Anthropology of Modern Civilized Man.
Illustrated with Author’s Publications and Results of Work.

ARTHUR MacDONALD,
Washington, D.C.

When an author dies, some friend may give the results of his life work, regretting the unjust and shabby treatment of the author while alive. To try and avoid such a dilemma, is one of the purposes of this article, which consists in a summary of the results of a life work, which is mainly of a pioneer nature. It is the result, under great difficulties, of persistent systematic efforts. If this article shall encourage some student to devote his life to such work, or to some other chosen line with systematic persistency, it will not have been written in vain. The author expects by his simple and abstemious habits to continue his work at least twenty years longer, and trusts ere long, that some one will found the work, so that he can devote all his time to it.

In the organization of a university many years ago, one of the questions which arose was whether to class anthropology under psychology, or psychology under anthropology. Inasmuch as the psychological department of the university was the predominating one, anthropology was made a subdivision of psychology. But anthropology has long been established as a science, while psychology has not as yet produced a sufficient body of truths to be called a science in the rigid sense, though it has made great progress in application of scientific methods in its work. Like sociology, psychology is called a science by courtesy, but this does not lessen its value, for some of the most promising branches of inquiry have not yet reached the scientific status, though they are of great service to the community. Yet the older and better established subject should be the basis. The word anthropology itself is also more directly applicable to man. In fact, all branches of science that deal directly with man's body and mind should be under the head of anthropology. As the modern development of psychology has been mostly in its connection with anatomy and physiology, this brings it very close to anthropology in a fundamental way.

The anthropology of modern man, as distinguished from that of ancient, savage and prehistoric man, is very recent. A proof of this is the fact that the first scientific study ever made of a human being was that conducted upon Emile Zola by some twenty French specialists in anthropology, psychology, and medicine. This was published in 1897.

Even the word "anthropologist" in the sense of a student of mankind as it is today, is scarcely heard. It may seem strange that anthropology has been occupied so little with the study of modern man.

Whatever the reason for this, it is due time, that anthropological study be directed much more to man as he is now,

*The author has made a summary of this study in his work entitled "Juvenile Crime and Reformation," Senate Document No. 532, 60th Congress, 1st Session.
for he is directly accessible to investigation, whereas ancient and prehistoric man is much less so. It is almost an axiom of scientific method, that the better you can control the material, the more trustworthy the conclusions.

SYNTHETIC TRAINING REQUIRED

One difficulty in developing this modern phase of anthropology is the necessity of extensive preliminary post-graduate training, because not only anthropological knowledge, but medical courses and especially experience in psychophysical laboratories are required to be adequately equipped for such work; that is, a synthetic training is called for.

I appeal to university students to direct their attention especially to the scientific study of humanity. Let the university encourage students more to take up these subjects which have been so long neglected and in which there are great opportunities to aid humanity, directly through knowledge gained by first-hand study of individuals themselves.

When a student chooses for his life work, a subject in the older branches of knowledge, as physics, philosophy, philology, Greek, Latin and natural history, he finds the field somewhat well developed; but not so in more recent sociological lines of research, as anthropology, and other cognate subjects, in which there is full opportunity for mental acumen and scientific ability of the highest character, to carry out most lofty purposes.

The question may arise as to what course of study will prepare one best for such work. I would suggest the following:

1. Courses in psychology laboratory work.
2. Medical studies to the extent of anatomy, physiology, general pathology, nervous diseases and insanity, especially clinical studies.
3. A practical course in craniology in the laboratory.
4. Facility in reading modern languages.

Thus, the anthropology of modern man requires more extensive preliminary training perhaps than any other subject, for it involves the investigation of man both mentally and physically. Such students should be trained to combine and utilize cognate branches of knowledge. They should know enough of such branches to properly interpret the results obtained by specialists. As such education is relatively new and experience in it as yet limited, it is difficult to designate a preparatory course. I have myself followed the course of study just indicated, but more extensively, especially in medical lines.

NORMAL MAN CAN BE STUDIED IN PRISON

Penal and reformatory institutions are specially suited for scientific investigations on account of the uniformity of conditions which surround the inmates, as compared with the heterogeneous and variable environment of individuals living in freedom. Also, the great majority of the inmates are normal, it being their abnormal (sometimes criminal) surroundings that have brought them to such institutions. Therefore, the study of these mostly unfortunate people is mainly an investigation of normal human beings and the results of such studies will apply in general to most people. The relatively few really abnormal inmates can be distinguished from the others. It is unfortunately true that some have their abnormalities developed by long continued unscientific treatment in institutions which are supposed to exist for the improvement of mankind.

STUDY OF THE NORMAL MORE IMPORTANT THAN INVESTIGATION OF THE ABNORMAL

While the author has given much attention to the abnormal, yet one of his earliest and most extensive investigations was that of the Washington school

---

"See "Man and Abnormal Man" (by author), Senate Document 187, 58th Congress, 3rd Session, page 227."
children. He also has made numerous studies of the normal in colleges and other educational institutions. Also in the study of penal and reformatory institutions the inquiry concerns the normal mainly, since about three-fourths of the inmates are normal, it being their environment, which was abnormal. Moreover, the methods of study are the same both for the normal and the abnormal; the study of either one assists in the study of the other.

Within past years, the author has turned his attention almost wholly to the normal, especially persons of ability, talent or genius. While the investigation of the abnormal, so-called, has its great value, the study of the normal, especially the super-normal, is still more important, for it is better to understand those things which lead to success than to learn the causes of life’s failures.

LABORATORIES FOR HUMANITY

As institutions for the abnormal and unfortunate classes are supported by public funds, there is no reason why they should not be utilized for humanitarian scientific study, the main object of which is not only to improve prison discipline and prepare the inmates to be better citizens, but to prevent others from going wrong by knowledge gained through the direct study of the individuals themselves. Thus, one function of these institutions will be that of humanitarian laboratories for the good of the community.

A large number of laboratories have been established, most of which are in the universities. But the plan of these laboratories is mainly for pedagogical purposes. The research work is generally done by students desiring to prepare theses for their doctorates. While many of these are very valuable, a university could hardly extend such work to large numbers of individuals, for to gather the facts, compute and tabulate the results, would involve clerical duties and other work not undertaken by universities. Experiments in the university are generally confined to small numbers of persons, who are a special class, so that it is doubtful whether conclusions obtained can always be applied to people in general.

The main object of a university is to prepare men for work, not to carry on their work. There is need, then, for a laboratory different from those in our universities—that is, one not pedagogical, but sociological and practical, and of more utility to society directly.

HISTORY A LABORATORY

From the anthropological point of view, history can be looked upon as a laboratory for the purpose of the study of humanity with a view of understanding it better and assisting in its progress.

In the past, anthropology has concerned itself mainly with savage and pre-historic man, but it is due time that it take up the more important and much more difficult subject of civilized man, not only as an individual, but as an organization, or nation, or group of nations. It is true that other departments of knowledge, like history and politics, have pursued these fields, but unfortunately not always in the scientific sense. To use an ancient pun, it is his-<story,}


Scots and Scottish Influence in Congress, to be published in the Scotch Encyclopaedia, New York City.

A mention of the United States Senate, by the writer (published in Spanish), under the title of "Estudio del Senado de los Estados Unidos de America" in Revista Argentina de Ciencias Politicas, 21 de Enero de 1915. Buenos Aires, 1918.
rather than all the facts. Anthropology in this new field should seek to establish only those truths which can be based upon facts. There are doubtless many very important truths which cannot be established by scientific methods, but they perhaps can be better treated in psychology, politics, ethics, philosophy and theology.

WAR A SOCIOLOGICAL MONSTROSITY

War is like the shaking of the tree in the hurricane; everything falls down—fruit, good, bad and rotten—dead limbs and worms—all is stripped off—the social organism is shaken to its very foundation and rent asunder—all things are laid bare—human nature yields itself up.

From the anthropological standpoint, war is not only abnormal, but a sociological monstrosity, belonging under the head of teratology, a science which treats of monsters. The monstrosity consists in militarism and navalism, driving out humanity. War is probably an anthropological necessity, and if the present war had not come now, it would have probably started later, and have been still more terrible.

One of the objects of anthropology is to lessen war by knowledge gained through study of causes, and just as the spread of education and knowledge gradually liberated the intellect, so as to undermine the ideas upon which religious wars were based and forever thwarted, so a similar process of enlightenment may be necessary to cause political wars to cease.¹

ANTHROPOLOGY USEFUL TO EVERYONE

As a further illustration of the benefit from anthropological study, is the extensive use of the Bertillon measurements and finger-print systems, which might be mentioned. As soon as false and morbid sentimentality can be dispelled, and the absolutely impersonal nature of anthropological inquiry understood, these and other systems of identification can be made of practical value to all people. For instance, banks, life insurance and other institutions could establish personal identity easier and better. There would also be fewer soldiers and citizens with nameless graves.

No one should fear a law-compelling and adequate record of all persons. If one be conscious of some weakness which might cause him to go wrong, the feeling that his identity is fully recorded will have a salutary effect. In short, the more thoroughly anthropological methods are utilized for the study of mankind, the better.

To make the investigation of man more accurate, the time may come when many and eventually all persons will be willing to be examined by responsible and official experts, and after death dedicate their bodies to the study of humanity. If one had before him the anthropological history of his ancestors one, two or three generations back, giving in each case the height, weight, lung capacity, color of hair and eyes, cephalic index, measurement of pain and other sensibilities, mental ability and moral status, trade or profession, different diseases from childhood up and age at death! If these and other data concerning our ancestors were accessible, we might then be able to really know and understand ourselves, and as a result live more rational, successful and happy lives.

If necessary, stringent laws could be made against any misuse of the records. The eventual benefit to mankind of such facts would be inestimable. It would remove the stigma of our ignorance of human beings as contrasted with our more accurate knowledge of animals.

DIFFERENCE BETWEEN NORMAL AND ABNORMAL MAN

The fundamental conception of the abnormal is excess of the normal. When

¹See article (by the author) entitled "Suggestions of the Peace Treaty of Westphalia (1648) for the Peace Conference in France published in Journal of Education, Boston, March 27, 1919, and in Open Court, April, Chicago, 1919; in Central Law Journal, St. Louis, April, 1919.
the normal acts in an unfit way, or at the wrong time or place, it may become abnormal. The abnormal is potentially in the normal and is further distinguished from the normal by unequal or less consistency. All that is pathological is abnormal, but not all that is abnormal is wrong time or place; it is normal. The great of all studies is that of man himself as he is today. A scientific investigation of man must be based primarily upon the average individual, who is the unit of the social organism.

If we are ever to have sufficient definite knowledge of living human beings that may become a science, it can only be done by the careful study of large numbers of persons.

**Results of Author’s Works Summarized**

It would take one far beyond the purpose of this article to consider the many original and varied studies of modern civilized man, which have already appeared. The author, therefore, will summarize the results of his own investigations, but will state only those conclusions which, so far as he knows, were new at the time published, and were based upon a sufficient number of cases, to be worth while mentioning. The total number of cases studied by the author is 42,375, being either investigated by him personally, or under his direct supervision. The author has also made intensive detailed studies of about twenty-five criminals, but they vary so much in age and environment that no general conclusion can be drawn. Should the reader desire to know the methods employed, the detailed conditions of experiments and nature of instruments used by the author in arriving at his conclusions, he should consult the works of the author referred to in the foot notes.

The following conclusions are divided into six sections, the first five of which concern mental ability in relation to physical, neurological and abnormal condition of children mainly, and in connec-

---

*Medical Fortnightly, St. Louis, April 15, 1919.

**Many of these cases appear in “Criminology,” New York, 1894, and in “Le Criminel-Type,” Lyon et Paris, 1895.*
tion with sociological and racial factors. Section VI refers to a relation between anthropology and disease.

I—CONCLUSIONS AS TO MENTAL ABILITY

CIRCUMFERENCE AND SHAPE OF HEAD

Head measurements are the most important of any, not only because the head encases the brain, but it also is preserved the longest after death and is a strong connecting link between modern, ancient and prehistoric man. The most important measurements of the head are its maximum length and width, which are the bases of the cephalic index. Too many psycho-physical investigations omit the cephalic index and thereby lessen greatly their scientific value.

1. The larger circumference of head in children, the greater the mental ability (21,30). Physiologists have long believed this, but it had not been shown by actual measurements upon large numbers. This also accords with the opinion of zoologists, that the larger the head in animals, the greater the intelligence.

2. Broad-headed (brachycephalic) children are mentally superior to long-headed children (dolico-cephalics) which is confirmed by the further facts that colored children are more dolicocephalic than white children, and also have less mental ability (1165).

These statements accord with the result of research in prehistoric anthropology, that brachycephaly increases as civilization increases.  

[Citations omitted for brevity]

II—MENTAL ABILITY, PHYSICAL AND SOCIAL CONDITION AND NATIONALITY

Conclusions as to mental ability in connection with physical and social conditions and nationality are summarized as follows:

1. American born children (12487) are superior in height, but inferior in weight to foreign born children (2074).

2. White children (16473) are superior to colored children (5457) in height and sitting height, but inferior in weight.

3. Children of American parentage (12487) are brighter than children of foreign or mixed parentage (1912), suggesting that mixture of nationalities may not be an advantage.

4. The lowest percentage of nervousness are found in children of foreign parentage (2074) and in colored children (5457).

5. Children of laboring classes (5890) are more nervous than children of the professional and mercantile classes (6096).

6. Chattanooga boys (239) are superior in height and weight to Washington boys (7953). This agrees with the belief that men of the Southern states are taller than men of the Northern states.

7. Girls (8520) are brighter than...
boys (7953) in their studies, but girls show more (15 per cent) average ability than boys, suggesting less variability, which, from an evolutionary point of view is not advantageous.

8. As age increases in children, brightness decreases in all studies, except drawing, manual labor and penmanship, that is in the more mechanical studies (16473).

III—Sensitivity to Pain

One of the main objects of the study of humanity is to lessen pain by knowledge gained through the study of pain itself. The following are some results of such study, gained through the use of instruments of precision. This may help toward finding the best method of lessening pain.

1. Children are more sensitive to pain before puberty than after puberty (247). Another independent investigation by the author confirming this, shows that—

2. Sensibility to pain decreases as age increases (899).

3. The left hand is more sensitive to pain than the right hand (188). This may be due to the greater use of the right hand, increasing its obtuseness or hardihood to pain, and also

4. The left temple is more sensitive to pain than the right temple (2559).

5. Girls (1083) are more sensitive to pain than boys (887), and in accord with this

6. Women (188) are more sensitive to pain than men (142). But this does not refer necessarily to endurance of pain.

7. University women (184) and men (227) are much more sensitive to pain than working men (14). These last two statements suggest the probability that sensibility to pain increases as sociological condition improves.

8. Blonds, born in summer (247) are more sensitive to pain than children born in winter (259).

Is There More Pleasure Than Pain in the World?

If all the pleasurable and all the disagreeable and painful thoughts, feelings and sensations of all the inhabitants of the world were added in separate columns, and the two results compared, this might give an approximate answer to the question as to whether there is more pleasure than pain in the world.

For the purpose only of illustration and suggestion, the author took a record of a Government clerk for one day in Washington by placing the number of his positively pleasant thoughts, feelings and sensations in one column and the number of his positively unpleasant and painful thoughts, feelings and sensations in another column, adding up these two columns of pleasant and unpleasant states of consciousness, it was found that the Government clerk experienced 521 pleasant and 158 unpleasant states of consciousness; that is to say, if the experience of this clerk be considered as a general average, there is three times as much pleasure in the world as pain.

IV—Sensitivity to Heat and Locality on the Wrists

1. Colored children (91) are much more sensitive to heat than white children (1014). This probably means that their power of discrimination is better, and not that they suffer more from heat.

2. Bright children (506) are more sensitive to heat and locality on the wrist than dull children (286), but this difference is greater in the case of heat.

3. Children, including colored children, are more sensitive to heat and locality, on the left wrist than right (1165). This may be due to greater use of right hand, causing obtuseness of feeling.

4. Girls (548) are less sensitive to heat and more sensitive to locality on the wrist than boys (526).
5. Children are more sensitive to the heat and locality on the wrist before puberty than after puberty (1074). In colored children (917) there is little difference.

6. Children of the professional and mercantile classes (583) are most sensitive to heat and locality on the skin than children of the laboring classes (252).

V—CHILDREN WITH ABNORMALITIES
1. Boys (1582) and girls (662) with abnormalities are inferior in height, sitting height, weight and circumference of head to children in general (16473).
2. Dull children (2131) are much more defective in hearing than bright children (195).
3. About 10 per cent of dull (1214), 3 per cent of average (3375) and 1½ per cent of bright boys (2899) are unruly; that is, unruliness increases with dullness.
4. Abnormalities in children (2244) are most frequent at dentition and puberty.
5. Defects of speech are three times more frequent in boys than in girls (8520).

VI—ANTHROPOLOGICAL STUDY OF DISEASES
The conclusions given below are based upon a study of 1586 college women. The professor of physical culture and the physician in charge assisted the author.

Those (445) having had no diseases are equal in strength, less in weight, but greater in height and lung capacity than those (707) who had one or more diseases, indicative that strength and weight are not necessarily signs of health.

Those (85) who had constitutional diseases were shorter in stature than those (956) who have had other diseases.

Those (54) having had typhoid fever are superior in lung capacity and strength, but inferior in weight to those (1041) having diseases in general.

The cases of infectious diseases (270) are distinctly superior in weight, lung capacity, height and strength to those (1041) with diseases in general.

Those (89) having had hereditary diseases are inferior in weight to those with diseases in general (1041).

Hereditary cases (89) are distinctly inferior in weight, lung capacity, height and strength to infectious cases (270).

Digestive cases show less weight and lung capacity, but greater height than cases in general (1041).

Cases of heart murmurs (185) have greater weight, lung capacity, height and strength than cases of diseases in general (1041).

SPECIAL POINTS TO BE NOTED IN THE STUDY OF MAN
In the scientific investigation of man as he is today, the rigidity required by the older sciences, as physics and mathematics, cannot be followed, for modern inquiry must depend much upon psychology and sociology, which, as we have seen, are not sciences in the strict sense of the word.

While, as a general rule, the probable truth of a conclusion increases with the number of cases investigated, in certain subjects where there is great regularity and uniformity, the results based upon smaller numbers may be equally probable.

The public must be cautious against applying general conclusions to individual cases, as is sometimes attempted. Thus children with a larger average circumference, but it by no means follows that James with a larger head circumference is brighter than John because John has a smaller circumference of head. For every general truth has many exceptions and we do not know which are the exceptions. If general conclusions are three-fourths true and one-fourth false, they are valuable for they indicate the direction toward which truth is pointing.

DIFFERENT KINDS OF ORIGINAL WORK
It would be too much of a digression to consider the various kinds of original
work, yet a very brief statement might be made. What is generally understood in science by "original work" is investigation of the raw material in the field itself (in situ). Thus from various physical examinations of children made by physicians, a new and original truth may be found; likewise by different mental tests of the same children new and original psychological results may be brought to light. But to analyze and combine these two kinds of truths into a psycho-physical new truth is equally original work and probably of a higher order and importance, and requires both medical and psychological knowledge with the resultant insight; that is, synthetic training is necessary. Yet in spite of the lack of such training, much good work has been done, but it might have been done much better with proper equipment.

One great danger of specialization in the study of modern man is ignorance of closely related lines, so that the narrow specialist (if we may use that term) does not understand the relation of his work to cognate subjects, that is, its setting. He is somewhat like a person who is familiar with his stateroom, but does not know where the vessel is going.

PUBLICATIONS ILLUSTRATING ANTHROPOLOGY OF MODERN MAN

The following publications of the author may serve as a practical illustration of the anthropology of modern civilized man. The works and articles are arranged in chronological order. Most all of the works have been published by the United States Senate, U. S. Bureau of Education and House of Representatives, U. S. The articles have appeared in specialist journals of this and other countries. Many of the works and articles contain bibliographies more or less extensive, and many of the conclusions are based upon statistical data.


Le Criminal-Type Dans Quasques Formes Graves de la Criminalite; Jemes Jomoroy, "the boy torturer"; Piper, "the brainer" (Relfry case Boston); "Jack, the Diper" (de Londres), Bibliographie de sexuellige' pathologique, Troisieme edition. Une volume en 8 vo, illustrat de portraits. Publié par A. Storch, Lyon, et G. Masson, Paris, 1893, 506 pages. This work is not published in English.


Emile Zola, a psycho-physical study of Zola’s personality, with illustrations; his physical and mental peculiarities, nervous system, finger imprints, morbid ideas, etc.; visual perceptions, hearing, smell, tactile sensations, perception of time, associativity of ideas, and suggestibility, character, method of work, etc.; with bibliography. Reprints (from Open Court, August, 1895, with appendix, 34 pages and "Practical Psychology," August, 1901.)

Experimental Study of Children, including anthropometrical and psycho-physical measurements of Washington school children; measurements of school children in United States and Europe; description of instruments of precision in the laboratory of the Bureau of Education; child study is the United States; and bibliography. Reprint (from Annual Report of United States Commissioner of Education for 1897-98), 325 pages, 8 vo. Washington, D. C., 1899.

Hearing on the Bill (H. R. 14708) to Establish a Laboratory For the Study of the Criminal, Pauper, and Defective Classes, treating especially of criminology with a bibliography of genius, insanity, idiocy, alcoholism, pauperism, and crime, had before the Committee on the Judiciary of the United States House of Representatives, 309 pages, 8 vo. Washington, D. C., 1902.

Senate Document No. 400 (57th Cong., 1st Sess.): A Plan for the Study of Man, with reference to bills to establish a laboratory for the study of the criminal pauper, and defective classes, treating especially of hypnotism, with a bibliography of child study, 166 pages, 8 vo. Washington, D. C., 1902.

Statistics of Crime and Insanity and other forms of abnormality in different countries of the world, in connection with bills to establish a laboratory, etc. Senate document No. 12, 58th Congress, 3rd session, 3 vo. Washington, D. C., 1903.

Man and Abnormal Man, including a study of children in connection with bills to establish laboratories under State and Federal Governments in the study of the criminal, pauper, and defective classes, with bibliographies. Senate document No. 15, 58th Congress, 3d session. 780 pages, 8 vo. Washington, D. C., 1905.

El Criminal Tipo en algunas formas graves

ANTHROPOLOGY OF MODERN CIVILIZED MAN 9
de la criminalidad. Madrid, La Espana Moderna, 170 pages, 8 vo., 1908.

Juvenile Crime and Reformation, including stigmata of degeneration, being hearings on bills to establish a laboratory, etc., before Senate Committee on Education and Labor and House Committee on the Judiciary. Senate document No. 532, 60th Congress, 1st Session, 339 pages, 8 vo., 1908.

Study of the Criminal, Pauper and Defective Classes Statement before the U. S. Senate Committee on Education and Labor. Washington, D. C., 1908, 154 pages, 8 vo.


Fundamental Peace Ideas. Reprint from Congressional Record, July 1, 1919. United States Senate. 16 pages, 8 vo.


ARTICLES IN PERIODICALS


Ethics applied to Criminology. Journal of Mental Science, London, 1891. 8 pages, 8 vo, reprint.

Criminal Aristocracy, or the maffia, medico-legal journal, New York, 1891-92, reprint.

Views of A. Baez on Drunkenness. Andover Review, 1892, reprint. 8 pages, 8 vo.


Genius and Insanity. Reprint from journal of Mental Science, England, April, 1892.


Types of Children in Germany. Pedirntrics, New York, 1899. 4 pages.


Recent Instruments of Precision, for the muscular and tactile sensations. Reprint from University Medical Magazine, Philadelphia, June, 1899. 7 pages.

Study of the Hypnotized State. Reprint from Medical Summary, Philadelphia, June, 1899. 8 pages.


El Estudio de Los Ninos. Boletin del Instituto Ciientifico y literario Foririo Diaz. Toluca, Mexico, 1899. 19 pages.


Instruments of use in Dermatology. Reprint from American Journal of Dermatology, July, 1890. St. Louis, Mo. 8 pages.


Psychic Element in Disease and Suggestion. Reprint from Medical Fortnightly, St. Louis, Mo., September 1, 1899. 7 pages.

Un Plan Para El Estudio Del Hombre. Toluca, Mexico, 1901.


Susceptibility to Disease and Physical Development in College women. Philadelphia Medical Journal, 1901. 7 pages, reprint.


Mental Stigmata of Degeneration. Reprint from Buffalo Medical Journal, August, 1907. 9 pages.


Studies of Juvenile Criminals. Reprint from Medical Record, New York City, July 20, 1907. 8 pages.

Une Observation De Meurtre Par Un Sadique, archives de l'anthropologie criminelle. Lyon, 1907.

Physical Stigmata of Degeneration. Reprints from the Medical Fortnightly, St Louis, Mo., July 25, 1907. 20 pages.


Reform of Wayward Youth. Reprint from


Entwicklungsfelder Der Kinder, Jahrbuch für Kinderheilkunde, Berlin, 1910.


Statistics of Congressional Life and Activity (plan of). Hearing before the Committee on Printing, House of Representatives, August 12, 1911.

Mental Ability in Relation to Head Circumference, Cephalic Index, sociological conditions, sex, age, and nationality. Journal of American Statistical Association. Boston, December, 1911. 9 pages, 8 vo.


Sur La Création D'Un Laboratoire Fédéral De Criminologie Aux Etats Unis, Archives d'Anthropologie Criminelle, Lyon at Paris, 15 Mars, 1911. 6 pages, 8 vo.

Education Y Criminalidad. La Escuela Moderna, Madrid, April 26, 1912. 13 pages.


Study of Criminal Man, in connection with the author's letter, sent out by the State Department to foreign countries. Criminal law Review, February, 1915, Madras, India. 10 pages.

Mentality of Nations, in connection with patho-social conditions, Bibliography. The Open Court, Chicago, August, 1912. 11 pages; also published in Scientific American, New York City, and in Nature, November 14, 1912, London.


A Study of Congress (plan proposed). Lawyer and Banker, New Orleans, December, 1914. 7 pages.

Principles of Criminal Anthropology. Medico-Legal Journal, special historical sketches, November, 1914, New York City. 5 pages; also in Pacific Medical Journal, San Francisco, California; Maryland Medical Journal, Baltimore, December, 1914; Alienist and Neurologist, St. Louis, February, 1915; Educational Foundations, New York City, January, 1915, etc.


Pacific Medical Journal, San Francisco, April, 1915. 11 pages.


Statistics of Physical Measurements and anomalies of criminals, Alienist and Neurologist, St. Louis, February, 1912.

The Would-Be Assassin of Theodore Roosevelt, Medical Times, New York City, April, 1914. 13 pages.


Anthropometry of Civilized Man. Medical Fortnightly and Laboratory News. St. Louis, April, 1919. 8 pages, 4 vo.; also published in Chinese, Eastern Miscellany, Shanghai, China.

WAR AND PEACE STUDIES


Comparative Militarism. Reprint from publications of the American Statistical Association, Boston, December, 1915, 3 pages, 8 vo.

Atrocities and Outrages of War. Reprint from the Pacific Medical Journal, San Francisco, April, 1916. 18 pages, 8 vo.


Choosing Between War and Peace. Reprint from Western Medical Times, Denver, Colo. 6 pages, 8 vo.


Prevention of War. Reprint from Congressional Record, Washington, D. C., February 27, 1917. 8 pages, 8 vo.; also reprint, 7 pages. 8 vo.


Our National Defense. Testimony of American Officers as to difficulties of invasion, and our coast defenses. Congressional Record for March 15, 1917; also reprint, 10 pages, 8 vo.

La Humanidad Y La Guerra. La Escuela Moderna. Junio, 1917, Madrid. 11 pages, 8 vo.
*Gives data for Civil War, Boar War, Bulgaria, and Russia and Germany, 16 pages, 8 vo.
Identification of Soldiers After Death and Head Measurements. Boston Medical and Surgical Journal, June 13, 1918; also reprint, 8 pages, 8 vo.


Anthropometry of Soldiers. Medical Record, New York City, December 14, 1918; also reprint, 17 pages, 12 vo.; also in Our State Army and Navy, Philadelphia, April, 1919.


Suggestions of the Peace Treaty of Westphalia for the Peace Conference in France. Journal of Education, Boston, Mass., March 27, 1919; also in Open Court, April, 1919; also (in German) Milwaukee Herold, April, 1919; also (in Norwegian) in Amerika, May 16, Madison Wis.; in "La Prensa" (Spanish), San Antonio, Tex., Lunes 19 de Mayo de 1919; "Nardoni List" (Croatian), June 8, 1919; also in "Rivista d'Italia," Milano, April, 1919.


Disequilibrium of Mind and Nerves in War. Medical Record, New York City, May 3, 1919; also, reprint, 12 pages, 12vo.

ARTICLES OMITTED

Course in Criminology at Clark University, Monist, October, 1890.


A Laboratory for Sociological, Medical and Jurisprudential Purposes. American Law Review, December, 1891; also in report of American Bar Association, 1894.


Criminology. New Engander and Yale Review, January, 1892.


La Sexualite Patho-Criminelle. Archives de l'anthropologie criminelle. Lyon, November, 1892.

Insanity and Genius. Arena. Boston, June, 1893.

Public School Children. Measurements to determine their physical condition. Verhandl der Berliner Gesellschaft fur anthropologie, 1893, 365-375.


Ifanciulli delle Scuole d Washington. La Pivesta Moderna, Italy, 1899.

Om Maeling of Bern. 1 Anledning af en Undersagselse af Skoleboon i Washington. Vor Ungdom Kopenhagen, 1899.


Hypnotism. The Chautauquan, September, 1899.


Post Mortems of Suicide. Medical Times, New York City, June, 1907.

VITA AUCTORIS

1856—Born July 4, at Caledonia, Livingston County, N. Y.

1870-72—Private Schools and Union High School, Geneva, N. Y.

1874—Graduate of Rochester, N. Y., Free Academy (high school).

1879—Graduate of University of Rochester A. B., A. M. (1883).

1879-80—Student at Princeton Theological Seminary.

1883—Graduate of Union Theological Seminary, New York City.

1883-85—Post-graduate in philosophy and metaphysics at Harvard University.

1885—Appointed Fellow in Psychology at Johns Hopkins University.

1885-89—Student at Gymnasium, Luneburg, Germany; medicine (full course): University of Berlin, medicine and psycho-physics at University of Leipsic; clinical medicine, especially insanity, nervous diseases, hypnotism and teratology, University of Paris; medicine, especially insanity, hypnotism and anthropology at University of Zurich.

1891-92—Docent (distinct advance beyond the Doctorate) in applied ethics, Clark University, Worcester, Mass.

1892-1903—Specialist in education as related to the abnormal classes, U. S. Bureau of Education, Washington, D. C.

1903-1920—Anthropological research work, Washington, D. C.