

the sake of the State; second, its recognition of the fact that delinquency is due to environment, and third, its abandonment of the idea of retributive justice. The Juvenile Court inflicts no punishment on children. A child may be committed to the Industrial School, but he is committed not for punishment but for training. The Criminal Court asks: "What has this child done and how is he to be punished?" The Juvenile Court asks: "What is the condition of this child; in what respect does he need help; and how best can he be helped?" I have sometimes heard persons unfamiliar with the spirit of the Juvenile Court suggest that the Court ought to resort to corporal punishment. I have always answered in the words of Ellen Key, the Swedish Socialist: "When people use their hands to train children, it is because their heads are not equal to the task".

In the Juvenile Court the offence committed is looked on merely as a circumstance, to be taken with other circumstances, as throwing light on the condition of the child. This is well illustrated by a story told of Judge Lindsey of Denver. A gang of boys had stolen a number of bicycles and the Judge and the Chief of Police were having an argument as to what disposition should be made of the case. Finally the Judge said, "Chief, the difference between us is that you are thinking of seven valuable bicycles, while I am thinking of seven invaluable future citizens". Briefly, the fundamental idea of the court is paternalism, the assumption by the court of the position of parent to the child.

When a child enters the Juvenile Court, it is never due, as some might think, just to pure cussedness. There is always a reason. And the first care of the court is to endeavour to find out the cause of the trouble. Once this is ascertained the next step is to apply the appropriate remedy. It is just as in the case of a medical prac-

titioner. The two essential elements of success are, first, a correct diagnosis and second the application of an appropriate remedy.

A correct diagnosis is extremely important. But it is often a matter of very great difficulty. When practicable, the first step should in every case be an examination for mental and physical defects, which are often of such a nature that the unprofessional observer would fail to detect them.

Then the home and the environment should be carefully studied. Most important of all, the child should be approached as a friend, and every effort made to know him and to get at his point of view. The point of view of a child is frequently very difficult for an adult to discover or appreciate. Some times a very little inquiry places the offence in a new light. Sometimes of course mistakes are made. One evening during a vacation which I spent in a Maritime Province town, just after the shops had closed their doors for the night, a boy about nine or ten years old picked up a stone from the street and deliberately smashed a plate glass window. The boy was locked up as a dangerous criminal. Investigation, however, revealed that the child's mother and father were respectable people and that for the offence there was a very simple explanation. About shop-closing time the mother had discovered that she wanted something very urgently and she sent the boy off in a great hurry to get it, and in order to emphasize the necessity for haste on his part she said, "If the shop is closed you will have to break in through the window, because I simply must have the article to-night". The boy took her literally and the broken window was the result.

Of course, I don't mean to say that all juvenile delinquents are as innocent of evil intention as this young window breaker. But in every case it is necessary to understand the child, as well as to study the environ-