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VICTORIA UNIVERSITY OF WELLINGTON

AN ENQUIRY INTO THE MORAL CONCEPTIONS OF
SOME NEW ZEALAND SCHOOL CHILDREN, BEING
A THESIS IN EDUCATION PRESENTED FOR THE
DEGREE OF MASTER OF ARTS,

BY

Clark.

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TO ENQUIRE INTO THE MORAL CONCEPTIONS OF
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[Signature]
BY

102,328

SECTION I.—Introduction

"Que chacun de vous se contente de la part qui lui sera echue. Quelle que sa carriere, Elle lui donnera une mission...Ce sera la sa tache; qu'il la remplisse avec courage et energie, honnetement et fidelement, et il aura fait dans sa position tout ce qu'il est donne a l'homme de faire...Le succes n'est pas ce qui importe."

--Jouffroy.

If we are to believe what the moralist tells us, that effort is what counts, then the preamble to this thesis need not take the form of either 'apologia' or 'defensio'. The desire to achieve something of real worth animates the breasts not only of the wise, as Ruskin would have us believe, but of the humbler as well. "Whatever bit of a ..man's work is honestly and benevolently done, that bit is his book or his piece of art." The purpose of this preface is to explain two points rather than to excuse them.

Objections were made by numbers who allowed their pupils to compile lists of crimes that 'they couldn't see how a child's morality could be inferred from such data.' It is not intended to make any such inference, nor even indeed to upset the prevailing notion that a child is "non-moral".

Secondly, the rather large Appendix III may require some explanation. Rather than interfere with the unity and continuity of the matter in the various sections by inserting crimes lists, it was thought better to append them together.

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SECTION ONE.

How piteous then that there should be such dearth
 Of knowledge; that whole myriads should unite
 To work against themselves such fell despite:
 Should come in frenzy and in drunken mirth,
 Impatient to put out the only light
 Of Liberty that yet remains on earth!

—W. Wordsworth.

INTRODUCTION.

CONTEMPORARY MORALITY.

The world to-day has special concern with morality—not that its people are less moral, but rather that two agencies in particular have acted to bring about conditions in which a high standard of morality is difficult to attain. First, the industrial conditions of the Great Society produced the Nation, which, according to Rabindranath Tagore, is an organisation of power breaking the living bonds of society, giving place to a mechanical structure, so that the full reality of man is more and more crushed beneath its weight (19). Secondly, the disintegrating influence of Democracy, accelerated by the situation which arose from the World War, has produced a renewed disposition to scrutinise opinion about all sanctions of conduct, whether legal, moral,

or religious, so that "what is sometimes called 'authority' does not count for what it did.. Questions are being raised with freedom that is fresh, about the formulas which express the various kinds of faith." (20).

This great society, with its gigantic cities, and its teeming millions to whom political power has been given under a democratic system, must needs concern itself with morality as never before, because, though ruling classes under an absolute regime are hardly affected by the taint of immorality which is confined to its limits, viz., the governed class, nevertheless, in those states where democratic forms of government prevail, the ruling class is, ipso facto, vitally concerned. If democratic institutions "wake up unexampled energies in the whole mass of the people, and give them unexampled power in order to work out their will, then these same institutions ought also to confer upon that people unexampled wisdom and rectitude" (15). It is averred that modern society has failed to do this, for scientific organisation and discovery have been applied in anti-social directions, making war more terrible and crime an ever greater menace, so that it appears that science has outstripped culture, and that the intellectual man has left the moral man far behind (21). Organising genius has applied itself even to the exploit-

and indicates a need for serious reconsideration of the 'moral education of man himself.

New Zealand's insularity, which has "served her in office of a wall against infection," and her small population, have saved her from much that other countries have suffered; nevertheless cheap literature and cheaper films have reflected the world's perplexity over sex problems, and made familiar a new vocabulary of 'frame-ups,' 'crooks,' 'bootleggers,' and other words of dubious origin. Daily papers indicate that such problems have their counterparts in this country also.

REASONS FOR INVESTIGATING THE MORAL CONCEPTIONS OF CHILDREN.

In September, 1930, appeared a work by Mr. A. G. Butchers (1). It received rather severe criticism (2) on account of the following statements:

With reference to illegitimate births, he says, ". . . in 35% of the cases registered in 1927, the mothers were actually under twenty-one years of age. Read into terms of school population this can mean nothing else than that under present conditions approximately every third girl in our schools will conceive her first child in this way. As to the probable future morality of the boys one can only guess." (4).

Such a state of affairs constitutes "a serious blot on the escutcheon of the education system of the Dominion,

and indicates a need for serious reconsideration of the 'moral instruction' and 'character-training' methods employed" (4).

The protests which followed these statements led to questions and expressions of opinion as to what morality meant, and attention was focussed on the morals of children. The preparation of this thesis was an attempt to discover something about the moral conceptions of school children.

Mr. Butchers is dissatisfied with a system of education which fails to provide religious instruction, but he fails to state on what grounds he would condemn the existing methods of character training. Such methods will depend on how "morality" is conceived.

HOW MORALS ARE ACCOUNTED FOR:

The subject of morals and their development lacks not a wide literature but rather a concensus of opinion. When Dr. Burt (27) and Professor Macdougall, for instance, cite the Dean of Carlisle as upholding the "moral sense" theory, whereas the latter claims (26) to have devoted at least two books (23)(24) to disprove this very theory; when Professor Westermarck denies the universal validity of the moral law (31) and Dr. Rashdall emphatically affirms it (22); when again Professor Dewey states "that moral judgment and moral responsibility are the work wrought in us by the social environment" (29), and Giovanni Gentile that "we believe on the other hand that man derives from no one but himself the principle and causes

of his actions" (30), then "is it any wonder that the plain man knows not where to turn for truth?" (28).

The fact that some have approached the study of morality from the point of view of moral and metaphysical philosophy, and others from a more objective, empirical viewpoint has led to an apparent divorce between these two broad schools of thought. Moreover, human nature has rebelled against the yoke of morality, has been regarded, therefore, as essentially wicked, so that philosophers, as if following the advice of Paul to "be wise unto that which is good, and simple concerning evil" (33), have tended to neglect human nature and pursue in the realms of metaphysics an elusive Good. The result has been the development of a conventional morality severed from the actualities of human physiology and psychology (32). Emphasis has been placed on the conventional side of the concept so that morality appears an organised futility; unrestrained satisfaction of appetite is confused with freedom; and "in varied ways men come to live in two worlds, one the actual, the other the ideal" (34). Such a Jekyll and Hyde morality is only too apparent in the business world and in both private and public life to-day.

In addition to the two broad points of view already mentioned there are numerous differences of opinion within each of these two groups, which diversity, as Nunn (25) points out, is due to the complexity of human nature, and the fact that ideas of life vary from individual to individual.

(3) A consideration of standpoint. According to James, In a brief section on moral principles William James (35) recognises that "life is one long struggle between conclusions based on abstract ways of conceiving cases, and opposite conclusions prompted by our instinctive perception of them as individual facts," but he accords each conclusion its place in the scheme of things,—each in reference to its own standards having its particular worth. If, as his terminology suggests, the forces which conspire to a moral judgment are subtle harmonies and discords between the data of each case under consideration; and if moral sensibility is correlated with a brain function similar to that which takes cognizance of diverse excellence in musical and artistic conceptions, then we have a unifying explanation of the principle underlying moral judgment, for it takes into account

- (a) the special sensitiveness to certain classes of stimuli, which is characteristic of habit (36);
- (b) the progressiveness of morality—"semi-conscious operations of the human intelligence adapting itself to the circumstances in which it is placed" (37); (Habit in its dynamic aspect forcing continual progression.)
- (c) the emotional disturbances occurring with a dissatisfaction with discord, or with an approval of harmony, or with the "breaking" of a habit; (Hence an accounting for Professor Westermarck's definition of moral concepts as "generalisations of tendencies to call forth moral emotions") (38).

(d) A consideration of standpoint. According to James, some minds are to be regarded as preternaturally sensitive to logical consistency and inconsistency, others concerned with individual experiences. "Sometimes the abstract conceiver's way is better, sometimes that of the man of instinct" (39); or, as Haldane says, (40) "the two outlooks have their justification in the different orders in reflection to which they belong."

Morality, widely conceived, embraces several sanctions of conduct, physical, social, legal, etc. Physical sanctions we take for granted. Legal sanctions are regarded as general rules of conduct, which are objective in form, positive and binding in character, and without which the individual would not be free to live his life, for fear of the arbitrary conduct of others. The social sanction included those rules which are based on conformity to type, on habitual or customary conduct. It is manifested in "herd morality" (44) or in "good form", and may coincide with legal and moral sanctions or be divergent from them. The truly moral sanction, or conscience, is, however, individual and subjective. It is the tribunal before which man arraigns his motives and his actions, deciding between values, and, though for its formation it is indebted to the commands of law and approval of society, nevertheless, once conscience becomes man's possession it is a personal

affair, dependent for its support on much that is subjective and individual and not on that which is external. This point is often obscured by those who discuss the origin and development of moral ideas. One group, intent on establishing proof of a moral sense," ignores the social influence which has moulded conscience; the other, seeking a more objective explanation, has tended to lay too little stress on the subjective state. Two views of moral development commonly held to-day are the "moral sense" theory, and the more psychological aspect. Dr. Burt (3) comments on the fact that the moral sense view is held to-day by scientific writers who are apparently unaware of the newer psychological objections. This theory that morality and immorality are native qualities of the mind is put forth from time to time to explain the origin and function of conscience. The existence of intelligent criminals like Wainewright or Crippen is taken to mean that the moral faculty is missing. Crimes committed late in life are attributed to a disease of moral faculties. The fact that there is honour among thieves is regarded as evidence of a moral sense struggling to exist even within a gangster circle. "I grant that outlaws do this one amongst another," says Locke, ". . . but it is impossible to conceive that he embraces justice as a practical principle who acts fairly with his fellow highwayman and at the same time plunders or kills the next honest man he meets with"(7). Moral conduct is attributed

to a conscience placed in the human mind by the Creator. "The moral quality of an individual act cannot be borrowed even from a moral law, but shines forth as an absolute and indestructible part of the act itself" (11). This is, as Professor Westermarck indicates (14), because reference is made not to the tendencies of acts to evoke emotions of approval or indignation, but to those qualities in the acts which call forth moral emotions. Such a theory, however, neglects psychological principles, according to which conscience is instinctive only in the sense that the capacity to attain morality is inborn (12) (13). The psychological view lays stress on the environment which helps form the conscience.

Moral ideas grow out of experiences reacting upon innate disposition. There are tendencies towards social responsiveness, hence, since morality and social attitudes are closely connected it may be said that there are innate disposition towards moral responsiveness. "Children are by nature inclined strongly towards what is biologically right. The difficulties in the development of conventional morality are chiefly those incident to the fact that social far more than biological heritage now determine what is right and wrong" (6). This implies the progressiveness previously mentioned, for moral codes will, from time to time, tend to conform with what is good for society. It also warns against any fixity. "Routine habits are un-

thinking habits . . . and habits that possess us instead of our possessing them are habits which put an end to plasticity" (8). This criticism can be applied to routine moral acts. There is no such thing as complete moral maturity. "Any other view destroys the whole meaning of reflective morality and marks a relapse to the plane of sheer custom."

Psychologists, then, regard the moral sentiments as those which have been built round particular kinds of conduct, distinguished by the feelings of ought and must. (5). The environment (mainly the social environment) has been responsible for them, for, originally, moral conduct is carried out in response to expressions of social disapproval and approval. In the individual himself moral conduct is connected with sensitiveness to social requirements; feelings of admiration and aversion; the self-regarding sentiment; and the religious sentiment (42), though opinions differ as to which form is the "highest" (9) (10). To the psychologist "morals" are the outcome of the individual's own experiences in society, and are not due to intuition.

A DEFINITION.

For the purpose of this investigation morals may be defined as the power to distinguish between what is right and what is wrong. The moral equipment resembles a set of

rules or standards for the appraisement of conduct. That man can first, form such criteria, and secondly, act in accordance with them, constitutes the twofold aspect of morality. Man's ability to frame and apply general conceptions, as opposed to merely anticipating particular events, distinguishes him from the higher animals (43).

In this investigation we are concerned neither with the capacity to frame moral conceptions nor with the ability to apply them, but with the actual moral conceptions already formed.

(2) The effect of environmental conditions on moral conceptions.

More specifically, the investigator set himself the task of answering the following questions:-

- (1) (a) How do the moral conceptions of boys differ from those of girls? Do they vary quantitatively or qualitatively; or is there no perceptible difference?
- (b) Is there a predominantly "moral" age; how do the conceptions vary with increasing age?
- (2) (a) What is the effect of locality; do poor children have moral conceptions differing from those of better class children? If so what is the nature of that difference?
- (b) Is the influence of religious instruction noticeable; or that of the press, the cinema, the school?
- (c) Do children express the moral conceptions of their age or of their group?

SECTION TWO.

AN OUTLINE OF THE INVESTIGATION.

A. → AIMS AND PURPOSE.

The object of the present investigation was, in general, to obtain some information on the conceptions of morality among school children, noting

(1) The influence of age, and sex, on the conception of moral values.

(2) The effect of environmental conditions on moral conceptions.

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(b) Is the influence of religious instruction noticeable; or that of the press, the cinema, the school?

(c) Do children express the moral conceptions of their age or of their group?

It is recognised that an estimate of morality must, to be valid, take into consideration the powers of inhibition and the motives underlying conduct. A boy who returns a found coin because he is afraid to do otherwise is actuated by motives different from those of a boy who hopes to find through his action some reward. The weakness inherent in so many tests of morality is that different factors intrude to confuse what may be moral judgments, or quite "unthinking" responses. Morality, too, is concerned not only with not doing wrong but with the doing of right; but what appears to be of importance in a material world is to keep within the law, or to avoid punishment, or not to be found out, so that moral conceptions are associated with knowledge of what is wrong. Indeed, if a person could refrain from doing wrong, it is doubtful whether society would pay much attention to the fact. A really righteous man, a doer of good deeds, as Plato reminds us, (55) would, on the other hand, probably be scourged or put to death. But it is for other purposes than to pander to the commonplace that this investigation is based on a scrutiny of conceptions of wrong doing. Could a full truthful answer be depended on, the question "What are the kindest, noblest things anyone could do?" should produce, according to an experiment by Eve Macaulay and Stanley H. Watkins (56), information concerning the ideals

of children; but, children find difficulty in giving anything but a few colourless statements to such a question. Though virtues are more abstract and diffused and, in consequence, less easily crystalised. Crimes, on the other hand, are quite readily listed. It is as if pitfalls are more to be taken notice of than safe ground. Hence it is from a survey of the child's notions of wrong that conclusions are drawn with regard to his moral development. The social scale in this country, too, is to all

It must not be assumed, however, that a knowledge of wrong things implies a complementary knowledge of what is right, nor, especially, that cognizance of a term infers a participation in an act. Hamlet's uncle "could smile, and smile and be a villain," and of murder Shelley says, "Very smooth he looked yet grim." Landru was astounded that one should even think him a murderer. According to Dr. Cyril Bust (57), juvenile delinquents, guilty on many charges, frequently recite lists of virtues with such amazing glibness that one is constrained to murmur "Not everyone that saith unto me Lord, Lord . . ." (58). However, some notion of the crimes that are known to children, and the comparative importance attached by them to various types of crime, should be to some extent obtainable from a study of crimes lists which they have compiled. per houses will be sought by those whose incomes are relatively small. Hence, though recognis-

B.—THE TYPES OF SCHOOLS SELECTED. stress on the distinction,

It was decided to select schools situated in the city of Wellington so that each school taken would represent some class or group in the population. Now, in New Zealand it is extremely difficult to find schools representative of classes in the social order. Wellington has only six private schools which can be regarded in any way as being exclusive, and the basis of exclusion is in every case a monetary one. The social scale in this country, too, is to all intents and purposes the economic order. Between city schools then, there is no sharp line of demarcation. A very rough classification can be made based on the economic position of the parents, but this is not entirely satisfactory, for a New Zealand public school is a place where a doctor's daughter sits next a "lassie" from a coal hulk. There is, too, little that can be definitely called a slum area in any New Zealand cities. where data was being secured.

Nevertheless, public taste and opinion, though not unanimous, do distinguish certain suburban areas as being more "select" than others. The houses in Kelburn are more recently constructed and better designed than those in Newtown. Houses in Miramar are newer but more cheaply constructed than those in Hataitai. In general, too, Kelburn and Hataitai rents are higher than those of South Wellington or Lyall Bay. It follows that cheaper houses will be sought by those whose incomes are relatively small. Hence, though recognis-

ing the danger of placing too much stress on the distinction, we may state that a certain area tends to become the habitat

The technique used resembled that of Eve Macalay and Stanley H. Watkins (16), but varied insofar as it imposed a time limit. It was simple, and was kept uniform throughout the whole enquiry.

(a) Those where a labouring class predominates.

(b) Those with artisan and skilled labour class predominating.

(c) Those recruited from professional and civil servant classes.

In addition to these were added

(d) A girls' secondary school, and a boys' secondary school from approximately the same suburban areas.

(e) A small native school.

More native schools would have been included but for the earthquake disaster which seriously affected many schools in the Hawkes Bay district where data was being secured.

Most schools offered no objection to the carrying out of the investigation. Certain headmasters, however, referred to put the questionnaire personally (which fact necessitated the drawing up of a simple and uniform technique); one expressed uneasiness as to the desirability of trespassing on what was considered sacred ground; and in another case papers of girls were, for some strange reason, not returned. The data, therefore, was limited in this respect.

A time limit was imposed for several reasons:

(a) It was considered that the most wicked offences would

C. -
C. - MODUS OPERANDI.

The technique used resembled that of Eve Macaulay and Stanley H. Watkins (16), but varied insofar as it imposed a time limit. It was simple, and was kept uniform throughout the whole enquiry:

1. Sheets of paper were prepared with the following schedule on one side:-

Class.

Age.

Date of birth.

Father's occupation.

(What work does he do?)

Are you a boy or a girl?

2. Each child was given a sheet of paper which was placed with the blank side uppermost.

3. The children were told:

"PRESENTLY I SHALL WRITE A QUESTION ON THE BOARD FOR YOU TO ANSWER. I AM NOT GOING TO SEE YOUR PAPERS AFTERWARDS. YOU MUST NOT PUT ANY NAME ON THE PAPER."

4. These words were then written on the blackboard:

"WRITE WHAT YOU THINK ARE THE WICKEDEST THINGS ANYONE COULD DO."

5. No hints were given.

6. After five minutes had elapsed the class filled in the information on the back and handed in the paper.

A time limit was imposed for several reasons:

- (a) It was considered that the most wicked offences would

be among those first written, and that there would be an elimination of afterthoughts.

(b) More standardised conditions would be secured.

(c) Less waste time would be available for copying or talking, which, naturally, would affect the validity of the results.

It was noticeable that, though several children appeared puzzled, nevertheless all set to work compiling lists with all seriousness, levity being rarely met with.

The collecting of data was carried out personally, or by a responsible teacher. In the latter case typewritten definite instructions were issued and were faithfully carried out. Spelling and writing were not to be commented on, for it was desired that the children should be as free from restraint as possible.

Names were omitted from all papers because children tended(17), when they had to give names, to write what they thought their teachers would like, rather than what they themselves actually thought. Furthermore, this acted as a safeguard against any (possible) unscrupulous handling of the papers, thus overcoming not only the reticence of the children but also objections of responsible officials, teachers, and parents. The writer found, as did Mr. C. L. Bailey (18), that this omission of names did not destroy the child's sense of responsibility for his paper.

The ages ranged from eight years to seventeen years inclusive. It was difficult to secure satisfactory results

with any ages below eight owing to the children's inability to write what they meant, and to the difficulty of carrying out individual tests in New Zealand schools. Hence the necessity of eliminating an interesting age group.

D.—CLASSIFICATION OF OFFENCES.

Eve Macaulay and Stanley H. Watkins (41) give list of offences as under:—

I. Crimes against person and property.

1. (a) Murder; (b) Mutilation.

2. Mutilation and wounding.

3. Sexual offences.

4. Theft.

5. Small offences against the person.

6. Offences of speech.

7. Street offences.

8. Offences of adventure.

II. Offences against religion.

III. Offences against parents and acquaintances.

IV. School offences.

Dr. Burt (45) has classified juvenile crime on the basis of the precipitating motive, and he refers (6) to the close correspondence of these categories with the primordial instincts of mankind. Under six main headings—Sex, Anger, Acquisitiveness, Wandering, Grief, and Secretiveness—he lists twenty-nine offences. From his list

and from that of Eve Macaulay and Watkins the following schedule has been drawn up:—

I. Against the person.

1. Murder.
2. Mutilation, maiming, and wounding.
3. Torture.
4. Minor offences against the person.
5. Cruelty to animals.

II. "Locality" offences.

6. Home offences.
7. School offences.
8. Street offences.
9. Special offences.
10. Sex offences.

III. Offences against property.

11. Theft.
12. Swindling.
13. Arson.
14. Malicious or mischievous damage or destruction.

IV. Other.

15. Offences against religion.
16. Offences of adventure.
17. Conventional and legal offences.

18. Drink.

19. High and unusual conceptions of morality.

It is obvious that certain overlapping will take place in assigning a crime to its place on the list. In some cases the offence is given a position under two headings—
 7. School Offences. These and home offences were closely related. "Bullying," for instance, was classified as a school offence, as was "betraying a friend." "forgery," for example, being a swindling offence, or an offence of adventure, or perhaps a legal offence. Taking
 8. Street Offences. These presented a like difficulty. "Cheeky to old ladies" was classed as street whilst "being cheeky" was called a home offence. School, home, and street offences are closely connected, consequently these distinctions were not considered important.

1. Murder. This included all forms of homicide no matter how inflicted. Suicide was included. "To kill a person by burning him to death," for instance, would be classed as both murder and torture.
2. Mutilation and Wounding. Some of these were indistinguishable from torture but not confused with murder.
3. Torture. Starving, though in isolated cases perhaps a home offence, was regarded as torture.
4. Minor Offences included pinching, kicking, fighting, etc.
5. Cruelty to Animals was placed under a separate heading because of the surprising number of times it was mentioned. (Eve Macaulay and S. H. Watkins do not record it at all in their List of Crimes (47).)
6. Home Offences. Such offences as unkindness, hate, disobedience were regarded as home offences or the

grounds that manners or minor morals begin at home (48). Any mention of family relationship stamped a crime as a home offence—e.g., "to kick mother" would be both a home and a minor offence.

7. School Offences. These and home offences were closely related. "Bullying," for instance, was classified as a school offence, as was "betraying a friend."

8. Street Offences. These presented a like difficulty.

"Cheeky to old ladies" was classed as street whilst "being cheeky" was called a home offence. School, home, and street offences are closely connected, consequently these distinctions were not considered important.

9. Speech Offences, such as "swearing," "cursing," "saying things about people." The main exception, "telling lies," was classed as a home offence.

10. Sex Offences. These included more than what are usually termed sexual offences, for any crime mentioned about the opposite sex was considered to be in this category. "To swear at a girl," if given by a boy, would be a sex offence.

11. Theft. This group included "stealing," "robbery," "thieving," etc., but "piracy," "banditry," and the like, were classed as offences of adventure. That is to say, where the glamour of romance, or the influence of literature predominated, the offence came under this heading.

12. Swindling. It was difficult to decide between those offences which showed that the child really understood what he wrote, and those of a more conventional type. "Forgery" is a conventional crime to some, and real swindling to others.
13. Arson. This included any offence concerned with lighting of fires.
14. Malicious and Mischievous Damage. Many home, school, and street offences came under this category, which was kept for offences of wanton destruction in general.
15. Religion included any crimes connected with church, priests, Sunday observances, or formal expressions of commandments.
16. Adventure Offences. This name was given to all crimes which savoured of romance—such crimes, for instance, as are typical of events occurring in the child's literature, or the cinema. Many of these were conventional offences also. "Forgery" and "gambling" are of this class, but the former is also a swindling offence.
17. Conventional and Legal Offences. This category was used to cover vague expressions like "to be a criminal," "not to obey the law," and any offence which, having no other class to fall into, appeared sufficiently formal for inclusion in this.

SECTION THREE.

18. Drink. These offences were comparatively easy to classify.

AN EXAMINATION OF THE RESULTS.

19. High and Unusual Conceptions. Connected with adventure and, occasionally, most of the others, these offences were those which were of a thoughtful and considered type rather than merely formal or everyday expressions. For a young child to regard war as wicked rather than a customary, inevitable, or even glorious thing, was considered to denote a high conception of wrong. In the case of young children it may well be questioned whether use of the necessary words is a judgment or merely an echo.

This cursory survey of the schedule can give but a very rough idea of the mode of classifying crimes. It will, however, help to explain the overlapping and apparently malclassification of certain offences in the Appendices, where more detailed lists are given.

At the foot of each age column, the number of offences from which these percentages were calculated; so that incongruities resulting from exceptionally small numbers can be readily detected. The Average Percentage column, given at the right of each table, indicates the proportion of the total offences mentioned, and hence acts as a rough norm for each category. The schools selected were typical of three social classes (see Section Two); and the number of offences received from them were:—

SECTION THREE.

Type of School.	Name of School.	No. of Offences.		Total.
		Boys.	Girls.	
A (Labouring)	Newtown	605	75	680
			371	371

AN EXAMINATION OF THE RESULTS.

B (Artisan)	South	548	463	1,011
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"Some god direct my judgment! Let me see,
I will survey the inscriptions back again." (45)

C (Professional)	Rongotai College	508	-	508
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It will be noticed that the results are based on the number of offences, not the number of papers submitted. It is the number of offences which is mentioned right through the whole of the investigation, and percentages are calculated on these, not on the number of children. The tables in Appendix I, for example, give, under each age, a percentage opposite each crime. This percentage indicates what proportion of the offences for this age was allotted to that crime. For instance, Murder 18.6%, Drink 6.2%, means that 18.6% and 6.2% of the total number of offences given by children of that age came under the headings of Murder and Drink respectively. Every numerical table gives, at the foot of each age column, the number of offences from which these percentages were calculated; so that incongruities resulting from exceptionally small numbers can be readily detected. The Average Percentage column, given at the right of each table, indicates the proportion of the total offences mentioned, and hence acts as a rough norm for each category. The schools selected were typical of three social classes (see Section Two); and the number of offences received from them were:—

Type of School.	Name of School.	No. of Offns.		Total.
		Boys.	Girls.	
A (Labouring) . . .	Newtown	605	75	680
	Mt. Cook	-	371	371
B (Artisan)	South W'gton	548	463	1,011
C (Professional)	Hataitai	437	436	873
D (Secondary) . . .	Rongotai College	508	-	508
	Wgtn E. Girls' Col.	-	806	806
E (Native)	Mohaka	29	15	44
Totals		2,127	2,166	4,293

In examining data of this kind two methods are available,—the analysis of statistics, and the consideration of each offence in itself. The former is concerned with the fact that the offence is named at a given time; the latter with how it is expressed. In their investigation Eve Macaulay and S. H. Watkins decided to abandon the statistical indications on the grounds that they might be misleading. When the offences are, however, classified as they are here, and express a relationship among themselves, it is felt that figures might certainly be inadequate, but not necessarily confusing. Consequently it was decided to make both a quantitative and a qualitative estimate of the data secured.

The following traced diagram (0.3in. to 1%) shows to what extent each crime category was mentioned by the children, of both sexes, from all the schools concerned.

The columns represent a percentage of a total of 4,293 offences.

DIAGRAM A

Diagram to represent to what extent each crime category

was mentioned by both sexes in all schools concerned.

The table and diagram above indicate that the three major categories—Murder, Home Offences, and Theft—stand out

The columns represent a percentage of a total of 4,293 offences.

offences against the person, against common virtues, and against property.

A.—THE INFLUENCE OF AGE ON MORAL CONCEPTIONS.

Table to show Percentage of Crimes mentioned by each Age (all Boys and Girls).

Fig. 1.

Crimes.	Age 8	9	10	11	12	13	14	15	16	17	Aver.
Murder	25.7	22.1	19.2	19.4	17.0	18.4	21.3	20.6	25.0	12.8	19.9
Mutilat'n	2.3	1.8	0.5	0.4	1.0	0.5	0.2	0.2	-	-	0.7
Torture	1.7	1.1	1.9	2.5	2.5	1.7	1.4	2.2	4.9	-	2.0
Minor of.	7.6	5.9	5.0	5.0	1.9	2.5	2.2	2.0	0.8	2.6	3.6
Cr'lty an.	1.7	4.9	3.2	2.5	3.3	3.2	2.9	4.3	2.4	2.6	3.1
Home ofn.	12.5	12.1	18.9	15.5	16.4	18.1	16.4	12.6	11.4	7.6	16.0
Sch'l of.	5.0	3.5	5.1	5.3	5.4	6.2	6.0	3.7	6.5	5.1	5.2
Str't of.	6.7	3.3	2.6	1.2	1.6	0.6	-	0.2	-	-	1.6
Sp'ch of.	7.9	10.2	12.8	11.4	11.1	9.4	6.0	5.7	4.0	12.8	9.6
Sex offn.	2.7	1.8	2.5	2.1	2.8	2.0	5.1	10.3	10.6	20.5	3.7
Theft	16.1	21.3	1.5	20.2	21.1	17.1	16.1	13.5	13.1	10.2	18.0
Swindling	-	0.8	-	-	0.7	1.1	1.8	1.4	2.4	7.6	0.8
Arson	0.9	0.8	0.8	1.4	1.0	0.9	0.8	0.5	1.6	2.6	1.0
Mal. dam.	1.4	-	0.7	1.1	0.3	0.5	0.8	-	0.8	-	0.6
Rel. off.	1.7	1.8	1.6	1.8	1.9	4.4	4.7	4.5	4.9	2.6	2.8
Adventure	3.6	3.3	2.1	2.3	1.4	2.9	4.7	3.7	3.2	5.1	2.8
Convent'l	1.4	0.8	1.7	1.7	2.0	2.4	3.1	6.0	3.2	5.1	2.3
Drink	0.3	2.5	2.8	3.7	5.0	3.4	2.0	4.8	2.4	2.6	3.2
High con.	0.7	1.8	0.8	1.7	2.3	3.8	2.9	2.8	2.4	-	2.2
Tl. offn.	303	371	560	636	682	749	483	348	122	39	

The table and diagram above indicate how three crimes categories—Murder, Home Offences, and Theft—stand out from the rest. These three crimes represent the major offences against the person, against common virtues, and against property.

AGE 8 9 10 11 12 13 14 15 16 17

Fig. i.

T H E F T

Fig. ii.

Fig. iii.

N.B.-In all these graphs the base line represents zero

The less conspicuous offences, however, are those which reveal points of interest. It is proposed to study some of these separately, referring either to the table above or to the graphs drawn from it, in order to note what variations, if any, occur from age to age.

(a.) Theft, Murder, Home, School, and Speech Offences:

Home, Speech, School, and Theft offences are really closely connected, for respect for property is engendered both in the home and in the school, whilst speech offences are also checked in both these environments. Chief among the Home offences mentioned is "lying," among School offences "swearing," among Theft offences "stealing." Home and school play a vital part in supplying an atmosphere of approval and disapproval influencing the commission of such crimes.

The graph of these Home, and allied, offences (see fig. vi) is a curve roughly convex in form, rising from a low level at 8-9 to a high plateau from 10-13, only to fall again from 14-17. The Murder curve (see fig. ii), on the other hand, shows a concave curve almost symmetrically dissimilar to the Home offences curve, for it falls from a high level at 8 to its lowest at 12, maintaining a higher level from 14-16. This suggests that the period during which Home offences rank paramount Murder offences are secondary in importance, and vice versa.

Three age-groups, too, have appeared, viz., 8-9 years,

10-13 years, and 14-17 years. Now, one fact has stood out above others in this research—the difficulty of assigning special characteristics to specific ages. Adjacent age-groups, perhaps because of the differences between mental and chronological age, are inseparably connected, one age overlapping or shading into the other, so that no sharp lines of demarcation can be drawn. Indeed, crimes lists from children of nine years sometimes coincide with those of children of fourteen (cp. Appendix III). If sufficient numbers were used then the anomalies referred to would tend to disappear, since children of nine normally tend to show the characteristics of their age; but a warning must be given against putting overmuch faith in conclusions based on relatively few cases—in this instance less than five thousand. The fact, too, that three periods stand out does not mean to imply any sudden break. Indeed, there is, on the contrary, a marked continuity in the expression of these moral conceptions. These age groups are probably the effect of physical rather than mental changes.

With these qualifications, the facts shown are interpreted as follows:—The sensitiveness to the wrong of taking life is not secured by correction. Young children rarely practise murder, become reprovved for it, and consequently learn of society's disapproval. Generally speaking, the taking of life either represents to the child the most thorough form of retaliation he has heard of, or implies the

complete removal of an unwanted person. A full significance of the crime, or of any crime for that matter, is beyond him (67). Society, however, has deliberately invested the term "murder" with a deep signification of awe, so that an atmosphere of strong disapproval pervades the idea of taking human life. An emotional attitude is thus engendered. Since, then, the 8-9 and 14-17 children show themselves to be strongly influenced by the social attitude to this crime, it is argued that they must both be highly susceptible to such emotional stimuli, and that in this connection they resemble each other.

It is interesting to note that Dr. Ernest Jones (68) suggested these same two periods as being those where "the life of phantasy is gradually brought into closer relation with the facts of real existence," and contends that the period of homosexuality in which the child withdraws into the self (14-16 years) is similar to, and recapitulatory of, the earlier (8-9) periods.

(b.) Mutilations, Tortures, and Minor Offences Against the Person:

There is a marked tendency on the part of the 8-9 child to mention torture and mutilations with a special "fearsomeness." For example:—

"To pull people's eyes out. Twist their arm round. Cut people's heads off. Get cut with a saw. Cutting anybody's arms and legs off and blinding anybody." "Cut anybody." "Cut his tongue out." "Stab." "To poke a

dog's eyes out if he did not do his work."

One child who had misread his instructions wrote:-

"Tigers, lions are wicked."

Another:-

"Tigers are the wickedest things I know."

A backward boy of 10 gave as his sole crime (amended spelling)

"Animal hops in grass kill insects."

It would be rash to read too much into such an answer which, apparently, represents the wickedest thing the child has ever heard of. (As far as could be ascertained, this statement referred to a nature-study film the child had seen. A praying mantis, magnified to gigantic proportions, seized and devoured moths and other insects, ripping them with sharp-toothed jaws.) Whatever it was had impressed the child with its horrors.

Though tortures are common to all ages, mutilations (see table above), show a steady decline after 8-10, where they are at their maximum. This 8-10 period, too, is the age group which stresses minor offences against the person—such offences, for instance, as "fight," "kick mother," "pull hair," "bite," and "frighten." Frighten, it should be noticed occurred quite often.

The fact that mutilations and tortures are mentioned so frequently, indicates a sensitiveness to horrors. The frequent mentioning of "frightening" among minor offences supports this view.

(c.) Offences of Adventure:

The Adventure curve (fig. ix) shows some correspondence with that for murder offences, being high at 8-9 and 14-17, but low at 10-13. When it is recalled that these offences are those which are romantic, and therefore are typically those which depend to a great extent on the imagination, that adds weight to the contention that these periods are somewhat similar and that imagination or an emotional state figures largely in each.

The fact that any of those offences stated may be merely the echoes from those about him does not discount the fact that these echoes persist more at one period than another, nor that some echoes are voiced rather than others.

(d.) The 10-13 Period:

Sections (a), (b), and (c) above have been devoted largely to showing that the 8-9 and 14-17 periods are similar; and that they are concerned more with the emotional and the imaginative than is the 10-13 age group, which is sometimes referred to as a "colourless" or negative stage (49). As is markedly revealed, however, by the graph for Home (and allied) offences (fig. vi), this period has also some positive implications. It is the principal age group expressing truancy as an offence. Its offences are what might be termed crimes of experience rather than crimes of hearsay. During this period the organs of locomotion play an important part leading

(10.) Sex and Religious Offences:

ment as is commonly supposed, but has manifested itself

sufficiently to be known by children as wrong. So that,

Graphs to illustrate the percentage of crimes named although Freud has termed this the "period of latency" (30)

by each age. The base of each graph is zero.

nevertheless the sex instinct is not entirely inactive.

(11.) That, as sex offences take, during the 14-17 period,

such a prominent place relative to other offences, some

change must have occurred to make the adolescent so much

conscious of or sensitive to sexual crimes.

children into adventures which may terminate in anti-social acts. This widening of the field for bodily activity opens the way for opportunities to do wrong and to experience the disapprobation of society. The instinctive desire to hunt or wander is manifested in the typical forays of this period (e.g., School, type A, age 10: "I think boys who rob orchards"), where theft is the outcome rather than the intention. Such forays would necessarily have to be covered up; hence truancy and mischief imply lying.. That theft, lying, and truancy are related is shown by the correspondence between the Home and Theft curves.

(e.) Sex and Religious offences:

Perhaps the most noticeable difference between ages is shown by the curve for Sex offences (fig. x). From 8-13 the line is almost level (at 2%). After this there is an abrupt rise. This may indicate

(i.) That as sex offences have been mentioned from the early age of 8, then the sex instinct has not been so dormant as is commonly supposed, but has manifested itself sufficiently to be known by children as wrong. So that, although Freud has termed this the "period of latency" (50) nevertheless the sex instinct is not entirely inactive.

(ii.) That, as sex offences take, during the 14-17 period, such a prominent place relative to other offences, some change must have occurred to make the adolescent so much conscious of or sensitive to sexual crimes.

Offences against religion are seldom mentioned. The graph (fig. xi) is practically level till 12 years, not varying more than 0.3%. It rises abruptly at 13 years, where it again remained level till 16 years, varying only 0.5%. The adolescent apparently regards offences against religion more seriously than does the younger child. This statement should be qualified by recognising that if homely virtues can be considered as inculcated through religion, then the child below 14 has been quite as impressionable. It would appear as though conventional religious offences, probably because their significance is better understood, are regarded as more important by the adolescent.

Both sex and religious offences are discussed again, a little more fully, in Section B (Sex Differences), page 44.

(f) Cruelty to Animals.

Although the English investigators make no reference whatever to this offence, not even in the List of Crimes, offences of this type occurred amongst New Zealand children so frequently as to necessitate a special category. They are mentioned by all ages and by both girls and boys, rather more by the latter, as crimes, side by side with murders, tortures, etc. For this it is difficult to find any particular reason. Before the coming of the pakeha the chief animals were the native rat (kiore) and Maori dog (kuri). Practically no others existed save lizards. Birds, however, there were in plenty. For the protection

of native birds a certain amount of propaganda has been disseminated through schools, and the Society for the Prevention of Cruelty to Animals perhaps exerts some influence, but this fails as a complete explanation of why animals are so frequently mentioned. Infant schools, too, encourage the children to feed pets, and to bring live creatures to school, which practice is sometimes continued in the middle school, but this also fails to account solely for the fact.

The offences mentioned often have a conventional ring about them, i.e., "to hurt dumb animals." New Zealand children do not naturally refer to dumb animals—merely to animals. The former phrase is suggestive of their fathers, and perhaps indicates the home. Fox hunting and coursing are practically unknown in this country. Deer stalking and wild pig hunting are common enough; but both animals are wild, and the sport is not carried on to any excess.

The persistence of this offence up to 16 years indicates at least that a distinct attitude of mind has been formed towards the treatment of animals.

D I A G R A M B.

B.—SEX DIFFERENCES.

The two diagrams below compare the total offences of

(a) General observations on Diagram B:
girls with the total offences of boys. The columns

A study of Diagram B shows a close similarity between the
represent percentages of the total No. of crimes listed.

sexes. It must be remembered, however, that this table com-

pares offences mentioned by all boys and all girls of ages
eight to seventeen. on the average. Variations due to pos-
sible differences at different ages have quite conceivably
been eliminated.

Marked similarities in form exist, particularly between
the Murder, Mutilation, Torture, Minor Offences, and Cruelty
to animals groups, and between the Theft, Swindling, Arson,
Malicious Damage, and Religion groups.

The most noticeable quantitative differences are in the

Home offences, where the offences named by girls are almost
double those mentioned by boys, and Sex offences, where
boys have mentioned far more than have the girls.

Less conspicuous are the following:-

(1) Street, Drink, and Adventure offences, mentioned

more by boys;

(2) Religion, Theft, and Malicious Damage, mentioned

it would appear as if sex offences, as Dr. Eurt (51) fre-
quently points out, are known more to boys than to girls.

B.—SEX DIFFERENCES.

(a) General observations on Diagram B:

A study of diagram B shows a close similarity between the sexes. It must be remembered, however, that this table compares offences mentioned by all boys and all girls of ages eight to seventeen, on the average. Variations due to possible differences at different ages have quite conceivably been eliminated.

Marked similarities in form exist, particularly between the Murder, Mutilation, Torture, Minor Offences, and Cruelty to Animals groups, and between the Theft, Swindling, Arson, Malicious Damage, and Religion groups.

The most noticeable quantitative differences are in the Home offences, where the offences named by girls are almost double those mentioned by boys, and in Sex offences, where boys have mentioned far more than have the girls.

Less conspicuous are the following:-

- (i) Street, Drink, and Adventure offences, mentioned more by boys;
- (ii) Religion, Theft, and High Conceptions, mentioned more by girls.

On the surface it would appear as if the home, as a sphere of influence, affects girls more than boys with regard to the framing of their moral conceptions. Similarly it would appear as if sex offences, as Dr. Burt (51) frequently points out, are known more to boys than to girls.

It must be remembered, however, first, that the mere fact that a child names an offence as wrong, does not necessarily mean that he has been guilty of such an offence, nor even that he has seen such offences committed; and secondly, that the omission to name an offence need not signify ignorance. On the contrary, those who commit offences are less likely to mention them; whilst reticence, especially where sex matters are concerned, might account for the exclusion of many an offence. The adolescent girl, for instance (14-17 years), out of 570 crimes assigns only 6 to sex offences. Out of the 806 offences given by the girls' college only 10 were sex offences, and of these 10, 9 were given by children under 15. Such variations will be better seen in the following section:

(b) Home Offences:

A graph comparing the home offences mentioned by boys and girls (see fig. xii) shows,

(i) That girls name home offences considerably more than boys;

(ii) That from 8-11 years the curve is identical. At 13 both curves have risen from where they were at 11

(iii) After 13 (postponed till 14 by the girls) a steady and similar decline takes place.

It would appear as though the wider fields of activity which boys possess cause other offences to impress them more than do Home offences; whereas the girls, rather more limited

icates, on the part of both girls and boys, the widening

interest in the outside world of work of which they are soon

to become members rather than so much in the home. If so,

it is interesting to note that girls as well as boys have

this interest.

(c) Theft.

T H E F T.

Boys.

Girls.

The curves for Theft (see fig. xiii) indicate very little

except that with girls these offences rank consistently high,

whilst with boys many fluctuations occur. Of the offences men-

Tables to compare sexes.

fig. xii

tioned by girls of 8 years, 24.7% are Theft offences, whereas

boys of the same age mention only 12.5%. Presumably Street

offences (see fig. xiv), mutilation, and assault have helped

to balance the deficit of the boys.

fig. xi

rise 11-12 years, and another at 13 years. This for both

sexes remains approximately the same, with girls slightly

higher. After this, the girls' curve remains fairly stable,

while that of the boys drops. There is a fairly

regular development on the part of both sexes, by parental restriction and custom, have greater interest in the home and kindred environments. If so, and if the scope of activity and the interests of the child influence his conceptions of morality, then this would help explain why the Home offences mentioned by girls so greatly exceed those of the boys.

The decline after 13 years in Home offences possibly indicates, on the part of both girls and boys, the widening interest in the outside world of work of which they are soon to become members rather than so much in the home. If so, it is interesting to note that girls as well as boys have feelings, "Not love God," by the young children; and "Break the ten Commandments," "Not go to church," "Take God's name in vain."

(c) Theft:

The curves for Theft (see fig. xiii) indicate very little except that with girls these offences rank consistently high, whilst with boys many fluctuations occur. Of the offences mentioned by girls of 8 years, 24.7% are Theft offences, whereas boys of the same age mention only 12.5%. Presumably Street offences (see fig. xiv), Mutilation, and Torture have helped to balance the deficit on the part of the boys.

(d) Religion (Fig. xv):

The curves show a low level from 8-10 years, a slight rise 11-12 years, and another at 13 years. This for both sexes remains approximately the same, with girls slightly higher. After this, the girls' curve remains fairly stable, while that of the boys drops. There appears here a fairly

regular development on the part of both sexes.

The point to notice, however, is the extremely low level of offences against religion. Discounting the fact that many other offences named are 'in se' concerned with religion, nevertheless the percentage is extremely low. According to Mr. G. L. Stafford (52), only one third of the number who should be receiving education in religion and morals are being reached by the associations concerned, and, since the year 1915, a decreasing percentage of the population between 5 and 24 is being reached by those associations. Then the offences named: "Say things about good priest," "Hurt God's feelings," "Not love God," by the young children; and "Break the ten Commandments," "Not go to church," "Take God's name in vain." These last are very conventional. Christ, or Jesus, was rarely mentioned. On this point, Mr. C. L. Bailey (in an unpublished thesis presented for Honours in 1929), noted, of children's ideals, that Christ the man appeared to be taught at too early an age, whereas Christ the child was not mentioned. Mr. Bailey's impression was "that religion to the child is not made real enough, personal enough; but is too much bound up with dogma, meaningless symbols, and archaic expressions." (53)

Nevertheless, among the home offences, school offences, and high conceptions, many crimes are mentioned which indicate that "the fundamental ideals of kindness, truthfulness, toleration, loyalty, and fair play" are at least known to

Graphs to compare offences listed by boys

with those listed by girls.

— Girls.

— Boys.

The adolescent boy, however, had no such scruples, for

many children in spite of the absence of religious instruction in State schools and the defective scope of the Sunday schools.

(e) Sex Offences.

This graph (fig. xvii) reveals a most striking difference. Both boys and girls mention very few sex offences until the age of 12 years. After this the number mentioned by girls decreases and remains at a low level (0-1.5%). The offences mentioned by boys, however, increases at 13 years, then rises greatly at 14 years, and still more at 15 years and 16 years.

This might be due to ignorance of sex matters on the part of girls, and to knowledge on the part of boys. As far as the girls are concerned, however, it may also be due to reticence, or to the fact that these girls really did not consider sex offences at all when compiling their lists of crimes. From the data it is impossible to tell. It seems hardly likely to be due to ignorance or to a non-consideration of sex offences, because girls from 8-12 have steadily mentioned these offences—even including abduction with assault (see Appendix III), and to suppose these things to be unheard of by older children would be absurd. It is probable that the fuller significance of such matters has become clearer to the adolescent girl, so that such things would not be named by her except when among intimate friends of her own sex.

The adolescent boy, however, had no such scruples, for

almost every type of sexual offence was named. Many showed the influence of a small section of the daily press which tends to make capital out of what is sordid and depraved, so that people are constantly reminded of nature perverted, and man degraded, till degradation and perversion assume a significance far out of proportion to their reality. It is very well for G. K. Chesterton to write, "Busy editors cannot be expected to put upon their posters: 'Mr. Wilkinson still safe,' or 'Mr. Jones, of Worthing, not dead yet.' They cannot tell of all the forks that have not been stolen, or of all the people who have not run away with other men's wives." The answers from some boys, who have been revoltingly frank, shows that the daily paper stimulates thought and gives instruction in sex matters to boys at a highly impressionable stage of their development. What is so disastrous is that they are being daily confronted with only one side of the question—the sordid. The influence of adult companions is also a likely contributory cause of such detailed acquaintance with sexual affairs, and it must not be forgotten that curiosity is itself probably playing a major part.

(f.) Speech Offences (see Fig. xvi).

Very little difference is revealed between the sexes. The 10-13 period contains, even among girls, the most mention of these offences. So many influences are at work that no special contributing cause can be named as to why

this age period should mention speech offences rather than others. The widening of the field of activity for boys may necessitate a wider and more expressive vocabulary, and many adventurous rambles may culminate in smoking and swearing escapades; but girls, too, mention more during this period. It is quite probable that children feel the inadequacy of their vocabulary at this period which, especially at 9-10-11, is rather beyond the "baby stage." Thus expletives, even chosen at random, would, conceivably, fill up the gaps due to inadequate words. Children of this age, when describing anything, make up for paucity of words by wide use of voice inflection, and such commonplace phrases as "very big," "big as anything," are thus made, by means of sound, to imply a vastness or extensiveness which the children's words could not convey. Apart from necessity, novelty may play an important part. It may be argued that novelty would not account for the fact that Speech offences begin noticeably at 10 years, but it must be remembered that, if wider activities have brought a knowledge of swear words at 9-10, the custom, once met with, could easily tend to persist as a novelty for two or three years, especially if the habit of swearing bears a hall-mark of adulthood. The fact that the novelty had worn off would help account for the fall of this speech curve at 13 years. evidently be Now girls pay far less attention to this offence possibly because they know of it mainly from hearsay, not

getting the opportunities to hear much bad language, nor feeling that the glamour of adult life is attached to it. Many other (home) offences are in their minds at this time.

(g.) Adventure Offences.

The offences of boys are much more varied than those of girls, as well as being numerous. For instance, girls in a type "A" school mentioned seven types of adventure offences, whilst boys of the same school mention twenty-six types. The influence of the cinema, "blood" literature, newspaper, and general reading is far more marked with boys. With the type "A" school the amount of reading done may have been small, for girls of type "C" schools have a wider selection of adventure offences to offer. The hero and villain of the boy's book has to be strongly delineated and the situations melodramatic. The reading of girls is generally milder in character—(this statement is based on a study of some library lists used in State school classes in New Zealand)—and the tense situations are very weak in comparison with those in boys' books. The difference between these types of books resembles the difference between the answers of boys and girls with regard to these offences. Many of these offences are based on hearsay, but the boys have evidently been more impressed with the "high lights" than have the girls, for they have retained them, and ranked them high

in their estimate of wrong.

(h.) Modes of Expression.

The way in which boys express crimes does not differ in any general way from the mode used by the girls, but under specific headings a slight difference is noted. In such categories as murder, torture, and adventure boys tend, as was noted in section (g) above, to enumerate more instances or details, while girls are content to name the crime and leave it at that, e.g.:

Boys.	Girls.
Age 8: Strike on the head with an iron bar.	Age 8: Kill a person.
To give you poison.	Kill (2).
Murder a person in the street.	Murder anyone.
Bury a person alive and let them suffocate.	Shoot anyone.
Strangle.	Merder.
Suffocate a sleeping person.	
Hit someone on the head.	

The crimes above are the first six offences given in one school by year 8. The boys show a distinct variety. The crimes are almost "experiences," whereas the girls give a very abstract, blunt statement. This is more marked in type "A" schools than in those of type "C."

Now, with home and school offences the reverse holds true, though not to so marked an extent. The girls mention a variety of offences, whereas the boys give curt, formal statements. This is more particularly at ages 10-11.

In their investigation, however, Eve Macaulay and

Stanley H. Watkins (54) state that "between the ages of nine and ten we see the beginnings of a quite distinct stage of development. First, the child learns to generalise. The particular offences which he described at the preceding stage give place to such generalised conceptions as 'stealing,' 'murder,' 'fighting,' etc. Secondly, this stage is characterised by an extremely conventional conception of moral offence" Though this statement may be true in a general way, nevertheless the investigator here finds that there is a distinct generalisation by both boys and girls at 8 years, and equally distinct instancing of particular offences at 10-11 years. It would appear as though the sphere of interest, plays an important part in determining the moral conceptions of children, and that sex differences are the exception rather than the rule. Where differences do occur the varying interests are possibly contributing causes. But in order that the actual figures may be compared they will be found in Appendix I. The main points noted were, briefly:-

1. That upper division boys emphasised the following crimes:

Torture, Minor offences, Home offences, Theft, Religion, High Conception, and Adventure offences,

while the lower division stressed:

Harder, Speech offences, Sex offences, and Drink.

C.—DIFFERENCES BETWEEN UPPER AND LOWER DIVISIONS.

Although it was considered impracticable to test the intelligence of each child and thus form some conception of the relationship between intelligence and notions of wrong, it was hoped that the rougher method of comparing the answers from the Upper and Lower divisions would serve a useful purpose. Consequently, in the two secondary schools (type D), the papers of upper and lower divisions were kept separate. Although group tests of a rough kind are used in such schools to serve as a guide for classifying new entrants, nevertheless the classification is a very inexact one. In order to make the difference as acute as possible papers were taken from the "best" and "weakest" Third, Fourth, and Fifth forms of both schools concerned.

The results, owing to the small number of cases considered, do not indicate anything of definite value, but in order that the actual figures might be compared they will be found in Appendix I. The main points noted were, briefly:-

- i. That upper division boys emphasised the following crimes: Torture, Minor offences, Home offences, Theft, Religion, High Conception, and Adventure offences, while the lower division stressed: Murder, Speech offences, Sex offences, and Drink.

ii. Girls in the upper division emphasised:

(a) Murder, Mutilation, Torture, Speech offences,
Sex offences, Drink, High Conception,

while those in the lower division stressed:

Minor offences, Home offences, Religion, and
Adventure offences.

iii. That i and ii above suggest some correlation between the offences mentioned by upper division boys and lower division girls seeing that the underlined offences are found emphasised in both, using the formula

$$\rho = 1 - \frac{6 \times \text{sum of } d^2}{n(n^2 - 1)}$$

The crimes listed by lower division boys and lower division girls were ranked in order, compared, and the correlation calculated. As there are only nineteen categories to be used, the probable error due to chance factor is increased considerably. However, the correlation, instead of being negative was positive (0.6, probable error 0.09). The co-efficient of correlation between the crimes given by lower division boys and upper division girls was 0.7 (positive).

Hence it was concluded that no great difference in conceptions of morality existed between upper and lower divisions of the schools concerned.

D.—SOME COMPARISONS:(a) Between the ideals and moral conceptions of primary school children.

Mr. C. L. Bailey (67) has listed some twenty-four conclusions with regard to the ideals of New Zealand primary school children. Among these he states,

- (1) "That economically poor living means culturally poor living as evidenced by the narrowness in outlook, corresponding to a paucity in different ideals."

"That conversely, economically good living means a wide variety of ideals inculcated not so much by the schools as by the home."

Whilst it must be borne in mind that the figures of this present investigation are merely suggestive, the investigator believes that his findings tend to agree with the above statements, for, if the offences listed by type A and type C schools respectively be considered, there is a difference both in the variety and number of offences in those cases where the influence of reading and imagination is likely to be felt. Figs. xviii to xxii, on the following page, show how offences concerned with murder, torture, and adventure are mentioned far less frequently by the boys of the poorer class. These children have given more prominence to speech offences. This may suggest that the poorer child's narrower scope

Graphs to illustrate the difference between boys of Type A and Type C schools.

— Type C.
— Type A.

for activity has limited the range of his moral conceptions to what he has seen, heard of, or participated in, whereas the child economically better situated has in addition the vicarious participation in what he has read about. The difference in cultural breadth may account for the more even distribution of the offences mentioned by children from the professional and Civil servant classes.

- (2) "That New Zealand children compare unfavourably with the children of other nations (United States of America, Germany, England) in regard to the choice of father and mother ideals."

The investigator found that whereas children in English schools, especially below nine years of age, mention father and mother quite often in connection with their offences, New Zealand children, on the other hand, mentioned them hardly at all. (Between the ages 7 and 12 mother was mentioned by 4% and father by 1% of the children.)

- (3) "That at the age of 9 or 10 there awakens a definite interest in occupations which repay the time devoted to them in monetary considerations."

In this connection it might be noticed that theft offences rank high from 9-12. The danger of ascribing this to any one cause is only too apparent, but, if Mr. Bailey's conclusion is correct, it may not be out of place to concur with his suggestion that pocket money be supplied during this period in return for services rendered, for "property

rights" appear to be recognised strongly by children of this age group.

(4) "That in regard to religious ideals, New Zealand children have scored the lowest but one percentage recorded in any country."

As has been noted elsewhere in this thesis, offences against religion are mentioned very seldom indeed (see graph ante fig. xi). For the ages 8-11 only 2.5% of the offences mentioned are those against religion. (The New Zealand education system is secular.)

(5) "That girls chose more ideals based on 'good'.

qualities than did boys."

A general study of the crimes submitted by girls does give this impression, especially those of adolescent girls. On the whole the papers of adolescent girls show less variety, a more conventionalised outlook as it were, making a more stabilised and conservative catalogue. This is purely a subjective impression gained through the reading and consideration of the offences listed by boys and those listed by girls.

(b) Between the moral conceptions of English and New Zealand school children.

The investigation of Eve Macaulay and Stanley H. Watkins was not made on a statistical basis, but mainly from a study of actual offences. The following differences were observed between their findings and those based on

a study of papers from New Zealand children. Variations in technique have been referred to (Section Two); and the English investigators not only considered more offences, but had the services of a body of assistants:-

(1) That whereas English children tend to give particular instances rather than generalised conceptions of crime in the early years (8-9), the New Zealand child generalises quite as frequently as he gives particular cases.

(2) That whereas religious offences are quite frequently mentioned by young children in the English schools investigated, these in New Zealand mentioned hardly any at all. English children of 8 and 9 found difficulty with the spelling of such words as "adultery" and "false witness." New Zealand children of that age never once mentioned such offences.

(3) That adolescent boys and girls in England mentioned such venial sex offences as "going with boys," "falling in love," etc. New Zealand adolescents mentioned none of this type at all. The mildest were "divorce," "bigamy," "adultery," and "separation." Among the worst "abortive practices"

(4) New Zealand children mention neither father nor mother to the same degree as do English children.

(5) That New Zealand children have a fair proportion of offences assigned to cruelty to animals, whereas no mention has been made that any such offences were named by English children.

E.—OFFENCES FROM MAORI CHILDREN.

From the 44 offences from the Native school arise three points of interest.

(a) The crimes lists were shorter than those of white children. "Kill," "swear," and "steal" were those chiefly named.

(b) "Theft" was mentioned by boys and girls more often than any other offence. If it be recalled that property, before the coming of white men, was held in common by members of the tribe, then it is significant that "theft" is now recognised, or reported, as wrong by the Maori child. ("Pah" Maoris still hold much property in common.)

(c) Both boys and girls mentioned as an offence "To build a new school," "To have two schools." Enquiry elicited the fact that this referred to the Education Department's decision to subdivide the Mohaka school and build an extra one some miles away. Approximately half the present pupils would then have to leave their old school and attend the new. As this was named as an offence in almost half the papers, it evidences a loyalty to the school which has rarely obtained (at least, in the investigator's experience) in those schools where the two races mix.

SECTION FOUR.

CONCLUSION.

A.—MORAL CONCEPTIONS — PRACTICE AND PRECEPT.

Although it is not inferred that children are either capable or incapable of passing moral judgment, it has been shown in this investigation (i) that children between eight and seventeen years of age are capable of forming conceptions of what society calls wrong, and (ii) that these moral conceptions include almost every category of crime. Then, assuming that the diatribes against contemporary morality are well founded, there must be considerable difference between knowing what is wrong and doing what is right. The associations formed to further the interests of education have therefore failed to train the child both as a thinker of wise things and elevated thoughts and a doer of noble deeds, for he has been given knowledge without power. This section is an attempt to explain what this divorcement means, and why it has taken place.

Two complementary factors are concerned in the moral state, namely, a belief in what is judged to be right, and a power to "live up to" that conviction. This faith is influenced by the power, which, in turn, is strengthened, so that on the whole little active, directive work

ened by belief. This implies that a distinct attitude of mind must have been formed—an emotional state in which are involved complex sentiments such as sensitiveness to social approval, self-respect, and the drive towards an ideal. The essence of the moral state is not so much knowledge as firm conviction, belief, or faith. If educators, whether at home, in church, or at school, have failed it is because they have given knowledge rather than beliefs, and have supplied facts rather than formed attitudes of mind.

The philosophy of Herbert Spencer, as he applied it to education, was dominated by the intellectualist fallacy which supposed that knowledge of facts implied the ability to put into practice, and his scheme for moral education was largely that of Rousseau—to leave alone. In his essay on moral education (71), where he bases his training on the doctrine of natural consequences, he puts forth much that would not be denied to-day. It is felt that his influence in New Zealand schools is most pronounced where it affects "character training," for the policy of "laissez faire" is very apparent, but it differs in its interpretation from the spirit in which it was written by Spencer. "Laissez-le faire" is apparently interpreted to some extent by educators not as "let the child be" so much as "there is no need to worry about him," so that on the whole little active, directive work

is being done to train character. It is bad enough to inculcate moral precepts or to create a conventional and hypocritical morality against which cynics have inveighed for ages, but it seems decidedly worse to disregard moral training entirely. Spencer's scheme is a decidedly two-sided affair in which educator and child have distinct parts to play. school routine which thoughtful teachers

The iconoclasts who have devoted their energies to undermining the practice of formal instruction in morals presumably did so on the grounds that manners or minor morals begin in the home, where attitudes of love, unselfishness, thoughtfulness, and other virtues are engendered, and that social attitudes are formed in social activity. The playing-fields and school occupations, it was said, gave the necessary experiences conducive to the formation of social, and thus to moral, dispositions. Whether it was meant by this to leave the child to his own devices, and only in special cases correct his wrong tendencies, is doubtful, but in practice it is what has in most cases taken place. It is a very seductive doctrine which teaches that the moral instruction of the child will be secured without any interference on the part of anyone, and a most dangerous one, but it accounts for the apathy of many people towards the topic of moral instruction, for they feel that this neglect on their part is being rectified by a vague "society," the con-

tactual influences of which are acting for them in loco pastoris.

"English educators have always professed to regard character training as the chief of their responsibilities, but their actual practice has not always borne out such a profession. . . . Various digressions from the conventional school routine which thoughtful teachers have devised with character training in view, are sometimes slightly referred to as superfluous accessories because the purpose they serve is not properly recognised." (59).

It is strongly felt that too much is being left to chance and to haphazard situations which may arise in school, street, and playground. Though the Battle of Waterloo may have been won on the playing-fields of Eton, it would be well to remember that the majority of children whose moral education is now being discussed do not go to Eton, and hence do not share in the fetish for good form which, like a religious urge, tends to permeate the activities of the great English public schools. Nor have all schools the same traditions to uphold--traditions which give colouring and point to what might otherwise be empty customs. Furthermore, all children do not come from homes where the family tradition so strongly dominates ideals and where many desirable attitudes are formed before the child enters on his school career. The edu-

cator is mainly concerned with those who not only have few of these advantages, but possess many disadvantages besides. The school (and other educational associations) must provide for those who are so handicapped the atmosphere suitable for the nurture of the human spirit. This in full it has neglected to do.

Now, the same spirit which pervades the work of Shakespeare or Milton did also permeate the selves of the poets in life. He who appreciates their poems has assimilated into himself something of that spirit. Real knowledge is that which, in passing from one individual to another, is recreated. This is the real sharing of experience, whether direct or indirect. So with morals. Knowledge of wrong must be this real knowledge—not a mere perception or retention of facts, but a participation in experience, a conviction that this is right and that is wrong. Only knowledge in this sense can be brought to bear on action.

Moral instruction of a formal type tends to produce a pseudo-knowledge—dead precepts, stale aphorisms. If so, it deserves the contempt poured upon it, and it is good that it has gone; but what has taken its place? The various social situations are playing their part in educating the individual, but it must not be overlooked that social factors often play an essential part in the most selfish conduct. The child is certainly forming attitudes of mind towards this or that, but are these attitudes

either those most desirable from the point of view of society or those most likely to foster the development of the soul? *be regarded as logical rather than spiritual-*

This investigation has revealed that, whatever their conduct may be, children know what things are wrong. If there exist wide inconsistencies between an individual's knowledge and his acts it may be assumed that his knowledge is not sufficiently real—not sufficiently part of him, of the mind but not of the spirit. Then his spirit has not received the care which it is the function of education to bestow. "The moral tradition which has been built up by the effort and self-sacrifice of the best men of all time is the most precious possession of mankind. Without its influence no man can achieve such a level of moral character as could be called even a rudimentary conscience." (60). In spite of this, moral training is given indirectly, incidentally, and haphazard. A contributing cause is that the associations concerned with education lack a coherent policy. Any educational system based on no consistent philosophy must lead to a state of affairs where no man's purpose is clear, where a child is taught long division because he has an immortal soul, and where the Bible, even as literature, is excluded from the school. Until a clear policy can be formulated moral training will continue to be rejected on one hand and not received on the other; but that training must be one which will make

morality real to him who possesses it. If contemporary morality is not a complete success it is because it has tended to be regarded as logical rather than spiritual-conventional not human. Morality so conceived is a state, not a force.

B.—MORAL TRAINING.

Though great minds in the educational world have conceived and enumerated, with much unanimity, both clear and consistent philosophies of education, nevertheless, for some reason, the major part of their gift to humanity has been only half-received. Professor Nunn, who conceives liberty as that freedom for each to conduct life's adventure in his own way, concludes one of his books with this statement: "... though our children cannot build a fairer world on any foundation than our own . . . they have in them a creative power which, if wisely encouraged and tolerantly guided, may remould our best into a life far worthier than the best we have seen or than it has entered into our hearts to conceive." (61). He emphasises the importance of the individual, not as opposed to society nor as the recipient of special private attention, but as possessing the human spirit. "It appears therefore that there is only one aim in education: the nurture of the human spirit." (70). Now, though such teachings have been enunciated clearly, and curricula and administrative details have been proposed to assist in fulfilling

these ideals, the schools have in practice tended to neglect the substance for the shadow.

Moral training is very amply treated in the Handbook of Suggestions for Teachers (62), which states definitely that religious teaching, given with knowledge and sincerity, can and ought to play the supreme part in training mind and character. In spite of the fact that religious training is in a most unsatisfactory state in New Zealand, the State school has not assumed any of the burden already so heavy on the Sunday school, and, moreover, moral training in schools is largely incidental.

It would be presumptive to base a scheme of moral training on what has been concluded from the data of this investigation, for these conclusions, beside being based on too few cases, present problems rather than solve them. It is desired to put forth a plea that the supreme aim be borne in mind, especially by those whose function it is to administer and direct the educational policy of the Dominion, so that the school become more truly a place where the young do not learn facts but are disciplined in those forms of activity which are the expression of the human spirit.

Reforms in "character training" or "moral education" essentially depend on (i) the attitude and status of the educator (cp. Gentil (63)), and (ii) the educational policy which will both enable and assist the educator

to realise this aim.

This would imply, in New Zealand, mainly changes in curriculum in keeping with a philosophy of education to secure long-period rather than short-period values.

The following inferences relative to moral education might be made from the results of this investigation:-

(1.) The 8-9 period (and probably earlier).

As was mentioned previously, this period and the adolescent period appear those where the imaginative and the emotional appeal. Hence during these two periods—but not necessarily confined to them—much could be made of historical studies where the delineation of noble character, sincerely treated, and a careful handling of significant situations should result in a real sharing, or experiencing, on the part of the child of bravery, self-sacrifice, and glory which are conjured up for him. The acquiring of facts would be subordinated to the forming of desirable sentiments. Literary studies probably afford in both these periods golden opportunities for developing desired attitudes of mind towards the beautiful, the true, and the noble. For this reason, if for no other, it is regrettable that the Bible is not included among other books. "The selected fables we shall advise our nurses and mothers to repeat to their children so that they may thus mould their minds with the fables even more than they shape their bodies with hands," (64). In treating liter-

ature sincerity is necessary, a point which Mr. E. Greening-Lamborn (65) makes when he advises teachers to study with children poems they themselves love.

(2.) Religion.

As has been noted, the offences against religion are mentioned very seldom, especially during the earlier years to 14. With the adolescent, however, these offences are more often mentioned. This suggests not only that religious training be provided at a time when the child is most susceptible or impressionable, but also that religious training of a more suitable type than at present given be thought out, so that the younger child may not suffer any loss of his religious inheritance. ("In regard to religious ideals, New Zealand children have scored the lowest but one percentage recorded in any country" (67)). It is felt that more attention should be directed to the pre-adolescent stages, bearing in mind, however, that "God fulfils himself in many ways."

(3.) The 10-13 period.

In this period, where Home and allied offences rank relatively high, there is an indication that the child, ceasing to regard himself as all-important, feels the need for other children in order to live his life more satisfactorily. Home is the base from which he, in company with his mates, sallies forth for adventures further afield. His offences are chiefly those concerned with

wrong doings. It is well known that the boy of this period is interested in doings things, and that in connection with these activities will amass many facts. As this is the period when learning by doing appears a most justified slogan, moral training should see to it that adventure be contrived which will not culminate in undesirable acts. In this way the gay spirit might be exploited far more than it is. Though this is done by "part-time" educators such as Girl Guides, Boy Scouts, sports associations, and kindred organisations, it is to be regretted that these associations reach, in New Zealand, only a small proportion of the school population, and it is felt that the schools could direct this "gang urge," and provide natural yet controlled outlets for the impulse of all children, and not merely a percentage.

Moral education would demand, too, such reforms in the curriculum as would enable the child to learn by participating in activities in which he can see some purpose. This done, healthy and natural occupations thus take up time which might be less wisely employed.

(4.) Speech.

The provision of such occupations would arouse interest in a wider variety of activities, thus stimulating conversation and expressive language of a more desirable type.

In conclusion, therefore, this inquiry into the moral

(5.) Sex. Implications, from sex offences listed, are that sexual impulses or normal curiosities occur quite early. The percentages listed are quite low between the ages of eight and thirteen, and present no serious problems. On the surface sex instruction does not appear to be necessary. Probably if sexual information were imparted as casually as information about the weather and quite truthfully whenever curiosity was aroused, no particular notice would be taken by the child.

As this investigation was commenced, in the first place, because of certain allegations concerning the sexual immorality of New Zealand girls, some remarks here may not be out of place. Whereas the younger children make little mention of sex offences, the adolescent boy has gone to an extreme extent. If sex information had been imparted as suggested, in a normal healthy way, earlier in life (when sex affairs are quite subordinated to other far more engrossing activities), it might just have happened that a consolidation of these facts during the 9-12 period would produce during the adolescent period a far less disturbed state. Until public opinion changed it would, however, be a matter for the home rather than the school. As things are at present the parental attitude determines what is done.

In conclusion, therefore, this inquiry into the moral

conceptions of school children does not give any support to the statement that children are immoral, but rather that they have knowledge of a very wide range of offences. A knowledge of offences may not be attributed to any one sphere of influence, hence it is absurd for Mr. Butchers to charge upon one association, the school, the responsibility for so many illegitimate children. Such a narrow view of the problem of morality fails to see the wider issue, namely, that "morality" is something complex, in the attainment of which no nostrums will avail. Morality, being an aspect of life, is gained in and through living. A training in morality requires that there be a positive definite philosophy held by those who outline the policy of education. Only in this way, by deliberately and intelligently ministering to the needs of the human spirit, can it be hoped to eliminate those evils so damaging to it.

"But time glides on and still no sound of the wheels of thy chariot. Many a procession passes by with noise and shouts and glamour of glory. Is it only thou who wouldst stand in the shadow silent and behind them all? And only I who would wait and weep and wear out my heart in vain longing?"

—Rabindranath Tagore.

Table 1.—Boys' College, Form V.

Percentage of Total Offences each Age.

Upper Division.

Crimes.	Age 14	15	16	17	18	Av. 3
Murder.....	18.5	14.0	19.3	9.9	28.4	18.9
Mutilation.....	--	--	--	--	--	--
Torture.....	--	4.2	9.9	--	--	3.3
Minor offences.....	6.2	--	--	3.3	--	1.3
Cruelty to animals..	--	2.8	--	3.3	--	1.9
Home offences.....	6.2	4.2	16.5	6.6	--	7.3
School offences.....	6.2	1.4	6.6	--	--	2.6
Street offences.....	--	--	--	--	--	--
Speech offences.....	12.4	--	--	9.9	--	3.3
Sex offences.....	18.6	26.0	9.9	26.4	28.4	23.1
Theft.....	12.4	9.8	6.6	9.9	--	9.2
Swindling.....	--	1.4	--	9.9	--	2.6
Arson.....	--	1.4	--	--	14.2	1.3
Malicious damage....	--	--	--	--	--	--
Religious offences..	6.2	7.0	9.9	3.3	--	6.6
Adventure.....	6.2	5.2	6.6	6.6	--	5.2
Conventional.....	--	12.6	3.3	6.6	28.4	9.2
Drink.....	6.2	2.8	--	--	--	3.3
High conception.....	--	--	--	--	--	3.6
Total off. each age.	16	68	30	30	7	

APPENDIX I.

Tables to compare Upper and Lower Divisions.

Lower Division.

Murder.....	5.8	20.9	9.3	--	--	12.5
Mutilation.....	--	--	--	--	--	--
Torture.....	--	--	--	--	--	--
Minor offences.....	--	--	--	--	--	--
Cruelty to animals..	--	5.7	--	--	--	3.2
Home offences.....	5.8	3.8	--	--	--	3.2
School offences.....	--	5.7	6.2	--	--	5.4
Street offences.....	--	1.9	--	--	--	1.0
Speech offences.....	5.8	11.4	12.4	--	--	11.9
Sex offences.....	58.0	5.7	12.4	--	--	19.5
Theft.....	5.8	11.4	9.3	--	--	10.8
Swindling.....	--	--	3.1	--	--	1.0
Arson.....	--	1.9	--	--	--	1.0
Malicious damage....	--	--	--	--	--	--
Religious offences..	--	3.8	--	--	--	2.1
Adventure.....	--	5.7	--	--	--	3.2
Conventional.....	--	3.8	9.3	--	--	5.4
Drink.....	5.8	13.3	6.2	--	--	10.8
High conception.....	11.6	1.9	--	--	--	3.2
Total off. each age.	17	51	22	--	--	

Table 2.—Boys' College, Form IV.

Table 1.—Boys' College, Form V.

Percentage of Total Offences each Age.

Percentage of Total Offences each Age.

Crimes.		Upper Division.				
		Age 14	15	16	17	18
						Av. %
Murder.....	18.6	14.0	19.8	9.9	28.4	15.9
Mutilation.....	--	--	--	--	--	--
Torture.....	--	4.2	9.9	--	--	3.9
Minor offences.....	6.2	--	--	3.3	--	1.3
Cruelty to animals..	--	2.8	--	3.3	--	1.9
Home offences.....	6.2	4.2	16.5	6.6	--	7.2
School offences.....	6.2	1.4	6.6	--	--	2.6
Street offences.....	--	--	--	--	--	--
Speech offences.....	12.4	--	--	9.9	--	3.3
Sex offences.....	18.6	26.0	9.9	26.4	28.4	23.1
Theft.....	12.4	9.8	6.6	9.9	--	9.2
Swindling.....	--	1.4	--	9.9	--	2.6
Arson.....	--	1.4	--	--	14.2	1.3
Malicious damage....	--	--	--	--	--	--
Religious offences..	6.2	7.0	9.9	3.3	--	6.6
Adventure.....	6.2	5.2	6.6	6.6	--	5.2
Conventional.....	--	12.6	3.3	6.6	28.4	9.2
Drink.....	6.2	2.8	3.3	3.3	--	3.3
High conception.....	--	2.8	6.6	--	--	3.6
Total off. each age.	16	68	30	30	7	

		Lower Division.				
		Age 14	15	16	17	18
						Av. %
Murder.....	44.4	20.9	9.3	--	--	19.5
Mutilation.....	--	--	--	--	--	--
Torture.....	--	--	--	--	--	--
Minor offences.....	--	--	--	--	--	--
Cruelty to animals..	--	5.7	--	--	--	3.2
Home offences.....	5.8	3.8	--	--	--	3.2
School offences.....	--	5.7	6.2	--	--	5.4
Street offences.....	--	1.9	--	--	--	1.0
Speech offences.....	5.8	11.4	12.4	--	--	11.9
Sex offences.....	58.0	5.7	12.4	--	--	19.5
Theft.....	5.8	11.4	9.3	--	--	10.8
Swindling.....	--	--	3.1	--	--	1.0
Arson.....	--	1.9	--	--	--	1.0
Malicious damage....	--	--	--	--	--	--
Religious offences..	--	3.8	--	--	--	2.1
Adventure.....	--	5.7	--	--	--	3.2
Conventional.....	--	3.8	9.3	--	--	5.4
Drink.....	5.8	13.3	6.2	--	--	10.8
High conception.....	11.6	1.9	--	--	--	3.2
Total off. each age.	17	51	22	--	--	

Table 2.—Boys' College, Form IV.

Percentage of Total Offences each Age.

Crimes.	Upper Division.					
	Age 14	15	16	17	18	Av. %
Murder	38.0	40.0	--	--	--	38.0
Mutilation	--	--	--	--	--	--
Torture	7.6	--	--	--	--	9.5
Minor offences	--	20.0	--	--	--	4.7
Cruelty to animals	--	--	--	--	--	--
Home offences	7.6	--	--	--	--	4.7
School offences	--	--	--	--	--	--
Street offences	--	--	--	--	--	--
Speech offences	--	--	--	--	--	--
Sex offences	--	40.0	--	--	--	9.5
Theft	22.8	--	--	--	--	13.0
Swindling	--	--	--	--	--	--
Arson	--	--	--	--	--	--
Malicious damage	7.6	--	--	--	--	4.7
Religious offences	--	--	--	--	--	--
Adventure	7.6	--	--	--	--	4.7
Conventional	--	--	--	--	--	--
Drink	--	--	--	--	--	--
High conception	7.6	--	--	--	--	4.7
Total off. each age.	13	5	--	--	--	

Lower Division.

Murder	44.4	22.4	35.5	--	--	29.3
Mutilation	--	--	--	--	--	--
Torture	11.1	--	--	--	--	1.7
Minor offences	--	2.8	--	--	--	1.7
Cruelty to animals	--	--	7.1	--	--	1.7
Home offences	--	5.6	7.1	--	--	5.1
School offences	--	--	7.1	--	--	1.7
Street offences	--	--	--	--	--	--
Speech offences	--	8.4	--	--	--	5.1
Sex offences	33.3	33.6	35.5	--	--	34.0
Theft	--	8.4	--	--	--	5.1
Swindling	--	--	--	--	--	--
Arson	--	--	--	--	--	--
Malicious damage	--	--	--	--	--	--
Religious offences	--	--	--	--	--	--
Adventure	--	--	7.1	--	--	1.7
Conventional	11.1	8.4	--	--	--	6.8
Drink	--	8.4	--	--	--	5.1
High conception	--	--	--	--	--	--
Total off. each age.	9	35	14	--	--	

Table 3.—Boys' College, Form III.

Percentage of Total Offences each Age.

Upper Division.

Crimes.	Age 11	12	13	14	15	Av. %
Murder	37.5	15.6	24.0	--	--	20.9
Mutilation	--	2.6	--	--	--	0.8
Torture	--	2.6	1.6	--	--	1.6
Minor offences	--	2.6	4.8	--	--	3.2
Cruelty to animals	--	5.2	1.6	--	--	2.4
Home offences	5.5	20.8	12.8	14.2	--	14.4
School offences	16.5	10.4	4.8	--	--	8.0
Street offences	--	--	--	--	--	--
Speech offences	5.5	5.2	3.2	--	--	4.0
Sex offences	--	10.4	4.8	--	--	5.6
Theft	16.5	15.6	16.0	28.4	--	16.9
Swindling	--	2.6	3.2	--	--	2.4
Arson	--	--	1.6	--	--	1.6
Malicious damage	--	--	--	--	--	--
Religious offences	--	5.2	6.4	--	--	4.8
Adventure	11.0	--	3.2	14.2	--	4.0
Conventional	11.0	--	1.6	14.2	--	3.2
Drink	5.5	--	3.2	--	--	2.4
High conception	--	--	4.8	28.4	--	4.8
Total offn. each age	18	38	61	7	--	

Lower Division.

Crimes.	Age 11	12	13	14	15	Av. %
Murder	--	--	36.0	37.2	58.1	41.7
Mutilation	--	--	9.0	2.2	--	2.9
Torture	--	--	--	--	8.3	1.4
Minor offences	--	--	--	2.2	--	1.4
Cruelty to animals	--	--	--	--	--	--
Home offences	--	--	--	8.8	16.6	8.7
School offences	--	--	9.0	4.4	--	4.3
Street offences	--	--	--	--	--	--
Speech offences	--	--	--	11.0	--	7.2
Sex offences	--	--	--	8.8	--	5.8
Theft	--	--	27.0	8.8	--	10.1
Swindling	--	--	--	2.2	--	1.4
Arson	--	--	--	--	--	--
Malicious damage	--	--	--	--	--	--
Religious offences	--	--	--	2.2	8.3	2.9
Adventure	--	--	9.0	6.6	--	5.8
Conventional	--	--	9.0	--	8.3	2.9
Drink	--	--	--	2.2	--	1.4
High conception	--	--	--	--	--	--
Total offn. each age	--	--	11	44	12	

Table 4.—Girls' College, Form V.

Percentage of Total Offences each Age.

Upper Division.

Crimes.	Age	13	14	15	16	17	Av %
Murder	--	12.8	16.6	22.5	--	15.0	
Mutilation	--	--	--	--	--	--	
Torture.	--	6.4	--	9.0	--	4.1	
Minor offences	--	3.2	--	--	--	1.3	
Cruelty to animals	--	4.8	3.6	--	--	3.4	
Home offences	11.1	22.9	21.6	13.5	--	20.5	
School offences	22.2	1.6	3.6	9.0	--	4.7	
Street offences	--	--	--	--	--	--	
Speech offences	--	6.4	5.4	4.5	--	5.4	
Sex offences	--	--	--	4.5	--	0.6	
Theft	22.2	12.8	14.4	22.5	--	15.7	
Swindling	--	6.4	1.8	--	--	3.4	
Arson	--	--	--	--	--	--	
Malicious damage	--	--	--	--	--	--	
Religious offences	22.2	6.4	10.8	4.5	--	8.9	
Adventure	--	3.2	3.6	4.5	--	3.4	
Conventional	22.2	6.4	3.6	4.5	--	6.1	
Drink	--	1.6	5.4	--	--	2.6	
High conception	--	3.2	7.2	--	--	4.1	
Total offn. each age	9	61	54	22	--		

Lower Division.

Murder	20.0	15.2	16.9	27.2	---	19.0
Mutilation	---	---	---	---	---	---
Torture	---	---	2.6	3.4	---	2.3
Minor offences	---	---	6.5	3.4	---	4.6
Cruelty to animals	---	7.6	6.5	6.8	---	6.3
Home offences	---	15.2	20.8	10.2	---	17.4
School offences	---	7.6	6.5	3.4	---	7.1
Street offences	---	---	---	---	---	---
Speech offences	---	7.6	3.9	---	---	4.6
Sex offences	---	---	---	---	---	---
Theft	40.0	7.6	15.6	13.6	---	15.8
Swindling	---	---	1.3	3.4	---	1.5
Arson	---	---	---	3.4	---	0.7
Malicious damage	---	15.2	---	3.4	---	2.3
Religious offences	---	7.6	1.3	10.2	---	3.9
Adventure	---	7.6	6.5	---	---	4.6
Conventional	20.0	---	2.6	6.8	---	3.9
Drink	---	---	1.3	---	---	0.7
High conception	20.0	7.6	1.3	3.4	---	3.1
Total offn. each age	5	13	72	29	---	---

Table 5.—Girls' College, Form IV.

Percentage of Total Offences each Age.

Crimes.	Upper Division.					
	Age 13	14	15	16	17	Av. %
Murder	24.8	27.2	20.0	--	--	26.1
Mutilation	--	--	--	--	--	--
Torture	--	--	20.0	--	--	1.8
Minor offences	3.4	1.5	--	--	--	1.8
Cruelty to animals	--	4.5	10.0	--	--	3.6
Home offences	17.0	24.0	10.0	--	--	19.8
School offences	6.8	1.5	--	--	--	2.7
Street offences	--	--	--	--	--	--
Speech offences	3.4	--	--	--	--	0.9
Sex offences	--	--	--	--	--	--
Theft	27.2	21.0	10.0	--	--	22.8
Swindling	3.4	4.5	10.0	--	--	4.5
Arson	--	1.5	--	--	--	1.8
Malicious damage	3.4	--	--	--	--	0.9
Religious offences	6.8	4.5	10.0	--	--	5.4
Adventure	3.4	1.5	--	--	--	1.8
Conventional	--	1.5	10.0	--	--	1.8
Drink	--	1.5	--	--	--	1.8
High conception	--	4.5	--	--	--	2.7
Total offn. each age	29	66	10	--	--	
Crimes.	Lower Division.					
	Age 13	14	15	16	17	Av. %
Murder	30.0	22.2	30.7	--	--	24.2
Mutilation	--	--	--	--	--	--
Torture	--	--	--	--	--	--
Minor offences	--	--	--	--	--	--
Cruelty to animals	--	--	--	--	--	--
Home offences	10.0	27.0	19.0	--	25.2	25.2
School offences	--	9.0	3.5	--	--	6.7
Street offences	--	--	--	--	--	--
Speech offences	10.0	4.5	15.2	--	--	7.7
Sex offences	--	1.5	--	--	--	0.9
Theft	30.0	3.5	19.0	--	--	17.4
Swindling	--	1.5	--	--	--	0.9
Arson	10.0	--	--	--	--	0.9
Malicious damage	--	--	--	--	--	--
Religious offences	10.0	7.5	--	--	--	5.8
Adventure	--	4.5	--	--	--	2.9
Conventional	--	1.5	--	--	--	0.9
Drink	--	3.0	3.8	--	--	2.9
High conception	--	--	7.6	--	--	1.9
Total offn. each age	10	63	26	--	--	

Table 6.—Girls' College, Form III.

Percentage of Total Offences each Age.

Crimes.		Upper Division.					
Crimes.	Age 11	Age 12	13	14	15	16	Av. %
Murder		27.6	18.1	21.4	--	--	21.5
Mutilation		3.0	--	--	--	--	0.9
Torture		1.5	--	--	--	--	0.4
Minor offences		--	2.5	--	--	--	1.4
Cruelty to animals		3.0	0.8	3.5	--	--	1.9
Home offences		20.0	20.6	10.5	--	--	19.1
School offences		1.5	7.5	10.5	--	--	6.2
Street offences		--	--	--	--	--	--
Speech offences		3.0	7.5	3.5	--	--	5.6
Sex offences		4.6	2.5	7.0	--	--	3.8
Theft		12.0	12.5	21.4	--	--	13.8
Swindling		1.5	0.8	--	--	--	0.9
Arson		3.0	--	3.5	--	--	1.4
Malicious damage		--	--	--	--	--	--
Religious offences		9.0	6.4	7.0	--	--	7.6
Adventure		--	5.0	7.0	--	--	3.8
Conventional		--	1.6	3.5	--	--	1.4
Drink		4.6	4.0	--	--	--	3.6
High conception		4.6	7.5	--	--	--	5.6
Total offences each age		65	116	28	--	--	
Lower Division.							
Murder		--	13.8	13.9	16.6	--	14.1
Mutilation		--	--	--	--	--	--
Torture		--	1.7	--	--	--	0.8
Minor offences		--	3.4	--	--	--	1.7
Cruelty to animals		--	3.4	4.6	16.6	--	5.2
Home offences		--	25.9	20.7	8.3	--	22.1
School offences		--	3.4	6.9	8.3	--	5.2
Street offences		--	--	--	--	--	--
Speech offences		--	1.7	6.9	8.3	--	4.4
Sex offences		--	--	--	--	--	--
Theft		--	17.0	20.7	41.5	--	20.8
Swindling		--	--	--	--	--	--
Arson		--	--	--	--	--	--
Malicious damages		--	--	--	--	--	--
Religious offences		--	10.2	13.9	--	--	10.4
Adventure		--	1.7	6.9	--	--	3.5
Conventional		--	8.5	2.3	--	--	5.2
Drink		--	5.1	--	--	--	2.6
High conception		--	3.4	2.3	--	--	2.6
Total offn. each age		--	58	43	12	--	

Table 7.--Boys' College, All Forms.

Percentage of Total Offences each Age.

Upper Division.								
Crimes.	Age 11	12	13	14	15	16	17	Av. %
Murder . . .	27.7	15.8	25.0	22.2	16.4	20.0	9.9	19.3
Mutilation . . .	-	2.6	-	-	-	-	-	0.3
Torture . . .	-	2.6	3.1	2.8	4.1	10.0	-	3.4
Minor offn. . .	-	2.6	4.7	2.8	1.3	-	3.2	2.4
Cruelty anim. . .	-	5.2	1.5	-	2.6	-	3.2	2.0
Home offn. . .	5.5	21.1	12.5	8.4	4.1	16.6	6.5	10.3
School offn..	16.6	10.5	4.7	2.8	1.3	6.6	-	4.8
Street offn..	-	-	-	-	-	-	-	-
Speech offn..	5.5	5.2	3.1	5.6	-	-	3.9	3.4
Sex offn. . .	-	10.5	4.7	8.4	28.7	10.0	25.8	14.5
Theft . . .	16.6	15.8	17.2	19.4	9.5	6.6	9.9	13.4
Swindling . . .	-	2.6	3.1	-	1.3	-	3.9	2.4
Arson . . .	-	-	1.5	-	1.3	-	3.2	1.0
Mal. damage . .	-	-	-	2.8	-	-	-	0.3
Relig. offn..	-	5.2	6.2	2.8	6.8	10.0	3.2	5.5
Adventure . .	11.1	-	3.1	8.4	4.1	6.6	6.5	4.8
Conventional.	11.1	-	1.5	2.8	12.3	3.3	6.5	5.5
Drink . . .	5.5	-	3.1	2.8	2.6	3.3	3.2	2.7
High concept.	-	-	4.7	8.6	2.6	6.6	-	3.4
Offen. per age	18	38	64	36	73	30	31	
Lower Division.								
Murder . . .	-	-	36.4	30.5	26.2	24.2	-	28.6
Mutilation . . .	-	-	9.0	1.4	-	-	-	0.9
Torture . . .	-	-	-	1.4	1.0	-	-	0.9
Minor offn. . .	-	-	-	1.4	1.0	-	-	0.9
Cruelty anim. . .	-	-	-	-	3.0	3.0	-	1.8
Home offn. . .	-	-	-	6.9	6.1	3.0	-	5.5
School offn..	-	-	9.0	2.8	3.0	9.1	-	4.1
Street offn..	-	-	-	-	1.0	-	-	0.4
Speech offn..	-	-	-	8.3	9.1	12.1	-	8.7
Sex offn. . .	-	-	-	23.6	15.1	27.3	-	18.9
Theft . . .	-	-	27.2	6.9	9.1	9.1	-	9.2
Swindling . . .	-	-	-	1.4	-	3.0	-	0.9
Arson . . .	-	-	-	-	1.0	-	-	0.4
Mal. damage . .	-	-	-	-	-	-	-	-
Relig. offn..	-	-	-	1.4	3.0	-	-	1.8
Adventure . .	-	-	9.0	4.2	3.0	3.0	-	3.7
Conventional.	-	-	9.0	4.2	7.1	-	-	5.1
Drink . . .	-	-	-	2.8	10.1	6.0	-	6.5
High concept.	-	-	-	2.8	1.0	-	-	1.4
Offn. per age	-	-	11	72	99	33	-	

Table 8.—Girls' College, All Forms.

Percentage of Total Offences each Age

		Upper Division.					
Crimes.	Age	12	13	14	15	16	Av. %
Murder		26.8	17.1	17.1	17.4	-	20.6
Mutilation		2.9	-	-	-	-	0.4
Torture		1.5	-	2.5	3.1	-	1.9
Minor offences		-	2.5	1.9	-	-	1.5
Cruelty to animals		2.9	0.6	4.5	4.7	-	2.8
Home offences		19.4	1.9	21.3	20.6	-	19.8
School offences		1.4	8.4	3.2	3.1	-	4.9
Street offences		-	-	-	-	-	-
Speech offences		2.9	6.4	3.2	4.7	-	4.5
Sex offences		4.4	1.9	1.2	-	-	1.9
Theft		13.4	16.2	18.0	14.9	-	16.5
Swindling		1.5	1.2	4.5	1.5	-	2.4
Arson		2.9	-	1.2	-	-	1.1
Malicious damage		-	0.6	-	-	-	0.2
Religious offences		8.9	7.7	5.1	11.1	-	7.3
Adventure		-	4.5	3.2	3.1	-	3.2
Conventional		-	2.5	3.8	4.7	-	3.0
Drink		5.9	3.2	1.2	4.7	-	3.0
High conception		4.4	5.8	3.2	6.3	-	4.5
Offences per age		67	154	155	63		
		Lower Division.					
Murder		-	16.4	18.4	20.5	25.0	19.0
Mutilation		-	-	-	-	-	-
Torture		-	1.3	-	1.6	3.1	1.3
Minor offences		-	2.7	-	4.2	3.1	2.3
Cruelty to animals		-	2.7	2.6	5.8	6.2	3.6
Home offences		-	21.9	24.3	18.5	15.6	21.3
School offences		-	2.7	8.4	5.8	3.1	6.4
Street offences		-	-	-	-	-	-
Speech offences		-	2.7	5.8	6.7	-	5.5
Sex offences		-	-	0.8	-	-	0.3
Theft		-	20.5	15.8	18.5	15.6	18.1
Swindling		-	-	0.8	2.5	3.1	1.4
Arson		-	1.3	-	-	3.1	0.6
Malicious damage		-	-	1.6	-	3.1	0.8
Religious offences		-	9.4	10.0	0.8	9.3	6.7
Adventure		-	1.3	5.8	4.2	-	3.8
Conventional		-	8.2	1.6	1.6	6.2	3.2
Drink		-	4.1	1.6	1.6	-	1.8
High conception		-	4.1	1.6	2.5	3.1	2.5
Offences per age		-	73	119	112	32	

TABLE I.--ALL SCHOOLS (BOYS).

Crimes.	Age	8	9	10	11	12	13	14	15	16	17	18.5
Murder . . .		26.3	26.6	20.6	19.3	17.5	16.1	23.3	22.0	23.1	15.1	23.7
Mutilation . .		3.7	1.5	0.3	0.3	1.3	0.3	0.6	0.6	-	-	0.9
Torture . . .		2.3	1.0	0.3	0.3	1.3	1.3	1.3	2.3	4.6	-	2.4
Minor offences		8.3	2.3	5.7	5.7	3.3	3.3	1.3	1.1	-	3.0	3.8
CR'ity animals		2.3	3.3	3.7	3.7	1.3	1.3	1.3	2.3	1.3	3.0	3.4
Home offences		10.1	3.3	19.3	19.3	1.3	1.3	7.3	5.3	9.3	6.0	11.4
School offn.		4.1	1.5	4.5	1.5	1.3	1.3	3.3	2.3	7.7	-	4.9
Street offn.		7.8	3.5	3.7	1.3	1.3	1.3	-	0.5	-	-	2.4
Speech offn.		7.8	11.5	13.1	14.3	14.3	14.3	2.6	5.2	6.1	3.1	11.3
Sex offences . .		3.7	1.3	3.3	3.3	3.3	3.3	13.3	20.3	12.4	24.2	8.0
Theft . . .		12.5	19.3	15.8	20.3	17.3	15.3	13.3	9.3	7.7	3.1	16.4
Swindling . . .		-	1.0	-	-	1.0	1.0	0.6	0.5	3.1	3.1	0.9
Arson . . .		0.3	1.0	1.0	1.8	1.0	1.3	0.6	1.1	-	3.0	1.1
Malicious dam.		1.8	-	1.0	0.3	0.3	0.3	1.3	-	-	-	0.9
Religious offn.		1.8	1.8	1.0	0.3	1.3	3.3	1.3	4.6	4.6	3.0	2.1
Adventure . . .		4.1	5.2	2.0	2.5	1.3	2.3	5.3	3.4	4.6	6.0	3.1
Conventional . .		1.4	1.5	0.6	1.5	3.1	1.6	3.3	9.3	1.3	6.0	3.1
Drink . . .		0.4	3.6	3.7	4.7	5.1	4.5	3.3	6.3	4.6	3.0	4.1
High conceptn.		-	0.8	1.3	1.2	1.5	2.3	4.6	1.7	3.1	-	1.7
Off. per age		214	191	291	319	332	308	151	173	65	33	

APPENDIX II.

Tables to compare Sexes.

TABLE 2.--ALL SCHOOLS (GIRLS).

TABLE 1.--ALL SCHOOLS (BOYS).

Crimes.	Age 8	9	10	11	12	13	14	15	16	17	Av. %
Murder	26.3	26.6	20.6	19.2	17.5	18.1	23.8	22.0	23.1	15.1	20.7
Mutilation	3.7	1.5	0.3	0.6	1.2	0.3	0.6	0.5	-	-	0.9
Torture	2.3	1.0	3.0	2.7	3.1	1.9	1.3	2.3	4.6	-	2.4
Minor offences	3.3	2.3	5.5	5.4	2.1	3.2	1.9	1.1	-	3.0	3.8
CR'lt'y animals	2.3	5.2	3.7	3.4	4.4	3.2	1.3	2.9	1.5	3.0	3.4
Home offences	10.1	8.8	16.3	12.2	12.3	13.6	7.9	5.2	9.2	6.0	11.4
School offn.	4.1	1.5	4.5	5.9	5.7	6.8	5.3	2.3	7.7	-	4.9
Street offn.	7.8	3.6	3.7	1.2	1.5	1.6	-	0.5	-	-	2.4
Speech offn.	7.8	11.5	13.1	14.1	12.8	13.3	8.6	5.2	6.1	9.1	11.3
Sex offences	3.7	1.8	2.3	2.5	3.4	3.8	13.2	20.8	18.4	24.2	6.0
Theft	12.5	19.8	15.8	20.3	21.2	15.2	13.8	9.2	7.7	9.1	16.4
Swindling	-	1.0	-	-	1.0	1.9	0.6	0.5	3.1	9.1	0.9
Arson	0.9	1.0	1.0	1.8	0.8	1.2	0.6	1.1	-	3.0	1.1
Malicious dam.	1.8	-	1.0	0.3	0.3	0.3	1.3	-	-	-	0.6
Religious ofn.	1.8	1.8	1.0	0.9	1.5	3.2	1.3	4.6	4.6	3.0	2.1
Adventure	4.1	5.2	2.0	2.5	1.8	2.5	5.9	3.4	4.6	6.0	3.1
Conventional	1.4	1.5	0.6	1.8	2.1	1.6	3.9	9.2	1.5	6.0	2.1
Drink	0.4	3.6	3.7	4.7	5.1	4.5	3.3	6.9	4.6	3.0	4.1
High conceptn.	-	0.5	1.3	1.2	1.5	2.9	4.6	1.7	3.1	-	1.7
Off. per age	214	191	291	319	382	308	151	173	65	33	

TABLE 2.--ALL SCHOOLS (GIRLS).

Crimes.	Age 8	9	10	11	12	13	14	15	16	17	Av. %
Murder . . .	23.6	17.2	18.3	21.4	16.3	18.6	20.2	19.4	26.3	--	19.1
Mutilation. .	1.1	2.2	0.4	0.3	0.7	0.7	-	-	-	-	0.5
Torture . . .	-	1.1	0.7	2.2	1.7	1.6	1.5	2.3	5.3	-	1.6
Minor offences	5.6	9.4	4.5	4.4	1.7	2.0	2.4	2.8	1.8	-	3.5
Cr'lty animals	-	4.4	2.6	1.6	1.7	3.1	3.6	5.7	3.5	-	2.9
Home offences	18.0	15.5	21.5	18.9	24.0	21.3	22.3	20.0	14.0	16.6	20.6
School offn. .	6.7	5.5	6.1	4.7	5.0	5.9	5.7	5.1	5.3	33.3	5.6
Street offn. .	3.4	2.8	1.5	1.2	1.7	-	-	-	-	-	1.0
Speech offn. .	7.8	8.8	12.2	8.8	9.0	6.8	4.8	6.3	1.8	33.3	8.0
Sex offences .	1.1	1.7	2.6	1.6	2.0	0.9	1.5	-	1.8	-	1.5
Theft . . .	24.7	22.8	19.3	20.2	21.0	18.3	17.2	17.8	19.3	16.6	19.5
Swindling . .	-	0.6	-	-	0.3	0.7	2.4	2.3	1.8	-	0.8
Arson . . .	1.1	0.6	0.7	0.9	1.3	0.7	0.9	-	3.5	-	0.9
Malicious dam.	-	-	0.4	0.1	0.3	0.7	0.6	-	1.8	-	0.6
Religious ofn.	1.1	1.7	1.9	2.8	2.3	5.2	6.3	4.6	5.3	-	3.7
Adventure . .	2.2	1.1	2.6	2.2	1.0	3.1	4.2	4.0	1.8	-	2.6
Conventional .	1.1	-	2.6	1.6	2.0	2.9	2.7	2.8	5.3	-	2.2
Drink . . .	-	1.1	1.9	2.8	4.7	2.7	1.5	2.8	-	-	2.4
High conceptn.	2.2	3.3	0.4	2.2	3.3	4.5	2.0	4.0	1.8	-	2.8
Offen. per age	89	180	269	317	300	441	332	175	57	6	

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TYPE "A" SCHOOLS.

Boys.

Girls.

Murder offences.

Age 8:

I think to kill anyone is the
wickedest.
To kill someone.
Murder.

Age 8: Nil.

Age 9:

Murder (10).
Shoot you on purpose.
To kill (4).
Brown.
Kill anybody.
I think murder is the wick-
edest thing anybody could
do.
To kill anyone (2).
To kill people. A P P E N D I X III.
Murder you.

Age 9:

Murder anyone.
Murder (2).
Man who kills people.

Assinate.

Co Schedules to compare Crimes given by Children of
Type "A" and Type "C" Schools.

Age 10:

Murdering (2).
Shots then murder
Running people over.
Choke them.
Hang men and shoot women.
To kill someone else with
weapons.
To kill.
To kill someone (2).
Murder anyone and then say
you didn't.
The most wickedest things
are murder.
Murder people (5).
To shoot anyone (2).
Murder (12). (inc. Hereder).
Kill anybody (4).
Murders (2).
Bury a person alive.
Murder anyone.
To commit murder.
To run anyone over.
Commit suicide (5).
Suicide.

Age 10:

Murder anyone (2).
Killing.
Murder (2).
Murdering.
Murdering (2).
Drinking poison.
Shoot people.
Kill (2).
Shoot.
Manslaughter.
Murder somebody.

TYPE "A" SCHOOLS.

Boys.

Girls.

Murder offences.

Age 8:

I think to kill anyone is the
wickedest.

To kill someone.

Murder.

Age 9:

Murder (10).

Shoot you on purpose.

To kill (4).

Drown.

Kill anybody.

I think murder is the wick-
edest thing anybody could
do.

To kill anyone (2).

To kill people.

Murder you.

Assinate.

Commit suicide.

Age 10:

Murdering (2).

Shote then merder

Running people over.

Choke them.

Hang men and shoot women.

To kill someone else with
weapons.

To kill.

To kill someone (2).

Murder anyone and then say
you didn't.

The most wickedest things
are murder.

Murder people (5).

To shoot anyone (2).

Murder (12). (inc. Mereder).

Kill anybody (4).

Murders (2).

Bury a person alive.

Murder anyone.

To commit murder.

To run anyone over.

Commit suicide (5).

Suicide.

Age 8: Nil.

Age 9:

Murder anyone.

Murder. (2).

Man who kills people.

Age 11:

Murder (6). (inc. Mirdar).

Shoot.

Murder anybody (8).

Murdering.

Murder somebody (2).

To commit murder.

Kill someone.

Murder anyone (2).

Hang anyone.

Kill anyone.

Manslaught.

Age 10:

Murder anyone (2).

Killing.

Murder (2).

Murdery.

Murdering (2).

Drinking poison.

Shoot people.

Kill (2).

Shoot. People (3).

Manslaughter.

Murder somebody.

To kill someone.

Murder anyone.

Murder a man.

Age 13:

Murder (6).

Murdering (5).

TYPE "A" SCHOOLS.—ctd.

Boys.	Girls.
Boys. Murder Offences—ctd.	Girls. Murder Offences—ctd.
Age 10—ctd.	Age 13—ctd.
Kill people (5).	To kill a person.
Murdering (2).	To murder anyone (2).
Commit murder (2).	To drown anyone.
Beary people alive (2).	To give anyone poison.
Drown people. (3).	To hang anyone if they
To kill themselves.	don't deserve it.
Cut throat. kill a man in	To kill anyone without
cold blood.	reason.
To bury a baby alive.	Age 11:
Age 11: kill a man out and then	Murder (6). (inc. Mirder).
To kill anybody (4). see to	Shoot.
Murder a human being.	Murder anybody (2).
To murder people. means of	Murdering.
Poison other people.	Murder somebody (2).
Murder (12). anybody for no	To commit murder.
Shoot anyone in cold blood.	Kill someone.
To shoot anyone.	Murder anyone (2).
Kill. order anyone (2).	Hang anyone.
I think the wickedness think	Kill anyone.
that you could do is to	Manslaught.
cut somebody throth when	
they are asleep.	
Murdering (2).	
Kill someone or run over thim	
in spite.	
Shoot anyone in cold blood.	
Kill a fellow man.	
Age 12: order anyone.	
Murder (13).	Age 12:
Murdering.	Murder (10).
When a man murders his wife or friend.	Shoot anyone.
Kill people (4).	Murder people (3).
Murder a person.	Shoot people.
Murder someone.	Hanging.
Kill. Will.	To kill someone.
Murder anyone (3).	Murder anyone.
Murder some outright.	Murder a man.
To kill anyone by suffocation (2).	
Murdering. at other people's throat	
Kill people and shot them.	
They can murder.	
Age 11:	
Age 13: off heads.	Age 11: Will.
Murder (11).	Age 13:
Murdering.	Murder (6).
	Murdering (5).

TYPE "A" SCHOOLS—ctd.

Boys.

Girls.

Murder Offences—ctd.

Age 13—ctd.

Murdering people.

Kill people.

Commit sieside (3).

Murder in cold blood.

To murder or kill a man in cold blood.

To bury a baby alive.

To knock a man out and then throw him into the sea to drown.

Kill anybody by means of stabbing.

To murder anybody for no particular reason.

Murdering anyone.

To murder anyone (2).

To bury a baby they dont want alive.

Commit a murder.

Age 14:

Murder.

Shoot anyone in cold blood.

Kill a fellow man.

To murder anyone.

Age 11:

Lash anyone with a stockwhip.

To burn anyone alive.

Mutilation Offences.

Age 8: Nil.

Torture anyone who has done

Age 9: Nil.

Torture one's eyes out.

Torture one's body.

Torture someone.

Age 10:

Man who cut other people's throat and stabs them.

Age 11:

Torture (3).

Age 11:

Cutting off heads.

Age 14: Nil.

Age 13—ctd.

To kill a person.

To murder anyone (2).

To drown anyone.

To give anyone poison.

To hang anyone if they don't deserve it.

To kill anyone without reason.

Suicide.

Age 14: Nil.

Age 8: Nil.

Age 9: Nil.

Age 14:

Murder (3).

To murder anybody.

To murder anyone.

Age 11:

Torturing.

Age 8: Nil.

Starve people because they

Age 9: Nil.

Age 10: Nil.

Age 13:

To bury anyone alive (3).

To starve anyone.

Age 11: Nil.

Age 14: Nil.

TYPE "A" SCHOOLS--ctd.

Boys.
Boys.

Girls.
Girls.

Mutilation Offences--ctd.

Age 12:
Cripple anyone.
Cripple one.
Cut one's tongue out.

Age 12: Nil.

Age 13: Nil. girls or boys.

Age 13: Nil.

Age 14: Nil. with a big stick.

Age 14: Nil.

Lash anyone with a horsewhip.

To push a boy into a pond.

Hurt anybody.

Torture Offences.

Tear people's clothes.

Age 8: Nil.

Age 8: Nil.

Age 9: Nil. ogle.

Age 9: Nil.

Ill treat other people.

Hurt anyone on purpose.

Age 10:
Burn someone up in a fire.
or girl.

Age 10:
To be hung and you don't
die straight away.

Age 11:
Lash anyone with a stockwhip.
To burn anyone alive.

Age 11:
Torturing.

Hit a child littler than
yourself.

Hit a lady.

Age 12: can fight.
Torture anyone who has done
no wrong.

Age 12:
Starve people because they
do not work enough.

Put one's eyes out.

Torture one's body.

Torture someone.

Tauchers. Nil.

Age 13: Nil.

Age 13:
Torture (3).

Age 13: live a small child
To bury anyone alive. (3).
To starve anyone.

Age 14: Nil.

Age 14: Nil.

TYPE "A" SCHOOLS → ctd.

Boys.

Girls.

Minor Offences.

Age 8: Nil.

Age 8: Nil.

Age 9:
Fight.

Age 9: Nil.

Age 10:
Fight with girls or boys.
Fight (9).
I think it is a hit round
the legs with a big stick.
Lash anyone with a horsewhip.
To push a boy into a pond.
Hurt anybody.
Tair people's clothes.

Age 10: Nil.

Age 11:
To harm people.
Ill treat other people.
Hurt anyone on purpose.
Whip.
Lash a stick around any boy
or girl.
Fight.
Fighting.

Age 11: Nil.

Age 12:
Hit a child littler than
yourself.
They can fight.

Age 12:
Hit a lady.

Age 13:
Assalt anyone.

Age 12: Nil.
Age 13: Nil.

Age 14: Nil.
To give a small child a
thrashing.

Age 14:
To give a small child a
thrashing.

TYPE "A" SCHOOLS—ctd.

Boys.

Girls.

Cruelty to Animals.

Age 8:
To kill a horse.

Age 8: Nil.

Age 9:
Killing bees.
To kill a dog or a cat.
Cruel to animals.
Be cruel to animals (2).
Kick cats or dogs.

Age 9: Nil.

Age 10:
Hunt down animal.
Kick animal.
To be unkind to animals.
Be cruel to animals.
Shoot a bird.
Kill sparrows.
Drown a cat.
Kill dogs and cats.

Age 13:
Cruelty to dumb animals.
Age 10:
Hanging a cat or any other
animal.
Be cruel to animals.
Throwing stones at dumb
animals.
Be cruel to anything or
anybody.

Age 11:
To be cruel to dumb animals.
Hurt dumb animals.
Hit dumb animals.
Catch birds and kill them.
Kill sheep.
Hurt dome animals.

Age 14:
Age 11: Nil.

Age 12:
To hurt dumb animals.
Whip a dumb animal.
Being cruel to dumb animals.
Poke out a dog's eyes if he
did not do his work.
Throw a cat into a river.
Tease a dumb animal.
Hit a helpless creature.

Age 12: Nil.

Be cruel.
Tell fibs.
Give check.

TYPE "A" SCHOOLS—ctd.

Boys.

Girls.

Cruelty to Animals—ctd.

Age 12--ctd.

I think the wickedest things
 you could do is to hearting
 animals.

I think the wickedest is to hit dumb
 animals when they cant withstand that
 if you are sening to wehter to hurt
 the animals.

Boys going to the skating rink
 when they are told to go to

Age 13: pictures are wicked.

Cruelty to animals.
 Treat dumb animals cruelly.
 Whip dumb animals.
 Harm dumb animals.
 Kill an insect.

Disobey.
 To tell untruths.
 Lies.
 Blame other people.
 Be naughty.
 Run away.

Age 14: selfish.

Hurt an animal that does not
 if interfere with you. are
 under eighteen.

Put your finger to your nose.
 Put your tongue Home Offences.

Age 8:

To run away from offence.
 Disobey orders.
 Be naughty.

Age 9: self.

Mess around with anything
 if you are not to.
 Tell lies (9).
 Bad tempered at anyone.
 I think the worst things are
 hitting children.
 Frightening you are told
 Being naughty to your mother.
 Waste food while father is
 out of work.
 Be cruel.
 Tell fibs.
 Give cheek.

Age 10:

Tell lies (4).
 Answer back.
 Fight.

Age 13:

Cruelty to dumb animals.
 Cruelty to animals.
 Being cruel to all dumb
 creatures.
 Be cruel to animals.
 Throwing stones at dumb
 animals.
 Be cruel to anything or
 anybody.

Age 14:

I'll treat animals.

Age 8: Nil.

Age 11:

Fight.

Cruelty.

Age 9: Nil.

Being deceitful.

Tell lies (8).

Not doing what your mother
 tells.

Show no respect to parents.

TYPE "A" SCHOOLS--ctd.

Boys.

Girls.

Home Offences--ctd.

Age 10:

Telling lies(4).

Spits.

Smoke (6).

Tell lies (7).

Be cruel, bad tempered.

I think boys disobeying their mother are wicked.

Boys going to the skating rink when they are told to go to the pictures are wicked.

Be naughty.

Tell people to shut up.

Not truthful (2).

Quarrel.

Tell a lie (2).

Disobey.

To tell untruths.

Lies.

Blame other people.

Be naughty.

Run away.

To be selfish.

Liar.

If you smoke when you are under eighteen.

Put your finger to your nose.

Put your tongue out.

Age 11:

Disobey orders.

Be naughty.

Be cruel.

To tell lies (8).

Lie.

Disobey.

To point a gun at anyone.

Smoke (4).

Not tell the truth.

Go somewhere you are told

not to go

Point a gun.

Age 10:

Tell lies (4).

Answer back.

Fight.

Lying.

Age 11:

Tell lies (5).

Run away from home.

Listen to your parents

advice.

Cruelty (2).

Hit small children.

Age 13:

To deceive your mother or father or anybody.

Tell lies (2).

Cruelty.

Hate anyone.

Lie.

Cruelty.

To be dishonourable.

Lying.

Hating anything.

To hate people.

Do not be jealous of anyone.

To talk about a thing.

Age 11:

Fight.

Cruelty.

Lie.

Being deceitful.

Tell lies (3).

Not doing what your mother tells.

Show no respect to parents.

Age 14:

Tell lies.

Fight

Cruelty.

TYPE "A" SCHOOLS—ctd.

Boys.

Girls.

Home Offences—ctd.

Age 12:

Little boys to smoke because
they get cancer.

A lie.

Tell lies (5).

Breaking your promise.

Smoke (3).

Tell a falsehood.

Be dishonest.

Smoking under age.

Tell a lie.

Being cruel.

Disobey (2).

Be untruefull.

People can tell lies.

Age 12:

To tell a liler.

Temper.

Dislike.

Argue.

Fight.

Tell lies (5).

Run away from home.

Not listen to your parents

advice.

Cruelty (2).

Hit small children.

Age 13:

Tell liars.

Smoke.

Lie (5).

Run away.

Tell a lie.

Answer back.

Telling lies.

To smoke boys under six-
teen.

Tell lies about one another.

Running away from home.

To disobey.

Give cheek.

To smoke at a young age.

Not to do as you are told.

Ill treat their children.

Neglect childrens duties.

Tell a lie to your mother.

Break a promise.

Use bad language at your
mother.

Age 13:

To deceive your mother or father
or anybody.

Tell lies (2).

Krueilty.

Hate anyone.

Lie.

Cruelty.

To be dishounerable.

Bullying.

Wasting anything.

To hate people.

Do not be jealous of anyone.

To tell lies about a thing.

Lying.

Answer back.

Being cruel to human beings
without reason.

Age 14:

Lie.

To smoke when you are little.

Age 14:

Tell lies.

Fight

Cruelty.

TYPE "A" SCHOOLS—ctd.

Boys.

Girls.

Home Offences—ctd.

Age 13:

Foul a person.

To cheat (3).

Not play.

Crib.

Playing truant.

Bully young children.

Not play the game in school

and in business.

Never cheat.

Take your mate's things in

Age 8: school.

To stay away from school
and to play the wag.

Age 14: Nil.

Age 9:

Give cheek to your teacher.

Age 14—ctd.

To do wrongful things.

To give a small child a
thrashing.

Being jealous.

To hate their friends.

Hate their parents.

School Offences.

Age 8: Nil.

Age 14:

Age 9: at.

Cheat.

Street Offences.

Age 10:

Write on desks.

To destroy the school books.

Cheat.

Waist paper.

Swearing at teacher.

Break a window.

Throw stones.

Age 11: with the engine of a

To cheat. car.

Copy off someone else. anyone

Truant. to break a window.

Play the wag from school (2).

Play the wag (2).

Eat in school.

Talk in school.

Cheat in games you are

to playing. ones at anyone or

to break windows.

Age 12: windows of a shop

To cheat (4). eat.

To turn upon your mate. (2).

Unfair fighting. a door.

Truant. in doors.

Play the wag from school.

Age 10:

Be a coward.

To disobey the rules.

Cheat.

Play truant.

Swear at teacher.

Age 11:

Chet.

Turn against you.

To cheat.

Break rules.

Age 10: Nil.

Age 12:

Cheat.

TYPE "A" SCHOOLS → ctd.

Boys.

Girls.

School Offences—ctd.

Age 13:

Foul a person. (2).
 To cheat (3). at anyone else.
 Not play.
 Crib.
 Playing truant.
 Bully young children.
 Not play the game in school
 and in business.
 Never cheat.
 Take your mate's things in
 school.
 Betray a friend.

Age 13: Nil.

Cheat.

Age 12:

Break bottles.

Age 13: Nil.

Age 14: Nil.

Speech Offences.

Age 14: Nil.

Age 14:

Cheat.

Street Offences.

Age 8:

Break a window.

Age 8: Nil.

Age 9:

Break a window.

Throw stones.

Play with the engine of a
motor car.To throw a stone at anyone
and to break a window.

Age 10:

Throw stones.

Thron stons.

To throw stones at anyone or
to break windows.Broking windows of a shops
in the street.

Throw stones at people (2).

Knock at people's door.

Break windows.

Age 9: Nil.

Age 10:

Swear (10).

Swear at teacher.

Swear very hard.

Age 10: Nil.

TYPE "A" SCHOOLS—ctd.

Boys.

Girls.

Street Offences—ctd.

Age 11:
Break windows (2).
Throw bricks at anyone else.

Age 11: Nil.

Age 12: Nil.

Age 12:
Break bottles.

Age 13: Nil.

Age 13: Nil.

Age 14: Nil.

Age 14: Nil.

Speech Offences.

Age 8:
I think the wickedest thing
is to sware.

Age 8: Nil.

Age 9:
The wickedest thing is swere.
Swere.
Sware (2).
Swear (10).
Swearing.
I think that swearing is.
Slander.

Age 9:
Swear (2).

Age 10:
Swearing (10).
To say wicked things about
you.
Speak about people.
Swear (22).
Swearing.
If you swear.
Curse.
Boys who swear are wicked.
Use bad words.
Swear at mother or father.

Age 10:
Swear (10).
Swear at teacher.
Swear very hard.

Age 8: Nil.

Age 9:
Rude things.

TYPE "A" SCHOOLS—ctd.

Boys.

Girls.

Speech Offences—ctd.

Age 11:

To swear (17).
To use slang.
To say bad words.
Talk of others.
Use bad words.

Age 11:

Age 12:

Swear (19).
To talk about each other.
Swearing.
Swear.

Age 12:

Age 13:

Swearing.
Swear (10).
Saying things against other people.
Swearing (3).
Not to swear.
To tell lies about one another.
To swear at anybody.
Swearing at anyone.
Curse.

Age 14:

Swear.
Swear.
To swear at people.

Age 11:

To swear (6).
Swear.
To swear very badly.

Age 11:

Age 12:

Swear (7).
Use obson lagwich.

Age 12:

Age 13:

Go about swearing.
Swear (4).
Use bad language.
Swearing.

Age 13: Nil.

Age 14:

Missing conducting.
Being rude.

Age 14:

Swear.
Swearing.
Swear.

Age 14: Nil.

Sex Offences.

Age 8: Nil.

Age 8: Nil.

Age 9.

Rude.

To steal things.
Rob people.
To steal (3).
Be a thief.
Rob houses.

Age 9.

Rude things.

Rob from people in the street.
Steal (3).
A thief.
Burglar.

TYPE "A" SCHOOLS—ctd.
 TYPE "A" SCHOOLS—ctd.

Boys.

Girls.

Boys.

Girls.

Sex Offences—ctd.

Age 9—ctd.

Age 10:
 Doing dirty things.
 Be rude (3).
 Do rude things (2).

Age 10:
 To do rude things.
 Rude.

Age 11:
 To be rude (2).

Age 11:
 To be rude or cheeky to
 anyone.
 To kidnap anyone and be
 rude to them.

Age 12:
 Get married.
 Being rude.
 Be rude.
 Rude things.

Age 12:
 Misconducting.
 To go away and desert his
 wife with another woman.
 Rude.

Age 13:
 Do dirty things.

Age 13: Nil.

Age 14: Nil.

Age 14:
 Missing conducting.
 Being rude.

Theft Offences.

Age 8:
 I think the wicked things anyone
 could do is to steal.
 To steal.
 The wickedest thing anyone could
 do is burgluring.
 Stealing.

Age 8: Nil.

Age 9:
 To steal things.
 Robs people.
 To steal (3).
 Be a thief.
 Robs houses.

Age 9:
 Rob from people in the
 street.
 Steal (3).
 A thief.
 Burgalar.

TYPE "A" SCHOOLS—ctd.

Boys.

Girls.

Theft Offences—ctd.

Age 9—ctd.

Steal (6). anybody while not.

Steal some money.

Stealing.

Steel (3).

Thieve. from a poor person.

Rob. money from your mother

or father.

Age 10: of a blind man.

Thieving.

Steal valuables.

To steal money from people

who have been good to you.

I think steelen.

Steal money.

To steel. thief.

Be a thief and take money.

Steling (3). in break in a shop

Stealing (2). something.

I think boys who raid orchyards

are wicked.

Steal (5). other people's goods.

Steal things (2).

Break into a shop. (2).

Rob (2). money from home.

Steal any money that does not

belong to you.

Thief (2). anything.

Theft. ing.

Steal when not looking.

Age 11: money out of your mo-

To go and steal. your father

To steal.

To steal things.

Shoplift.

Steal (10).

Thieving is one of the worst

things you can do.

Steal your neighbour's things.

Steal.

Thieve other people's things.

Rob people of their money.

Break into shops and theif.

Thieve. t.

Steel.

Steal.

Stealing.

Age 12:

Thieve.

Steal (9).

Take things that dont belong

to you.

Steal money.

Take things.

Theft.

Age 10:

Steal (8).

Stealing (2).

Creep and thief. poor people.

Thieve. one money.

Age 13:

To steal is one of the

worst things anyone

could do.

Stealing of those that are

poor than others.

Thieving (3).

Stealing (5).

Steal (5).

To rob.

Age 11: anybody elses money,

Thief.

Steel (4).

Take money of people.

Sell.

Theft.

Steal from a poor man.

Stealing (2).

Thieve.

Take things that dont belong

to you.

Steal things (2).

Steal (9).

TYPE "A" SCHOOLS ctd.

Boys.

Girls.

Theft Offences—ctd.

Age 12:

Steal off anybody while not looking.

Steal (3).

Thief (2).

Stealing from a poor person.

Steal money from your mother or father.

Steal of a blind man.

Steal (9).

Stealing.

Steal a poor person's money.

Theiving.

Thieve.

Thieve money.

To be a thief.

People can steal.

I think a man break in a shop and steal something.

Age 13:

Stealing other people's goods.

Steal (5).

To steal anything (2).

To take money from home.

Thieving.

Stealing money.

To steal anything.

Stealing.

Steal when not looking.

To take money out of your mother purse or your father pocket.

Threth.

Rob.

Thieving.

Stealing anything.

To thieve.

Age 14:

Take your mate's things in school.

To steal anything.

Shoplift. Steel. Steal.

Age 12:

Thieve.

Steal (9).

Take things that dont belong to you.

Steal money.

Take things.

Theft.

Stealing.

Theifing.

Thieving.

Take money from poor people.

Steal some money.

Age 13: Nil.

Age 14: Nil.

Age 13:

To steal is one of the worst things anyone could do.

Stealing of those that are poor than others.

Thieving (3).

Stealing (5).

Steal (5).

To rob.

Take anybody elses money, things.

Theft.

Robbery.

Age 12: Nil.

Age 14:

Theiving.

Steal.

Age 14: Nil.

TYPE "A" SCHOOLS—ctd.

Boys.

Girls.

Swindling.

Age 8: Nil.

Age 8: Nil.

Age 9:

Age 9: Nil.

Cheat people.

Age 10: Nil.

Age 10: Nil.

Age 11: Nil.

Age 11: Nil.

Age 12:

Age 12: Nil.

Swindle.

Swindle anyone.

Age 13:

Age 13: Nil.

Forgery.

Age 14: Nil.

Age 14: Nil.

Arson.

Age 8:

Age 8: Nil.

To play with matches.

Age 9:

Age 9: Nil.

Set fire.

Burn a house.

Age 10:

Age 10: Nil

Lighting fires.

Set a building on fire.

Burn a house knowingly.

Age 11:

Age 11: Nil.

Set a house on fire.

Age 12:

Age 12: Nil.

Light fires.

They can set fire to houses

Age 13: Nil.

Age 13:

To set a house on with any-
one in it.

Age 14: Nil.

Age 14: Nil.

TYPE "A" SCHOOLS—ctd.

Boys.

Girls.

Malicious Damage.

Age 8: Nil.

Age 8: Nil.

Age 9: Nil.

Age 9: Nil.

Age 10: Nil.

Age 10: Nil.

Smash other people's things.

Age 11: Nil.

Age 11: Nil.

Age 12: Nil.

Age 12: Nil.

Age 13: Nil.

Age 13:

Age 14:

Picking flowers then throw-
ing them away.

I think the wickedest thing
anyone could do is murder

Age 14: Nil.

Age 14: Nil.

then break in
shop windows and steal
things and shoot

Religious Offences.

Age 8: Nil.

Age 8: Nil.

Age 9: Nil.

Age 9: Nil.

Say things about good priest.

Age 10:

Age 10:

Worship idols.

Not believe in God.

To disobey God's commandments.

To take God's name in vain.

Age 11:

Age 11:

Say things about good priest.

To be a heathen.

Age 12: Nil.

To commit a sin.

Age 13: Nil.

To disbelieve in our Jesus

Age 14: Nil.

Christ.

Age 15: Nil.

Mock the Lord's name.

Age 16: Nil.

Mock the Lord's name.

Age 17: Nil.

Mock the Lord's name.

Age 18: Nil.

Mock the Lord's name.

Age 19: Nil.

Mock the Lord's name.

Age 20: Nil.

Mock the Lord's name.

Age 21: Nil.

Mock the Lord's name.

Age 22: Nil.

Mock the Lord's name.

Age 23: Nil.

Mock the Lord's name.

Age 24: Nil.

Mock the Lord's name.

Age 25: Nil.

Mock the Lord's name.

Age 26: Nil.

Mock the Lord's name.

Age 27: Nil.

Mock the Lord's name.

Age 28: Nil.

Mock the Lord's name.

Age 29: Nil.

Mock the Lord's name.

Age 30: Nil.

Mock the Lord's name.

TYPE "A" SCHOOLS—ctd.

Boys.

Girls.

Adventure.

Age 8: Nil.

Age 8: Nil.

Age 9:

Age 9: Nil.

Gamble cards for money.

Have pistols.

Sink ships.

Do a highway robbery.

Assinnate.

Make forged notes.

Kidnap (2).

Put spells on you.

Age 10:

Age 10:

I think the wickedest thing
anyone could are murder
people and then break in
shop windows and steal
things and shoot the man.

Hold up traffic and take
their money
Being hung with people
watching.
Take children away.

Gamble (6).

Smoke opium.

Smuggle.

To push a boy into a pond.

Be a crook.

Age 11:

Age 11:

To blackmail anybody.

Gamble (2).

Drink fire water (2).

Betting.

Gamble.
To kidnap anyone (and be
rude to them).

Age 12:

Age 12:

Blackmail (2).

Listen to an important speech
on the quiet.

To charge a man with murder in
which he has not done.

Torpedo any passenger ship that
is helpless.

Make money false.

Marking on a boat.

Play cards.

Gamble.

They can gamble.

Hold up cars.

Crimes (2).

Age 13:

Gamble.

Card parties.

Age 14:

To accuse anyone for theft

they are not sure of in
public.

Crimes.

TYPE "A" SCHOOLS--ctd.

Boys.

Girls.

Age 8: Nil.

Adventure—ctd. 8: Nil.

Age 13:

Knock a man out and then
throw him into the sea
to drown.

Turn traitor.

Pass bad money.

Kidnapping. Drink bare.

Smuggling. Getting drunk.

Pass bad coins over shop counters. Drink beer.

Start a revolution. drunk.

To take a boy girl or woman.

Impersonate other people.

Assault a policeman.

Age 14:

things that will make
Blackmail. or will do anyone

harm.

Age 11: Drink alcohol. Drink beer (4).

Age 12: Drink fire water. Conventional.

Age 8:

Breaking the law. Drink (4).

Age 9: Drink alcohol.

Age 9: an drink beer.

To not be true to your country.

Being intoxicated.

Age 10: beer whisky.

Do what things not writ.

Go to jail.

Treason.

Age 11: whisky. Drink.

Not to be honest and true.

Drinking beer and ect.

Drinking intoxicating liquor.

Age 12:

A crime.

Take someone else's name.

Bear no ill will. Conception.

Age 13: Nil.

Forgery.

Age 14: Sloth. Nil.

Age 13:

To kidnap. whisky or wine

Be a gangster.

Be a pickpocket.

Be an imposter.

Age 14: Blackmail.

Drink.

Be drunk.

ink beer.

Age 11:

Age 14: eer.

Gamble (2).

Drink heavily.

Age 8: Nil.

Drink beer. Drink beer.

Drink (2). To drink.

Age 9: Nil. drink.

Be cruel while under intoxicating liquors.

Age 10: drunk and speak about

Being put into prison.

Crimes. Intoxicating liquor

Age 13: Nil.

Age 11:

To go against the law of a country.

Crime (2).

Age 12:

Gamble. evilly.

Card parties.

Age 13: Nil.

To accuse anyone for theft
they are not sure of in
public.

Crimes.

TYPE "A" SCHOOLS—ctd.

Boys.	<u>Drink.</u>	Girls.
Age 8: Nil.		Age 8: Nil.
Age 9: Drink beer brandy or wine. Drink beer. Drink spirit. Get drunk.		Age 9: Drink beer, whisky or wine
Age 10: Drink beer. Drink bare. Get drunk. Getting drunk. Drink (2). Drink whisky. To drink. To get drunk. If you drink. Drinking liquor. Drink toxacating drinks (2).		Age 10: Drink. Be drunk. Drink beer.
Age 11: To drink things that will make you drunk or will do anyone harm. Drink alcohol. Drink beer (4). Drink fire water. Drink (4).		Age 11: Drink beer. Drink. Drink heavily.
Age 12: Drink heavily. Drink (4). Drink alcohol. They can drink beer. Drink a amount of beer. Being intoxicated. Drink beer whisky. Drink beer (2).		Age 12: Drink beer. Drink bear. Drink (2). To drink. To get us to drink. Be cruel while under intox- icating liquors. To get drunk and speak about private officers. To drink intoxicating liquor
Age 13: Drink whisky. Drink. Get drunk (2). Drinking beer and ect. Drinking intoxicating liquor.		Age 13: Nil. If people are given money to go and by food for the child- ren and themselves and they
Age 14: Drink.		Age 14: Drink heavily.
<u>High Conception.</u>		
Age 8: Nil.		Age 8: Nil.
Age 9: Nil.		Age 9: Nil.
Age 14: Nil.		Age 14: Nil.

TYPE "C" SCHOOLS.

TYPE "A" SCHOOLS--ctd.

Boys.

Girls.

Boys.

Girls.

High Conception.

Age 8: Nil.

Age 8: Nil.

Age 9: Nil.

Age 9: Nil.

Age 10:

Age 10: Nil.

Waste food or money.

Not to help poor.

Not to give work to unemployed.

Age 11:

Age 11:

To hurt defenceless people.

To drive a motor car when
you can't afford it.

Endanger other people's lives.

Get anyone else into trouble.

To charge a man with murder
which he has not done.

Age 12:

Age 12:

Hurt anyone who is helpless.

To see anyone poor and hungry
and not to help them if it
is your power to.To steal and put the blame
on another person.Spend all your money not help
your wife or your children?
don't get enough food or
clothes.

Age 13:

Age 13:

Don't bother with the thirsty,
starving, sickness of other
people.If there is a person who has
got no money or food and
people won't help them, that
is very wicked.

Lay the blame on another person.

If people are given money to
go and buy food for the chil-
dren and themselves and they
go and spend it in a hotel,
that is very wicked.Blame other people for what
they haven't done.Picking flowers then throwing
them away.To put a person who is out of
work onto the street.

Age 14: Nil.

Age 14: Nil.

TYPE "C" SCHOOLS.

Boys.

Girls.

Murder.

Age 8:

Strike on the head with an iron bar.
 To give you poison.
 Murder a person in the street.
 Bury a person alive under the earth and let them suffocate and then die.
 Suffocate a sleeping person.
 Hit someone on the head.
 Murder (5). To kill you.
 Kill anybody. To shoot you.
 Murder anybody. Kill (6).
 Kill somebody. Shoot (2).
 Commit a murder. Hang (3).
 Bury people alive. Cill.
 Berry children. Berry alive.
 Commit suicide. Get hung.
 Commit a murder. Strangle.
 To drown you. Get hung.
 Hang people. Kill people.
 Poison people. Club people.
 Cill a man. Murder.
 Murder. Meder.

Age 9:

To shoot anyone. Shoot you.
 Run over you. Murder (6).
 Kill in any way. Kill people.
 Murder anybody. Shoot.
 To hang people. Cill a man.
 Kill somebody. Run over you.
 To murder police.
 To shoot people (2).
 Strike you with a pick.
 Buried a live.

Age 10:

To bury somebody alive.
 To hang anybody alive.
 Kill a person (2).
 To kill somebody (2).
 Kill yourself.
 Commit murder.
 Kill someone.
 Manslaughter. Suicide.
 Murder (2). Kill.

Age 8:

Kill a person.
 Kill (2).
 Murder anyone.
 Murder.
 Kill other people.
 Shoot (2).
 Shoot anyone.
 Murdering people.
 Drowning people.
 Murder anybody (3).
 Kill someone (2).
 Murder people. Shoot (5).
 Commit suicide. Murder (4).
 Hang anybody. Poison (2).
 Commit murder. Kill (2).
 Hang someone. Murdering.
 Shoot someone.

Age 12:

Commit murder.
 Kill.
 Murder (2).
 Murdering.
 To kill.

Age 9:

Murder anybody (2).
 Bury anybody alive.
 Hit anyone on the head.
 Drowning people. Murder.
 Drown a person. Kill (3).
 Shoot anybody. Murder (4).
 Kill anybody. Kill people.
 Murder by torture any living person.
 Murder people (2).
 Murder a person. Poison.
 Hang people.

Age 10:

Shoot somebody.
 Killing anybody.
 Murder anybody (2).
 Hanging people who have not committed a crime.
 Murder people. Murder (8).
 Hang people. Murder.
 Kill people. Kill (2).
 Poisoning. Killing.

TYPE "C" SCHOOLS—ctd.

Boys.

Murder—ctd.

Age 11:

To make a person drink poison.
 Murder another person.
 Commit a murder or a great
 crime.
 To hold somebody under sea
 water until their dead.
 To commit suicide. Kill you.
 To murder someone. Kill.
 Murder anyone. Suicide.
 To murder (4). Murdering.
 To stab somebody.

Age 12: Nil.

Age 13: Nil.

Age 12:

Murder anybody (2).
 To kill a boy.
 To commit a murder.
 Murdering anyone.
 Drown a person wrapped in a
 blanket.
 Shoot a person who does not
 deserve to be shot.
 Murder (5). Drown.

Age 13:

Murder (2).
 To shoot a person.
 Murdering people.

Age 10:

To torture somebody.
 To starve somebody.
 To crucify somebody.
 To bury somebody alive.

Hold someone under water Mutilation.

Age 8:

To put your eyes out.
 Get cut with a saw.
 Cut people's heads off.
 Break people's backs.
 Stab. Scalp. under sea water
 until their dead.

Girls.

Age 11:

To kill anybody else pur-
 posely (3).
 Hang anyone else.
 Knock them on the head.
 Murder in any way at all.
 Murdering people.
 Drowning people.
 Murder anybody (3).
 Kill someone (2).
 Murder people. Shoot (5).
 Commit suicide. Murder (4).
 Hang anybody. Poison (2).
 Commit murder. Kill (2).
 Hang someone. Murdering.
 Shoot someone.

Age 12: Stab people.

Commit murder. Stab them in
 Kill. back.
 Murder. (2).
 Murdering
 To kill.
 To kill or murder any person.

Age 13:

To murder in any way.
 Commit murder and suicide.
 Murder by torture any liv-
 ing person.
 Murder people (2).
 Murder a person. Poison.
 Murder (2). Hang people.

Age 8: Nil.

Age 11:

Burning people. Tougher.
 VICTORIA UNIVERSITY OF
 WELLINGTON LIBRARY.
 Make people starve.
 Torture unmercifully.

TYPE "C" SCHOOLS—ctd.

Boys.

Girls.

Mutilation--ctd.

Age 9:

Strike you with a pick.

Stab him.

Dag.

Age 10: Nil.

Age 12:

Age 11:

To stun somebody.

Age 12: Nil.

Age 13: Nil.

Age 8:

Throw sand and blind anybody.

Shout and make a din and deafen

Age 9: anybody.

Age 8:

Twist their arm round.

Bury people alive.

To berry alive.

Age 9:

Burried alive.

Age 10:

To torture somebody.

To starve somebody.

To crusify somebody.

To bury somebody alive.

Hold someone under water until
they are dead.

To starve.

Age 11:

Torture (2). Starve.

Burn people.

To hold somebody under sea water
until their dead.

Age 9:

Cut a head off.

Hit anybody on the head.

Stab.

Age 10:

Hit people in the eye with
a sharp stone.

Age 11:

Knock them on the head.

Age 12: Nil.

Age 13:

Stab people.

Cut their throats.

Walk up and stab them in
the back.Torture.

Age 8: Nil.

Age 9:

Bury anybody alive.

Starve people.

Age 10: Nil.

Hit anybody on the head.

Hurt somebody.

Fight (3). Hurt them.

Age 10:

Kick any visitor.

Punch people in the stomach.

Pinch anyone.

Pinch anyone. Pinch.

Age 11:

Burning people. Tougher.

Starving people.

Scalding people.

Make people starve.

Torture unmercifully.

TYPE "C" SCHOOLS—ctd.

Boys.

Girls.

Torture—ctd.

Age 11—ctd.:

To shut a person up in a room
where there's no window no light
and no air.

When a person is a sleep to poor
benzeen over them and catch them
alite.

Age 12:

Freeze anybody. Torture.
Burn anybody. Torurore.
Starve other people.

Age 13: Nil.

Age 12: Nil.

Age 13:

To murder by torture any
living person.

Minor Offences.

Age 8:

Throw sand and blind anybody.
Shout and make a din and deafen
anybody.

Scratch (2). Bite (2). Strap.
Fight (2). Keking. Hit.
Pull hair. Scratch. Trip.

Age 9:

Fight.
Fite.

Age 11:

Hurt dumb animals.
Be cruel to dumb creatures.

Age 12:

Shoot native birds.
To bury a dog alive.

Age 10:

Punch. any animal which is a
Cick. and to man.
Kill for sport.

Age 11:

Nil. animals.

Age 8: Nil.

Age 9:

Hitting children smaller
than themselves.
To push anybody over and
hurt the nee.
Punch you under the chin.
To bang anyone on the head.
Hurt somebody.
Fight (3). Hurt them.

Age 10:

Kick any visitor.
Punch people in the stunach
Pinck anyone.
Punck anyone. Pinch.

Age 11:

Hurt people smaller than
yourself.
To hurt anyone. Smack.
Bite. Kick. Punch.

TYPE "C" SCHOOLS—ctd.

Boys.

Girls.

Minor Offences—ctd.

Age 12:

To assault a woman.
Old people.

Age 13: Nil.

Age 8:

Crool to animals.
Kill dogs. Click a dog.

Age 9:

To kill people (2).
Kill animals.

Age 10:

Disobedience.
Kick your mother.

Age 10:

Drown a animal.
Harm dumb animals.

Age 11:

Hurt dumb animals.
Be cruel to dumb creatures.

Age 12:

Shoot native birds.
To burie a dog alive.
Kill any animal which is a
friend to man.
To hert dumb animals.
Kill for sport.

Age 13:

Hurting dumb animals.

Age 12:

Hit small people.

Age 13:

Thrash any child under four.

Age 8: Nil.

Age 9:

Steal nests with young
birds in.
Be cruel to animals.
Kill rabbits or any other
animal.
Throwing stones at cows.

Age 10:

Killing birds or anmails.
Kill animals for unneces-
sary sport.
Cruel to animals.
Hurt animals. Cage birds.

Age 11:

Be cruel to dumb animals.

Age 12:

Ill treat any dumb animal.

Age 13:

Be cruel to animals.
Be cruel to dumb animals.Cruelty to Animals.

TYPE "C" SCHOOLS—ctd.

Boys.

Girls.

Home Offences.

Age 8:

To eat to much.
 To tell lies (3).
 Sit by the fire.
 Frighten people.
 To get weak. Scream.
 To get germs. Disobey.
 Be unonest. Lie.
 Pull faces. Cheek.

Age 9:

To be disobence.
 Be cruel to young children.
 Disobey against parents.
 Naughty. thful.
 Spit.

Age 10:

Disobedience. Lye.
 Kick your mother. Sneak.
 Hit your parent. Waist.
 Tell lies (3). Cruelty.
 Tell lies. Brutal.
 Disobey mother. Cheek.
 Disobey.

Age 13:

Go out a night.
 Tell a lie.

Age 11:

To thrash you.
 To lie. (2).
 Read other people's business.
 Tell lies.
 To waste any good food or
 other useful things.

Age 11:
 Be a coward.
 Copy. Cheat.

Age 8:

Not to be naughty.
 Do a thing you are told not
 to do. To obey.
 To speak wickedly to your
 mother or father. Lie back.
 Be cheeky. (2). Be cheeky.
 To smoke (2). Dishonesty.
 Interrupting. Disobey (3).

Age 9:

Hate people who have been
 kind to you. Hurt children.
 Hurt people's feelings. any-
 Be very naughty. will be
 Tell a lie (2). Be cheeky.
 Tell lies (5). Be sneaky.

Age 10:

Not tell the truth.
 Look over a person's shoul-
 der when reading.
 Throw food away when people
 are starving. Tell lies.
 To tell something that isn't
 true. Cheek.
 Tell lies to mother.
 To hate anybody. Touch.
 Deceive anybody. Point.
 Kick any visitor. Lying.
 Untruthfulness. Lie (2).
 Tell lies (3). Be cruel.
 Tell a lie. (3). Tell fibs.
 Be cheeky. Unhonesty.

School Offences.

Age 11:

To desire things that are
 not our own.
 To give anybody food and
 they throw it away. go to
 To be dishonest in any way
 such as to thief, lie,
 disobey, and drink.
 Waste in hard times.
 Tell wickeded lies.

Breaking school regulations.
 Breaking rul... Cheat (3).

TYPE "C" SCHOOLS--ctd.

Boys.

Girls.

Home Offences--ctd

Age 12:

Through stones.
Break light globes and
windows.

Age 13:

Through stones through
windows.

Age 12:

Tell a lie.
Tell lies (2).
Turning against parents.
Be untruthful.

Age 11:

To swear (3).
Swear.

Age 10:

Swear (2).
Swear.

Age 11:

Swearing.

Age 12:

Age 13: (3)
Go out a night.
Tell a lie.

Age 13:

To swear. Swearing.

Age 8:

pull up a girl's dress.
To cheat (2).
Strap.
Cheat.

Age 10:

Will.

Age 9:

Be a coward.
Copy. Cheat.

Age 11--ctd.:

To be jealous.
Being untruthful.
Cheat anybody. To enoy.
Tell untruths. Dishonesty.
To be a liar. Talk back.
Tell lies (2). Be cheaky.
To smoke (2). Dishonesty.
Interrupting. Disobey (3).

Age 12:

For parents not to put con-
fidence in their children,
so if the children do any-
thing wrong they will be
scared even to tell their
parents and have to live
in secret terror of being
found out all their lives.

Interrupt anybody.
Tell an untruthful thing.
To be dishonest.
Telling a lie. Cheeky.
Blame others. Tell lies.
Be untruthful. Dishonesty.
False speech. Cheak.

Age 13:

Not to honour your father
and mother.
Accuse a person wrongly.
Be dishonest. Enoy.
Tell lies (3). Smoke.

School Offences.

Age 8:

To talk in class.
To brake a school rule.
When they are told to go to
school and then hide and
not go.
Brake school window.

Age 9:

Breaking school regulations.
Breaking rul... Cheat (2).

TYPE "C" SCHOOLS--ctd.

Boys.

Girls. Girls.

Street Offences--ctd.Sex Offences--ctd.

Age 12:

Through stones.
Break light globes and
windows.

Age 13:

Through stones through
windows.

Age 12:

Throw stones.

To be rude.

Age 13: Nil.

Age 13: Nil.

Age 13: Nil.

Speech Offences.

Age 8:

Swear (3). Sware.
Swere.

Age 9:

To swear (2). Sweer.
Sware. Swere.

Age 10:

Swear (2). Swearing.
Sware. Swerr.

Age 11:

Swearing.

Age 12:

Swear (3).
Swearing in front of child.

Age 13:

To swear. Swearing.

Age 8:

Say rude words (2).
Say bad words.

Age 9:

Call somebody else names.
Swear. Slander.

Age 10:

Swear (2). Swearing.
Sware.

Age 11:

Swear (2).

Age 12:

Speak slang words.
Swear (2). False speech.

Age 13:

Swear.

Sex Offences.

Age 8:

A boy pull up a girl's dress.
Be rude (2). Rood.

Age 9:

Rood.

Age 10:

Nil.

Age 8:

Do rude things.

Age 9:

Nil.

Age 10:

Be rude.

TYPE "C" SCHOOLS--ctd.

Boys.

Girls.

Sex Offences--ctd.

Age 11:
Marry another wife in secret.

Age 11:
To be rude.

Age 12:
Commit adultery.

Age 12: Nil.
Steal other people's pro-

Age 13:
Commit adultery.

Age 13: Nil. Thieves.

Theft.

Age 8:
Steal a thousand pound from
an old lady.
Break into a strong room and
steal all the money in it.
To steal and robber. Steal.
To be a theife. Rob (2).
Still munny. Steal (9).
Rob a person. Steal money.

Age 8:
To steal or to robber money.
To rob anyone poor.
To steal jewels.
Take a thing. Steel.
Steal things. Rob.
Rob anybody. Get money.
Steal (5).

Age 9:
Take things away and sell them.
Steal people money.
Steal money. Rob.
Still munny. Still.
Steal (7). To steal.

Age 9:
Steal (8).
Steal money (2).
Steal things. Thieve.
Take balls. Steel.
Stealing. Rob.

Age 10:
To rob with violence.
Burgle houses.
Steal (4).
Steal things.
Robbery.
Thief.

Age 10:
To steal anything.
Rob the poor. Thiefs.
Thieving. Take.
Take money. Pinch.
Stealing (2). Steel.
Steal (5). Rob.
Robbery. Thive.

Age 11:
Take somebody's money.
To snatch people's handbags.
To rob a very poor person.
To steal from the poor.
Rob a car. Rob.
Steal (3). To steal.
Thieving. Stealing.
Robing.

Age 11:
To knock anyone on the head
and steal their money.
Steal valuable things.
Robbing people.
Stealing (2). Rob.
Thieve (2). Steal (3).

TYPE "C" SCHOOLS--ctd.

Boys.

Girls.

Theft--ctd.

Age 12:

Rob. buildings down.
Thieving. own houses.
Steal (7).

Age 12:

Rob anyone.
Stealing (2). To steal.
Steal (3). Seel.

Age 13:

Steal.
To steal.
Stealing

Age 13:

Steal other people's pro-
perty.
Steal (2). Thieve.

Swindling.

Age 8: Nil.

Age 8: Nil.

Age 9: Nil.

Age 9:

To go round begging for
money when you have a lot.

Age 10: Nil.

Age 10: Nil.

Age 11: Nil.

Age 11: Nil.

Age 12: Nil.

Age 12: Nil.

Age 13: Nil. To other pro-

Age 13: Nil.

Arson.

Age 8: To play with fire.

Age 8:

Burn a house.

Age 9:

To set fire to houses.

Age 9:

Burn people's houses down.

Age 10: Nil.

Age 10:

Set fire.
Burning down houses.

Age 11:

Burn a building.
To deliberately set a building
on fire.
Burn houses.

Age 11:

Set on fire.
Burn down house.
Put houses alight.

Not go to church.

Age 12:

Disbelieve in God.
Not believe in God.
Breaking any of the ten
Commandments.

TYPE "C" SCHOOLS--ctd.

Boys.

Girls.

Arson--ctd.

Age 12:
Burn buildings down.
Burning down houses.

Age 12:
Burning houses down.

Age 13:
To set a building afire.

Age 13: Nil. *erhead sneak.*
To find fault with your
friends.

Malicious Damage. *mean tricks.*

Age 8:
To break fences down.
To brake electric light globes.
Brake. Break.

Age 8: Nil.

Age 9: Nil.

Age 9: Nil.

Age 10: Nil.

Age 10:
Spoil other people's things

Age 11: Nil.

Age 11:
Destroy things.
Break other children's toys

Age 12:
To do any damage to other pro-
perty.

Age 12: Nil. *post on the road*
Throw stones.

Age 13:
To destroy other people's pro-
perty.

Age 13: Nil.

Religious Offences.

Age 8:
Hurt God's fellings.
Not love God.
Sin.

Age 8: Nil.
write rude things on the
pavement.
Throw stones.

Age 9:
To disobey God.
Not to believe in God.

Age 9: Nil.
Do a sinful action.
Not love Jesus.
Sin.

Age 10:
Not go to church.

Age 10:
Disbelieve in God.
Not believe in God.
Breaking any of the ten
Commandments.

TYPE "C" SCHOOLS--ctd.

Boys.

Girls.

School Offences--ctd.

Age 10:
Cheet. Bully.

Age 10:
Chetting.

Age 11:
Not to own up.
Cheat.
Be a cheat.

Age 11:
To be an underhand sneak.
To find fault with your
friends.
Play mean tricks.
Cheat (3).

Age 12:
Annoy the teacher.
Betray other people.
Cheat in all ways.

Age 12:
To strap a person who does
not deserve it.
Strapping. Cheating.
Cheat (3).

Age 13:
Annoy a teacher.

Age 13:
Play truant (2). Cheat (3)

Street Offences.

Age 8:
Jump on the back of motors.
To brake electric light globes.
Call out names to other people.
Cheeking old ladies.
Brake windows. Through stones.
Trow stones. Throw stones (6).

Age 8:
You should not brack glass.
Pull out a post on the road
Throw stones.

Age 9:
Catch hold of motor cars.
Throw stones. Play tricks.

Age 9:
Throw things.

Age 10:
Pomp a car horn.

Age 10:
Write rude things on the
pavement.
Throw stones.

Age 11:
Throw stones at a lamppost and
break the electric light globe
that is on some of them.

Age 11: Nil.

Age 11:
Snatch people's handbags.
Spy on when you do not belong
to the police service.

Age 11:
Take someone away.
Steal me from my home.
Steal sunny.

TYPE "C" SCHOOLS—ctd.

Boys.

Girls.

Religious Offences--ctd.

Age 11: ctd.
To disobey any commandment
made by God. no window no
light no air.

Age 12:
Do a sinful.
Break the commandments. d in a
blanket.

Age 13:
Using God's name in vain.

Age 11:
To be irreverend.
Not go to church (2).
To worship a wrong God.

Age 12: Nil.

Age 13:
Not to go to church.
Not to honour your father
and mother, and not to
keep the Ten Commandments
To attend church.

Adventure.

Age 8:
Break into a strong room and
steal all the money in it.
Hold up people and take their
money.
Highway robber. To get germs.
Sink a ship. Burgle.
Carry firearms. Fire a gun.
Hold up cars.
Break the law.

Age 9:
To keep slaves.
To rob car drivers.
Stow away on ships.
To break into a house
Fire a gun at any body.
Gag. Fire a gun.

Age 10:
Animal hopes in grass kill
To incest. poor people too much.
Burgle houses. at crime.
To embezzle.

Age 11:
Snatch people's handbags.
Spy on when you do not belong
To to the police service.

Age 8:
Break in houses.
Break into poor people's
houses.

Age 9:
Break into houses.
Trap. Nil.

Age 10:
Chinese pirates.
Eat men (2). signature.
Owe a lot of money.

Age 11:
Take someone away.
Steal me from my home.
Steal mummy. rine.

TYPE "C" SCHOOLS--ctd.

Boys.

Girls.

Adventure--ctd.

Age 11--ctd.:

To shut a person in up room
where theres no window no
light no air.

Age 12:

Age 12: a public newsence.

Hold people up.

To drown a person wrapped in a
blanket.

Age 13: Nil.

Age 14:

Make you drink echol.

Age 10: Nil.

Age 11: Nil.

Age 13:

To break into a house.

Age 12:

Get drunk.

To be drunk.

Age 8:

Be guilty.

Break the law.

Age 9:

Disobey the King.

Wicced. Nil. Be a coward.

Age 10:

Unjust.

Age 11: Nil.

To tax the poor people too much.

To commit a great crime.

To embezzle.

Age 12:

To brake the law.

To go against laws.

Age 11--ctd.:

To knock anyone on the head
and steal their money.

Age 12: Nil.

Age 12:

Kidnap.

Stop anyone and demand money
and valuables.

For parents not to put con-
fidence in their children
so if the children do any
thing wrong they will be
scared even to tell their
parents and have to live
in secret terror of being
found out all the rest of
their lives.

Age 13: Drink wine and get drunk.

Age 13: (2). Get drunk.

Gamble. Alcohol. Drink liquor

Age 12:

Get drunk and then com-
mitting crimes.

Age 8:

To put someone into prison
when they have done no
wrong.

Age 9: Nil.

Age 10:

To put someone into prison

Age 10: they have done no

Breaking laws.

Age 11:

Write someones signature.

Owe a lot of money.

To go round begging for

Age 12: when you have a lot.

Braking laws. feelings.

To commit a crime.

Conventional.

High Concept

TYPE "C" SCHOOLS—ctd.

Boys.

Girls.

Conventional—ctd.

Age 12—ctd.:
To be a public newsence.
Break the laws of your country.

Age 12—ctd.:
Hurt anyone who is unable to
are starving.

Age 13:
To be a public newsence.
Hurt anyone who is unable to
houses because they could-
(hit back).
a't pay their rent. Drink.
To waste any good food or other
things.

Age 13: Nil.

Age 8: Nil.

Age 8: Nil.

Age 9:
Make you drink ochol.

Age 9: Nil.

Age 10: Nil.

Age 10:
Drink liquour.

Age 11: Nil.

Age 11:
Drink wine and get drunk.
To drink (2). Get drunk.
Drink alcohol. Drink liquor

Age 12:
Get drunk.
To be drunk.

Age 12:
Getting drunk and then com-
mitting crimes.
Drinking.

Age 13: Nil.

Age 13:
Drink (3). Get drunk.

High Conceptions.

Age 8: Nil.

Age 8:
To put someone into prison
when they have done no
wrong.

Age 9: Nil.

Age 9:
If anybody has lots of money
and doesn't give any to
the poor or hospitals.
To go round begging for
money when you have aalot.
Hurt people's feelings.
Have wars.

TYPE "C" SCHOOLS--ctd.

Boys.

Girls.

High Conceptions--ctd.

Age 10:

Take any money of a man if
he has given the wrong
(change).

Age 10:

Throw food away when people
are starving.

Age 11:

To order people out of their
houses because they could-
n't pay their rent.
To waste any good food or other
useful things.

Age 11:

Hurt anyone who is unable to
(hit back).
To accuse other people of
things you did yourself.
Tease cripples or funny people.
To give people food and they
throw it away.
Owe a lot of money.

Age 12:

To run a person over in a
car and not stop to see
if he is hurt.
Blaming a thing on another person
son who nothing to do with it.

Age 12:

For parents not to put con-
fidence in their children
so if the children do any
thing wrong they will be
scared even to tell their
parents and have to live
in secret terror of being
found out all the rest of
their lives.

Age 13: Nil.

Age 13:

Accuse a person wrongly.

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