

moral influences at home, we suggest that there should be much greater readiness to send them to day or residential industrial schools, or otherwise to remove them from their demoralising environment; and a more generous interpretation of existing powers would enable this to be done. It would be necessary strictly to enforce payment for their maintenance at the schools, to avoid undermining the parental responsibility.

Cases (c) and (d), *i.e.* cases of children coming from very poor or neglected homes, or homes where the control over them is inadequate, could probably be best dealt with by a well organised system of School Care Committees, working in close connection with the local Education Authorities. These committees would be composed of voluntary workers attached to the different schools, each member of which would be made responsible for a few children, and give such help as might be needed in connection with them. In one case, the help given might take the form of seeing that they were fed at school and provided with proper clothing; in another, children who had outgrown home control might be brought under the influence of such agencies as Sunday schools, boys' clubs, the Boy Scout movement, and the like. It is clear that if Care Committees are to be effective bodies, the number of children placed under the control of each worker must be very small, and it is not unlikely that this work may develop so extensively that, in larger centres at any rate, experienced secrete-