

Saturdays, and the children kept in bed while the clothes are dried.

Often there is no money for fire or soap, and then the clothes must go unwashed.

It is all such a great problem how to help the children without pauperising the parents. Why are the children allowed to suffer so? It is hard to reconcile oneself to the fact that "God is love." It is only possible when one stops to think that it is not His doing, but man's undoing of His will that causes the misery and suffering.

"Here what one sows must another reap,
And children suffer for their fathers' sins
While they live here; but in that other world
Shall each man reap his own inheritance."

The children know or feel vaguely that there is a world of beautiful things, but somehow they can have neither part nor lot. It is not for them—their life is in the dull and dirty streets. If only there were a law by which the children could be taken from their parents when they had proved themselves unworthy of their charge. But the parents must not have their responsibility lessened and their children kept by the State. They must bear the penalty and be separated and sent to labour colonies which would be self-supporting, and where they could lead clean, happy, better lives. Then their children could have a chance away from home surroundings. Inducing habits and instincts of cleanliness, and inculcating practical lessons in the value of personal hygiene and self-respect, have a wonderful humanising influence. It cannot be doubted that a large proportion of the common diseases and physical unfitness in this country can be diminished by effective public health administration combined with the teaching of hygiene and a realisation by teachers, parents, and children of its vital importance. The spread of communicable diseases must be checked. Children's heads and bodies must be kept clean, and the commoner and more obvious physical defects at least must be relieved, remedied, or prevented; school rooms must be kept in a cleanly condition and properly lighted, well ventilated, and not over-crowded. The mental faculties must be trained in conjunction with the physical culture and personal hygiene. These primary requirements must receive first attention. The work of the school nurse is beset with numerous difficulties. Like the teachers, any impression she may make on the child in school is often undermined in the home, and time after time she has to retrace her steps. She is more a sentry on outpost

duty—to prevent rather than cure disease. The work is monotonous and seemingly thankless, for it is so vast, and as yet the workers are yet only touching the fringe; but it is in its pioneer stage, and the results will be seen in the next generation, when we hope to have a better race. When one considers how important it is to watch over the health of the young generation, and often to cure ailments and remedy defects which, had they remained untreated, would have been past cure in adult life, working in co-operation the school doctor, teacher, and school nurse are doing a national work of the utmost value. Defective sight, hearing, adenoids, with their evil results, spinal curvature, rickets, scabies, sores, ring-worm, and tuberculosis—these are a few of the diseases which are discovered every day in the schools, and in many cases cured or alleviated. Apparently the work of a school nurse seems trivial, but when one considers that it is with the children, the future mothers and fathers of England that has influence, especially at a period when their minds are specially fertile and able to assimilate new ideas, then it becomes a true work for the good of the community.

It is to be hoped that not many years will have passed before there is established in each town a special clinic for the treatment of ailing children, and where those who are ill through lack of food may have it supplied to them, and so be brought back to health more quickly and able to return again to school.

When the Education Act of 1907 was made compulsory on all local authorities various towns began to feel that a new and serious expenditure would be added to the school expenses. One town, however, Bradford, differed from all others, in that it determined, through its Education Committee, not to incur the new expense without at the same time taking definite steps to cure the defects and diseases that might be noted by the doctors. Permission was granted in July, 1908, and in August the first school clinic was opened with a doctor and nurse installed, and ready to take in hand all the children sent from school by the visiting doctors.

The results of the clinic are remarkable, and well repay the expenditure. In England there must be tens of thousands of children suffering from minor ailments which with treatment could be permanently cured, but for lack of care and treatment develops into life-long complaints, the sufferers eventually filling the workhouses, infirmaries, and asylums. The field is open to infinite possibilities, and though the results at present are small, they

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