


SOCIAL SERVICE LEAGUE'S,
PAMPHLETS.

VOLUNTARY SERVICE
FOR
PRIMARY SCHOOLS.



BY

B. N. MOTIWALA, B. A. LL. B.

WITH A FOREWORD

By

Principal W. H. HAMMOND, M.A., F.R.G.S., J.P.,
Anglo-Scottish Education Society,
BOMBAY.

1926

Price 4 Annas.

“To know, love, and serve childhood is the most satisfying, soul filling of all human activities. It rests on oldest and strongest and sanest of all instincts. It gives to our lives a rounded-out completeness as does no other service. No other object is so worthy of service and sacrifice, and the fullness of the measure in which this is rendered is the very best test of a nation and a race and a civilization.”

G. Stanley Hall.

* * * *

“It is vitally necessary that the best available efforts of official agencies, national, state and local, shall be supplemented and re-inforced by the co-operation of voluntary service of individuals and organizations enlisted for this essential form of social service, expressing results in the conservation and improvement of the nation's most vital and most neglected assets the health and welfare of the children.”

Dr. Thomas D. Wood.

Chairman, Committee on Health Problems in
Education, National Council of Education.

* * * *

“It is our proud Municipal boast that Bombay is the first city in India. If we devote the time, the labour, that we are in duty bound to give to improving the lot of the city's children, we may live to see this beautiful city recognised not merely as first in India but as first in Asia.”

Mrs. Harry Hodgkinson.

* * * *

FOREWORD.

—: (o):—

Mr. Motiwalla has asked me to write a short "foreword" to his paper on " Voluntary Service for Primary Schools " and I have great pleasure in doing so.

Mr. Motiwalla has gone to great pains to read the latest authorities on his subject and I sincerely hope the following pages will be read by those concerned and that they will be moved thereby to take a part in the most valuable of all Social Service —viz., the improvement of the next generation. There is room on a Local Committee for Primary Education for those with the most varied of tastes. We have seen the valuable work done by the members of various societies engaged in child Welfare, Medical Relief, the relief of the destitute, the suppression of vice, the inculcation of a civic sense and other varied objects. All these objects are available for their energies in a Committee for Service in Primary Schools. Local ladies and gentlemen can know the condition of their localities much better than the best of executive officers of a Central authority and hence can be of great assistance in advising those concerned in finding suitable premises, in fixing fair rents, in interesting the parents in the education of their children, in the welfare of the teachers and in many other ways too numerous to mention. I disagree with one of Mr. Motiwalla's suggestions. That is I do not think that laymen, even with the best intentions, should interfere with the actual work of the teachers. Teachers should be encouraged to bring themselves upto date by being given opportunities to study and to get in touch with the latest authorities and methods, and the local committees can help by providing literature etc., for their use, but the professional execution of their work should be judged by expert inspectors and not by amateurs. Teachers should be encouraged to take a pride in their work and not look upon it merely as a means of

earning a living. They should be given the freedom that is essential for the carrying out of any profession. A doctor would not tolerate a layman criticising his prescriptions and in the same way, a teacher worthy of the name, would be irritated by the interference of laymen with his professional work. There must be a certain latitude given in the profession in which above all others results can be measured only on the spiritual plane and not in terms of rupees, annas and pies. Otherwise our Schools will merely be "knowledge shops" of more or less value and not a part of system of education at all.

With this very slight disagreement, I commend the following pages to the attention of all those willing and anxious to take part in Social Service—and there are very many such admirable people in this City of Bombay and I hope before long there will be many local committees working in the various parts of the City.

W. H. HAMMOND,
Principal,
Anglo-Scottish Education Society,
Bombay.



Voluntary Service for Primary Schools.

INTRODUCTION.

Takayuki Namaye of the Department of Interior, Japan, mentions:—

"Ellen Key said that the 20th century was the century of the child. It is well said, for the world is beginning to realise the importance of children's welfare as never before. The protection of children is demanded not only from the consideration of humanity, but also from the self-evident truth that the future welfare of society and nation at large depends upon the healthy minds and bodies of the present children. It is the realization of this fact that has made the question of children's welfare a social and national problem from the latter half of the nineteenth century up to the present time."

Has India realised the importance of Children's welfare? Has Bombay—the first City in India— given sufficient attention to this subject? I am firmly of opinion that no city in India has made the question of children's welfare a social and national problem. It is time, that in these democratic days, the foremost municipality of Bombay should pave the way in doing its utmost for the protection of all children in its charge. The Bombay Municipal Corporation has entrusted the welfare of nearly 50,000 children receiving education in the Municipal primary schools to a separate statutory Committee called the Schools' Committee. As an ordinary member of this Committee for some years and as its Chairman since some months, I have devoted some attention to make myself familiar with a few important phases of the problem of child welfare. The Schools' Committee are in duty bound to appoint Local Committees and recently being requested by the Secretary to adopt certain rules for the guidance of these Committees, the schools' Committee entrusted their consideration to a Sub-Committee. When I looked at these rules, I noticed that it was necessary to modify them

considerably. I commenced studying the literature on the subject of Care Committees and found that there was sufficient material for the preparation of a paper on the subject. The result of my reading on the subject is briefly embodied in this Paper. There is nothing original in my presentation of the subject. The whole paper emphasizes some important aspects of child-welfare and service. "Voluntary Service for Primary Schools" is the title of my Paper.

"VOLUNTARY SERVICE FOR PRIMARY SCHOOLS."

Since the last thirty five years, the Bombay Municipal Corporation has been administering the affairs of Primary Education in our city, first through its Joint Schools Committee, and later on, through its Schools Committee. The Municipal Corporation passed certain bye-laws under Section 461 of the City of Bombay Municipal Act. 1888; and these have been confirmed by Government. The sub-clause 4 of the bye-law No. 7 is as follows :—

"The Schools Committee shall, wherever practicable, appoint a Local Committee in each Ward where the schools are located consisting of respectable local residents, both male and female, and every Local Committee thus appointed should be requested to visit the schools, in their ward during school hours as often as they think fit, and record such remarks concerning them as they shall deem proper in a book to be called the "Visitor's, book." This bye-law has remained on paper, and till now, no action has been taken to bring into existence Local Ward Committees. The only action which the Schools Committee has taken in this matter, is to appoint a small Sub-Committee consisting of the Secretary, Mr. A. R. Dimtinkar and myself for the purpose of organizing such Local Committees. I met with several practical difficulties in carrying out this object. My personal views, regarding the personnel of such Local Committees, are that if they are really to sub-serve their purpose, they should consist of men and women of the city belonging to different professions and to different stations of life. My wish is to see that these Committees supplement all that is lacking in the present Schools' Committee. The Schools'

Committee at present consists of 16 Members, 12 of whom are Municipal Councillors and the remaining four, of whom two are women, are persons, not being Councillors, resident in the City of Bombay.

Generally speaking, very few of these sixteen members, are educationists in the strictest sense of the word. Hence the first great want which requires to be met in these Local Ward Committees is the appointment of at least one educationist in each Ward Committee. Doctors, Architects, Lawyers, Merchants and groups of other honourable and liberal professions, ought to contribute their quota of membership on the Committees. To constitute such ideal Committees is not an easy task; but this ought not to dishearten us at all. It is better to cherish high aims, so that we may try our best to have the same realised to some extent in this work-a-day world. The framers of the bye-laws, when they introduced the phrase "wherever practicable," had in view these difficulties. It is now our duty to surmount them, and to attempt the formation of these Committees. At present, regarding the administration of the Schools' Committee's affairs, a note of discontent is noticed everywhere. This is a healthy sign for the future of our Municipal Schools. Disinterested criticism from responsible quarters should always be welcomed; and we should all try our best not to stifle the same but to have it diverted into healthy and legitimate channels.

Charlotte Perkins Gilman, the well-known American authoress and lecturer has well said:--

"It is social parentage, such as we have, which gives us the school as we have it. It is the weakness and the irresponsibility of our social parentage which leaves the school as it is, and fails to push on to something far fuller and better."

"Civilised society is responsible for civilised childhood, and should meet its responsibilities. The sweet confidence of a modern child, as compared to the alert suspicion of a baby savage, shows what ages of social safeguarding have done. In the beautiful union of our civilised growth, even

so far, we have made possible the Child; and it is for us still further to protect and develop this most exquisite social product,—this greatest social hope and power. Society's relation to the child is impersonal. It is not limited by parenthood. The parental relation is lower, more limited. Parentally, we care only for our own; socially, we care for all. Parentally, we are animals: socially, we learn to love one another."

These two quotations show distinctly, that if the state of things in the Municipal School, Administration is not as it ought to be, the fault lies with the citizens of Bombay. They neglect to send proper representatives to the Municipal Corporation. They do not carefully watch how the schools are managed and lastly they do not agitate for the introduction of reforms to remedy the defects. It is with a view to remedy this sad state of affairs that I have thought it fit to point out some ways and means in which busy citizens can make themselves useful to their city by sparing a few hours every month.

The League of Nations, of which India is a component member, assembled in Geneva in 1923 and finally adopted the following as the declaration of the rights of the child.

- (1) The child ought to be put in the way of developing itself in a normal fashion, materially and spiritually.
- (2) A hungry child should be fed, a sick child taken care of, the backward child encouraged, the child led astray reclaimed; the orphan and abandoned child sheltered and succoured.
- (3) The child should be the first to receive succour in times of distress.
- (4) The child should be put in the way of making its life, and should be protected against all exploitation.
- (5) The child ought to be brought up in the sentiment that its best qualities ought to be given to the service of its brothers.

A Writer in the January number of "Stri Dharma" justly says about this declaration:—

" It is a sad commentary on our present state, that no nation in the world requires stronger warning, that these rights of children cannot be taken away from them without the nation suffering the penalty, than India-India whose sages could envisage divinity in a child of Vrindavan- "

I therefore, in the interests of nearly 40,000 children studying in the Municipal Schools, wish you to devote some attention to this all-important matter, Remember well the words of Ennis Richmond:—

" If we could lay to heart the obvious truth that the children of now are the world of twenty to forty years hence, and if we further realise that while they are children, We can practically do what we like with them, we can see to some extent where our responsibilities land us. "

The large amount of Rupees twenty-five lacs spent annually by the Schools' Committee, the vast number of boys who are to wield in future the destinies of our great city and who are to be the fathers of the future generation and the equally great number of girls who, shortly, after leaving their schools, are sure to enter marital state and become the mothers of the nation, urgently require that the heavy burden imposed on the Schools' Committee should be shared by the general public of Bombay and specially by those who come under the categories of either parents or rate-payers. Our "Urbs Prima in India" has already ushered in the era of Free and Compulsory Education; and this materially adds to our already heavy responsibility.

The first question that naturally arises is as to how in matters educational, laymen can have their say. This argues a state of ignorance which generally is found prevailing in a large number of the inhabitants of Bombay. The compulsory school age for every child commences after his completing the fifth year; and hence, if we agree to the principle that: " School and Home should collaborate, " home education from that age must adjust itself to some extent to the life in

the school. Further, we must bear in mind that questions of health and education are interdependent. " For health is to education what foundation is to superstructure, and a building's use is proportioned to the strength of that building's foundation. From the physician's point of view, the attempt to separate health and education will result in certain failure; the preponderance of either will invite disaster. They are interdependent and without inward training and control outward health is an absolute menace. Ungoverned physical strength and passion are brutal, even though the body of them be human. And of what service is a well-developed mind with all its powers aroused, unless beneath it all there is that condition of body which will allow its unhindered activity ? "

We thus see that *prima facie* there is a strong case made out for mutual co-operation between the general public as represented by parent-rate-payers and the school authorities as represented by members of the Schools' Committee, its Secretary and Superintendents, teachers and physicians.

Admitting that this is essential, we notice in practice that this all desired co-operation is an exception and not a rule. We badly require an organised voluntary agency to bring about this friendly union. In England many Local education authorities have established School Care Committees consisting of small groups of social workers. These are attached to each school and these render all possible help to the School authorities in solving satisfactorily all questions that group themselves around schools and scholars. These Care Committees are voluntary, yet they are officially recognised, recruited and organised by the educational authorities.

The present attempt on the part of the Schools' Committee is not to aim in the initial stage, the formation of a Local Committee for each school. If, in the beginning, it attempts to have separate Committees of women for its groups of Marathi, Gujarati and Urdu Schools and to have similar separate Committees of males for boys' schools, it

w'll have taken a forward step in the right direction. Personally, I am against this division by communities but the language difficulty compels me to advocate this plan till India eventually adopts a common lingua franca. What definite number should constitute each Ward Committee should not be fixed and all enthusiastic men and women desirous of serving their city voluntarily should be given a chance. Such Committees should be appointed every alternate year. On such Committees, all the members of the Corporation who are not members of the Schools' Committee, should be appointed ex-officio members of those wards in which they reside. These Committees must appoint their Chairmen and Secretaries. They should meet at least once a month, and that too, some time prior to the day fixed for the monthly meetings of the Schools' Committee, receive complaints from the residents of their own Ward; and after deciding definitely on various questions, send official communications regularly every month to the Schools' Committee for the redress of grievances relating to the group of schools in their own Ward. These ought to be a regular monthly feature on the agenda of the Schools' Committee's meetings. These semi-official representations certified by Local Committees are sure to be very sympathetically considered than many irresponsible communications that now flood the Committee's office. Membership on these Committees should be honorary. Respectable residents of each Ward ought to vie with each other to serve on those Committees because "there can be no personal service better bestowed than that which co-operates with parents and teachers in developing efficient citizens." If members of the general public are appointed on these Committees, they should not think that they can discharge their duties efficiently without taking a good deal of trouble. To do well this labour of love, in other words, to be really effective helpers, years of good training and experience are necessary. A general allround knowledge of social conditions is the condition precedent of rendering successful service. The famous Doctor T. N. Kelynack, M. D. says:— "It is very necessary to warn

enthusiasts that in child welfare work sympathy and sentiment, good will, and a sacrificial spirit are not enough to attain success. The ideal worker is born for the work. In this, as in other forms of vocation which touch human interest, almost everything depends on the ministry of those who engage. But even the most magnetic of personalities, has need to devote time and talents to a comprehensive and intensive study of all aspects of child welfare work. There is a Science as well as an Art of child welfare. Scientific principles must direct if sure foundations are to be secured for constructive action. Problems many and varied press for solution. Questions of peculiar perplexity and involving complex issues must be faced. "But to expect to start work in a country with appalling illiteracy like India in this wise, is to wait for a century. We must make a beginning with the material we have ready at hand. Each Member of the committee must have as his objective, the general welfare of the families of school children; he should then try his best first to arrive at decision after careful weighing of all circumstances, and then see that it is translated into action. Perhaps the most profitable thing which the Schools' Committee might perform in fusing Home and School, is to institute, through voluntary organisations like the School Service League, classes for parents, guardians and others, where the problem of home education can be taught in its theoretical and practical aspects and where demonstrative lessons as to how best they can discharge their duties as members of Local Committees, can be learnt. These members of the Committees, if they undergo some such training, they will be in a better position to do more useful work. Further, they should be alert in utilising all existing child welfare agencies befriending school children in a variety of ways. I can't close this portion of my lecture till I offer some remarks to the members of Local committees regarding their onerous duties. Once the teachers come to know that they have been the instrument of some disciplinary action taken against some of them, they will resent their visits in future. They should not visit schools on examination days. On visiting a particular school if they find that the Head Master is too busy, they should visit it on

some other day but under no circumstances they should give the Head Master any cause to be perverse. In the Visitor's Book, the fact of their visit must be mentioned, but the remarks which may be adverse to the teachers must be reserved for separate letters to the Secretary or to the Committee. The necessary information should be gathered from the Head Master if he is willing; if not the same should be obtained from the Secretary, Schools' Committee. All cases of rudeness should without fail be brought to the notice of the authorities. Among the members of the Committee for a particular Ward, schools should be allocated so that there may be individual responsibility. In the beginning, efforts ought to be concentrated on a few schools of a particular locality and the amount of good done will be manifested in no time. The tangible results noticed and the gratitude of the parents engendered will sufficiently reward them for all their labour of love. Local Committee members must keep themselves well-posted up by learning at first hand the work of the Schools' Committee by attending its meetings which are always kept open for the general public. It is a matter of regret to me that the press is not doing justice to the subject of child-welfare in as much as it fails to give proper reports of the work transacted at the Schools' Committee meetings. This results because parents themselves show their apathy and that in its turn is reflected in the press. All this regarding the duty of others. I must as well refer incidentally about the duties of the School authorities, which if discharged will enable the members of Local Committees to do their part well. I should like that the Schools' Committee itself, if it is really anxious of benefiting by the co-operation of the members of Local Committees, it should on its part give them all possible facilities. It should give to each member of the Committee a card of authorization that he or she is appointed as an official visitor by the Schools' Committee so that every member may discharge his or her duty unhampered. It should issue a circular to all the Headmasters asking them to be polite to the visitors and to give them proper information. It should furnish them a copy of its Manual, lists of schools, both Municipal and Aided, with proper addresses and should also supply the help of a peon to each

Ward Committee to accompany the members when they visit the schools. These facilities will go a great way in inducing them to do their work well and regularly and that too with zest and this co-operation will ultimately be of immense help in improving our administration and in maintaining efficient standard. I now deal with various ways in which members of Local Committees can render social service.

III—SOCIAL SERVICE CENTERING AROUND SCHOOL PREMISES.

There are only 14 Municipal-owned school-buildings. These accommodate only a few schools. Nearly 325 schools are located in hired premises. These are over-crowded and badly ventilated and were not originally meant for school purposes. It primarily rests with the Schools' Committee to see that they locate schools in premises which are sanitary and comfortable and that they are suitably furnished and equipped. The neglect of this duty results in incurring large expenditure for hospitals and loss of work for the resulting weak lungs and liability to disease. Epidemics owe their origin to insanitary premises. An English doctor says:- "We take the child and shut him indoors for the sunniest hours of the day. We put him at work that hardly ever necessitates his getting out of breath thoroughly filling his lungs with air. We make him sit still (a process utterly foreign to a child's nature) thereby slowing his circulation. We strain his eyes and develop his brain at the expense of energy and blood supply of every other organ—stomach, lungs, muscles and bone." Further he says "If I were asked to enumerate the chief of them, (the drawbacks of insanitary school premises) I should say; lack of oxygen from various causes, eye-strain, over-work, deformities from faulty positions, infectious diseases." All this is amply borne out by the fact that since the last eight years, ever since the system of medical inspection has been inaugurated in our City we have been, years in and years out, noting that nearly sixty per cent of the children learning in Municipal Primary Schools suffer from one ailment or the other. Many land-

lords show their unwillingness to hire their premises for schools. Practical difficulties are frequently encountered in finding out suitable new premises at reasonable rents, in the same localities where old insanitary schools are situated. The problem of over-crowding in schools is generally solved by engaging separate premises near each other for portions of the same school. Landlords demand unreasonable increases in the rents and the Schools' Committee, failing to get in the neighbourhood, any premises, per force have to yield. Where suitable premises are found out either by the School authorities or Headmasters, the members of the Schools Committee find it extremely difficult to arrive at reasonable figures for rent. Some of the members of Local Committees can render valuable help in finding out suitable premises and in advising what rents should be considered reasonable. This they can easily do on account of their being familiar with the localities. When we remember, that out of the annual expenditure of Rs. 25, 50, 000 (Twenty five lacs and fifty thousands) nearly Rs. 4, 00, 000 (Four Lacs) are spent for paying annually rents for hired school premises, the importance of the social service of Local Ward Committees in this direction will at once be realised.

Members of Local Committees, when they go on inspection tours, should minutely observe how far the school buildings are suitable for their purpose; they would mark the light and ventilation arrangements; notice the sanitary state of urinals and privies and how far they are sufficient for the number of pupils who attend these particular schools. They must watch carefully whether the schools are healthily situated and how far their surroundings are sanitary. They should see whether the landlords have done their duty in keeping their premises properly repaired and white-washed; if they have not done so, to use their personal influence in persuading them to do the needful by not grudging to spend some amount for the welfare of little helpless pupils. They should see how the school premises can serve their purpose better by making small alterations here and there. Members of Local Committees who are engineers can well suggest the school authorities simple plans for erecting suitable school

premises. The architects of schools in this way will help architects of the mind in their work. The school premises, after school hours, are allowed to be used gratis by institutions for educational purposes. The more such use is made the better would it be for the Schools' Committee. The Schools Committee should know that in the Primary School 'Plant' there is a whole hemisphere of value unrealised, undiscovered by those who think of it as simply a place for the education of children, with the added use of an occasional night school. Let the Local Committee Members try their best to have the school premises widely utilised; they ought also to see that the permission so granted is not abused in any case. When this abuse is noticed or when the school premises without permission are used for alien purposes they should inform the school authorities of such abuse.

IV—SOCIAL SERVICE RENDERED BY OBSERVING CONDITIONS PREVAILING IN SCHOOLS.

A special scale of one teacher for 30 pupils has been fixed, and under certain circumstances some latitude is also given. When members of Local Committees visit schools they should see how many teachers and pupils are on the roll and notice how many out of them are present and whether their attendance is marked or not in the register. They should observe the health condition of both teachers and pupils and their personal cleanliness. Further they should mark how far the classes are overcrowded; how far sanitary precautions are observed in storing drinking water. The importance of this will be evident when we bear in mind the words of Dr. A. H. Hogarth:—

“The School is the nursery of the nation, and, by reason of ignorance of the parents, this aspect of the whole question should be treated as an educational problem; for the best way of combating physical deterioration is by means of physical education and by the instruction of teachers and children in the elementary principles and essentials of health living. Nor again is physical education to be regarded as merely synonymous

with physical training or physical exercises. It concerns the whole physical upbringing of children. The School is the nursery of the nation; and, owing to the ignorance of parents, children must be taught the most elementary habits of cleanliness, the use of a pocket-handkerchief, the habit of nasal breathing, the cleaning of teeth—in a word, they must be taught how to live healthy and cleanly lives. These habits cannot be taught by the enforcement of sanitary laws or by health visiting at the home; but they can be gradually instilled by means of a practical system of education in the infant Schools. Then the good effects of the natural reaction will be observed in the homes of the poor. Ignorance can only be conquered by sympathetic education, which is the function of the school. It can scarcely be overcome by the pious exhortations of social workers. Health visitors may be useful for the instruction of parents in a few practical points of hygiene in the home, but their work entails a great deal of wasted energy. No amount of advice or of benevolent effort can take the place of the demonstration and practice of personal hygiene and cleanliness in the schools. The health visitor, moreover, has no legal standing, and her welcome depends upon the courtesy of parents, whereas education both physical and mental is compulsory." Members of Local Committees, if qualified, can watch how the masters teach their pupils; how far special teachers for drawing, music, etc. discharge their duties. On the 28th of December 1915 the League of Parents and Teachers was founded in our city with a two-fold object; one of this was "to bring about [the abolition of Corporal Punishment both in homes and in schools". Ellen Key writes: "What burning bitterness and desire for vengeance, what canine fawning flattery, does not corporal punishment call forth! It makes the lazy lazier, the obstinate, more obstinate, the hard, harder. It strengthens these two emotions, the root of almost all evil in the world, hatred and fear. And as long as the blows are made synonymous with education, both of these

emotions will keep their mastery over men. So long as the home and the school use this method of education, brutality will be developed in the child himself at the cost of humanity”.

Dr. Annie Besant says:— “ A man who needs the cane to keep discipline has mistaken his vocation, and should be deprived of his teacher’s certificate, for he is engaged in the manufacture of cowards and fars, and ought not to be supported by the State in that nefarious industry. A good teacher needs no whip, and the teacher who needs it should be turned out of the profession . ” In the United States, corporal chastisement is forbidden in schools. In India, in the schools belonging to the Theosophical Educational Trust in Benares, Cawnpore and Madanpalle excellent discipline is maintained without the use of any corporal punishment. Ananda College in Colombo under Mr. Fritz Kunz has also abolished corporal punishment of all kinds and is doing efficient work. Let the Schools’ Committee strictly follow suit; for discipline ought to be the result of tone. Recently, one of the Sub-Committees of the Schools’ Committee agreed with me in my view and deleted from the rules of conduct for the teachers, the authority of inflicting corporal punishment, and this view was confirmed by the Schools Committee. The Local Committee Members should therefore persuade the teachers not to have recourse to the barbarous method and when teachers are detected in doing so, to report their cases fearlessly to the School authorities. Teachers should be made to bear in mind by the members of Local Committees that stupidity or peculiarity of manner or apparent sullenness, or disrespect, may be due to physical causes, to bad air, or insufficient food or incipient brain disease, or bad sight, and that in such cases they should be reported to our school medical inspectors so that proper remedies may be suggested to their parents. Many a teacher give vent to their feelings by inflicting corporal punishment, even in such cases, with the result that the children have to

undergo unnecessary and undeserved punishment and further suffer sometimes irreparable damage to their health; but if the system of giving corporal punishment is altogether prohibited in our primary schools, the risk of meeting such undesirable cases will never occur.

V. SOCIAL SERVICE REGARDING OLD, NEW AND AIDED SCHOOLS.

It is a well-known fact that the cost per pupil in Municipal Schools is Rs. 66 per every child; whereas it is only Rs. 8 for Government Primary Schools. Hence the policy which ought to be followed by the Municipal School authorities should be one of encouraging private efforts; and I am glad to inform the public that the Schools Committee has accorded its sanction to the newly revised liberal rules regarding grants-in-aid. Under the advice of our officers or at the request of the general public, new schools are opened. The Local Committee Members can well watch the progress of these newly opened schools and report to the Schools Committee, if in their opinion, their continuance is no longer desired. It will be within the province of the legitimate work of the Ward Committees to find out whether in any given area, there are more than necessary schools, to advise whether particular schools require to be amalgamated, to point out whether old schools having been deteriorated require to be closed down and to point out the necessity of opening new schools in localities where they may find a reasonable demand for the same. When they have visited aided schools and Municipal schools in a particular locality the Local Committee members will be in a position, after comparing the progress of each set of schools, wherein each set surpasses the other, in what way good points of one can well be introduced in the other, how cost in the Municipal Schools can be curtailed without impairing efficiency. It will also be proper for them to advise the School Authorities as to the necessity of closing one or more of their schools being too near each other. The Local Committee members can well utilise their knowledge of different lines on which primary

education is being imparted, in offering advice regarding changes which they desire to bring about in Municipal Schools. In this connection, I quote below Prof. S. N. Pherwani's remarks- "One of the methods of getting better results with less effort is the comparison of efforts and results under different systems of Primary Education. Thus for instance in the commercial town of Shikarpur we have the indigenous primary schools existing side by side with the Education Department primary schools. The indigenous primary schools are almost self-supporting, take care of about 60 per cent of actual school goers and produce self-supporting and useful results for the Mercantile Community. These indigenous schools teach, reading, writing, arithmetic, book keeping, commercial correspondence forms, bills of exchange etc. The children leaving the school are taken as apprentices by shop-keepers and carry errands and collect bills. Gradually they develop into acute business-men and can take care of themselves as brokers and shopkeepers in any part of India and even outside. It is the most economical of training for the particular purpose. For those who cannot afford higher education this primary education is useful, as it fits them for an immediate definite career. Compared with this are the Educational Department Primary Schools, which fit for nothing in particular, are out of touch with local needs and are of no use except to those who want to go in for English Education. Everywhere then, different systems of primary, high school and collegiate education should be compared from the point of view of efforts, and resultants, costs and useful output, adaptability to local needs and capacity to prepare for self-supporting careers."

VI. SCHOOL SERVICE FOR TEACHERS.

Mrs. Sigourney said: "Teachers should be held in the highest honour. They are the allies of the legislators: they have agency in the prevention of crime: they aid in regulating the atmosphere, whose incessant action and pressure cause the life-blood to circulate and to return pure and healthful to the heart of the nation." This should be our goal and this should be our cherished aim that our Municipal Primary school teachers should reach this high status: but

alas! The profession is not held in such esteem as it deserves! It is the duty of the public to take all steps that would raise the teaching profession in the general estimation. When we look at the physical condition of teachers as revealed recently by our Medical Inspectors in their examination, we find that 20 to 25 per cent of teachers suffer from mal-nutrition and general debility. Dr. F. Lobo, one of our school medical inspectors distinctly says: "That the teaching staff is not at all sufficient to the mark as regards their general health."

It is an established fact that a healthy teacher reacts favourably upon his or her pupils. Health of teachers is an index of the efficiency of the school system. The protest raised by the Municipal Teachers against their periodical examination clearly shows that teachers are apathetic for their own physical welfare. The poor ventilation of class rooms, insufficient lighting, overcrowded classes, etc. constitutes some of the insanitary conditions under which teachers are obliged to discharge their duties. This state of things, with very little out-door exercise, produces a deleterious effect on teachers' mental and physical well-being, their ability to teach, and the degree of successful work they are capable of doing. Add to this the extra work they do outside school hours, and the unhygienic surroundings in which they are compelled to reside owing to their poor circumstances. Dr. G. V. Kher, the Senior School Medical Inspector, accounts for their breakdown as follows:—"The first and foremost is the depressing effect of Bombay climate, which is very enervating. The experience in this direction tells me that the teachers generally fall in their weights gradually without any special cause. This is a matter for general complaint and is beyond remedy. The other removable source of ill health is the insanitary lodgings, where those teachers are compelled to live. The necessity of the required ventilation and light cannot be overestimated. Many a time, rooms are over-congested and found to be regular hot beds of diseases such as Malaria, Influenza, Liver complaints. The frequent attacks of such diseases weaken their constitution and make them all the more susceptible to Tuberculosis, Anaemia and such other allied diseases. Moreover, in the case of those to whom the

necessity of shifting out of Bombay has been brought home such teachers found it impracticable owing to the burden of supporting a large family. Because of poverty, such teachers try to avoid leaving Bombay and overwork which ultimately shatters their health completely. It seems that they deliberately avoid taking sick or Privilege leave for fear of losing half of their pay. Instances can be given of teachers, who have not availed themselves of such leave for years together. It may be suggested here that such teachers should be sent on compulsory leave on the recommendation of Medical Officers and as an inducement sick or privilege leave may be granted, on full pay. Again in the case of a large number of teachers, the importance of regular life, which is an essential factor in keeping good health in Bombay, is utterly ignored on account of family burden. Those who are conscious of their weak health, neglect it further by avoiding to take daily exercise in open air and taking rest in time. It is found that to save a few rupees in rent, most of the teachers live in insanitary buildings and any amount of advice would not persuade them to seek better lodgings. I would, therefore, take the liberty of suggesting that a scheme should be worked out to provide these teachers with suitable quarters built for them at the cost of the Municipality and moderate rents should be charged."

To crown all, the Municipal Primary School Teachers have to devote a greater portion of the day to teaching in insanitary school-premises which are rightly described by the Municipal Commissioner as veritable death-traps. Have we devoted any serious attention in considering the extent of harm we do to teachers in asking them to teach in unhealthy school-premises? It is necessary to point out to the general public and to the Municipal Councillors the serious damage done to the health of teachers. Ella D. Fleming, Assistant Specialist in School Hygiene, Bureau of Education, Washington, D. C. writes:—"Unsanitary conditions prevailing in the class-room often results in the conditions of anemia, rheumatism, catarrh, skin eruptions and premature old age. Poor ventilation, said to be the most common health hazard in industry, is highly inimical to health. Although the

functions of the human system can adjust themselves to wide variation in such an atmosphere, the danger to health is greatly increased by indoor air which does not circulate, in comparison to out-door air which is usually fresh and alive. Inadequate lighting is a serious defect in school sanitation and may easily cause fatigue. Constant exposure to dust for more than very brief periods is eventually damaging to the best health. It may be inhaled, or it may affect the skin, the eyes and ear canals. External surfaces may become physiologically inured to it but exposure of the internal organs, especially those of respiration and digestion usually terminates in the individual's vitality becoming impaired through infection of a chronic catarrh. This catarrhal condition produces lowered resistance of the damaged parts and impairment of the functions of respiration. Many times Tuberculosis of the throat or lungs is just a natural sequence of a lowered vitality being exposed to unhealthful conditions. Chronic Laryngitis (speaker's voice) is frequently found among school teachers. It is caused by using the voice a great deal in loud speaking, such as teachers must do in talking to a class. The results are hoarseness and great discomfort, followed by a secondary bronchitis issuing from extended inflammation affecting the larynx and pharynx. Headache caused by eye-strain is another very common ailment among teachers. Defective vision is more common among teachers than among any other class of workers, taken as a whole. The constant visual concentration necessary to their work calls into action from 100 to 150 separate movements and fixations of the eye per minute. Very often this swift readjustment of tiny muscles and nerves causes degeneration, and the condition known as eye-strain is produced. The physiological evil of eye-strain is two-fold: The normal store of nervous energy is dissipated, while at the same time the reflex action upon the various vital functions is such as to cause disturbances of the digestive and circulatory systems."

A prominent Marathi Teacher who has served faithfully the Schools' Committee for many years writes to me: "The teachers when they enter the service are equally, if not more,

strong and stout, full of youth and energy but after ten years when they are almost in the prime of youth, become physical and mental wrecks, without strength and energy, doing the work mechanically without their heart in it and dragging their wretched existence to premature decay and unnatural and untimely death."

I trust all this has amply convinced you that the condition of Primary Teachers is serious and of a kind which should no longer be tolerated. Adequate and efficient measures must be taken to improve and safeguard the health of teachers, because it determines to a large extent the quality of their teaching and the education of the children.

It is in their own interest that they should willingly get themselves medically examined by the school medical inspectors. In connection with this question, I requested the Municipal Commissioner to have an authoritative opinion on the subject from Dr. P. T. Patel, M. D. (London), Medical Superintendent, Arthur Road Hospital. I quote here in full this important opinion in confirmation of my view. Dr. Patel writes: "I do not see any objection to the examination of teachers periodically. It will be beneficial to them in the end by detecting early signs of any infirmity or disease which can be prevented or cured. The argument that they are overworked in insanitary surroundings and are under-fed etc. makes it more important that such an examination should be made periodically. They can then be advised about their physical condition, nutrition etc., and they can make their lives longer by taking precautions and paying attention to the defects noticed. Periodical examination of all the healthy persons is the trend of Modern Medicine which aims at the prevention rather than the cure of the disease. Some large insurance and other companies (Long Life League) in America have adopted it as a routine for their constituents. In England also the teachings of Sir James Mackenzie and Sir George Newman (P. M. O. to the Ministry of Health) have aroused great interest in finding out the early signs and symptoms of disease rather than waiting till it is too late. There will be some opposition in the beginning but I firmly believe that it is for the welfare and good of all concerned."

Dr. R. T. Williamson, Assistant Physician to the Manchester Royal Infirmary says: "There can be no doubt that school teachers, especially teachers in the elementary schools of large towns, frequently suffer from preventible ailments which are produced, directly or indirectly, by school work. Moreover, the profession is not suitable for some individuals. Hence systematic medical examination of all school teachers is most desirable."

The protest raised by teachers on the score of their periodical medical examination shows that the main reasons why this periodical examination is objected to, are of a different kind and require to be very sympathetically considered.

Members of Local Committees should impress upon the parents that all teachers are not mean nor all boys angels and that all boys are not vicious nor all teachers judicious. When troubles arise, it is never well to take the absolute word of either side, but to sift matters clear to the bottom, themselves, for the testimony of both sides will be colored by personal prejudices. Parents should be advised to do their best to sustain the teachers in their authority so long as nothing has been proved against them and further, even after they have reason to doubt their judgment, derogatory remarks should not be made against teachers in the presence of children. The disputed matters should be privately dealt with between parents and teachers alone and the children really should never know exactly what took place between the parents on the one hand and teachers on the other. The neglect of this salutary principle of etiquette by parents undermines considerably the influence of teachers and this, it will be really admitted, is not advantageous at all in the interests of children themselves.

The Members of Local Committees can do a good deal to remove misconceptions from the minds of teachers and to give them all facilities so as to make their lot in life happy and healthy to such an extent as to enable them to regain their old honoured position in society.

The school teachers play a very important part in the mental and moral upbringing of children under their charge.

Co-operation between the school authorities on the one hand and the parents on the other is absolutely necessary : and hence if we expect teachers to put in a substantial share of social service for the good of pupils, we must make their lot happy and healthy. So far as their salary is concerned, it is admitted on all hands, except the Bombay Government, that the Bombay Municipality has treated them justly : their salaries are fixed after mature deliberation by the Corporation : and I am of opinion that to reduce in any way the present scale for future employees will tell very harshly on them. The role of teachers as social workers is quite of a voluntary nature, and if we desire that they should do efficient social service both in schools and homes, it is imperative that they should be kept contented and they should be fully trusted. If teachers are found neglecting their duties; disciplinary action against them should be taken : but if they do some meritorious services, they should be sufficiently rewarded. This generous policy will produce wonderful results.

Teachers' work has "its own special encouragements and its special difficulties and discouragements;" and I wish all the Municipal School authorities, Municipal Councillors and members of Local Committees should not spare any efforts to mitigate the sad and sorry lot of teachers. This service will repay thousand-fold. While I address in this way to people outside the fold of teachers, I must address the teachers themselves in the words of Dewey : Every teacher should realise the dignity of his calling : that he is a social servant set apart for the maintenance of proper social order and the securing of the right social growth."

VII. SOCIAL SERVICE REGARDING CHILDREN'S PLAY.

This year, in the month of April, our senior school medical Inspector Dr. G. V. Kher conducted a sanitary survey of 72 Municipal Boys' Schools in B, C, D and E Wards. In A, D, and E, Wards he examined 38 Marathi schools and found that only 14 had playgrounds: in 16 Gujarati schools of A, C, D, and E Wards only 6 had playgrounds; whereas in

A, D, and E Wards out of the 28 Urdu Schools, only 4 had playgrounds. This survey is typical and shows that nearly one-third of our municipal schools have not the facilities of having playgrounds provided for them by the Municipality. This to a great extent accounts for the low vitality of many of our school-going children which ultimately makes them die in the very prime of life. But the effect of want of these facilities in the case of young girls is graphically portrayed by Mr. N. D. Mallick of Karachi in his paper on Open Spaces, Playgrounds and Directed Games for children as follows:---“As regards girls, who are the mothers of tomorrow, the problem is somewhat complicated. Although in some places Purdah system has been done away with, yet in practical life it does exist in one form or the other, and in a lesser or higher degree, which fact makes it somewhat difficult to tackle the health question. Girls have very little chance of spending their time in the open air and consequently their health suffers terribly. They need very strong health to enable them to pass safely through the phases of maternity and in the rearing of children who form the units of future generation. Unfortunately, the modern civilisation has quite changed the old method of living, whereby girls were made to attend to all household duties which gave them adequate indirect exercise. In this part of the country, I have come across girls whose parents take pride in dressing them in “up-to-date garments” but did not take the least care for their health. The result is that these young ladies lose all vitality and fall an easy victim to consumption which carries away a large number of the promising young girls who would otherwise have proved worthy mothers. It is, therefore, very necessary that open spaces for the girls with high walls all round should be provided and playgrounds taken advantage of where there are any.” Dr. Henry S. Curtis, one of America’s foremost authorities on playgrounds and recreation has said: “The first requisite of any adequate system is that it must furnish play to every child every day. This needs no discussion. We all realise that out-door air and exercise are essential to the physical, social and intellectual welfare of child-

ren. They cannot be really well and grow up into vigorous men and women unless they are getting an hour or two of such activity every day." Dr. Curtis further suggests that play is the first form of education and should have its largest place in the early years of life, since there is no later time when physical achievement means so much to the child as it does in the period before 12 years of age. "Play for grown people is recreation in the renewal of life. For children it is growth, the gaining of life." "Recreation is the safety-valve of civilisation." The remarkable progress of the recreation movement in America, showing an expenditure of millions of dollars by Municipalities, appropriated not because of a theory, but because it has been demonstrated to these cities that better health and better citizenship will result if the energy of children is directed in the proper channels; the passage of compulsory laws for physical education in a number of cities providing for a certain amount of directed physical exercise and play each day as a part of the school curriculum; and the fact that France and England have passed national physical laws—these are all significant of the important place which re-creation has come to occupy in the life of the child, and the recognition which has been given it. This is not the ideal plan. There should be provided for school children, in their true time, the opportunity for well-directed play which will supplement physical training in the schools, and at the same time give guidance to their energy that makes for citizenship.

Members of Local Committees, if they are earnest, will be able to do substantial social service in a number of directions in this fruitful field:

(1) Let them guard against the resumption of any existing play-grounds for building purposes. A list of these is given in the Appendix A.

(2) Let there be a systematic, strong agitation for more open spaces to serve as play-grounds and play-centres.

(3) Let them personally take an active part in watching the physical exercises given in various Municipal schools,

in seeing that schools where playgrounds exist are well utilized and in seeing that the children of the schools where they are lacking are taken at Municipal expense to some playgrounds nearby.

(4) Let them persuade the trustees of large charitable properties to allow their open spaces to be utilized as playgrounds for children.

(5) Let millionaires of the city be induced either to present to the city completely-equipped playgrounds or to give parks for recreative purposes. No better monument could they leave behind them than these, which are eminently fitted to bring health and happiness into the young lives of future citizens.

(6) Education bill, known as the Administrative Provisions Bill of 1907 is rightly known as the Children's Charter in the matter of organized recreation after school hours. The new Primary Education Act is sadly lacking in this special feature. Indian children need equally a similar Charter. For the fulfilment of this and other wants, it is essential to found a Children's Play Centre Association. Prof: M. M. Gidwani, M. A., in the fourth Session of the All-India Social Service Conference referring to such an Association said justly: "I trust the generous public of this great city will take up this question in a spirit of sympathy and earnestness it demands, and set an example to the rest of India. If and when such an Institution comes to be established as an outcome of this Conference and nothing more practical comes of our meetings in this hall, still we should have reason to congratulate ourselves that the "All-India Social Workers' Conference" held under the Chairmanship of Dr. Annie Besant, did not meet in vain." Let us wish that in future, the Local Ward Committees will exert their influence in seeing that such playgrounds are started in each Ward and that they are widely utilized by the children studying in Municipal schools. It is a matter of congratulations that after the passing of the Resolution on Open Spaces, playgrounds and directed games for children by the 4th Session of the All-India Social Workers' Conference in

the last month of December, 1925, within one year, the Bombay Municipal Corporation should have unanimously decided to launch for a year the experimental measure of having directed games by having two playgrounds both at Ripon Road and Grant Road and that it should have agreed to defray the initial non-recurring expenses to Rs. 12,000 for purchasing the necessary apparatus for the two playgrounds and to bear themselves the recurring charges of Rupees 200 per month for providing two trained directors for these playgrounds. This useful result would not have been achieved, but for the public demand voiced forth by the people in above-named Social Conference. Healthy agitation for achieving such noble objects can work wonders : but for this, there is the necessity of a group of voluntary workers and this we can secure by having in each Ward Local Committees of energetic and enthusiastic social workers. Prof. S. N. Pherwani, Department of Sociology, Bombay University, has laid down 12 specific or functional, efficiency tests for Municipalities of which part of the 12th Test is as follows :—“What is the percentage of residential area reserved for open squares, parks and playgrounds in each Ward? Is there an open space within five minutes' walk of every home?” If this is applied to conditions prevailing in Bombay, the verdict, without fail, will be that the Bombay Municipality is not an efficient Municipality.

I close this portion by quoting only one illustrious instance for the inspiration of the members of Local Committees. This instance is the pioneer work done in England by Mrs. Humphrey Ward. She visited America in the year 1908 and witnessed the marvellous work of the Play Ground Association of New York. Returning to London, she raised a fund for the founding of 50 playgrounds and the London County Council readily accepted her scheme with the result that these playgrounds have proved an immense success.

VIII—MEDICAL SOCIAL SERVICE.

The Bombay Municipal Corporation has since June 1914 introduced in their Municipal Primary Schools, for the first time in India, the system of medical inspection of schools

and scholars and the way in which it has been conducted till now reveals clearly to any onlooker that although the introduction of the system has done immense good in opening the eyes of a large number of parents about the defects of their children, still the want of proper facilities for adequate free remedial treatment till now has proved to be a stumbling-block in achieving the desired result. The Municipality has already introduced free and compulsory education in F and G Wards and I expect its introduction in other wards too at a very early date. Considering that children will now be compelled to go to school, parents are entitled more than ever to demand that serious attention be given to the physical regulations necessary for preserving the due balance between body and mind. The necessity of this will be evident if we bear in mind the relation which mental and moral education bears to physical education. Mental, Moral and physical education are related and interdependent, and one cannot be separated from the other without definite loss of beauty and strength in the character and physique of the child. Physical education is concerned with all the conditions upon which the physical well-being of the body depends, such as exercise, rest, recreation, food, clothing, personal cleanliness, and the like; it demands as much deliberate study, care, and method as mental training, and that it confers qualities which are at least as valuable as the mental gymnastics of the ordinary course of education,

We have already alluded to that the master key which should be applied for the solution of all problems relating to the welfare of school children should be the key of co-operation. Co-operation of a complete character is essential between parents and School Medical Inspectors; and this is necessary because the diseases from which pupils suffer are not only physical, but also mental and moral. The School Doctor plays a very important role in the general management of school children. The Bombay Municipality deserves credit for having been the first Indian Municipality to introduce the system of medical inspection of school children but till now it has failed to realise the vast scope and possibilities for immense good that lie unexplored

within that system. "Medical Inspection of school children is not only concerned with the prevention of disease, and the early detection of disease or obstructive disabilities; it is the initial step in a great scheme of national progress and educational reform. It is concerned with physical education, and with exercises devised as an antidote to the demands made by modern education on the mental faculties; the study of mental fatigue, and the nervous and moral derangements of the school child; the scientific supervision of school methods, and special educational methods for teaching abnormal children of the many different types, viz: the physically and mentally defective, the lame and the maimed, those who have been hard hit by the wild firing of our iniquitous social system, or having escaped the "slaughter of the innocents," have fallen by life's wayside to become hardened unemployables, casual mothers, depraved criminals, or social inefficients. We thus see that School Doctors if they are competent and discharge their duties efficiently they can do immense good. School Doctors should be concerned not only with finding out bodily ailments, but should be prepared to diagnose the nature of the character lesion, and to advise the parents with respect to the general management of peculiar and exceptional children. All this presupposes that our School Medical Inspectors are competent enough to give this kind of advice. At present, generally speaking, the education of medical men is not given to cover this important field; and hence the system of medical instruction must be revised to fit them for their extended duties of parental advisers.

In connection with the subject of the health of school children both the school authorities and parents must see that the archaic system of submitting all school children to receive routine education is given up and the modern system of adapting education to the needs of individual children is adopted. True education recognises that children are not all cast in the same mould, and that instruction should be adapted to idiosyncrasies and proportioned to varying capacities; and bearing in mind the physiological interdependence of body and mental development, adopts methods

of instruction which will produce in a given individual the most favourable evolution possible of all the faculties both of mind and body. Siegert sketches briefly fifteen types of children, viz: melancholy, angel or devil, star-gazer, scatter-brain, apathetic, misanthropic, doubter and seeker, honourable, critical eccentric, stupid, buffonly-naive, with feeble memory, studious and blase. These, according to Siegert, constitute some 8 per cent of all children, and teachers and the school-system are often responsible for their complete wreck or ruin. Individual treatment here is the only means of change or salvation, and force is worse than nothing at all. Parents would profit by studying the nature and mental constitutions of these children, and by seeking the help of the medical man in the management of them. They must distinguish between mere backwardness and true mental deficiency. Merely backward children should not be too hastily pronounced feeble-minded or imbecile. Dr. West has suggested a useful rule as a guide viz: a mentally defective child would be abnormal for any age, whereas a backward child is merely abnormal for its own age. All this indicates that teachers and parents must classify their children and treat them in the way, their condition demands. This is essential because among children we notice varying attitudes. Some develop mentally at a very rapid rate. Some children having good brain power have delicate physical constitutions. Then there are large numbers of weak and delicate children suffering from some ailment or other who are not fit for regularly attending ordinary schools. Their defects or ailments are handicaps to healthy vigorous growth in mind and body. At present in Municipal Primary Schools all children are treated invariably in the same way. One can well imagine at the harm arising from this irrational treatment. This state of things is allowed because there is apathy and ignorance all round among the general public. A healthy public opinion is needed and this could be aroused only if systematic attempts are made to enlighten the ignorant mass of parents. Special upbringing of these weak and delicate children should be insisted upon just as is done for German school children by

having Open Air Schools for them so that they may receive full benefit of the education imparted to them in schools and may turn out to be healthy adults. These schools would avoid all the defects of the unscientific and out-of-date buildings that at present disfigure the educational world. For all this, the school authorities must insist on having a proper classification of children under their charge. This will enable them to issue the necessary orders, so that weaker children may be asked to attend school for only an hour or two during the day, the education of some to be conducted with caution and care, if at all it can be attempted in any formal fashion, and to prohibit the attendance of all these pupils who may be declared constitutionally unfit for school-life.

While dealing with this subject, I cannot help saying that if parents desire their children's mental and bodily welfare it is their duty to aid the medical officers in their work for the children, by giving them as much information as can be given of their past years and family histories.

At present, as a rule, parents put their children to school without a word about the history of their health so that the medical officers have nothing to guide them as to any personal or family peculiarity regarding the children. This is not fair. The members of Local Committees should see that parents and guardians when they put their children to school, furnish signed medical reports giving a complete personal and family history of each of their children in their own interests as well as in the interests of the school authorities. The reason for this will be manifest when we recall the fact that very many of the conditions for which treatment is required after the children have joined the school ranks arose before they come near the schools and even due to causes arising outside the schools. This ought to influence parents to see for themselves the necessity of their caring for their children during the pre-school period. After this is done, the real responsibility of voluntary workers commences. The guiding principle which ought to govern their action should be to provide the parents of every reasonable facility to help themselves. They should merely stimulate the

devotion of the mothers and re-awaken the sense of parental duty and responsibility.

When a child is put to school, the parents of the child should be given a chance of seeing with their own eyes the way in which the medical examination of their children is being conducted. This will generate an atmosphere of trust in the parent-world and parents will get first hand knowledge of their children's state of health in time so as to enable them to take remedial measures at the earliest opportunity. Members of Local Committees will be in a position to persuade parents living in their own locality to see things for themselves. When busy parents for one reason or another are not in a position to do so, members may occasionally take up these responsibilities themselves. After this examination is over, parents are sent intimations of their children's diseases and they are asked to get the same treated privately or at Free Municipal Dispensaries. Some parents wish to do one thing or the other; and neither the school authorities nor the medical inspectors make enquiries as to whether children have availed themselves of some kind of remedial measures. This, to a great extent, mars the far-reaching beneficial influence of conducting medical inspection. When the Medical Inspectors re-examine marked cases of suffering children, they notice that many cases have not improved and a good many have gone worse.

I give below a statement regarding the statistics of re-examined children with the remarks on the same made by the School Medical Inspectors in their Quinquennial Report:

Re-Examination of children:--In the re-examination of children, the improvement as a result of treatment found during the years, 1920-21, 1921-22, 1922-23, 1923-24 and 1924-25 was 34%, 34%, 20 per cent, 21 per cent, and 23 per cent respectively. From the above statement, it will be seen, that, though many intimations have been sent, and cards for Municipal Treatment issued, still the benefit that should have accrued from all this, is comparatively unsatisfactory. This is due on one hand, to the apathy and ignorance of parents

and on the other, to the difficulty of obtaining due attention at the several Municipal Dispensaries.

Table showing the interest taken by the parents in the Inspection.

Year.	No. of Schools	No. of children.	No. of intimations.	No. of replies received.	No. of cards.	Private Treatment.	Improvement found.
1920-21	197	16333	6011 or 36%	4098 or 68%	2822 or 68%	1276 or 31%	34%
1921-22	234	17643	5418 or 30%	3703 or 68%	2476 or 67%	1227 or 33%	34%
1922-23	261	19224	6452 or 33%	4357 or 67%	3128 or 71%	1229 or 28%	20%
1923-24	249	19650	6516 or 53%	4580 or 78%	3260 or 71%	1320 or 29%	21%
1924-25	271	21764	6622 or 30%	3803 or 58%	2197 or 58%	1606 or 42%	23%
Average of percentages.			32%	66%	67%	33%	26%

From the above table we know that 66% of the defective children have sent in replies through their parents, expressing their desire for treatment, either private or Municipal. Therefore it follows that 34% have not shown their inclination for any sort of treatment; hence, we presume, that they were left untreated for their complaints. However, the result of re-examination shows that 26% of the children were found to have improved, and therefore the remaining 74% remained unimproved. This 74% should necessarily include 34% who have not taken any treatment, as judged from the replies, as stated above; so we conclude, that the remaining 40% (74% - 34% = 40%) have not also shown any improvement, although they expressed their willingness to undergo treatment. This may be either due to their not taking treatment at all, or their not having derived sufficient benefit, from what little treatment they may have taken.

This statement clearly points out that a very large number of parents show utter negligence, even when their own children's welfare is concerned. It is often extremely difficult to induce parents to take any steps to carry out the directions of the Schools Doctors, especially in the absence of actually suffering on the part of the children. Medical inspection is compulsory, whereas medical treatment is optional. It is here where lies a wide field of useful service for the voluntary workers, both for promoting the well-being of the children and for ascertaining the needs of the homes. Members can usefully open a campaign of inducing parents to obtain the treatment either at home or outside, from their own family doctor, or from a public hospital, a Municipal free dispensary. Here again, if adequate help must be rendered, the school teachers can prove themselves very useful; but independent men and women of position can do a great deal more. "The prevention of the wastage of child-life is a question of imperial importance;" hence service of this kind is noble service. Merely seeing the children taken once for treatment at some place or other is not sufficient. This involves "following-up"—that is seeing that after the first treatment has been given, the parent takes advantage of the whole possibilities that the school authorities offer for ensuring that these school children have that continuous treatment which means a cure. For much of the present noticeable neglect, not only parental ignorance, is responsible; but to a great extent it must be attributed to the indifference of the medical profession in neglecting to popularize some questions directly bearing on the welfare of the child population. Dr. Abraham Jacobi has well said; "As long as medical service will not enlighten the masses with its fundamental principles it has failed in its most vital vocation. The simple facts of medicine should be taught in intelligible language in schools, from platforms, the pulpits, and last, by no means least, in newspapers." Parents require to be enlightened not only on general health topics, but they ought to be specially instructed on the subject of school diseases. Teachers and other schools officials, require adequate training in health

principles and methods to enable them to co-operate most successfully. The curricula of training in all normal schools and in other institutions for the preparation of teachers must be broadened and modified to include the essential instruction in school-health work before the structure of national education can be recognised as giving evidence of rational wholeness or soundness. If then the medical profession becomes alive to its duty towards the laity, then the teachers will be able to keep a careful watch over the physical condition of their pupils, bring to the notice of medical officers children's abnormal condition and persuade parents, if the children do not improve, to do the needful; and the parents will understand the nature of the chronic schools-diseases, the importance of remedying them in time and the patience to be cultivated before the obstinate diseases get cured. Members of Local Committees will do well to visit the homes of children with a view to ascertain accurately the home conditions and circumstances and to find out whether the condition of the homes is such that from some cause or another the parents do not provide the children with food as will enable them to take full advantage of the education provided. Here I may mention that in England under the provisions of the Children Act of 1908 the Local Education Authority is empowered to prosecute persons for assault, neglect or ill-treatment of children in their charge; and such neglect includes failure to provide adequate food, clothing, medical aid or lodging for the child, or failure to take steps to provide the same. By giving visits to the homes of pupils, members of Local Committees, in necessitous cases, will be in an enviable position of giving secret help by providing tonics, so as not to offend their feeling of self-respect. They should persuade parents to visit the schools where their children are educated, specially on days set apart for their purpose, and if they do visit, they secure their taking personal interest in their children once and for all. They may then learn to take pride in their children and to feel the disgrace of sending them to schools, dirty, ill-clad, ill-shod, hungry, or over-taxed by home-duties. These personal visits to homes of parents will give them an ideal

opportunity of attending to cleanliness and personal hygiene of boys and girls which give so much trouble to teachers within the schools. Members of Local Committees must not assume a patronizing air; they should always remember that neglect of children by their parents arises often from ignorance and carelessness than from any repudiation of parental duties. Members of these Committees by discharging their duties conscientiously will constitute themselves a true link between the School and the Home.

Members should also persuade parents to attend in large numbers lectures delivered on suitable health topics by the school medical officers. Influential persons presiding at these lectures will draw in large audiences. While I say so, I cannot help mentioning that the lectures should be short and given in racy style and must be well-prepared and illustrated either by lantern-slides or cinema films. It is a matter of great regret that the many cinema houses in Bombay occasionally do not give treats to school-going children by showing them educational films on sanitation, hygiene and other educational subjects. Occular demonstration of this type will go a long way in removing the great ignorance on so many health topics which we witness all-around us at the present day.

In this part of my paper, I must make special detailed reference to two important topics viz: Nutrition of school children and School Clinics.

Let us consider the first. Every child who is ten per cent or more below weight for his height and age, is suffering from malnutrition, and persistent efforts by co-operation of school, home, and community should be made to correct this. Dr. C. J. Thomas, M.B., B.Sc., D.P.H. says; "Malnutrition is a complex process depending upon a variety of causes, and no other part of the Care Committee Worker's duties is so important as the share he or she must take in the medico-social investigation which is necessary in every cause of malnutrition which comes to light."

Dr. Le Grand Kerr mentions:—"The period of childhood places a demand upon the body which is proportionately greater than at any other time of life. The child is subjected to more excitement, more work and more physical and mental strain, than in later life. The developing organism and the activities of the child's life require that nutrition be the best. In the adult, food is largely a matter of making up for waste, but in the child there are two important factors; the repair of waste and supplying material for unimpaired growth. It is particularly during the earlier years of school-life that the nutrition is apt to suffer. The child is then under a new kind of excitement; there is the worry over lessons, the desire to hurry off to school, and meals become to the child a secondary consideration. And too often to the child is left the selection of its diet. The diet should be proportionate to demand made upon the child, but nutrition does not end with partaking of food; it takes within its scope the assimilation of food, the distribution of bodily heat, the avoidance of fatigue, the regulation of rest and the kind and amount of recreation. And unless the parent who holds the power of control of these matters will exercise that power, the teacher of the child will be seriously handicapped in the work of instruction. And further than this, if such a child is given the mental training which the parent will probably demand, in circumstances of poor nutrition, the child will be certain to suffer, and an impairment of health will result. Nutrition is of prime importance. I can hardly emphasize too much the high place it occupies in the education of the child. Neither do I hesitate to make what may at first seem like a sweeping statement—that there is nothing that affects the education and the health of the child in a larger degree." In the joint Quinquennial report of the Municipal Medical Inspectors for the period between 1920 to 1925 under the heading of Malnutrition the three doctors are unanimous in saying as follows:—

"MALNUTRITION:—About 33 per cent of boys are far below the average weight relative to their height and age. This estimate is based upon the general development

observed in children in proportion to their height, weight and age. The malnutrition is mainly due to insufficient and injudicious feeding since their infancy. During infancy they suffer from rickets on account of being artificially fed. It has been observed often that the boys of the backward classes are stouter and stronger than those belonging to the advanced classes. This marked superiority generally disappears later on. The retardation of development is the result of want of sufficient and nutritious food, and of good, hygienic dwelling houses: another cause of the retardation in growth is the long interval between the two meals. These boys are fed early in the morning along with their parents, and in many cases, the mother being also a full time worker, they do not get their afternoon food. The evening meal is served naturally late i.e. after the arrival of the father or mother from work. They are provided with very little money to have something in the way of afternoon tiffin. Children buy something from the hawkers, which is often objectionable from the health point of view, and quite insufficient to satisfy their hunger. In the case of children of the advanced classes, their general debility is inherited from their mothers, whose general physique is naturally weak, due to their being continually in the house and not going out for fresh air. Such mothers hardly get sufficient milk for their babies who have to be artificially fed.

“There is another evil almost of daily practice in connection with our school-going children. The children are generally served with food just before going to school. Naturally, they take their food in haste, and do not find enough time to masticate it well. After the hasty meal, they start running to school. The digestion of unmasticated food is not properly done, and so, they do not get sufficient nutrition. Therefore, the parents should be careful to feed their children at such an hour that they have sufficient rest before starting for School. Children should on no account be given money, but they should be provided with home prepared things to serve the purpose of afternoon tiffin. These are considered trivial matters, but they go to a great extent in impairing the general constitution. Children's health

mainly depends on the care they have received or been taught to take during the early period of life. Great harm is done to children through ignorance and neglect. Health is attained by practice of right habits."

Malnutrition "is the condition which ensues upon continuing disturbance of the normal balance through insufficiency or unsuitability of food, through over-expenditure of energy, or through interference by disease or unhealthy surroundings with absorption, distribution and utilization of nutriment." In our Municipal Primary Schools, looking to the quinquennial report of the Schools Medical inspectors, we find the following figures for malnutrition :

1920-21	1921-22	1922-23	1923-24	1924-25
25%	30%	34%	28%	30%

We must first of all note that "Malnutrition is an exceedingly complex condition, which is inter-mingled with every aspect of social difficulty, including housing, habits, ignorance, apathy and want." If a true estimate of the causes of the condition is to be arrived at, if the effect of the measure taken is to be satisfactorily ascertained, and if the necessary adjustments in the child's interests, to be made at home and school, are to be carried out effectively, then two vital conditions must be fulfilled. First the voluntary workers must be possessed of expert social knowledge and they must be prepared to devote ungrudgingly almost unlimited expenditure of times. Secondly there must be on the one hand between themselves and the school or private doctors constant association and co-operation in each and every individual case and on the other knitting together of all the agencies, whether voluntary or official, lay or medical, which are concerned in the social improvement of the families from which the children of our elementary school are derived. In other words persistent efforts must be made to correct matters by co-operation of School, Home and Community.

Malnutrition is not synonymous with under-feeding, and hence it is not enough to make arrangements for feeding children suffering from malnutrition in schools and to state

that our duty is done. We must investigate, study the home-conditions, and their past history so as to avoid serious errors. This will require on our part, much knowledge, skill and patience. The work of school feeding is largely preventive in-as-much as the necessitous child if timely taken care of in this way, does not suffer from malnutrition. The feeding part of the duty is wholly social: but when doctors detect cases of malnutrition among school children, the question becomes purely a medical one. Children suffering from malnutrition are ailing children and they come from poor as well as rich parents. For all classes, "milk-meal" should be provided as is done in London and we will soon notice ill-nourished children doing very much better. The rich parents will gladly pay the cost of these meals. It is needless to say that milk is "the great stand-by in all classes of malnutrition, as it contains in itself not only all the food-stuffs necessary, but also contains substances of special or unique value in states of debility." Codliver oil is another food of great value, and is given in the form of meals to London school children in the same way. For Hindus, milk-meals will serve the purpose: for other non-vegetarian children, codliver oil meals will do. Further, even if feeding is adopted in some schools, there too, the supervisors of these centres should be skilled and intelligent. They should with an observing eye detect cases of those children who are unable to profit by the meals provided; these should be brought to the notice of School Medical authorities. But whichever system is adopted, in all cases, the teachers and the school authorities must have recourse to systematic weighings for ascertaining the effects of the measures taken.

We have already stated that the work of school feeding is largely preventive because children who are fed are prevented from being victims of malnutrition. If the Municipal Councillors care to notice, they will find that from the very beginning of the medical inspection of school children, the Medical Inspectors have pointed out that a very high percentage of children, practically speaking one third of all the pupils, suffer from malnutrition.

Is it not the duty of the school authorities that before imparting instruction to them, they should be made fit to receive the same? In children the physical state of the body is a good guide to their mental condition. The school authorities must know that an unsatisfied stomach also means an unreceptive mind and a body fatigued through want of food is a mind demented through lack of nourishment. All these years this duty has remained unfulfilled and still will remain so till the general public raises its strong protest and agitates for the early redress of this long-standing grievance. An educational authority has well said: "The feeding of a starving child is not a charity, but a duty of the State towards a future citizen." Clause 2 of education (Provision of Meals) Acts, 1906 and 1914 says: "Where local education authority resolve that children cannot by lack of food take advantage of education, and ascertain that there is inadequate voluntary provision, they may spend out of the rates such sums as may be necessary to meet the cost of the provision of food. The powers of the local education authorities shall be exercisable in respect of children attending a public elementary school within their area, both on days when the schools meet and on other days." Many of our schools are attended by very poor children. What was the duty of the School's Committee in relation to all ill-nourished or necessitous children was in a microscopic degree performed from November 1918 to 30th June 1924 in connection with the Gamdevi Marathi Boys' School, the Girgaum Gujarati Boys' School and Falkland Road Urdu Boys' School by the Seva Sadan Society of Bombay; but for want of funds this society was reluctantly obliged to stop this feeding work. A large number of the poor starving school children and an equally large number of others during the recess hour, being hungry, try to satisfy their hunger by partaking of any kind of food that is being sold near their schools. From time to time both in the Corporation and outside, a cry has been raised to prevent vendors of unwholesome food from sitting near school premises. The teachers try to do something to help in this direction, but for want of necessary powers, the authorities decline to interfere saying that under the Police Act

hawkers cannot be prohibited from approaching the school premises; they say that the hawkers are granted licenses to sell articles on certain footpaths by the Corporation and the Corporation is the proper authority to do the needful. The Secretary, Schools' Committee has issued a circular to teachers to do what they can and to dissuade children themselves from buying eatables. Is this policy justified? If we intend to prevent children from buying unwholesome things, is it not our plain duty to make some arrangements for providing at reasonable cost, wholesome foods and drinks by arranging for special refreshment stalls to cater for a group of schools of the same locality. The Director of the Indian Comforts Syndicate Limited has applied in last June to the Schools' Committee to give them a monopoly for maintaining some tea and refreshment stalls in all the schools. The Committee has referred this matter to a Sub-Committee. There are many charitable trusts from which are run "Sadavarats" for feeding the already over-fed idlers of the city. Could not the trustees of these trust funds be persuaded to help the noble cause of feeding the poor starving school-going population? Could there be a more generous and genuine philanthropic scheme for investing the philanthropists' millions than this? They could well be persuaded by personal visits of influential members of Local Committees. We might conclude this portion by saying that teachers are in a very favourable position to render very useful service in this important matter. A large number of school children suffer from malnutrition and general debility. Some sort of feeding is essential to be introduced in our schools selected in poor localities and there, teachers' co-operation will help us most. Mr. J. Gunn, M.A., D.Sc., says: "It is not our work as teachers to superintend the feeding of our pupils in school, but it is clearly our duty to know if their feeding at home is insufficient; and where charitable effort comes in to supplement such deficiencies, the teacher will often be able to afford much valuable aid in the direction of such efforts. No one ought to know better than the teacher where aid is required. Her knowledge may warrant her in offering advice and otherwise co-operating with the

home where defects in nourishment are due not to poverty but to simple ignorance or want of care. In many points the infant teacher needs to be in closer touch with the home than any other teacher. There is, as we have said already, more of the mother element in her work than in that of other teachers." What Mr. Gunn says about infant teachers holds good for all primary school teachers, both males and females, in our Municipal schools.

I now deal with the subject of School Clinics. Since more than five years, the Schools Committee's Medical Officers have cried hoarse over this subject : and in the last Administration Report, we find that the Municipal Dispensaries have been condemned for remedial treatment of school diseases for want of special arrangements there and that all the School Medical Inspectors are unanimous regarding the great necessity of founding School Clinics. They have been making this demand since a long time and I myself proposed some years ago to have such clinics in different centres, but our efforts have not yet borne fruit. Children have a right to have their ailments treated and removed by medical aid. At present the school authorities do not institute any enquiry as to whether the ailing children under their charge receive any remedial treatment at all. They feel satisfied and consider they have discharged their duty when intimations are sent to the parents of the ailments from which children suffer. They consider that their function merely is to "receive the children such as their parents sent them into the public elementary schools and pass them through the scholastic mill, indifferent to their physical fitness." This short-sighted policy in vogue at present is ignoring altogether the children's sacred rights and whereby children grow to manhood and womanhood with defects, detrimental to efficiency and health, which a trifling expenditure would have removed, an expenditure to which it was morally entitled in childhood. So far as the majority of parents are concerned, they being poor, are sure to neglect their duty towards their children and the few rich enlightened parents will get the remedial necessary treatment given to their children by their private family physicians. Is this state

of things beneficial to be continued any longer? If the adoption of the policy is with a view not to incur any more expenditure, it is time that the economic fallacy of saving public expenditure at the price of hindering medical aid from reaching the poor children is exposed. The School Medical Officers have unanimously pronounced their emphatic opinion in the quinquennial report to the effect that "Actual treatment in schools, can only achieve the real object of Medical Inspection, and not mere examination." It follows that Rupees 25,000 which the Schools' Committee have been spending every year for conducting the annual medical examination is money not spent very usefully till they spend a little more in offering the ailing children continuous remedial treatment in schools. During sickness, every sick person is a social burden and it is, therefore, the economic interest of society to shorten as much as possible the period of sickness: it is probable that, free medical aid to poor suffering children would be found, if the results were worked out, to be a sound and economic investment of the public resources. There is a further reason which makes liberal medical aid to the poor, true economy. "Nothing is more expensive to a community than an epidemic. It is the debilitated and neglected bodies of the children of the poor which form the nursery for the cultivation of the deadly germs of destroying pestilences. The army of deadly bacteria is mobilised behind the closed doors of the poor and issues thence in full force to devastate impartially the homes of the rich and poor. So far from deterring the poor from seeking medical aid, every opportunity should be seized of getting behind those closed doors and routing the assembling army before it issues forth on its enterprise of destruction."

Dr. John Priestly writing on the subject of "The past, present, and future of school medical inspection" says:— "The question is: How are we to lessen or to get rid of it (mass of chronic ailment)? The task is not wholly neglected even now, but the practical difficulties are very great. Dentistry, the operative treatment of nose and throat, the testing of eyes for spectacles, the fittings of wasted limbs with suitable supports, etc. are not within reach of ninety-

nine hundredths of elementary scholars without recourse to specialist hospitals. This means days off for parents as well as scholars, indefinite waiting and much expense. Treatment of running ears, of ring-worm, and the like could undoubtedly be done at home by intelligent and well-instructed mothers, but at what consumption of time and disturbance of narrow households, only those know who have lived or worked in that social station. The cases of general delicacy, malnutrition and so on want continual skilled watching, which, if undertaken by the family doctor or at dispensaries, will seem an intolerable duplication of medical visits with little to show for it. Every consideration of convenience points to the school as the place where all these things can be done most simply and expeditiously. The School Clinic is by far the cheapest and least troublesome means, especially when the question of surveillance is considered. For in nearly every case of these chronic school ailments the operation on the child is but the first step, and success only comes from closely watching the case for months afterwards and applying the proper subsidiary treatment. How easily could this be done if the doctor had only to walk through the schools once or twice a week accompanied by the teacher?"

The School Medical Officers themselves are of the opinion to have travelling clinics. They say in their quinquennial report:—"The experiment of treating the dental defects in schools, has so far proved a great success. It seems, however, that although parents and guardians of children are eager to take full advantage of the facilities when given for free treatment of their wards **IN THE SCHOOLS ONLY**, they are indifferent to take any action when other diseases are intimated to them. As the experiment of treating boys in schools has gained success, we strongly recommend that early steps should be taken to provide facilities for treating eye diseases also in schools. Actual treatment in schools, can only achieve the real object of Medical Inspection, and not mere examination. The results after re-examination show that only a small number of children have actually undergone treatment and got perfectly cured."

In England the Local Education Authority (Medical Treatment) Act, 1909, empowers the Local Education Authority to recover from parents, summarily as a civil debt the cost of medical treatment of their children. If this is the case in England, is there not a strong case for India to follow suit where 95% of its population is illiterate? The annual statistics furnished by our School Medical Inspectors ought to be an eye opener to all parents. If they are really caring for their children, I would earnestly request all of them to peruse attentively the quinquennial report recently submitted to the Schools' Committee by our Medical Inspectors. A cursory glance at it will show that a large number of children although found ailing, drag on, without receiving proper treatment. All these years I have not come across a single protest from any parent, on the score of treatment, having been submitted to the Schools' Committee. Under these circumstances, when can we expect the public opinion to be so enlightened as to demand the passing of a Legislative Act? To expect this in Bombay for some time to come is not possible. We must feel contented for the time being and do the needful, taking things as they are. We must agitate for providing in the first place proper facilities for the health re-construction of all the school children. These facilities should be in the nature of travelling clinics in schools and a central clinic. Sir George Newman has enumerated their advantages as follows :—

- (1) More complete supervision of treatment.
- (2) Administrative advantages.
- (3) Greater completeness in treatment.

Then when these facilities are given, our agitation should be in the direction of persuading parents to avail themselves of the same and they seeing the beneficial result with their own eyes will ultimately join hands with you and the school authorities in demanding the passing of legislation for enforcing remedial treatment on all pupils.

Besides starting travelling clinics in schools just as the Schools Committee has successfully done in the case of dental clinics, it is advisable also in the interests

of the large number of school children of poor parents, studying in our Municipal Schools, that in the poorest Ward a Clinic, complete in all its various departments should be started. The expenses of this Clinic will not be much, if eminent physicians and surgeons volunteer their services for some hours. Can we not expect this service to be rendered to the school-going population at the hands of Her Excellency Lady Wilson? I am sure her good and great influence will enable the Schools Committee to soon realise the dreams of our medical inspectors which they have been dreaming for all these years. The very fact that all these years this cry has fallen on deaf ears shows that the public conscience has not been fully awakened. A strong and persistent agitation for this is long since overdue. In connection with this general subject relating to the health of primary school children, many more suggestions could be offered, but this would suffice to point out the main directions in which voluntary help can be given. Members of Local Committees can supply clean clothes to the large number of poor children in our schools, provide free spectacles to poor and needy pupils and in these and various other ways, which would suggest to them when once they commence their work in right earnest, prove themselves very useful and serviceable as voluntary workers.

MISCELLANEOUS SOCIAL SERVICE.

I now deal with several miscellaneous topics. It is now admitted on all hands that the personality of a teacher counts most both in the physical, intellectual and moral welfare of the children put under his charge. Quite apart from the supreme value of the teaching work, is the great service they can render in various ways. They can also do a great deal corporately through their societies—the Teachers' Associations. The Schools' Committee with all its benevolent intentions will not be able to achieve any success unless the parents are made to realise their serious responsibility and the teachers are taught the sacredness of their noble vocation. The school authorities must, therefore,

devise methods to bring both parents and teachers to come on the common platform and to have heart to heart talks on various problems that arise from time to time regarding the welfare of children. In the revised edition (1923) of "Suggestions for the consideration of teachers and others concerned in the work of public elementary schools" I find the following valuable advice which deserves to be put into practice:—"Of all the outside public, the parents clearly have the best right to be informed as to what the school is doing for their children. Many head-teachers make it known that they will be ready to see any parent at certain hours. Open days for parents' visits are also a useful institution. On these occasions, parents are able to discuss with teachers and Managers any matters of common interest. Medical inspection has provided another valuable opportunity for consultation with parents. A day on which the school's achievements during the year may be reviewed, is yet another means of linking the school with the outside world—a purpose which is also achieved by the recent development of "Education Weeks" by many authorities. Some teachers send periodical reports to parents on the progress of their children, others encourage children to take home specimens of their exercises, drawings, or hand-work." The school authorities should arrange frequent "Parents Evenings" where parents and teachers could freely talk together, and where lectures might be delivered representing both the views of the School and that of the Home. In this way, a close association will be established between the School and the Home, the prevailing mis-conception "that the work of the schools is a mystery not to be penetrated except by the initiated" will be thoroughly dispelled and the teachers who are likely to be depressed by the difficulties of their task will feel real zest in their work.

There are a number of ways and means which will suggest themselves to those who care to devote their serious attention to this all-important matter. I do not desire to elaborate on each point. I shall content myself by naming some. Members of Local Committees will do well to get up special funds for having annual prize-distribution functions

every alternate year, for Fresh Air Excursions, for Educational Trips etc. They should investigate cases of cruelty and neglect of the school children and call the school authorities to warn the parents of the penalties they are likely to incur. Many school teachers do outside school hours extra work for supplementing their income. This, in many cases, seriously interferes in the discharge of their legitimate duties; cases coming to the notice of the general public should be reported to the proper authorities. Members of Local Committees, if they are earnestly anxious to be of real service to children must be in touch with the different voluntary associations in the city which have as their primary object the welfare of children. This century is styled as the century of the Child; problems of a diversified character have arisen and experts have devoted serious thought to the same. Educationists and others might study these questions and give the benefit of their study to the general public. The press is a potent force and its power many a time is prostituted to unworthy ends: but members of Local Committees can well utilize from time to time the press for removing misconceptions regarding the policy of the school authorities, relating to the different educational problems of the day. These duties ought not to end by caring for the school children till they are in the school. They can be of great help in offering advice and assistance with regard to the employment of children after they leave school.

I have done. I hope I have succeeded in showing you that the Municipal Primary Schools offer limitless opportunities for noble effort and permanent enterprise. It is in early youth that the truths which are most precious and helpful in life are most easily and most durably impressed upon the mind. At this period, the things taught, grow as it were, into the very tissue and fibre of the soul. The period during which a child remains in the school and is amenable to our influence is short: but it is the period in which our influence is sure to prove very fruitful. It was, therefore, with great reason that an astute Jesuit said: "Give me a boy until he is eleven years old and I care not who has him afterwards." To all thoughtful minds it will be evident that if the maximum

of benefit is to be attained with the minimum of expenditure in personnel, time and money, there ought to be loyal co-operation between the school authorities, teachers, parents and voluntary workers. I have suggested to you some methods of work. In this paper at several places I have alluded to the necessity of passing laws for the purpose of achieving our object; but this is not an ideal which we should aim at. When the public conscience has not sufficiently awakened, laws passed remain a dead letter. If democracy means a maximum of order with a minimum of coercion, the ideal towards which we ought to strive is to do our utmost for school children with the least resort to law and with supreme appeal to the higher sources of order and justice.

Child training must comprise a harmonious blending of physical, intellectual and moral development. Undue development of the one at the expense of the other will be detrimental to the interests of children because these three component parts of education are so intertwined that a purely one-sided development is impossible and the duty of the educationist is merely to adjust the right proportion in which each kind of education should stand to each other. Under the Children Act, 1908, children get protection in a number of ways. All these ways are closely connected with one another. Thus we see that the various fields connected with the training and [protection of children are all interdependent, and a break in the weakest link of the chain will cause disaster to the rest. Hence it is essential that the voluntary workers must pay due regard to the different phases of child protection so as to produce the maximum benefit from their personal service.

Sir George Newman, the Chief Medical Officer to the Board of Education, has given a very high certificate to the value of voluntary work generally and to the work of Care Committees particularly in the Annual Report for 1910 and it is well worth quoting in full. I give below Sir George Newman's opinion:—"It has recently been pointed out, and with some truth, that the service of voluntary agencies in connection with certain forms of personal work is superior in several ways to that of public authorities. First, the

voluntary worker, simply because he is a voluntary worker, contributes, in a special degree, initiative and invention. He is at liberty to experiment, and his interest is in his work and in making his methods effective. Secondly, the voluntary worker can lavish unstinted care and time on difficult and refractory cases. Thirdly, he brings to bear upon his service, not unfrequently, an intensity and a variety of religious influence, spirit and motive, which, though not impossible in the paid official, is less evident or operative. The tendency of the official is to work primarily from a sense of duty, the voluntary worker from a sense of altruistic devotion. These characteristics of voluntary effort are extremely valuable and in its due place such service may make an important contribution, in this work. What has been described as "the missionary spirit" stimulates and inspires an individual to devote himself to the alleviation of suffering or oppression, or to contribute in some way to public weal; in due course a private bill may emerge, after sufficient experience a municipality may adopt the measure; in course of time a permissive Act affords a channel by which the local benefit may become extended as found practicable; and ultimately a general Act of Parliament secures the advantage to the whole country. Thus, if we trace back the connecting links, we find not infrequently that legislation having far-reaching national effects has originated, perhaps generation earlier, in the devotion and effort of a voluntary worker."

I trust you will devote some attention to this matter, and if you feel convinced that the school-going children have a right to demand from you some service, I hope you will be the first to offer the same readily and willingly by looking upon the protection of child-hood as essential to the finer development of the nation in the new era which lies before us.

Teachers! Live for the nation's children; with the most unselfish nobility and perseverance go on bravely doing not only what you are paid to do, but a thousand times more, devoting heart, mind and soul to your splendid ambition and counting yourselves well-paid if you can make the world a better and a brighter place for the children

you serve. If the children under your charge when they grow up shall prove better citizens, kinder fathers and mothers, and better, wiser, and nobler than their fathers and mothers were, we shall owe all the change and the progress to you.

Parents! The cloak of fatherhood and motherhood has fallen upon your shoulders, it cannot be thrown off, it may not be shirked. It has come to stay so long as you and your children live and as it is worn with dignity and honour, with judgment and consideration, or with carelessness and lack of appreciation of the sacred tie just so will your children and future generations be influenced for good or for evil.

In conclusion I appeal to you all in the words of the great Italian patriot Mazzini:—

“In the name of all that is most sacred never forget that you have the charge of the future generations, that towards those souls which are entrusted to you, towards humanity, and before God, you have the most tremendous responsibility which the human being can be sensible of.”

APPENDIX A.

List of Recreation Grounds and Gardens in the city of Bombay.

A—Ward.

1. Ghoga Street near Cowasji Patel street junction Recreation Ground.
2. Victoria Place (Bhatia Baug) Garden with benches.
3. Elphinstone Circle Garden Do. do.
4. Nakhoda Tank Site Portion let to the St. Xavier's College for a play ground.

B—Ward.

5. Babula Tank Site Recreation Ground.

C—Ward.

6. Cavel Street junction with Girgaum Road, Recreation ground with swings, single bars, etc.
7. Hamalwadi junction with Trinity Street Do. do.
8. Mumbadevi Road Partly used as a recreation ground with benches.
9. Northbrook Gardens Play-ground with swings and other gymnastic apparatus.
10. Cowasji Patel Tank site Garden with benches.

D - Ward.

11. Hanging Gardens at Malabar Hill.. Recreation ground with swings and other gymnastic apparatus.
12. Gowalia Tank site Play-ground.

13. Bandstand at Chowpatty ... Recreation ground with benches.

E Ward.

14. Junction of Foras Road and Falkaland Road (North side)... Recreation ground with swings, parallel bars, etc.

15. Junction of 1st and 2nd Peerkhan Streets. ... Recreation ground.

16. Bhandarwada Reservoir Gardens Garden & Recreation ground.

17. Victoria Gardens ... Garden with swings and other gymnastic apparatus and a museum.

18. Dick's Tank Garden ... Garden with benches.

19. Mustan Tank site ... Recreation ground.

20. Gilder Tank site ... Part used as a recreation ground.

21. Matharpakhady Tank site ... Recreation ground.

22. Nawab Tank Mazagon ... Do. do.

23. Khara Tank, Tank Street between Bellasis Road and Grant Road ... Garden.

G Ward.

24. Jambli Tank, Mahim Bazar Rd... Play-ground.