

Section Four

Second question Abstract

Special Institutions for Children

With Dangerous Moral tendencies.

By J. Chr. Hagen, Director of the Reform School Falstad,
Norway.

Any one who has had close relations with these children will have found that they may be divided into three groups:

1. Children with bad manners and habits and an obstinate disposition, coming from bad training, over indulgence, etc.

2. Children whose feeling and will ~~xxxxxxperinixic~~ have violent, *abnormal* oscillations periodically, or who are inert and apathetic, the result of inherited or acquired morbidity.

3. Children who are actually insane.

The second of these groups is the one which furnishes the chief contingent in reform schools. If we look over the lists of recidivists, for whom the reform school has been in vain, you will find that in general they belong ^{to this class. Methods have not} ~~to this class. Methods have not~~ heretofore been adopted looking to the best treatment of these children. A physician should always be on the board to decide as to their care, and a physician having sufficient psychiatric knowledge.. By their lack of equilibrium in feeling, intelligence and will power it is evident these ^{children} require special treatment. One cannot call them sick, but neither are they sound. Their place is neither in the insane asylum nor in the institution for the feeble-minded. But even if their nature is such that it must be feared they will not live in peace with the rest of the world, still they are not subjects fit for the ordinary reform school, whose discipline they sadly

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live in peace with the rest of the world, still they are not sub-

jects fit for the ordinary reform school whose discipline they badly

interfere with . They are always on a war-footing with the other inmates of such institutions and have an injurious & influence on them.

In Norway, as in other countries, special attention has been called to this class of children within recent years and a committee has prepared a report as to the best way of dealing with these morally abandoned children. This committee proposed, among other things , that the state should make a larger allowance to the different localities to establish special correctional schools, (in accordance with the law of 1896,) for children who are truants *from the regular schools* ~~from other schools~~, and to place them under the daily oversight of a psychiatrist , so that these schools may serve as ~~schools~~ *places* of observation. By the aid of experts , who would visit the institution , the best treatment ^{*then*} could be devised for those needing special care. The committee proposed having a special section for them annexed to an existing institution .. As to the limit of age they proposed the eighth year.

Some such plan as this would free the ordinary institutions from a great cross in caring for these abnormal children .

As to disciplinary methods , of course these children must be kept with a firm rein, but it is equally sure that ordinary methods cannot be used, especially corporal punishment or shutting up in a cell. The Danish Cr iminalist , Goll, ^{*has*} said, characteristically "I ^{*have*} whipped with rods probably two hundred of these vagabonds when they were small and it was the least effective of all punishments . In fact 50.5 per cent became recidivist , something that no ~~other~~ ^{*th*} punishment would show. "

For violent attacks of naughtiness , serious wrong-doing, etc - there must be other measures , in accordance with medical advice.

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Their treatment must be medico-pedagogical .

As I have said the Norwegians have thought of making a special section as an annex to some existing institution , from motives of economy , but the task of such a section is such that it seems to me a special institution is required. I would therefore recommend that there should be special institutions for abnormal children who show dangerous moral tendencies. .

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Fourth Section
Second Question
Abstract

Special Institutions for Children with dangerous Moral Tendencies.

By Dr. O Decroly, Director of the Special Institution for Instruction, Brussels, and

Niko Gunzberg, advocate, Antwerp, ~~Bruxelles~~ Belgium.

Reasons for a special institution for abnormal childre, (backward, feeble-minded) : A. Relative to the child himself; B. relative to the environment.

A. Mental inferiority disposes the child to commit wrong acts, or to be an accomplice in them.

2. His judgment, his will, his resistance to suggestion, are insufficient to ^{curb} ~~xxx~~ ^{his} ~~him~~ [^] ~~refuse~~ the sollicitations of instincts or to prevent his yielding to the temptations offered by his environment.

B.1. The parents are often neuropathies, degenerates, or feeble minded and are consequently incapable of guiding the child.

2. In the ordinary school it is not possible to reach these children: the time is too short, the children too numerous, the schooling ^{not} ~~too little~~ ^{enough} individualistic.

3. The mocking, scoffing, attitude of schoolmates, the encouragement to do wrong, etc stifle the social instincts of the child and increase his growing antisocial feelings.

4. The difficulties that these children find in securing remunerative employment corresponding to their age and ability makes life hard for them.

5. The infinite dangers of a great city, where surveillance is difficult, and temptations many, and bad example frequent, explain

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5. The infinite dangers of a great city where surveillance

is difficult and temptations many and bad example frequent explain

why measures to remove them from the great centres are necessary.

6. On the other hand these abnormal children are a great source of sorrow, care, shame and dishonor in their families.

When ~~one or~~ several of these reasons are joined the removal of the child is indicated in his own interest, and to secure as soon as possible the prophylactic treatment which such an institution as proposed has to offer..

Law must be invoked to establish such institutions and to give authority to place the children in them. Such laws have been passed in some of the states in the United States. There should also be guardian societies supported by private funds. Private initiative aided by subsidies can accomplish marvels.

The procedure in dealing with such children should be simple. The competence of the court should not be simply repressive. Along with the judges there should be physicians and pedagogues. The spirit of the childrens court of Illinois, established in 1899, and since then in other states, seems to be excellent for this purpose.

The court ^{may} ~~should~~ take charge of other children, not delinquent, who show dangerous moral tendencies, at the request of the public minister, of the police, of the father, mother, or guardian.

After investigation the court should put the case at the disposal of the government.

A Belgian law permits ^{provided} ~~that up to the age of 18~~ to be placed till the age of 21 in a state institution. The same law permits conditional liberation.

When the parents are suitable persons the child may be entrusted to them for care; if not to other guardians carefully selected. Private institutions can render great service in

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When the parents are suitable persons the child may be entrusted to them for care; if not to other guardians carefully selected. Private institutions can render great service in

caring for this class of children.

In organizing special schools for these abnormal children the first consideration should be to have them as much like homes as possible . We should not have great buildings with large numbers of children . They should be in small groups. ^{of each little home} The management should be confided to married people, preferably without children , who have a special preparation for the work. They should not number more than from ten to twenty, according to age and peculiarities . In some groups they may be of different ages and of both sexes. The older ones will care for the younger , under competent surveillance , looking after the possibility of bad example.. The training should fit them to support themselves by manual labor.. The establishment should be in the country , where the work requires little skill and is healthful. . Surveillance is also easier in the country.

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Fourth Section
Second Question
Abstract.

By Paul Neander

Director of the ^{Asylum} Roukavichnikoff, Moscow.

In answer to the question whether there should be special asylums for abnormal children with dangerous moral tendencies , I should certainly reply in the affirmative. The more asylums there are for these abnormal and vicious children the better will be their chances for a little sunshine in their lives, and the more hope for making relatively moral and useful beings of them. . For the lowest types, -idiots, cretins, advanced epileptics, -there should of course be special institutions, as there are for the blind, the mute , the crippled, for often these miserable beings are exploited by criminal mendicancy and lead a ^{pitiful} miserable existence in the great cities.

Whether these social asylums should be parts of existing institutions is a secondary question. .

Many of these children who are arrested for unlawful acts are not responsible and if they are placed in institutions with other children they are disturbers of the peace and may even be dangerous. Special institutions of this kind offer an unlimited field for psychologic study . They should be in close relation with different types of correctional institutions, that, if need be, the children can be transferred from one to the other.

It seems needless to add that the country is the best place for them, or at least the quiet suburbs of a city.

By Paul Heninger

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Fourth Section
Second Question
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Special Institutions for
Abnormal Children.

By D. Drill, Professor of Psycho-neurology
St. Petersburg.

The reply to the question as to special institutions for abnormal children with dangerous moral tendencies, was answered by Mr. Drill by a brief description of the way in which abnormal children are ^{to be} cared for in Russia. The following is a resume of the Russian plan:

Schools for compulsory education were established as early as 1840 in the Baltic provinces and by 1866 they were scattered throughout the country. After 1881 conferences to discuss educational matters were organized, made up of representatives of private institutions, which however received subsidies from the government. In these conferences the question of the care of "difficult pupils" came up. Having only limited resources the private schools did not know how to deal with pupils whose presence was injurious in a school. . . These children were largely degenerate, chiefly as the inherited effect of the use of alcoholic drink, and they were victims of physical and intellectual ills which were incurable. . . In discussing these matters the representatives of the reform schools reached two conclusions: that there should be created medico-pedagogic ~~institutions~~ departments in all correctional institutions ; and that there should be a model government institution to which could be transferred ^{such} ~~these~~ pupils.

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The plan for such an institution for incorrigibles provided ^{that} ~~for~~ they ^{should} be transferred from other institutions after it was proved that they could not be kept ^{where they were} ~~in these institutions~~ with advantage to themselves and the other inmates; that the head should be a competent person appointed by the prison department; that the education of these incorrigibles should be individual or in little groups not exceeding ten in number, under a preceptor specially fitted for the work; that every hour should be provided for, either by labor or recreation, always under the supervision of the preceptor; that there should be a hospital and an establishment for the observation of psychics conformably with modern ideas; that careful statistics of the incorrigibles should be filed giving their past history, facts as to their families, environment, conduct in shops and schools, health etc. Punishment was to be deprivation of rewards and of praise. Solitary confinement, - not to exceed three days, with work- ^{was} ~~were~~ to be as infrequent seldom as possible and in case of such punishment the pupil was to have frequent visits from the director and preceptor, the clergyman and members of the patronage society, if such a society existed. Rewards were to be numerous and varied. Not only were good actions to be rewarded, but the giving up of bad habits, and ~~for~~ good conduct in general. At the head of the rewards was to be conditional liberation. Besides the director there was to be the ~~xxxxxx~~ pedagogic council, composed of the chaplains, the physician, teachers and instructors. This council was to decide on the treatment of each incorrigible and were to meet once a week at least..

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In this projected institution special attention will be

given to physical education in the broadest sense of the world. With the creation of ~~excess~~ establishments of this kind one *may* ~~will~~ reply to the second question of Section IV: The incarceration of in special asylums, ~~then~~ of these abnormal individuals who are by organization predisposed to break with the established order and inclined to commit offenses, is desirable.

Is it desirable to create other institutions for those who show dangerous moral tendencies? To this question one should answer no, according to my opinion. Those who show moral tendencies which are dangerous may easily be placed in a department of an institution designed for other abnormal and irresponsible persons.

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Second Question
Abstract.

Institutions for Abnormal Children.

By Judge ~~Ex~~ Jules Le Clec'h , Morlaix, France.

On an examination of the divers causes of physical and moral degeneration it may be said that alcoholism is the chief . The child comes to the world marked from birth with this indelible stamp and is thrown into an environment that intensifies the tendency toward evil. Is it not possible to turn aside this evil tendency? Where children are concerned there is always hope , but in the modern struggle for existence there is little mercy for those who by their very nature are disarmed. . It is however because ^{we} they have been inspired with the hope of prevention that classes have been added to the elementary public schools ^{for backward children} . Unfortunately that is not enough , for it is these abnormal children who manifest dangerous moral tendencies. . One may perhaps do something, but it is too much to expect that they can greatly diminish the number of crimes committed by children of sixteen and even less, which are absolutely brutal. . The necessity of establishing separate institutions for these abnormal children may be looked at in two ways.

First, from the point of self-preservation on the part of society. The being who yesterday was only a poor idiot worthy of our deep pity, may tomorrow be a monster, the author of an odious crime, or of a tragedy which overwhelms us with its horrors. That is why society has the right to preserve itself from these latent instincts to perversity in these abnormal children,

Second, From a humane point of view these unfortunate children must be properly cared for and it is much easier to do that when they are kept apart from other children more favored by nature..

What are we to understand by an abnormal child with dangerous moral tendencies? According to our opinion any minor of sixteen , backward, feeble-minded, who has tried to commit any crime , in whom there has been noticed any tendency toward vice or vagabondage. Vagabondage, that is ^{habitually} absenting himself from his own home, from school, from the factory, or the workshop, is the first step which a child takes on the road to crime. . . . The conditions in which the child has been living should be learned; his antecedents, his ~~ba~~ habits, his aptitudes, should be studied, by persons of ripe judgment and experience who are ready to do this as a public duty . And further we believe the problem insoluble where there are not juvenile courts. Where this happy institution exists there will be of course special judges familiar with all the questions concerning children , who will decide their fate after the physical and mental examination made by experts. .

Such institutions as we suggest ought to be medico-pedagogical , where children shall be placed as young as possible . Thanks to modern medical science certain forms of degeneration may be lessened , such as scrofula, rickets, etc. Then teachers chosen with great care, women for the little ones, will try by education and by affectionate care , to develop the minds and souls of these unfortunate children . At least it may

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view of responsibility. Therefore, that is a serious matter.
From this we know, then, that the child, from the point of view of
social, is the first step which is taken by the law to
order. The conditions in which the child has been living
should be learned; his background, his habits, his atti-
tudes, should be studied, by means of this judgment and as-
sessment who are ready to do this work in a child's life. And
there we follow the common principle: where there is a
juvenile offender. Where this is the situation exists there
will be at least a social factor. Therefore with all the ques-
tions concerning children, we will consider that this after
the child is placed in a situation made by experience.
Such institutions as we suggest should be made which
collectively, where children are placed as soon as they
arrive. There is no need to mention, however, that a child of
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Special Institutions for Abnormal Children.

By Dr. Arnold Rypperda Wierdsma, Holland.

Physician of the Reform School at Nimegue.

Between the feeble-minded and normal children there is now a recognized classification of the backward, who are put into separate classes, or into separate institutions. The backward child is frequently found among juvenile criminals. Whether they should be kept by themselves depends on the question whether they are to receive special instruction only, or a general education. The motto of the auxiliary (Hilfsschulen) schools in Germany is "Very little, but that little good". That applies well to normal children, but the abnormal child, and the backward child, do not need to learn as much as the normal child. There must be special training for the special classes. Deaf children in Rotterdam are not kept in a boarding school. They are boarded in private families because a special school does not give them the practical social education that they need. The difficulties with the feeble-minded are even greater. The backward child must above all things have ^{the instruction which} ~~this~~ that may be called social education. Without improvement in their social actions they are lost. The backward child may not read or write or speak correctly and one is not angry with him, because it is known that he is not normal; but if he steals, society will never excuse him, even though it knows that he is not normal. From the social point of view there is no choice: criminal tendencies must be restrained.

Feeble-mindedness in a child shows itself in the intellectual domain; in the moral domain it may be seen in the class, at work and at play. Our reform school often has charge of boys whose minds are

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not equal to much of an education , but they are so susceptible of moral training that they may meet their social demands, as for example in the modest work of a farm servant. There are others whose work in the class-room is good enough , but who inspire little faith in their future. It is very difficult to judge the moral qualities of young people , for at that age even the conduct of normal boys leaves something to be desired. . There are normal men of good lives who at the egocentric age of puberty were irritable, selfish and showed such propensities as to make one fear cerebral trouble. . One must however persevere in individual and ^{instruction + discipline} firm firm , with courage and optimism. Many of these seemingly abnormal children should be ~~required~~ treated from the beginning in such a way that we require of them what society will require of them later.

In all reform schools there are abnormal youth. It should be the duty of those institutions to educate as many of the backward with the normal as possible ; at the same time close attention should be given to the psychological condition of the abnormal so that there shall be no injury to the other pupils from association with them. There should be enough employees so that when ~~necessary~~ ^{are needed they} auxiliary classes ~~may~~ ^{may} be formed.

If it should be deemed best to have special institutions for the backward they should be selected with great care. The "Hilfsschule" might serve as examples, where children are removed only after two years trial have proved their incapacity to profit by general instruction.. Teachers have said that when a backward boy is removed from an ordinary reform school they doubt if he can ever be expected to be a social being. The boy himself feels this. It is the turning point in his life : let us carefully recognize this.

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Fourth Section
Second Question
Abstract.

Feeble-minded Children with Dangerous Tendencies.
By Henry H. Goddard, Director of Psychological

Research, Training School for Feeble minded, Vineland, N.J.

A

An institution for the harmlessly feeble-minded cannot well adapt itself to children criminally inclined, but the real question to be decided is Under what plan are the best results to be obtained? The feeble-minded child with criminal ~~xxxxxxxx~~ tendencies is a child that has become arrested at just that stage in his development when those instincts that lead to what we call criminal acts are strong and before his higher faculties which would tend to control those instincts have been developed. . Had his arrest taken place a little earlier he would not have been a thief or a liar because those instincts would not have manifested themselves. On the other hand, had he been arrested in his development a little later he would not have been considered a feeble-minded child with criminal tendencies because he would ~~not~~ have had mind enough to control those tendencies, altho he had not enough to enable him to take care of himself in the world. .It is an illusion that leads people to think these children are normally intelligent.

Facts seem to show that at the age of nine or about that time the instincts that lead to criminal acts develop. Self-control, will power and judgment have not yet developed. . If they are placed in institutions early enough and carefully trained many a child gets past the dangerperiod in spite of his lack of judgment and his mental defect.

Feeble-minded Children with Dangerous Tendencies.
By Henry H. Goddard, Director of Psychological

Research, Training School for Feeble-minded, Vineland, N.J.

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An institution for the harmlessly feeble-minded cannot well adapt itself to children originally inclined, but the real question to be decided is under what plan are the best results to be obtained? The feeble-minded child with criminal tendencies is a child that has become arrested at just that stage in his development when those instincts that lead to what we call criminal acts are strong and before his higher faculties which would tend to control those instincts have been developed. Had his arrest taken place a little earlier he would not have been a fool or a liar because those instincts would not have manifested themselves. On the other hand, had he been arrested in his development a little later he would not have been considered a feeble-minded child with criminal tendencies because he would not have had mind enough to control those tendencies, although he had not enough to enable him to take care of himself in the world. It is an illusion that leads people to think these children are normally intelligent. Facts seem to show that at the age of nine or ten that time the instincts that lead to criminal acts develop. Self-control, will power and judgment have not yet developed. If they are placed in institutions early enough and carefully trained many a child gets past the dangerous period in spite of his lack of judgment and his mental defect.

We see then the importance of ~~segregating~~ this special group. . should be segregated. Is it not just possible that the feeble-minded with criminal tendencies need the presence and society of the other children who do not have these tendencies? The feeble-minded with criminal tendencies differ from the others by the mere chance of the time when the arrest of development has taken place. This is not a sufficient reason for segregating them in separate institutions. Are they injurious to the others? No.. They never endanger life more than so-called normal persons do. . Sexually they are troublesome, but the sexes would have to be watched in any institution.. They steal and they lie. That also compels watching. Would they be better in an institution by themselves? It is difficult to imagine it. The problem is vastly more than an administrative one. It is a fundamental principle that the different grades need each other.. They understand each other far better than we understand them. There are no teachers so good as feeble-minded teachers along certain lines. The child with the criminal tendencies needs the feeble-minded child of higher grade than he is who has outgrown these tendencies, that he may have his example, his precepts, for there is more or less precept passing from the higher grade to the lower. He needs the lower grades that he in some things at least ^{may} see his own superiority. This is a too little appreciated point. Many troublesome children, even those with criminal tendency, are brought up to a higher plane by making them feel the responsibility of guarding a lower grade child from the very errors into which they have fallen. Without the possibility of doing this the moral development of the children would be impeded. :

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nor even separate departments in the institutions we have.. The feeble-minded within their own group constitute a perfect human society. Break it up and we destroy stability and moral tone. . We must use our superior intelligence to provide an environment for them where they can endanger neither themselves nor others. They must not marry nor reproduce their kind. They must not endanger life; they must not destroy property beyond reasonable limits. But they must live their life and they must have all the human and social influences that can come to them. . All segregation by smaller groups than the main one of the feeble-minded violates this principle at every point.

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Fourth Section
Second Question.
Abstract.

Backward Children.

By Dr. Georges Paul-Boncour, Head physician in Medico-pedagogic institution at Vitry etc.

The mentality of the backward child is clearly distinguished from that of the idiot or the imbecile. The idiot, at the foot of the ladder, has only a vegetative life showing a change of nerve centres, so that he can neither comprehend the thought of others nor express his own. The imbecile, whose mentality is not so poor as the idiot's, can communicate with his fellows by ~~xxxxx~~ speech, but it is ~~inxxxxxxx~~ ~~xxxx~~ imperfect. He cannot use his knowledge because he cannot express his thoughts in writing, nor comprehend what he reads.. The backward child more nearly resembles the normal child, but his faculties are not developed like those of the normal child at the same age. He is not devoid of intelligence, only less intelligent. There is a delay in mental development. It may not affect all of his faculties, so that in some cases the backwardness escapes a superficial examination. . Backward children may be divided into several ^{with} categories: a) Backward, ~~in~~ character normal, or neutral; b) Backward with unstable character~~s~~; c) Backward with impulsive character~~s~~; d) Backward with apathetic or asthenic character~~s~~.

The first are generally gentle, affectionate and obedient. The second are restless, impatient, irritable, obstinate, selfish and hard to manage. At home and at school they are a constant source of trouble and they easily become vagabonds. The third class give free rein to their desires and passions and commit all sorts of acts

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of violence. The last class finds any sort of action fatiguing and they follow the law of least resistance. Their inertia saves them ~~so~~ from the acts which the impulsive backward child would commit.

The first will do well if properly guarded ~~and~~ if ~~they~~ ^{it} does not fall into bad comradeship. That is not true of the second class. They have no moral resistance and they have no mental power to resist wrong-doing. Unless watched they fall victims to alcohol, to immorality and vice.

Whatever the type of backward child they are inferior to the normal child. The treatment to which they should be submitted is that for all psychic abnormals: medical, since they are physically unsound; educational, in special classes, for they cannot profit by ordinary pedagogic methods. ~~It is~~ ^{This} double treatment ~~which~~ is known as medico-pedagogic. The first condition is that the backward child should be removed from his habitual environment and placed in an institution. If the expense is not to be considered there should be special institutions established for them. If that is impossible they should be associated with insane asylums or reform schools. In a general way the education of the backward who are not perverts is like that for other psychic abnormals. Between the backward boy who "has a bone to pick" with the police officer, and the one who is reputed honest, the barrier is very slight. Backward individuals, in the great majority of cases, manifest more or less dangerous tendencies. The mothers recognize this and constantly beg to have something done with their children before they shall become bad boys. Many countries have special classes for backward children but that is of absolutely no avail ^{the} for delinquent backward. A day school cannot meet the needs of these children, who must have their evil tendencies uprooted and good moral habits instilled. Special education for such children must have some boarding schools.

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I would reply then to the question asked: It is useless to create institutions specially destined for backward children with dangerous tendencies , but it is urgent that there should be special instruction of ^{all} psychic abnormals organized in conformity with their biologic and social needs. Schools with provision for day pupils and for boarders should be established.

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Fourth Section
Second Question
Abstract

The Care of Defectives.

By Henry Baird Favill, *M.D., Chicago.*

In considering the proper care of defectives the first thing to be decided is the attitude of society toward the defectives who come under ^{to} ~~the~~ guardianship, ~~of society~~.. The problem of the procreation of defectives is still to be solved. The problem of the care of defectives is upon us. How shall this duty be met?

Practically, under our present conceptions, those who need custodial care are determined by conditions of economic dependence. But that test is insufficient. It permits full freedom in society to many who for the sake of future generations should be somewhat restricted..

Here, however I limit myself to asking whether institutions ^{there shall be} ~~shall be~~ ^{solely} devoted to vicious defectives ^{whether they} or shall ~~defectives~~ be under the charge of institutions more generally administered? They must be cared for with reference to their moral obliquities and also in such a way as to prevent the development of such moral failings. .

Two things must be studied: What method is best for the individual? What method is the best for society, especially looking toward the prevention of defectives?

It is questionable whether dangerous tendencies are fundamentally moral defects. In competent hands they can frequently be eliminated: in incompetent they can be developed. They are more matters of accident, opportunity and imitation than moral perversion. Educators agree that the essence of successful education is a small

unit. Only upon wise classification can the highest efficiency be reached. This requires no argument. The preactical question remains how much can society afford to expend for enlightened and adequate management of these defectives? If they are to be permanently in custody the state has less at stake than if they are to be free. If they are to be free the state can ill afford to spare any pains of an educative and preventive character. . The accomplishment of proper development of individual cases is greatest in special institutions. Bad habits are intensely contagious and these dangers are more acute among defectives. . In conditions where there is power to transplant from one community to another it ought to be possible to limit this insidious contagion. There is an added advantage in such transfers: it relieves an administration from the need of classifying inmates on the basis of conduct or upon a punitive basis. . The less these conceptions enter into the management of the defective the easier the path toward mental reconstruction.

It is important to escape the error of superficial classification. Is a person vicious because his act is vicious? If so, is it intrinsic and permanent obliquity, or is it amenable to treatment? What factors of extenuation are there? Provisional disposition of abnormal types is perhaps justified by social and economic exigency but it is not the less inadequate. It must be replaced by the scientific method. Study of the normal is fundamental ~~is fundamental~~ ^{of the abnormal} to social progress, but thorough analysis is as indispensable to social stability. The world cannot afford to ignore its defectives as a field of study and as material with which to work toward corrective influences. Every almshouse, prison and insane asylum offers opportunity for such study. The value of such study is in its reflex upon society.

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Research then is the key to our present need and for purposes of study there should be the smallest groups, with the highest obtainable ability and permanence in administrative officers. *In other*

words Let there be segregation of vicious defectives under specialists.

This should be with the objects: 1. to eliminate mental and moral contagion. 2. ^{To permit transfer back and forth as classification} To furnish a laboratory for specific study . becomes more accurate. 3.

The establishment of a large defective population , wherein classification according to individual needs becomes not only possible but necessary, will at once create a demand for the highest intelligence in administration. .

The advantage of adequate facilities for the study and correction of such individual tendencies ^{will be} ~~is~~ felt both by society and the individuals and will be of help in the study of many social problems.

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4th Section

2nd Question

Should special establishments be maintained for the abnormal, backward, and feeble-minded children showing dangerous moral tendencies?

By Daniel Phelan M.D.

Surgeon, Dominion Penitentiary, Kingston, Canada.

Thus far we have not provided institutions for abnormal children who manifest dangerous moral tendencies. Is there need for such institutions, and should they be separate? Neither the prison nor the ordinary institution for the feeble-minded is the place for such children/so that there can be but one answer to the first question. There should be special institutions for them. Children received in them should receive education suited to their mental condition. All diseases or imperfections demanding surgical measures should be looked after: adenoids, enlarged tonsils, discharges from the ears, diseases of the eyes and lids, strabismus, cleft palate, hair lip, club foot, decayed teeth and dental irregularities. Defects of vision should be corrected, if possible, by glasses. The correction of all these evils may improve the disposition and temper of the children and they may thus be prevented from developing a tendency to commit criminal acts as a result of fits of passion.

No country has thus far made provision for this special class which has been overlooked and allowed to grow up a menace to society.

What kind of institutions should they be? They should be distinct from ordinary industrial and reformatory institutions. Many of the inmates of penitentiaries are from this class. and had they received proper training the crimes they have committed might have been prevented.

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Each child should have individual instruction, for their criminal tendencies vary with each one. The child having inherited a feeble will ~~he~~ is easily led into evil habits. He lacks both the moral and physical strength to resist temptation and he requires efficient supervision, more than he would have in the ordinary institution for the feeble-minded.

Not only must he have his physical defects remedied and such an education as he is capable of receiving, but his better tastes and tendencies must be developed.

The persons in charge of such an institution should be trained not only to deal with special cases, but to detect the early stages of such proclivity to crime. Parents are usually the last to detect weakness in their own children. The expert is therefore needed.

After such training as the institution could give him it might be possible to ~~top~~ liberate such children to return to their friends. For the sake of society it might be necessary to transfer them to a reformatory. In doing all of this work it would be necessary to study the antecedents of the child.

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