Idleness and Mendicity in Children.

By Paul Neander, Moscow, St. Petersburg.

The two things that give rise to the frightful increase of juvenile crime are idleness and vagabondage. The remedies are work and shelter, in an institution or family. A preventive measure would be obligatory primary instruction for every child above the age of seven. This schooling is compulsory in most countries, and the Douma is about to vote to have it in Russia, and when that is done we shall have the most efficacious means of protection from mendicity and vagabondage in children. That such regulation should not be a dead letter there must be a sufficient number of schools under the strict control of the government. There should be agents to visit the homes and see that the children go to school. In Germany such agents visit poor families and make sure that the children go to school instead of run the streets and they visit rich families to be sure that the children are receiving instruction.

But that is not all, far from it. When the father alone works the mother can take care of the children. That is one of the objects of labor legislation to make it possible for the mother to remain at home, but even then the mother of a large family cannot watch over all the children old enough to go out in the street or go to school. Private charity has provided many shelters, day-nurseries, kindergartens, day schools, in the large industrial centres, which show the interest in this subject. But there should be many more such refuges. Where great establishments do not provide them voluntarily the state should compel them to do so. We have examples in what may be done by what the houses of Morozoff, and Prokhoroff have done, in establishing day nurseries, schools,
Influence and Maladjustment of Children

The two prime factors that give rise to the important increase of influence among the children and adolescents. A preventive measure in this particular area is usually widely applied. The school is a community in a sense that it provides an environment to develop the children's mental and social development. The school should be designed to meet the needs of the children and give them a sense of belonging.

The school should be a place where the children can take an active role in their education. The school should provide a safe and healthy environment for the children to learn. The school should also provide opportunities for the children to develop their skills and interests. The school should be a place where the children can learn to work together and respect each other.

In the German system, the school is a community where the children can take an active role in their education. The school should provide a safe and healthy environment for the children to learn. The school should also provide opportunities for the children to develop their skills and interests. The school should be a place where the children can learn to work together and respect each other.

In conclusion, the school is a community where the children can take an active role in their education. The school should provide a safe and healthy environment for the children to learn. The school should also provide opportunities for the children to develop their skills and interests. The school should be a place where the children can learn to work together and respect each other.
hospitals, homes for old men, etc all in conformity with the latest views of health. But there are hundreds of factories and whole mining districts where the families of workmen are abandoned to themselves. The state must come to their aid to save the children and youth. There should be refuges where children can be taken by day or by night. In that way the time might come, far away now, which every civilized city should reach, when there should not be a child left to beg by day and to sleep under the bridges at night.

It seems needless to say that these asylums should furnish food for the children, simple, frugal, but healthful and sufficient. Where you have hungry children you will have crime to punish.

There must be work, different trades, agricultural colonies, vacation colonies. There must be recreations and good times, for a bad child is half saved if you can learn to laugh joyously.

The state cannot do all this work alone. The public must aid. In England there is a union of child-helping societies, a sort of protectorate of childhood. The members come from all classes of society and they represent many vocations, but all are united in a profound feeling of solidarity and of personal responsibility for the children who are to be the men of the future. Such a protectorate should have a legal right over the children in its care. In Russia the ukase of 1866, in a regulation for a "council of protection" gave a legal right to the members of it for placing children and minors in shops and other establishments above the rights of the parents. The cooperation of the state and of society in this work would save a great many children from vice and crime.
The state cannot go on this work forever. The public must aid in providing adequate shelter, education, and social services for the children. The state must come to their aid to save the children from neglect. There should be more attention given to the welfare of the children. The state must come to their aid to save the children.

It seems necessary to ask this question about children.

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The state must be more effective in providing for the children.
Fourth Section
Third question
Abstract.

Juvenile Idleness and Vagabondage.

By Emma de Dessewffy.

It is certain that most juvenile criminals take their first steps toward crime by vagabond ways, rather than by abandonment. One reason that they fall into such ways is that the school houses are so far from home that they are led astray by bad companions.

This could be prevented by having less pretentious school buildings with the great crowds of children. The cottage system has been decided to be best for many institutions, why not for schools? If the question were carefully studied I feel sure that the extra expense for having small schools scattered among the people, would not be so great as the expense entailed on the state by the care of the vagabonds and criminals who are the result of having to go to schools so far from home that they are subjected to the temptation to truancy, pilfering fruits, and other things from stands and stalls, and later of taking things of more value. To the expense of caring for them as juvenile criminals should also be added hospital care for many are ruined physically as well as morally.

Another prevention connected with the schools would be the instruction in these schools. At present there is too much attempt for high rank to win prizes for scholarship and too little attention is paid to fitting the children for the great conflicts in life. Too little is done to give them a love of honest toil. They should learn to love their vocations and to believe that a life of honest and useful industry is an honorable life. Children are apt to despise serious work and to look down on those who do it. I have seen more than one street boy pay a comrade to black his shoes or carry a bundle for him because he thought it was beneath him to do these things for himself.
The page is not legible.
As children are often taught to be dishonest by adults, there should be severe laws against any one who leads any child or young person into crime. So long as the purveyors of vice can escape by the payment of a fine or a brief imprisonment, they are not deterred from the debauching of the young. There should be severe penalties for this...

In France, Italy, Switzerland and Hungary, industrial boarding schools have been established that good workmen and workwomen may be trained. The children of working people now seldom learn any useful occupation and they become poor workers when their turn comes. Such schools would take children after the regular schooling and fit them to be able to earn their living usefully and well. At the same time those who have not homes to go to would find a shelter and innocent amusements in such boarding schools.

The most practical measures then to overcome idleness and vagabondage in youth would be:

1. To reform the schools.
2. To secure severe penalties for those who lead youth into vice or crime.
3. To establish industrial boarding schools in industrial centres, to ward off idleness and the tendency to a vagabond life.


To obtain the automobile to be driven to school at 8 am and return at 3 pm.

So join in the petition of the people for the immediate establishment of a firm of electric transportation from the next corner.

Are ready to receive large.

For this.

In the future, will at reasonable and convenient prices.

And in each of these we have our service.

The automobile of waiting people is efficient and fast.

Such a service may be utilized after the regular schedule and at any time.

To provide a service that is reliable and well.

We have this to improve the running.

In the meantime, to keep running.

"The next, efficient, convenient, free to analyze, efficient, and convenient.

You to have this many.

To improve the services of.

To receive new, free, efficient, and reasonable.

And to improve the running.

For the automobile, to receive, efficient, and reasonable.

And to improve the running.
Fourth Section
Third Question
Abstract

Juvenile Delinquents.

By Dr. Godin, Acting Attorney, Republic at Guelma, Algeria.

Vagrancy and begging are the chief crimes of childhood. They form the primary school of vice. The city furnishes a great army of these young vagabonds, tho the police are well organized. Modern economic life sets the children free to run in the streets without protection from evil influences. The child who runs in the street is fated to vice and crime. Criminality in general has tripled in the last fifty years and one of the chief causes of this desolating advance is the precocious depravity of children. If we could suppress vagrancy among children the chief cause of this crime would disappear. It therefore become a social, rather than a judicial matter.

This prevention of crime can best be effected by strengthening the family. If that is impossible and the family is unworthy the child should be taken away and educated.

We divide childhood into three periods: 1, from one to seven; 2, from 7 to 13; that is the school age; 3, from 13 to 18.

During the first period the child is in the home and the home should be made better if it is to prevent these children from wandering into the streets, for the home is the normal place for the child to be trained. It is to the child what the earth is to the shrub. If you transplant it it withers. It is then necessary, to prevent juvenile crime, to combat the disorganization of the family which so frequently leads to juvenile delinquency. And the first thing is to overcome the indifference of the parents. They are quite willing to let the children run in the street. We must show them
the danger that threaten them there and the evil habits which will be acquired that cannot afterwards be easily eradicated. This can not be done by law. It must be a moral influence. Lectures to parents can be given where they will be instructed and they must be taught how to make the children love their homes and what steps to take if the children are refractory and what authorities or institutions can aid them in their task. Popular universities, workmens clubs, reading rooms etc should be used for reaching the parents and teaching them moral hygiene.

It may be said that this will be of little effect if both father and mother both go off to work and leave the child alone at home or under the care of obliging neighbors, for the child will soon be on the street. That is true and is the reason why there should be auxiliary help in the form of maternal schools, day nurseries, guarding places, (garderies), where the children can stay while the parents are at work and where the parents will be obliged to place them if they cannot care for them at home. These should be free. Of course this means expense, but the government should not hesitate to spend money in saving children.

The school age is important for the school saves from vagrancy. It is therefore necessary that there should be truant laws. If a child plays truant how shall he be disciplined? In England they have truant schools, but they do not give very good results, as there is a large amount of recidivism, more than 40 percent. In my view the whip is more efficacious. It certainly intimidates children. I think it is a mistake to have given it up in schools. It is not long since it was used in the colleges and public schools of France. True, it is no longer the fashion there, but the reason is to be found in the fact that the affection
If the mother goes to work and leaves the child alone at home or
under the care of another woman, and the child is not
suitably cared for in the home, the presence of the parent will
not necessarily prevent the child from being neglected or
abandoned. Where the child is left alone in the home, or with
a woman who is not a relative, there is a danger that the
child may be neglected or abandoned. The presence of the parent
may not prevent this from happening.

The most important point to be remembered is that the
child's welfare should be given consideration. It is not necessary
to provide elaborate arrangements for the child's care, but it is
important that the child be provided with a safe and loving
environment. In many cases, it is possible for the child to
be placed in a foster home or other suitable arrangement, and
the parent should be encouraged to seek out these options.

The government should provide financial assistance to
parents who are unable to care for their children, and
there should be programs available to help parents who
are in need of assistance. It is important that the government
be involved in the care of children, and that the
parent's role be recognized and supported.

In my view, the child's welfare is of utmost importance, and
the government should be actively involved in providing
support and assistance. It is essential that the
child's needs be met, and that the parent be encouraged to
seek out appropriate arrangements. Only in this way can
the child be provided with the best possible care and
have a chance for a happy and healthy future.
love of children has degenerated into sentimentality, which however
does not kmpx save them at times, from brutal treatment in moments
of impatience.

Some countries are coming back to this method of chiding
punishing children and some, like England, have never given it up. Whipping is there used for refractory children and it is found very
efficacious. It is sanctioned by law and is applied only with
the consent of the parents or guardians, and not to girls. The
number of blows varies with the age and a police officer is
always present during the application of the punishment. This
method ought to be adopted for it is particularly adapted to lead
the child to prefer the primary school to the school of vagrancy.

Truancy is often connived at by the parents, though sometimes, when they are both at work, they think the child is in
school. Such parents are fined in some countries. For these
children of school age there should be places where they also can
be kept out of school hours while their parents are away. They
should have food supplied to them in these "garderies." There
should be for the older ones day industrial school, and for all
vacation schools.

After the school age if the child is not put to an appren-
ticeship, but is allowed to go out and hunt up work for himself,
he is again subjected to temptations of all kinds. What is
the remedy for this? The guardian societies should come to their
aid and help to place them. If that proves impossible then the
state should establish tradeschools, where attendance should be
compulsory. Again this will be a great expense to any country,
but they are cheaper than prisons.
Some counties are coming back to this method of administration. Some, like Maryland, have never given it up. But the counties of southeast and south-central Ohio have never used it. The same is true of the counties of Kentucky and West Virginia.

The same process of the application of the punishment is being used to keep out of the penal institutions. The ability to please the majority of the people of a county is a great advantage. This is the reason why the majority of the people of a county are going to the school of that county. Each county is the center of the county. Each county is the school of the county. Each county has its own school. Each county has its own education.

After the school age, if the child is not put to an occupation, the child is put to farm work. The child, who is learning to be a farmer, cannot be used for any occupation. The child is learning to be a farmer. The child is learning to be a farmer. The child is learning to be a farmer. The child is learning to be a farmer.

And the child will be great enough to say county.
Germany has set the example here. She has many state apprentice schools. In 1901 Berlin had 15 for girls and 62 for boys with more than thirty thousand pupils and the budget for schools was less than the budget for prisons.

If all preventive measures fail and the juvenile delinquent must be punished, how shall that be done? Prison has a deplorable effect on the young. There must be some other kind of re-pression. They must be educational and reformatory. Any minor under 18 found guilty should be placed under the guardianship of the state till his majority and he should be placed in a special school where proper means will be employed for his training and reformation. Girls as well as boys should be treated in this way. There should be agricultural and trade colonies to which they should be sent when they have given proof that they can be trusted.

To sum up: juvenile delinquency is almost always the result of poverty, ignorance, a broken family. Vicious instincts have little to do with it. Any measures which lead to uniting the family and improving it will help to preserve childhood from crime. With the combination of private and state assistance it would not be difficult to organize methods to meet this problem of vagabondage which is not only of importance to the children themselves, but to the country.
Fourth Section
Third Question
Abstract

Idleness and Begging among Children.

by the Abbe Alexander Bianchi former Director of the
Reformatory, Milan.

At the hour of noon in Milan the streets and squares are
full of morally abandoned children and young people who believe
in no law, religious or secular. They think everything is permitted
to them. The police are powerless before this crowd of shame-
less youth and happy if the brood are guilty of neither murder
nor robbery. This school of social disorder, with all the ob-
scenity of language which accompanies it, is not peculiar to Milan,
but to all great cities. The street is full of evil suggestions
for the young - the newsstands with their illustrated journals and
postal cards full of indecent suggestion, the cinematographs,
the cheap theatres. This degeneracy threatens society like a
gangrene and demands from the state immediate treatment at any
expense. The state has the duty of trying to save these young
delinquents. If it saves but ten out of a hundred that is not to
be disdained as a result of its efforts. Cities like Milan that
spend their millions in public works should understand that it is
for their highest interest, even materially, not to neglect this
great work of moral salvage. There should be popular lectures on
these subjects that the people may understand the problems with
which we have to deal. There should be gymnasiuums, for gymn-
astics have a particular attraction for youth and athletics
exercise is a noble and at the same time useful exercise. It
strengthens the body and the mind and turns the young from vice
and makes them generous and kind.

Police officers ought to have a course of instruction
as to how to deal with juveniles, how to prevent their crimes and to submit to paternal authority. There should also be special inspectors, selected with care, to exercise supervision over moving pictures and theatres. Over and above all this there should be voluntary aid in prisons with the organization of schools and industries.

There should be better schoolmasters, who have a higher ideal of their useful mission. The influence of some teachers that I know is worse than for the children to have grown up without schooling.

Finally, religion is the great educative power. It should be held in honor and respected, for the words of the great Seneca are eternally true: "bonus vero vir sine Deo nemo est."
There should be better co-operation, and have a higher intensity of youth interest. The influence of some teachers that I know is more than for the children to have grown up with our acquaintance.

Distracted attention is the greatest enemy of power. It should be help in power and reposition for the work of the Great General Secretary of the Church: "Permanence and like Deo nostro.

As to how to deal with juveniles, how to prevent their crime and to support their Latin authority, these words also be special.

Instructors should be cared for to receive information over our work and to keep authority from the county-room and picture and feature over and grown with the organization of the society and instruction.

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Fourth Section
Third Question
Abstract

Juvenile vagabonds.

By Ernest Bertrand, Secretary of the Committee for the Protection of Childhood, Namur, Belgium.

Begging, in some one of its diverse forms is the chief thing that leads to vagabondage. This should be done away with. On the plea of the expense of looking after so many children they are not prevented from begging and becoming vagrants. That is a false economy for these youthful vagrants are rapidly transformed into parasites and criminals who live at the expense of the city. Some magistrates have little faith in the institutions provided for these children; others doubt the wisdom of reformatory education in institutions.

But vagabondage of children has other causes than begging: the negligence and incapacity of the parents; the ruin of the home through divorce or separation; unfortunate re-marriages.

The gravity of the evil permits no palliatives. Parents should be held responsible for the vagabondage and the mendicity of their children. In Belgium it is a criminal offense to allow a child under sixteen to beg and it is punishable with imprisonment. In Colorado there are laws which punish the parents for the offenses committed by their children. We must go to the occident for light.

Why should not the father who abandons his children be punished? The father who should support his family escapes without punishment if he goes off and leaves them. But if the mother, driven to despair by material distress, runs away she is liable to severe punishment. Let us hope that the generous spirit which has breathed through some of the reform laws of the Anglo-Saxon countries
with reference to the family may spread over the continent.

The vagabondage of children is only one manifestation of their moral abandonment. It is the lack of the proper home which lies at the bottom of it. Could one diminish the use of alcohol, improve the tenements, teach people how to make and keep their homes, these would be the safest barriers to keep children from running in the streets. It seems unbelievable that girls should be taught geography and history and left utterly ignorant of how to take care of a home or to train up children. These things should be taught in evening school and on Sundays, after the course in the primary school.

But there are certain other things that people must learn: one should never give anything to children in cafes or on the corners of the street, nor buy from them. Nothing is more demoralizing. The Namur Society for the protection of children sends letters to managers of hotels, restaurants, and similar public places where children directly or indirectly solicit alms of the patrons of these places, asking that they do not allow children to do this. Boxes are placed in these hotels and cafes where those disposed to aid needy children may place their alms and they are used for the most needy. Communications are sent to the press protesting against false charity. Circulars are distributed bearing such sentences as the following: "The child who begs is learning that he can get money without working for it."

"To allow a child to become a habitual beggar is punishable with imprisonment from eight days to three months." "A penny given to a beggar child is so much aid to the one who exploits him." "The more a child brings in from begging the less will his father send him to school." "Give bread to a hungry child, but never money to those who beg."

There are many schools in Belgium which are kept open till the parents return from work and the children learn their lessons.
there instead of at home. After the school closes they are taken to the streets where they live. There are also homes where at any hour of the day children can be cared for so that they need not be on the street. These homes are specially useful during vacations. They could always have a large assembly room and a large place for plays and recreations. In Namur children are taken for long walks during the vacation by paid instructors and this promises to be greatly extended. When children learn that they can gain nothing by trying to beg in the streets the schools and "homes" will be more frequented and the vagabondage and mendicity of children will not require repressive measures.
Fourth Section
Third Question
Abstract.

Juvenile Idleness and Vagabondage.

By D. Widmer, Director of the Penitentiary
Basel.

During late years there has been a great attraction to the cities and consequently an overcrowding of the quarters where working people live, with the further evil that a great many children are left during the day without proper oversight. From wandering about the streets they become subjects of the police and in great cities like Paris and London they are numbered by the thousands and it is not strange that many of them become criminals. The most important question is how to prevent this.

The Swiss method for counteracting such tendencies is by the establishment of guardian schools into which are gathered children who have not proper oversight during the hours out of the regular school and in the evenings. The guardian schools of Basel, for instance are organized and supported by the state and are open every day and from mid-November till mid-March in the evening. More than a hundred teachers, men and women, from the school force, but receiving extra pay, manage these schools which are rather recreation classes than schools in the ordinary acceptation of the word.

They play games, tell stories, sing, crotchet, knit, embroider, net, and in good weather are taken out doors for games or on walks. The teachers devote their entire time to supervising the work or the play, but being allowed to read or knit or sew themselves. Each class is supposed to have about 35 children in it. An inspector general for the city visits all of the schools and reports to the school authorities. The cost of materials for games and work, as well as for luncheon, are borne by the state. Basel, with a population of 130,000 has 2000 children in these guardian schools.
Basel has also a Play Association which looks after games for youth. The report for 1908 shows that more than eighty-five hundred children took part in these games, which are also supervised by teachers appointed for the purpose. The government allows 3000 francs for these games. Swimming, rowing, skating and coasting are also under the charge of this society. It also organizes recreation evenings for the young, when a thousand children in an evening are entertained by singing, declamations, fireworks. Manual instruction is also given. More than 1600 pupils of the upper classes attend the evening schools where this instruction is given. There are likewise schools giving military drill and in summer there are vacation colonies. Kindergartens care for nearly four thousand little children in public schools while fourteen private kindergartens care for 533 more.

There should be propaganda in favor of all such institutions and of guardian societies which should watch street children and save those that are morally abandoned from falling into crime.

There should also be bureaus for guiding the young in the choice of work which would help to fill the gap between going to school and taking hold of the permanent work of life. Boys of the age to be apprenticed in Basel have the benefit of another society which has just celebrated its 25th anniversary, a society for giving useful instruction and recreations to boys on Sundays and in the evenings. Last year the evening schools under the care of this society had 24000 in attendance.

The fruits of all this work in caring for the young is seen in Basel, where there is a very small proportion of idle and vagabond children in proportion to the population.
Third Section

Third Question.

Abstract

Vagrant Children.

By F. Grossen, Director of the Correctional School, Berne, Switzerland.

In the brief space here allowed only the principal causes of idleness and vagrancy (truancy) in children, and the most suitable remedies can be sketched.

One of the chief causes of the demoralization of children is the overcrowded tenement, with their lack of air, of light, and danger to morality. This crowded tenement house life, which has been brought about by the industrial pressure, is a real foe to humane culture, to morals and to the health. From this sort of habitation, the children are crowded out upon the streets where they run still further moral peril. Vicious surroundings are the principal cause of moral degeneration in children and youth and consequently the source of crime.

Another frequent cause of the unhappy condition of family life is that, as the result of changed economic conditions, the mother is taken from her home and her children to follow some industry. In many a place there are no longer mothers, nor educators, nor protectors of childhood, for these women are compelled to work for the support of their families. The family is thus broken up and the children are morally abandoned and fall into idleness and vice. I do not hesitate to say that the increase in juvenile crime bears a direct relation to the fact that so many married women work in factories and that the children are not properly cared for and watched over.
Grossen 2
Schooling
Education is an excellent means of improving morals, but it loses its good effect if the rest of the time the child is in a bad environment. The public authorities ought to energetically combat the habit of children to rove about the streets.

The evil is still greater when the demon of alcohol, the thirst for luxuries and sensuality unfit the parents to care for their children and to bring them up properly.

The reports of educational institutions for reform show that the great majority of juvenile delinquents come from cities which are industrial centres. In the institution which I superintend 74 percent of the inmates come from the city, where before their entrance they had led idle, roving lives. In reformatory institutions one learns to know the sad results of idleness. If on the one hand philanthropy ought to protest against the premature exploitation of child labor in factories and shops, on the other hand it cannot be denied that idleness is the pernicious foe to all normal development.

The means which I should propose to combat the evils of idleness and vagabondage in children would be:

1. Withdrawal of the paternal rights when the parents show themselves unworthy or incapable of bringing up their children and the appointment of a guardian who should take charge of the morally abandoned child and be responsible for his training till the child reaches of age. If the guardian is animated by love for the child he will be able to exercise a great influence over him. He would be of special aid in looking after illegitimate children, the most of all to be pitied, and would be a help to their mothers. He should try to find the fathers of these illegitimate children and see that they pay regularly toward the support and education of these children.
2. The establishment of day nurseries and guardian schools. These are of great help in caring for children whose parents must go out to work. In Berne, for example, twelve such institutions show what a demand there is for this sort of help. In replacing the family they keep the children off from the streets with its pernicious influences.

3. Placing morally abandoned children in good families or in industrial schools in the country. The farmer has work for people of all ages. Children can learn to work in the country in a way that will insure them employment when they are older. The young girl can aid in the house and learn to cook, the care of poultry and of the house, while the boys will learn the work of the stable, the fields and the woods. With nourishing food and milk instead of alcohol and with suitable work they soon feel like members of the household and are looked on by the farmer as his own children. By thus securing young strong recruits the work of farming will itself be better for this method.

Children who prefer some other occupation ought to have a chance to follow their tastes and they should be apprenticed till majority.

The task of the institution is to train those who are more or less degenerate, who have bad habits, and to strengthen their characters and instill habits of order and industry, by teaching and by example so that on leaving the children will lead an honest, regular life. In the institutions there should be proper attention paid to work and rest, food, dress, hygiene, and with such treatment many a child who had seemed idle and disobedient has overcome his reluctance to work and has learned to be obedient and industrious, thanks to the regular life which reigned in the institution. It goes without saying that they should exist only for special cases,
The task of the institution is to train those who are weak in
their capacities, and to educate them, and to strengthen their
aptitudes and abilities. It is necessary that the children, who have
already received some education, are taught to work and to learn,
and to understand that the object of the institution is not only to
prepare them for work, but also to help them to develop their
aptitudes and abilities, and to prepare them for life. To train
children who have received some education and to train them to
work and to learn, is a most important and important task of the
institution.

It seems to me that the work of the institution is not only to
train the children, but also to give them moral and physical
education. It is necessary that the children, who have received
some education, are taught to work and to learn, and to develop
their aptitudes and abilities, and to prepare them for life. To train
children who have received some education and to train them to
work and to learn, is a most important and important task of the
institution.
for after all the family training is the best for a child.

The work of guardians and of schools should be inspected and reports made to the authorities.

One cannot tell in advance what such methods would cost, but there is no work for the state or for the people of so great importance as looking after the welfare of childhood.

Among other things that must be done is the placing of vicious parents in work houses or homes for the intemperate fighting against alcoholism and lack of employment; in general raising the economic and moral plane of the people by educating childhood, by social legislation and by humanitarian efforts. By public and private cooperation one will surely prevent the causes of the neglect of children and will effectively do away with juvenile delinquency.
Gloucester.

The work of guaranteeing safety of seamen would be impossible under
modern conditions to the extent of the 

one cannot tell to whose good name they might confess it

no more to the state of your home or to the

one would offer him a bit more gone to the present of

action begins in work, poverty or peace, for immediate aid; the

existence affects me any lack of equipment. In general letter the

economy and worry please of the people for the immediate application of

society, co-operation, as a permanent element in public and

natural co-operation one with another, by means of the cause of the

of which one with all co-operation go more with a sense of genuine

Fourth Section
Third Question

Juvenile Idleness and Vagabondage.

By Georges Honnorat, Chief of Police, Paris.

Idleness is the mother of all vice. If we consider only the effect of idleness on the children of a city the field is large enough. Who has not been saddened by seeing the boys and girls wandering through the streets, playing truant, hanging round the shops, begging for pennies, or stealing from the stalls, pushing against each other and against the passers-by, crowding the book stalls and looking at obscene pictures, insulting women, picking pockets and boasting of it? Vagabondage, begging, stealing, prostitution, are only the first steps on the fatal road of idleness. As the child grows he becomes the adult criminal.

The chief cause of idleness and vagabondage in children is the lack of moral training in the home, the relaxing of family ties and want of proper parental supervision. Another cause is the neglect of schooling. In most civilized countries parents are compelled by law to keep their children in school a certain number of years. But in our larger cities there are not schools enough and where there are schools the law does not deal severely enough with parents who keep their children out of school. Again, the schools close too early in the day. The children are freed from them at four o'clock, while the parents do not get home from work till 7 or 8 in the evening. In that interval what are the children doing? They are running the street with all the evil consequences of that sort of life.

Then there are too many school holidays, when the children are turned loose, though their parents are away at their daily work. Such days give great opportunity for vagabondage.

Still another reason is that the teachers sometimes forget
Juvenile Delinquency and Neglect

By George Kornoff, Chief of Police, Police

Juvenile delinquency is the mother of all crime. If we consider only the

effect of delinquency on the children of a city the battle is fierce

enough. Who has not been embittered by seeing the young and virile

men of society abandon the streets playing truant, passing along the

sidewalks throwing the streetcar tracks, breaking windows, picking

pockets, breaking doors, stealing or taking from the mailing

boxes, breaking into and taking from the postoffice, committing

theft, and passing along the streets openly.

As the children grow, they become the busy criminals.

The chief cause of delinquency and neglect in children is the

lack of proper training in the home, the neglect of family ties and

the want of proper parental supervision. Another cause is the neglect of

schooling. In most cities, parents neglect their children and keep them

in the streets for lack of schools. The streets are too crowded, and where there are

no schools, the law does not exist. The children go hungry, and often keep

their children out of school.

The children are fed from when they are six in the morning.

In the evening, the parents go home from work till 1 or 8 to 9 in the evening.

Then the children are running the streets, with the only knowledge of

that part of life.

Then they get to any opportunity for engagement.

With the fixed heredity, some parents are taught at their family work.

Such give rise great opportunity for engagement.

Still another reason is that the teachers sometimes forget

Pompey Estate
Honorat 2

that something besides scientific teaching is necessary. Is it not this fault in education which explains why we find in the young generation so many young people who have no moral curb, who respect no authority and who have an eye for nothing but an opportunity to gratify their own desires and caprices? Thus being defrauded of proper guidance from parents and teachers are easily perverted, especially those born of parents who are alcoholic, syphilitic, consumptive or with a feeble brain.

Another cause of idleness is the cupidity of parents who want to get their children into shops and factories as early as possible that they may bring in a little money. In such shops and factories the work is monotonous and the pay small and the children desert them for the street. And if they accept the new life of industry in the factory they are often laid off in the dull seasons against their will and so fall into a life of idleness.

The very measures to protect child-laborers, especially in regard to hours of labor, have had the annoying and unexpected result of throwing them out of industry. Certain laws, like the French legislation, having decided that where minors and adults work together the hours for the latter must not be longer than for the former, employers have refused to hire juvenile workers at all and so they are thrown out as prey to the idle life.

Each of these causes demands a remedy. One of the first is to provided a sufficient number of schools for all the children of school age, and where necessary guardian classes that shall keep those children whose parents are at work till their return. And little girls should be escorted to their homes in when their parents cannot come for them. Holidays should be reduced in number. Special classes for backward children should be formed. School colonies in
It is not that something peculiar scientific teaching is necessary. It is not the fault in education which explains why we find in the young generation so many young people who have no moral compass, who do not respect authority, and who can see no eye for authority and no opportunity for training. That mere perverseness in parents and teachers and easily broken faith of proper influence from parents and teachers are easily broken; especially those who wish to be a teacher's praise.

Another cause of ill health is the apathy of parents who want to get their children into school and then but not for the work they may bring in a little money. In such schools and vocational work in the streets and in the shops a little work is often less than the child's labor.

And if they neglect the new life of industry in the city, then they are often found in the city seasons making their way to fall into a life of idleness.

The very means to protect or Jiffy-to-paint, or neglect to home or labor, have not the same effect and are not welcomed as in the schools of industry. Certain laws, like the Pythagorean law, require a certain period of labor, which means more and make work together.

The home for the latter will not be longer than for the former.

Employees have learned to place innumerable workers at all and to pay them. One of the first is to learn of these cases, because it means a remedy. One of the first is to bring in a sufficient number of teachers for all the children of schools, and where necessary, additional classes. And little girls are fitting for teacher in the home in that they are also educated. Knowledge enough is needed to understand. School courses in course for teacher. Knowledge enough is needed to understand.
Honmorat 3

The country should be organized, or by the sea, for delicate children. And finally the school should be not only a place for mental instruction but for moral training; where the mind should be instructed but the conscience and the heart as well should be cultivated.

After school age the best thing would be apprenticeship to a trade if possible; otherwise there should be professional and industrial courses, for this is the most dangerous transition period, between going to school and finding permanent work for life. Later, in the mixed shops where old and young work together there should be a special arrangement of hours according to each category of workers.

When parents forfeit their paternal rights so that they let the children drift into lives of vagabondage, idleness and vice the children should be taken away and sent to reform schools, having no penal character, but where they can be taught to earn their living.

It may be added that the police should exercise a more strict and careful guardianship on the streets and not allow children to form bands of idle loafers. Other persons also might be empowered to see that such children are properly disposed of according to proper regulations, and perhaps it may be necessary to establish special courts for them.

Conclusions. The way to meet idleness and vagabondage in the large cities then is twofold: preventive and repressive. In the first group the means are educative and moral with patience. They may demand expensive means, but it is true economy. As to the means by repression it should be by more active surveillance on the part of the police, charitable institutions and persons delegated to act in cases where society has to act in place of the family.
The community should be organized so that the necessary groceries, clothing, and other services are available to the families. The school should not only provide a place for mental and physical growth but also for moral training.

After school, the families should have a place to go, and there should be opportunities for community service and participation.

The community should be well maintained and attractive.

When people perform their basic rights, they receive the benefits of a group of responsible citizens, and vice versa.

Children should not be taken away from their homes or their schools, nor should they be punished for minor offenses.

Children should be taken care of and supported by the community, not left to their own devices.

The police should exercise a more effective and considerate enforcement of the streets and not allow children to roam about.

Children should be protected from harm and not allowed to become a menace to society.

Conclusions: The need for intelligence and cooperation in the large office is clear. To prevent fraudulent and deceptive practices, there should be a system of fair and honest transactions.

This system should be the means of acquiring and maintaining a sense of economy, but it is the family economy that will determine the future of the community.

In conclusion, the police should not only enforce the law but also act as a deterrent against crime and violence.

As the writer of the report, it is my duty to emphasize the importance of the family in maintaining a healthy society and to highlight the need for cooperation and understanding among its members.
Honorat 4

The following recommendations may be made:

Multiply the schools.
Give a large place to moral education.
Punish severely parents who break school obligations.
Multiply professional courses.
Modify child-labor laws in such a way as to secure apprenticeship.
Deal energetically with parents who forfeit their parental rights.
Create reform schools for vicious children for their own sake and to save the contamination of the community.
Have the police keep better watch of the streets and secure aids to them in this through private institutions. Let such agents question the children and when necessary bring them before the public authorities.

Create, if necessary, special courts for children.