

**57TH CONGRESS, 1ST SESSION. SENATE.
DOCUMENT NO. 400. A PLAN FOR THE STUDY
OF MAN: WITH REFERENCE TO BILLS TO
ESTABLISH A LABORATORY FOR THE STUDY
OF THE CRIMINAL,
PAUER, AND DEFECTIVE CLASSES, WITH A
BIBLIOGRAPHY OF CHILD STUDY**

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ARTHUR MACDONALD

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AND DEFECTIVE CLASSES,

WITH A

BIBLIOGRAPHY OF CHILD STUDY.

BY

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[Many of the points briefly referred to in this document are more fully considered in a hearing on the bill (H. R. 14798) to establish a laboratory for the study of the criminal, pauper, and defective classes, had by the writer before the Committee on the Judiciary and published by the order of the committee.]

NATURE OF BILLS.

Bills, or amendments, to establish a laboratory to study the criminal, pauper, and defective classes have been introduced in Congress by Senators Hoar, Nelson, Bacon, McComas, Quay, Penrose, Money, and Pettigrew, and by Representatives Ray (New York) and Henry (Connecticut).

The general purpose of these bills is a sociologic and scientific study of the abnormal classes, it being understood that such study is a development of work already begun under the Federal Government.

The term "laboratory" is employed in the broadest sense, not only including the use of instruments of precision, but the gathering of sociological data, especially as found in institutions for the abnormal classes; also investigations of anarchistic criminals, mob influence, and like phenomena; that especially the causes of social evils shall be sought out, with a view to lessening or preventing them; that these results and those of similar work shall be published from time to time.

At present our State institutions gather more or less data annually, but little use is made of them. It is proposed to combine and summarize these results, to encourage uniformity of method in collecting data, making the work more useful to the country at large.

STUDY OF MAN.

[The greatest of all studies is that of man himself as he is to-day. A scientific investigation of man must be based primarily upon the individual, who is the unit of the social organism.]

If we are ever to have sufficient definite knowledge of living human beings that may become a science, it can only be done by the careful study of large numbers of individuals. The more thorough the study and the larger the number the more useful such investigation can be made to society.

As in machinery we must first repair the little wheels out of gear, so in society we must first study the criminal, crank, insane, inebriate, or pauper who can seriously injure both individual and community. Thus a worthless crank, by killing a prominent citizen, can paralyze the community. The injury from such action is often beyond calculation. Our Government pays out millions to catch, try, and care for criminals, but gives very little to study the causes that lead to crime.

The study of man, to be of most utility, must be directed first to the causes of crime, pauperism, alcoholism, and other forms of abnormality. To do this the individuals themselves must be studied. As the seeds of evil are usually sown in childhood and youth, it is here that all investigation should commence, for there is little hope of making the world better if we do not seek the causes of social evils at their beginnings.

The most rigid and best method of study of both children and adults is that of the laboratory, with instruments of precision in connection with sociological data. Such inquiry consists in gathering sociological, pathological, and abnormal data as found in children, in criminal, pauper, and defective classes, and in hospitals. Such experiments or measurements should be made as are of interest not only to sociologists, psycho-physicists, and anthropologists, but also to physiologists and pathologists.

It has been proposed to conduct such investigations under our Government by the establishment of a laboratory; for to gather a large number of such data concerning a large number of individuals and to compute, tabulate, and publish the results could not easily be undertaken by an individual or by a university because of the expense involved.

Since the field is necessarily very large, the investigation should be in those parts of it which promise to be productive of most practical results in the way of amelioration or prevention of social evils.

The following is a measurement blank being used by the author in the study of children:*

No. _____
 Name, _____; date, _____; school grade, _____; name of observer, _____;
 sex, _____; date of birth, _____; age in years and months, _____; color of hair,
 _____; of eyes, _____; of skin, _____; first born, _____; second born, _____;
 later born, _____.

ANTHROPOMETRICAL.

Weight, _____; lung capacity, _____; depth of chest, _____; width of chest,
 _____; circumference of chest, _____; height, _____; sitting height, _____;
 strength of lift, _____; of arms, _____; of right-hand grasp, _____; of left-hand
 grasp, _____; total strength, _____; is the subject left-handed? _____; maximum
 length of head, _____; maximum width of head, _____; cephalic index, _____;
 distance between zygomatic arches, _____; between external edges of orbits, _____;
 between corners of eyes, _____; length of nose, _____; width of nose, _____;
 height of nose, _____; nasal index, _____; length of ears, right, _____; left, _____;
 length of hands, right, _____; left, _____; width of mouth, _____; thickness of
 lips, _____.

PSYCHO-PHYSIOLOGICAL.

Least sensibility to locality, right wrist, _____; left wrist, _____; least sensibility
 to heat, right wrist, _____; left wrist, _____; least sensibility to contact on the skin,
 _____; least sensibility to pain by pressure of two points, _____; least sensibility to
 pain by pressure, right temporal muscle, _____; left temporal muscle, _____; least
 sensibility to smell, right nostril, _____; left nostril, _____; least sensibility of
 muscle sense to weight, right hand, _____; left hand, _____; measurement of
 effects: of fatigue, _____; of emotion, _____; pulse, _____; respiration, _____.

SOCIOLOGICAL.

Nationality of father, _____; nationality of mother, _____; nationality of grand-
 father, father's side, _____; mother's side, _____; nationality of grandmother,
 father's side, _____; mother's side, _____; occupation of parents, _____; education
 of parents, _____.

ABILITIES IN STUDIES.

Bright, dull, or average, in general, _____; in arithmetic, _____; algebra, _____;
 grammar, _____; drawing, _____; geography, _____; history, _____; music, _____;
 reading, _____; spelling, _____; penmanship, _____; German, _____; French,
 _____; Latin, _____; Greek, _____; geometry, _____; physics, _____; science,
 _____; manual labor, _____; etc., _____.

(Answer after each study and for other studies not mentioned. When in doubt
 as to brightness or dullness, mark person average.)

ABNORMAL OR PATHOLOGICAL.

If abnormal or peculiar, name in what way, _____; unruly, _____; sickly, _____;
 defects in speech, _____; defects in sight, _____; defects in hearing, _____.
 Palate, _____; aural asymmetry, _____; cephalic, _____; palpebral fissures,
 _____; frontals, _____; expression, _____; hand balance, _____; nutrition, _____;
 pigmentation, _____; ptosis, _____; rachitism, _____; epilepsy, _____; lordosis,
 _____; kyphosis, _____; scoliosis, _____; other defects, _____; diseases had, _____.

SUGGESTIONS AS TO FURTHER STUDIES.

It would be important to find what physical and mental characteristics are common to criminal children, and whether such characteristics

*See Experimental Study of Children (by writer), reprint from Report of United States Commissioner of Education for 1897-98.

are due more to the child's nature or more to his environment. Only thorough and patient study of large numbers of children can answer such questions; theory and speculation based on a few facts can not, but they may accomplish good in calling attention to the subject. It is generally believed, but not proved, that crime is mostly due to surroundings; if this can be determined, then there is great hope of lessening it, for it is much easier to change the surroundings of a child than to change its nature.

INVESTIGATION OF SCHOOL CHILDREN.

Much study has been devoted to children in our public schools; mistakes have doubtless been made by those with more enthusiasm than training. But this is the case with all new lines of inquiry. Yet there are very practical matters we should know as to our schools. To establish the measure of the work according to the strength of the pupil is fundamental to health, for overtaxing the powers of the young can leave its mark for life.

What is the maximum work suitable to a child in the different periods of development in its school life? And can this maximum be injurious at times, as at puberty, when all the vital force may be required for growth? To answer such practical questions we must know the physiology of normal growth, its rate of increase or decrease, and what influences cause such increase or decrease.*

UNRULY AND REFORMATORY CHILDREN.

It would be desirable to find what physical and mental traits are common to unruly school children and children in reformatories. If there is nothing peculiar as compared with children in general, this is important to know. In like manner it would be interesting to know what characteristics, if any, are in common between the feeble-minded in our institutions and dull children in our schools. These and similar inquiries, when made with care and discretion, might enable us to foresee with some probability the special dangers that this and that child may be subject to, and thus to protect many children from temptations and conditions that otherwise might ruin them.

IMPORTANCE OF LARGE NUMBERS.

Where the number of persons studied is large, many subdivisions can be made, and in this way some of the most important, yet sometimes unexpected, results are reached. It would be well to know the difference, not only between children of the professional, mercantile, and laboring classes, but between those with American parents and foreign parents. Then, if the numbers were large enough to admit further subdivisions, we might find the difference between children whose father is American but mother foreign born and those whose mother is American and father foreign born. In all such questions, if there is no striking difference it is important to know it. Thus the influence of marriage between different races or nationalities upon the offspring might be determined more definitely.

* For further discussion see "Experimental Study of Children" (by writer), reprint from Report of Commissioner of Education for 1897-98, Washington, D. C.

If it should be found, for instance, from the comparison of large numbers, where all possibility of accident or coincidence is eliminated, that the difference between certain classes of children, such as the criminal, from children in general is quite marked, the question would arise whether such difference is due mainly to heredity or to unfavorable surroundings. In cases where the crime or defect is due to heredity the treatment would be quite different from those in which environment is the cause.

QUESTION AS TO UTILITY.

But, it may be asked, what as to the utility of studying such questions? We think it is not only useful, but there is great need of such investigation. We should like to inquire, for instance, as to the utility of studying rocks and plants, arranging them, making chemical analyses of them, etc., if it is not to give a deeper knowledge of them and thereby learn more about our planet? So the patient and extended study of man, especially children, is to gain more definite knowledge about him and a deeper insight into his nature. The time has certainly come when man as he is should be studied as much as nature.

Much money has been given and great interest manifested for the discovery of new chemical elements or the search for unknown planets. We erect statues and found art galleries at great expense. These things may not all be immediately useful. Indeed, the highest art spurns even the idea of utility; and yet when it is proposed to study a child thoroughly to gain an insight into its nature, to find the causes of its defects, so that we may protect it and help it to become a good citizen, the utilitarian cry is heard. The time has come when it is important to study a child with as much exactness as we investigate the chemical elements of a stone or measure the mountains on the moon.

If facts about children, whether immediately useful or not, are not important, we desire to ask what is important in life?

[From editorial in *The American Lawyer*, New York.]

SCIENTIFIC STUDY OF THE CRIMINAL AND DEFECTIVE CLASSES.

An effort is being made to establish a laboratory in the Department of the Interior, at Washington, for the practical application of physiological psychology to sociological and abnormal or pathological data, especially as found in institutions for the criminal, pauper, and defective classes, and in hospitals, and also as may be observed in schools and other institutions. The defect in our present criminal law is, as we have before remarked, that it regards the crime and not the criminal. It presupposes that all mankind possess an equal power of resistance to antisocial tendencies. It practically lays down as an axiom that the child born of criminal parents, brought up in an environment of crime, is, until he has actually come within the jurisdiction of a magistrate's court, as equally desirable a citizen to all intents and purposes as he who has been reared in the atmosphere of the law abiding. Until an offense has been committed the law does not recognize the offender. For it the prospective criminal does not exist. Unfortunately, there are some beings who are moral imbeciles. To confine our efforts to punishing crime when committed, rather than to preventing its commission, is like the proverbial locking of barn after stealing of horse. Nothing has been done by Government as yet to treat the matter scientifically; and when it is considered that \$600,000,000 is the annual tribute which statisticians assure us society pays to crime, and that the United States has the highest murder rate of any civilized country in the world, one is almost tempted to long for a return to the condition of things when 160 offenses were punishable by death, though it be conceded that the death penalty is one of the slightest deterrents to crime. The promoters of the measure have our best wishes.