

*Crime*  
*Reform of Wayward Youth*

By

ARTHUR MACDONALD

Honorary President of Third European International Congress  
of Criminal Anthropology, and author of  
"Man and Abnormal Man."

Reprinted from  
THE SEWANEE REVIEW  
for January, 1908

THE AUTHOR

THE UNIVERSITY PRESS  
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## REFORM OF WAYWARD YOUTH \*

There is apprehension that the excellent equipment of modern reformatories and industrial schools, such as electric lights, bath room, most improved methods of heating, free medical service, free dentistry, excellent teaching, lectures, entertainments, the best of food, many comforts the poor would call luxuries, solid buildings, elegant situation, fine scenery, superb cottages approximating to a refined country home — that the providing of these and many other advantages for the young who have gone wrong, may take away that wholesome fear of jail or prison, which doubtless keeps many a youth from committing crime; that all such comforts should be provided by the State for its enemies, may make the idea of crime much less abhorrent and thereby tend to increase it among the young.

Let it be admitted that such treatment of wayward youth does sometimes lessen the wholesome fear of prison. It may be remarked that allowing the young to be arrested and remain in jail a few days will lessen such fear much more and have a damaging effect upon the youth forever after, if not preparing him for a criminal career.

But the State allows children born in unhealthy surroundings, to remain in them and until they break the law, they are not considered subjects for reform. The State should give the young a chance, and the industrial school and reformatory, with all their elaborate equipment, are for this purpose.

### EVERY CHILD HAS THE RIGHT TO A PROPER BRINGING UP

Every child has the right to a proper bringing up. If it have no parents or its parents cannot give it the rearing it has a right

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\* A paper by the Honorary President of the Third European International Congress of Criminal Anthropology, and author of "Man and Abnormal Man;" including a study of children in connection with bills to establish laboratories under State and Federal governments in the study of the criminal, pauper and defective classes, with bibliographies. Senate Document No. 187, Fifty-eighth Congress, third session; 780 pages, 8vo. Washington, D. C. This document might be obtained through any United States Senator or Representative.



to, the community or State should do it. If its parents are unfit or unable or indifferent as to its welfare, the child is certainly not to blame and the State should see that it has a chance in the struggle for existence. Such a child at best will have enough disadvantage, when helped by the State, as compared with the child who has good parents. The fact that some parents would be encouraged to neglect their children if the State undertook to see that children are properly cared for, is no reason why the children should suffer. Parents who care so little for their children as practically to give them up, are parents whom the children might as well be without. That there are many children in any community who have improper homes is a fact too well known. Almost any policeman can tell you of parents with whom it is detrimental for the children to live. As those children are to be future citizens, it is incumbent upon the State to see that they have at least a chance to become good citizens.

#### RESULTS OF EXPERIENCE

The general modern principles and methods of reforming the young can be indicated in no better way than by giving the results and ideas of those who have had extensive experience in dealing at *first hand* with such problems. Some of the truths here stated may seem very simple, but their importance is none the less on this account. The unanimity of opinion among those engaged in reformatory work is striking, when the diversity and complexity of youthful natures is considered. The writer has taken his material from the reports of some of the leading reformatories in the United States, often using the words of these reports. Naturally there is some repetition, especially as to the need of a good home, but this only emphasizes the great importance of parental care which the reformatory endeavors to supply to the unfortunate young.

#### THE INDUSTRIAL SCHOOL

The Industrial School is not a prison, nor is it a penal institution where erring boys are confined and cruel punishment meted out to them. People conceive this idea because it is connected with the courts. Neither is it a place of confinement

where they put bad boys merely to keep them out of other people's way. The Industrial School is a charitable institution, educational in its general organization, for the mental, moral and physical training of that unfortunate class of wayward, misguided boys, who by the very nature of their environment, are either homeless, with no visible means of support, or have in some manner transgressed the laws.

It is not our aim to take issue with that class of theorists who insist because a boy, who, perhaps all his life, has been surrounded by bad associates, running wild in the streets with no restraining hand to retard his downward course; whose social conditions have not been the best, and who has in some manner infringed the law, is a criminal of the willful kind, and as such should receive the scathing ban of society's ostracism.

#### FEW BOYS SEEM DETERMINED TO GO WRONG

True it is, there are boys, and ever will be, who will not escape the penitentiary despite all the advice, precept and good training you may shower on them. This class, however, comprises a very small per cent of the whole, when we consider the large number of the decent, respectable, law-abiding young men who graduate from Industrial Schools and who have taken their place alongside the busy workers of the world — proving themselves good citizens, making an honest living and leading exemplary lives.

The so-called bad boy is not half so bad as his reputation. The greatest fault with him is that he is misunderstood because he has been neglected; he has gradually developed from bad to worse until at last he is in the clutch of the law. Then it is he is given up for lost, and oftentimes thrown in jail with vile, vicious, unlawful men who delight to further aid his downward course.

Boys who are not criminals, but the victims of circumstances, who have broken the law between the ages of eight and sixteen, should never be placed in jail on a common basis with common prisoners. They should not be punished, but educated. Experience proves that they quickly respond to kind treatment and homelike influence. It is to this end the Industrial School was established.



## THE INDUSTRIAL SCHOOL A HOME

In all respects the Industrial School aims to be a father and mother to the unfortunates, supplanting as near as possible the good home left behind; and improving on those that are not what they should be. To many, it is the best home they have ever known. It is so different from the street; so much nicer to be able to know where you are going to sleep — so many nice games, a large number of books, and a whole lot of boys to play with; all of whom seem to be doing the right thing.

The School aims to make it as easy as possible for the boy to do the right thing; and while we must confess all boys do not possess fine natures, yet we realize that aims are best attained, not by hard uncompromising lines of rigidity, or simply by excluding them from bad associates, but by good moral examples, patient study of the individual, constant regularity in habits of sleeping, eating, exercise, play, and a lively personal interest manifested among their teachers and officers in their sports, troubles, studies, etc.

## HOW TO TREAT A BOY

Place confidence in the boy; give him justice; wake the smoldering ambition that is dormant in him; do not treat him as a sneak or inferior; teach him to look up, not down; direct his attention where he will find the best, purest and most noble things in life; encourage in him clean, manly sports; persuade him to do right for right's sake and not for the sake of policy; let him understand judgment is swift, sure and certain to him who disregards the law, and he who will not obey must be made to do so. Teach him neatness, cleanliness and correctness. Give him to understand that he is to be educated, not punished, and that he will be received into the business world according to his ability to accomplish things. In fact, let him understand everything he undertakes should be done in the nicest possible manner and that it is absolutely necessary for him to do his best. Try to instill in his very being a love and respect for honest labor, patience, perseverance, consideration for other people's property and opinions; impressing on him the importance not to back down when he meets a reverse.

## METHODS SIMPLE

Methods of keeping the boys are simple. We work no methods of legerdemain to convert the self-willed boy of the street, who perhaps has been a menace to society, an enemy to himself, and a danger to the public in general, into a quiet, peaceful, even-tempered, smooth "Willy-Willy" boy with a strong desire to obey each rule to the letter and a burning passion to execute every command in a faultless manner. Boys, as a rule, are not made that way — it is not natural — and as a class they have not an over-amount of respect for watery sympathy — they want something more stable — it is facts and actions that count with them. They are quick to discern any movement that is for their welfare and are, if approached in the right manner, nearly always capable and willing to leave their past life behind and take up the task of character building.

Of course, boys sometimes run away, just as they leave some of the best, most congenial homes in the land to wander from door to door — veritable outcasts begging their daily bread; but the class who are placed on their honor, and then run away, are not the real representative body, and the chances are they will be ne'er-do-wells all their lives, though it must not be concluded because a boy runs away, we lose all hope in him, for oftentimes such turn out well.

## UNHEALTHY HOMES

We often receive boys who are from homes that were not the best, that were broken, unlawful, unnatural; their social connections all their lives have been the worst possible; they would have not the remotest idea of manners or refinement — almost wholly uncivilized — having known nothing but kicks and cuffs, and only been taught vice, dishonesty, and distrust of humanity in general, and as a natural consequence regarded the law as an enemy. Their only church was the corner saloon, or the dark alley, where they spent their time smoking, gambling, or conspiring to confiscate other people's property to themselves, and as for the word "obey," they never knew its meaning. Yet some conservative people often ask us to reform this class of boys, who from almost infancy have never felt a firm, restrain-



ing hand, but have assayed to follow their own wills and proceed along lines that offered least resistance, often encouraged by those who should have been a shield and a guide to their young lives.

Again, we receive boys, whom some are pleased to term bad boys, from homes that are modest, congenial and lovely, whose parents are good, respectable, law-abiding citizens. Yet it is plainly true their boys do not always conduct themselves as they should. We might suggest in some cases parents do not understand their children; are not patient enough; or because of household duties or pressing business, there is a lack of parental attention, or years of over-indulgence have taught the boy he can do as he pleases and they nearly always please to do wrong.

#### BOYS DESIRE ATTENTION

Boys like people to take an interest in them, and they like to take an interest in things. They want to be noticed, encouraged, and if they cannot find their boyhood at home, the chances are they seek for it on the streets, and once they get the habit of loafing, the end is not far off. They are thirsty for sympathy, love good, clean companionship, and a lively interest taken in their boyish desires, games, etc., and this generally proves that the boy is all right.

It must be understood that the work is principally to build from the bottom up. It is necessarily slow, for we often encounter that class whose will has been their only law; they do not always readily take to the right way of thinking, neither do they always quickly respond to kind treatment; are often unappreciative, and unattentive to their duties; and while we are a strong advocate of moral suasion, we know with a certain class of boys, in fact all classes, if moral suasion fails and you do not use more strenuous means of correction, you certainly encourage them to travel further on the road to destruction and in the end they may be irretrievably lost.

#### THE BOYS ENTREE

In all institutions there is a beginning for every ward. He enters with all sorts of ideas concerning it. Some approach it

in fear and trembling, some with complacency, some with gladness, and others with defiance or even arrogance; but observation teaches that all soon approximate a common level. They may lack education, refinement and moral training, but their perceptive faculties are unusually bright. A boy can tell at a glance what kind of a man he has to deal with, and his first impression is generally a right one. In consequence of this precocity, he is soon enabled to adjust matters to his own satisfaction concerning his surroundings. Or if an older boy, sullen, rebellious, looking for trouble, enters the institution, he finds himself in a quiet, busy and well-ordered community, each member of which seems to be behaving himself. One of his first experiences is introduction into the military organization where he gets physical exercise of a kind and quantity to dispose of all his superfluous energy; and, as a rule, he speedily comes to realize that he is a very small part of a very large machine, and that it requires a bold man, when a thousand others are marching a certain way, to attempt to go in a different direction. This gets him into a proper frame of mind for undertaking his other work, and in most cases, after a few attempts at independence, he submits to go along with the current, and there is no trouble whatever with him from a disciplinary point of view.

#### DISCIPLINE

All children are not alike bad, therefore all do not need the same restraining influences. Some only need the timely caution, some the stern rebuke, while others will never know your meaning or appreciate their own situation, until you apply the most severe punishment. These are all necessary appliances in child-training, but care should be exercised in their administration. The line must be drawn on the side of leniency, and justice must balance the scales, or you will antagonize. In no case ought a child be corrected in the heat of impatience or the flush of anger, but in all well-governed schools there should be a proper time for the rendering of accounts, and then only to such persons as are capable—a man with a mother's heart and sympathies, combined with an offended father's dignity, one who can act coolly and quietly and appreciate the fact that what is done in haste is usually repented at leisure.



## EDUCATION

Education does not make the man; it adorns him, and should bring all his faculties into their fullest use. It is development, and is surpassed in grandeur only by manliness. A man may be an educated nobody. He is, in his proper sphere, a triple combination made up of moral, intellectual and animal capacities. Where he is lacking in any of these, cultivation becomes a necessity, and education resolves itself into a complex machine; accelerating and retarding are the bases of its operations. It is a mistake to educate the head at the expense of the heart and hand. The teachings of the school, the workshop, the garden, the farm, and the heart attuned to all that is good, noble and true, is education. These distinctions ought to be brought before the child in simplicity, and when he is in a condition to receive them. "An occasional dropping is better than a rainy day for a tender plant."

The children should be taught that the smiles of Nature are not constant; that they must accept of sunshine and shower, dark days and weary nights; that the friends of to-day may become the enemies of tomorrow; and that they must be ever prepared to meet adversity on the moral plane.

## DIVERSION

Diversion is the magical wand, the teacher's panacea and the boy's scapegoat. Those who have labored with children will agree that there are times when everything seems to go wrong with them. We may coax, and we may punish, and all to no effect; an incompetent teacher is in a dilemma, but one with tact will observe readily that the children are nervous from application or some other cause, and will immediately employ a little diversion. After a good laugh, the telling of a story, or the singing of a song, all will at once settle down to work, perfectly satisfied, and never know how the change came about.

To play is the delight of every boy, to a greater or less extent; certain limits, however, should govern them, even in amusement. All should be considered, whether in school, at work or at play, with the same spirit; no cheating, no false representations, no subterfuge should be tolerated. It is just as

necessary to use vigilance and discretion during their pastime as when otherwise engaged.

## EMPLOYMENT

All children should be considered capable of learning. What they have not naturally they can obtain mechanically, but all are not alike adepts in any pursuit. It is questionable whether a child knows what he can do best, therefore persons managing children ought to be good judges of human nature, and thus be enabled to solve the problem of life in its active sphere of labor for them. All should learn some handicraft whereby to support themselves, and those who may be hereafter dependent upon them. Should a boy exhibit traits of character pointing toward any of the professions, or any particular line of business, it is no burden to carry with him the knowledge of a good, substantial trade, for, should everything else fail, he will turn to it as his capital in store, and by it raise himself with dignity and independence.

## THE LIBRARY

The library is essential, and the more it is used the less trouble we shall find in the performance of our arduous duties. Some children will devour the contents of a book in such a manner that it does them but little good. We desire that they will take time for thought and digestion of the matter and subject. Others do not have a desire to read at all, consequently we must read for them. Children's books should be children's reading; each stage in life has its tastes in literature, and we must not expect to put "an old head on young shoulders." Reading matter of a trashy nature should always be excluded from the young, especially the blood-and-thunder dime novel.

## MUSIC

Music is an incentive, and breathes the spirit of a better life. It is elevating and conducive of great power over the affections of the heart. Children love to sing, and the good old songs and hymns learned in childhood will follow to old age. In one reformatory the band plays six times a day when the boys march



to and from their meals. The refining influence of music is here utilized.

#### THE MANNER OF DISCIPLINE

All children are liable to error, but there should be proper discrimination between moral and conventional wrong-doing. Our manner of disposing of such matters is to keep a record of every important wrong a child may from day to day commit. This report is submitted by the officers and teachers of the school to the superintendent, in writing, without exaggeration or diminution, at which time he holds a moral review, calling up each child separately to make answer to the charges preferred against him. This is a time for care and forethought, for earnest consideration, and the full exercise of all the knowledge at our command. There must be no haste, no harshness, and while we should be lenient, yet the wrong must not be forgotten. This is the time to make impressions, pointing the child to the consequences for the present and for future manhood.

We do not desire to hold a child longer than is necessary for his good. As soon as he becomes established in well-doing and has sufficient education to enable him to transact business, he should return to his home, or some home. Should he not prove strong enough to do well among his old associates, the parents or guardians have the right to send him back to the school, where he must make another start. This is a wise provision, and holds a restraint over the boy, even in our absence, until he becomes a man. In the case of a child who has no home, we are to him father, mother and friend, whether he is with us or not.

#### THE CHILD WITH NO CHANCE

Often born in poverty, amid dissolute surroundings, the child first sees the light where dirt and squalor reign; he grows up amid these surroundings; his playground is the street or alley, or worse; his companions are those who are equally unfortunate; he has but little if any home life, the parents concerned only in the struggle for existence and frequently engaged in vicious employment, are not able to give him more than an occasional thought, and when they do, it is rather to serve their own selfish purposes

than to benefit the child. Just as soon as he is large enough he is put to work to earn something to help the family, and now he comes in contact with an older, and usually a rougher class than himself. The chances are that he has not been permitted to attend school, or if so, has played the truant, and so has neither the training nor education with which to begin life on arriving at the period of adolescence. At this time in life he frequently runs away, or is obliged to leave home and shift for himself; and left largely to his own devices, with ill-defined ideas of right and wrong, with but little if any educational advantages, and but little or no moral or religious training, he finds it difficult to obtain the means of living, soon violates the law, and thus naturally gravitates to the industrial school, reformatory or prison.

#### POWER OF HABIT

Enforced regular habits, and systematic physical exercise enable almost every inmate to leave the school sounder and stronger than when he entered. Long continued military drill makes order, neatness and respect for law and authority, habitual. It may be said that these things affect only the physical and mental sides of nature, and what children need is moral improvement. It is true that at the start the average boy earnestly applies himself to these things without any love for them, and for the reason that he is told that only by making a certain record of proficiency in them can he be released, but in the doing, there comes in time a development of that indescribable something which we call character, and everything is now looked upon from a different and better point of view. He then acquires the power of persistent and concentrated effort, changes his aims and ambitions, and becomes receptive to the more direct moral influence of the school. Through these and similar instrumentalities the object of the institution — reformation — is accomplished with reference to the majority of the inmates.

#### MILITARY DRILL

Military drill develops the attention as well as the muscles. Perfunctory movements cannot be tolerated. In the manual of



arms one is required not only to perform a certain muscular act, but to do it at the same time, and conform exactly in final position with from sixty to six hundred others. The hesitation of one cadet would result in delay and inconvenience to all. Disobedience in rank, therefore, becomes unpopular, and the habit of obedience is formed and strengthened by the daily and hourly repetition suggested by the very word "drill." The drill is planned not so much to perfect the cadets in exhibition movements as to develop in them the qualities which mark good soldiers in active service: obedience, order, and faithfulness in the performance of duty.

#### VALUE OF A GOOD HOME

A great many citizens do not seem to appreciate how much good, wholesome home training does for a boy in the way of keeping him out of trouble while he is passing through those years from ten to eighteen; when he is neither child nor man, is easily impressed, quick to follow the leader, to be good or bad; and if for any reason his home life does not restrain or entertain him he is quite apt to drift and get into trouble, though he may be at heart the kind of a boy who would make a good man under favorable conditions.

It is an easy step for a boy, who does not have just the right environment, to get into the habit of running away from school; and unless there is an interest taken by the parents and an understanding between teacher and parent as to just what the pupil needs in the way of encouragement to help him over the hard places, he is apt to follow the course that offers the least resistance, and takes up the habits of the gamin and the tough whom he meets on the street. There is a tendency on the part of every boy during these years, when character is being formed, to imitate or follow the boy who dares to do things out of the ordinary, from throwing paper wads in school to smoking cigarettes in the basement; a sort of hero-worship of the wrong type, and unless strong lines are thrown out he is apt to lose his bearing and become a law breaker. His offense may be anything from running away from school to stealing junk, robbery, or in fact, anything in the whole category of crime. He has

taken on many bad habits in his journey so far; has in many instances little respect for law or order, has not a clear idea of property rights, has not been taught that he is only entitled to those things that he has earned or acquired honestly, and has no conscientious scruples about taking what does not belong to him. This does not apply to all boys. A good many have had good home training, but in some instances are victims of broken families or intemperance, and, for one reason or another, are off the track.

#### REFORMATORY A BUSINESS ECONOMY

Turning a willful, wayward boy, often more sinned against than sinning, from his evil courses and making a useful, law-abiding, tax-paying citizen of him, is, leaving the humanity of it entirely out of consideration, the wisest sort of business economy measured by dollars and cents. To take friendless boys, secure positions for them and make them *permanently* self-supporting and self-respecting (on the basis of 209 boys) has cost, per capita, \$75.21. Of this cost the boy himself contributes *one-third*. This is what a certain institution adds as a note:

"The Reform School does not, nor does it claim to, reform all the boys who come into its keeping. Good parents, with whom no institution, however wisely managed, can compare, do not always succeed in raising to manhood sons who do them honor. Boys go astray in the world in many ways and for many causes. Some have no parents and run at large, subject to numberless temptations. Others have parents whose precepts and examples harm instead of help them. In the cases of others the parents have not the time nor the means, perhaps lack of inclination, to give them that constant supervision they require. They cease to go to school. Idleness takes the place of industry. Desire outrunning their means of gratifying them, they take what they are too idle to earn and lack the self-restraint to deny themselves. Very soon such boys, exempt from the wholesome restraint of watchful discipline, become curses to themselves and to their communities."

#### REFORMATORY DISCIPLINE

Upon the arrival of such a boy at the reformatory the daily routine of his life is changed. He is under strict discipline all the time. He is well fed and well clothed, has a comfort-



able place to sleep in, has his hours of recreation, and his nurses when he is sick. But he must go to school. He must work a portion of each day at some useful occupation, during the course of which he will learn one or more trades by which he may earn his living after he leaves the school. He is in a school, the rules of which are more numerous and exact than the laws of the State. His breaking of these rules is surer of detection and is followed by penalties swifter and more certain than imposed for the breaking of the laws of the State. His privileges in the school and his release from it on his "honor," depend upon his cheerful yielding to wholesome discipline, upon his industry in the school or at whatever work to which he has been assigned, upon his treatment of his associates and obedience to those in authority over him, upon his truthfulness and trustworthiness, his honesty and manly qualities generally. When he has thoroughly reformed and yields to the rules that obedience, for lack of which to the laws of the State he was sent to the school, he is prepared to return to his home, if he has one, and it is a proper one, or a proper one can be procured for him.

#### MORAL TRAINING AND EDUCATION

The training that must be relied upon to bring about the change in character does not differ from the training that develops character and ability in the case of the normal individual. No industrial school or reformatory possesses copyright methods of moral training. It endeavors only to supply those things that the boy has failed to receive in his earlier training. Among the very common neglects of his early life is that of school attendance. To make up for this, the boy is placed in school.

Many agencies are operating to drag children down. Homes broken by death, divorce, and desertion; parents utterly unfit for parenthood; stepfathers and stepmothers who have no love for their unfortunate stepchildren; evil companionship, poverty and other forces are busily recruiting ranks of the delinquent class who must be cared for in this school. The one great universal defect is *moral weakness*. There is some mental, some physical delinquency, but every boy sent us is weak morally. He has little or no conscience. A man without a moral conscience is a

bad citizen. The delinquent boy was never trained to feel the sinfulness of wrong-doing. His only concern is not to get caught. He fully agrees with the boy who said: "A lie is a very present help in time of trouble." With their disposition to profanity, untruthfulness, and larceny, inherited from several generations, we have a stupendous task set us so to teach, train, influence, direct, and reform them in the short space of time that they may go forth and develop into good men. We can report seventy-five per cent doing well—some better than others—but so many at least are making a manly effort to keep their parole agreements. Some of these will probably lapse, and others not doing well will probably improve. Most of the boys going out really want to live a better life. They promise to keep out of evil ways, and are honest in their promises, but many are too weak morally to stand out against the temptations of life. The social side of the boy's life is carefully looked after. This is done not only with a view of keeping his interest alive, but of making him overcome any diffidence he may have about meeting people. When the boy feels that he can do something he is more encouraged to mingle among people, and is thus able to gain friendship for himself.

#### CAUSES OF JUVENILE DELINQUENCY

Boys are born with certain physical characteristics. These characteristics persist with the utmost tenacity. It is equally true that boys are born with certain intellectual aptitudes. These likewise are persistent, but capable of improvement; yet it is true that the lack of certain mental activities may never be overcome, however skilled the training. As it is with the physical and the intellectual, so it is with the moral. The lack of certain moral sensibilities is as inherent, fundamental and persistent as either physical or mental characteristics. As the moral qualities are more elusive, so the change through moral training becomes more difficult and the results less apparent. This, however, is the problem of the industrial school or reformatory. Into this institution are placed the most hopeless cases to be found in the population of the State; those that society, the Church, the schools and the courts have failed to save. The



industrial school must do what all these forces have failed to do or it has done nothing. The terrific force of inherited tendency to crime, the blighting influence of vicious homes and vicious companions, must all be met and conquered by the training and education of the industrial school. Every boy that is received within its doors is the resultant of the two great forces of heredity and environment. If the former predominates, the task of reclaiming, though not a hopeless one, is one of extreme difficulty — in fact, is not certain of having been accomplished so long as healthy activity remains — for relapses may occur under great temptation, even after years of successful resistance.

The increasing extent of juvenile depravity is one of the startling facts that the published data of modern investigation reveal. The vicious, criminal and immoral lives led by some boys emphasize the fact that familiarity with crime and association with criminals make the street, rather than the home and school and church, the teacher of youth. The influence of vicious and improvident homes, where boys of tender years are allowed to come in contact with crime in its most revolting aspect, is an important factor in placing the responsibility for a large portion of juvenile delinquency where it belongs. The law cannot be depended upon to regulate these things. With a strange persistency it continues to deal with the offense instead of the offender, although it is for the good of the latter that the laws are made.

#### PAROLE FROM INSTITUTIONS

It is morally certain that a boy or man who can or will not earn his release or parole from reformatory institutions by obedience to their just and easy rules, when he is exempt from the perplexities and uncertainties and inequalities and injustices of the world, will not obey those laws which the world at large establishes as its rule for its security. Since the boy's reform is only partially effected when paroled, and since the one and only purpose of schools is to accomplish the boy's reform, it is easy to appreciate the importance of careful and faithful supervision of the boy while on parole. As much depends on the kind of a home he is to have, it is necessary to make an investigation of the home. Statistics show that the great majority of our boys

come from poor homes — homes of poverty and moral neglect; homes where death, divorce and desertion have robbed the children of everything that is supposed to make home sweet. About thirty per cent of the boys are entirely homeless, while many others would be better off were they homeless also. In respect to the home, there are three classes of boys: First, those who have fairly good homes; second, those who have no homes; third, those who have wretched homes. The problem is to deal with the latter. Boys who have good homes can return there. Boys who have no homes can be homed with good people; but those of the wretched homes clamor to go back, and the misguided parent pleads to have them, while to send them back is but to have them returned in a short time.

#### THE CRITICAL TIME

The critical time is when the inmate leaves the institution to begin life in the world. Boys over fifteen, with new cravings and development of social interests, are much less likely to be contented with farm life than younger children. It is necessary to follow up, advise, assist and restrain boys on parole. With none to advise and encourage them, they may become discouraged and fall.

Some boys on leaving are lost track of at once. Some of these are the best, some are the worst. They may be ashamed to have it known that they were ever in the custody of the courts, and would rather have their name changed than to have it known that they were ever in a reform school. But the great majority are willing to have the truth known. In many schools it is claimed that seventy per cent are reformed and thirty per cent go down. Thirty per cent is a small number, when it is remembered that there are charges against everyone sent to an institution.

#### SOME RELEASED TOO SOON

There is a feeling among those in charge of reformatories that some of the inmates are released too soon; although their time is up, they have not been moulded sufficiently to withstand temptation. The superintendent of a reformatory should be allowed to decide such cases. No person, no matter at what age,



should be allowed freedom, unless there be reasonable probability that he will not be dangerous to life, property or public peace.

Every inmate leaving a reformatory should be made to feel and understand that he has left a home, to which he can always return, should temptation prove too much for him in life's struggle. Some boys sent to the school reach the age when they must be released under the law, before the work of reformation sought to be secured, and greatly to be desired, has been accomplished in their cases. Any boy committed to the reform school, who has not attained his "honor" should not be released, but be sent to the reformatory on an indeterminate sentence to remain there until, under the rules of that institution, he has earned by his good conduct his release, or having proven by his bad conduct that he is irreclaimable, be sent to prison.

#### THE GIRLS' INDUSTRIAL SCHOOL

The Industrial School for Girls is not a house of correction, but is designed as a refuge for girls between the ages of six and twenty-one years, who, by force of circumstances or associations, are in manifest danger of becoming outcasts of society. It is not a place of punishment to which its inmates are sent as criminals — but a home for the friendless, neglected and vagrant children, where, under the genial influences of kind treatment and physical and moral training, they may be won back to ways of virtue and respectability, and fitted for positions of honorable self-support and lives of usefulness.

Girls committed to the school become wards of the State. By the act of commitment, fathers and mothers lose their parental rights and responsibilities; and the board of trustees, with the principal matrons, assistant matrons and teachers, in behalf of the State, become as parents to the children. In one institution there has been received one thousand and thirty girls, all coming under the head of delinquents, and of all colors, conditions and nationalities.

Many of the girls were not naturally vicious, but have either been led into wrong-doing by those older and of stronger mind, or have been forced into it by home conditions. The homes

that most of our girls come from, and the kind of parents they have, could not well bring about other results. Sometimes it is the ignorance of parents, sometimes the avarice, and often the viciousness brought about by drunkenness, which is the potent factor.

#### MOST GIRLS READILY RESPOND TO GOOD TREATMENT

Girls respond, physically, mentally and morally, to the orderly life of the school. As they are at an impressionable age and free from distraction, they are easily led to accept their duties in the industrial and book schools. This work becomes a pleasurable outlet for their energies. To many of them on arrival cleanliness is a stranger, and it is not easy to reconcile them to the rules in this respect. In the matter of classification, about one in ten passes to the lowest grade, and only a half dozen of these are persistently recalcitrant. Upon the whole, they are more amenable to the lighter forms of discipline than older girls. Although the impulse to run away overcomes them more readily than older girls, it is, nevertheless, true that they hold less fixedly in mind the idea of getting their freedom and show a contentedness with their daily life after the period of quarantine is over. The habits of the younger girls are not so fixed as in older girls. They are more amenable to lighter forms of discipline than older girls; more curious, hence more easily interested and pleased; they talk less of getting their freedom; they are more active and less ready to settle down to steady habits of work; they are all backward in school; they are able to concentrate attention for only a short period of time; few know how to dust, sweep, wash, cook or sew; they must be taught the common decencies of life.

#### METHODS OF REFORMATION OF GIRLS

The aim is to develop healthy bodily and mental activities. There is little of repression. The effort is to hold in check, and if possible to eliminate, vicious tendencies by fostering a healthy development of the physical and mental and moral life. The means to this end may be described under the following three divisions:



(a) *Physical Culture*—A careful examination of each girl is made by a competent physician soon after her arrival. Calisthenics and gymnastic exercises suited to her years and bodily conditions are prescribed by the instructor in physical culture, and practised in a well-equipped gymnasium.

(b) *Educational Work*—The object of the educational work is to arouse interest and to develop skill in all that pertains to the management of an ordinary household, and to give to all the best common school education.

(c) *Moral Instruction*—The moral instruction is enforced by practice and example rather than by precept. The officers and teachers are all selected with reference to their personal qualifications and influence upon the girls of the every-day life of the institution. Girls upon admission are kept apart from the other inmates until their characters and habits are ascertained, and are then placed in one cottage or another, according to their characteristics. Corporal punishment is prohibited. For disciplinary purposes, resort is had to withdrawal of some privilege or opportunity which would be prized. In the rare instances in which anything further is required, there is seclusion in well-lighted isolated rooms under medical observation, with light but nutritious diet and regular outdoor exercise.

There is hope for the girl with an uncontrolled temper, habits of petty thieving and sexual weakness. Such a girl will have upsets, but she needs someone to sympathize with her and guide her. She is not troubled with inertia. The typical profligate is contented and soft. Some girls, like their parents, are so crude and ignorant and have so low a standard of life, that if they can be made morally decent and able to earn a living, little more can be expected.

When institution girls are sent out, they feel more responsible to strangers than to their parents or relatives at home; they are often sent to strangers first before being returned to the freedom of their own home, where they may not feel obliged to do their best.

It is the belief of many that a girl should be in an institution

for at least three years, but that she should be given repeated trials. For long seclusion does not fit her for the outside world, correction cannot be consummated in an institution where the life is necessarily one of rule and routine, and where personal responsibility is very limited.

#### SUGGESTIONS TO EMPLOYERS OF GIRLS ON PAROLE

While these suggestions are special, many would be useful in general:

1. Do not expect the girl to know how to do all kinds of work. She needs teaching, and in this you must be patient and give her encouragement.
2. She must be taught neatness in everything, and to keep all rooms in perfect order, and under no circumstances be permitted to have her own room untidy or in confusion. She should also be taught to keep her own clothes in perfect order, clean and whole.
3. She must be respectful and ladylike in her bearing and language, and no one about the house should use improper language in her presence.
4. It is expected that she will attend church when convenient. Great care should be taken as to her associates, and she must not go out evenings except in company with some member of the family, or with some friend in whom you have the utmost confidence.
5. Do not seek to draw from her information as to her past life, and never refer to her disparagingly concerning that life, if you have occasion to chide or reprove her.
6. While you should give her your confidence and let her feel that you trust her, yet do not throw temptations in her way.
7. Do not try to impress upon her mind that she must be watched everywhere that she goes, but at all times let her feel by your example and advice, that she cannot by any conduct, afford to court criticism, or let the faintest suspicion of wrong arise.
8. She is to have the privilege of unrestricted correspondence with the officers of the home. The employer is not expected to read her letters. Every letter she writes must be sent to the home. If she receives any letters which have not been sent to



the home they must be forwarded at once without breaking the seal, to the home visitor.

9. That portion of her wages that you are to pay her must be paid weekly in cash, the reserve fund, as per contract, to be remitted to the home monthly.

10. In case of sickness, if it is serious, notify the superintendent and see that she does not suffer for lack of medical attendance.

11. In case of male inmates in the family, let care be observed as to sleeping apartments, so that her room may not be accessible without your knowledge. This is the most important feature in all your duties relative to the proper care for the girl entrusted to you.

12. Study the girl's disposition, and we recommend that while you are firm in your discipline, you at the same time show a motherly interest in the girl's welfare that shall win her confidence.



