the children committed to its charge as completely as possible physical, intellectual, moral and social development.

That consequently it ought to guarantee to these children healthy conditions of school life, and supervise their physical development, providing such supplementary food as may be necessary, at the same time teaching them to acquire sound health-habits;

That manual activities should be given their rightful place in the school so as to ensure a harmonious development of both intellectual and physical faculties, and to provide a comprehensive vocational orientation for the older children about to leave school;

That the moral and aesthetic education of children should include the organization of school societies and gatherings of which the school itself should always be the centre, and that the children should continue to participate in these, even after they have left school;

That in many countries the erection of new school buildings would help in the fight against unemployment and financial distress;

Recommends to the Ministries of Public Instruction:

1) That, in designing school buildings, though structural and sanitary needs should be given due importance, the interests of education should be the first consideration, and that the opinion of school authorities and teachers should carry great weight;

2) That the elementary schools should be built, as far as possible not in the heart of the towns, but on sites where large playgrounds are possible as well as spacious premises, and where playing fields can be properly laid out;

3) That the planning of school buildings (orientation and size of classrooms, means of access, ventilation, lighting, heating) should be influenced by local conditions and by the desirability of harmonising the school with its surroundings, but above all by hygienic considerations;

4) That the size of the classrooms, the type and arrangement of the furniture, and the equipment should be determined in consideration of the peculiar needs of the "activity" school;

5) That provision should be made for libraries and for the use of the gramophone, school wireless, lantern slides or films, etc.;

6) That schools should be provided with school gardens, demonstration plots, and space for open air classes;

7) That they should also possess separate art rooms and workshops and, for girls, rooms for domestic subjects (in particular, needlework cooking and laundry);

8) That, to promote the physical development of the children under suitable conditions, the schools should be provided in all cases with refreshment rooms or school canteens, school clinics with the necessary equipment and material, playing fields, gymnasia, and wash-basins, bathrooms and showers;

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9) That the premises should be equipped for school and post-school activities (reading rooms, halls for lantern shows, assembly halls), the poorer schools being allowed the possibility of utilising one room for several activities;

10) That, as far as possible, these desiderata should apply not only to urban schools, but also to rural schools, the State, if necessary, aiding local authorities in rural areas;

11) That programmes for new school buildings should form part of the public works undertaken to combat the economic crisis.