

their home influence and home teaching is beyond control. The benefit that is derived from the discipline and teaching of the few hours of the ordinary school life cannot overcome or take the place of the lack of them at home. Too often, moreover, the failure of the teachers to understand the peculiarities in the mental make-up of those children leads to improper and unwise treatment and management being given them, and as a result intensify or exaggerate the already existing pernicious tendencies.

The state should have the authority and be so situated as to be able to assume the responsibility of the care, management and education of those who so early in life manifest those tendencies and propensities which indicate that sooner or later they will become a menace or burden to their environment. The uncontrollable, the irascible, the incorrigible child with an inclination to steal, lie, or manifesting other immoral or criminalistic tendencies should be a ward of the state for the remainder of its life or until it has fully demonstrated its capacity and ability to conform to the ordinary requirements socially, morally, intellectually and economically. Many of these who become State wards in the early years behave fairly well so long as under that authority and discipline, but when liberated from this institutional control soon enter upon a life of uselessness, shiftlessness and degradation. The State should be called upon to exercise the same control and supervision of them after leaving as while under institutional care and management. It is unjust to most of these individuals, unjust to the community in which they find themselves,