

EDUCATION AND CRIME

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tive, each has its respective field. The affirmative is to prove the proposition while the negative is to show wherein the affirmative has failed to do this. This side has the opportunity of holding the affirmative strictly to the issue and compelling it to prove every assertion made or lose the point. The entire burden of proof rests with the affirmative and the negative should not try to prove any counter propositions.

The question as to whether it is advisable for a student to write out his speech and thus deliver it in the debate, is one that is open to many opinions. Perhaps it is best to say that with younger pupils it may be permissible to have this prepared speech, but without doubt it is a handicap to the more advanced student. A prepared speech will often hamper thought, and at many times prevent the debater from making a good refutation. It sets him remembering and talking rather than thinking and talking.

The rebuttal or refutation may be made the strongest part of the debate. In this the leader of the nega-

tive usually speaks first and the leader of the affirmative last. Each should be ready to point out the weaknesses of his opponents and to defend the points made in favor of his side. It is, however, not permissible to introduce new arguments at this stage of the debate. All new evidence must have been stated before. Finally the last speaker must bring the debate to a close by summarizing the arguments made and stating what he believes has been definitely proved. Here he has the priceless opportunity of making the final impression on his audience a vivid and lasting one.

If the debate has been practiced throughout the four years of his high school course the result ought to be that the student has gained the faculty of independent judgment and is unafraid to stand and address any audience in a clear and logical manner. He is able to present to other men truth as he sees it and he can readily distinguish between truth and error in any public discussion.

EDUCATION AND CRIME

By JOHN M. SHIELDS

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RECENT discoveries in the field of criminology, especially in the newly-created department of psychiatry, have revealed startling facts that must eventually lead to a reconstruction of our methods of dealing with criminals. Ancient theories as to the nature and causes of crime have been exploded by scientific investigation; witchcraft is now known to be a delusion; the will as a factor in producing criminals, once deemed of paramount importance, is now relegated to a secondary position; the assumption that there is a criminal anthropological type has been proved to be groundless by Goring and other investigators. Previous methods of dealing with criminals are now viewed as relics of barbarism by leading criminologists. These methods have been, and are, not only inhuman, but illogical and ineffective. They are inhuman because they are based on the old Mosaic law of "an eye for an eye, a tooth for a tooth," and because they make vindictive retribution instead of Christian mercy and social need the motive of punishment. They are illogical because they almost invariably defeat their declared objects. They are ineffective for the same reasons—they tend to produce crime instead of to eradicate it. The idea that torture and the death penalty deter criminals has been proved erroneous by careful investigators. New and humane methods of dealing with criminal and the prevention of crime must supplant the

the old methods. There is a growing conviction among criminologists that henceforth the factors of environment and heredity must play an ever-increasing part in dealing with criminals; that the reformation of the criminal and the prevention of crime must supplant the old aims based on vengeance and repression; and that the individual criminal must be studied and dealt with, instead of prescribing penalties in advance to fit the crime.

In the broad field of action thus indicated for future generations, no factor is so important as that of education. This involves not only the training of criminals and of potential criminals, but of the entire population at large, society will never give up its ancient prejudices in dealing with criminals, and will never adopt measures adequate to meet the situation at all points and reduce crime to a minimum, until it has been taught to view the whole subject from an unbiased and intelligent angle. To the secondary schools must fall the chief part of this program of education, for they alone reach the masses at the psychological moment. The elementary schools deal with children too young to acquire the knowledge and character necessary to cope with the situation, and the colleges are too few to mold the thought and sentiment of society.

The question is of grave social concern. According to the Commissioner of Immigration there were 149,901

convicted criminals in the various institutions of the United States in 1908. Tens of thousands of more were roaming at large, undetected in their criminal acts. Rev. J. J. Munro, Chaplain of the Prison Evangelical Society of New York, writing in *Harper's Weekly*, estimates the direct and indirect cost of crime in the United States for 1906 at \$1,075,000,000, distributed as follows:

Cost to New York state.....	\$ 77,000,000
Cost to other states.....	697,000,000
Cost to federal government.....	80,000,000
Criminal losses by fires.....	100,000,000
Custom house frauds.....	60,000,000
State prisons.....	28,000,000
Wages of 150,000 in jail.....	33,000,000

Thus we see that a very considerable proportion of our population is directly involved in criminal acts, and that the law-abiding element must suffer economic losses of astounding consequence. The annual losses indicated, if applied to constructive education and enlightened methods of dealing with criminals, would eventually reduce crime to a minimum and do much to hasten the coming of the millennium. (I once heard a physician state that, in his opinion, the millennium would come when the human race should become physically, mentally, and morally perfect, and hence exempt from ills and criminal acts.)

A historical review of the field of criminology apparently indicates that crime is increasing, and that education is wholly inadequate as a factor in dealing with the situation, either as a preventive or as a curative agency. According to the *Chicago Tribune*, there were 29 prisoners per 100,000 population in the United States in 1850, and a gradual increase to 100.6 in 1904. The same authority gives the number of murders and homicides per million population as 32.2 in 1885, and an increase to 108.9 in 1906. The *New Encyclopaedia of Social Reform* gives the following criminal data for the countries and years indicated:

United Kingdom—1904-1907—640 prisoners per 100,000 population.

Italy—1904—1,150 prisoners per 100,000 population.

Switzerland—1906—114 prisoners per 100,000 population.

Japan—1906—148 prisoners per 100,000 population.

France—1902-1905—500 prisoners per 100,000 population.

These figures indicate that serious crime is increasing in the United States. Further data omitted here, show that in Europe serious crime is decreasing, but that lesser crimes are on the increase. The United States has probably made more progress educationally during the past century than has any country in the world, but the figures do not show that this progress has been accompanied by any decrease in crime—the contrary is

true. Again, Great Britain and France, certainly ranking with Japan in education, have several times as many criminals per given number of population. Prof. Hans Gross, in his volume on Criminal Psychology, states that "increase in intellectual training has made no statistical difference in the curve of crime. Statistically, it is known that in Russia only 10 per cent of the population can read and write, and still, of 36,368 condemned persons, no fewer than 26,944 were literate. In the seventies, the percentage of criminals in Scotland was divided as follows: 21 per cent absolutely illiterate, 52.7 per cent half educated, and 26.3 per cent well educated." In his "Education and Heredity" Guyau states that, "at the beginning of the 19th century, out of a hundred prisoners (in France) only 39 per cent had ever received any instruction. Compulsory education was adopted, and now the figures are reversed."

Some light is thrown on the apparent anomalies indicated by the figures and statements given above by Hall in his excellent volume, "Crime and Social Progress." He states that increase in general crime is an evidence of quickened moral perception and of advancing civilization. To quote: "The wide diffusion of knowledge, the lifting of the average of intelligence, above all, the higher social morality with its expanding feeling of brotherhood and human sympathy, have caused in recent years an enormous multiplication of statutes creating misdemeanors, made necessary by the growing complexity of social relations and the increased interdependence of mankind. These statutes have been enforced. In 1896, statistics show that 709,338 persons were tried by the courts in England and Wales. Most of the crimes were essentially modern. For instance, there were violations of railway, sanitation, vaccination, and factory laws, and of laws relating to adulteration of food, drunkenness, cruelty to animals, etc." We must remember, also, that our recent data is more reliable than that of former times, and that we have more effective agencies for detecting and apprehending criminals. Again, we know from history that the world is much better today than it was a few centuries ago. The unbridled license and immorality of Greece and Rome in their palmy days, and of France and England in more recent times, if practiced today, would utterly shock the moral sense of the world. The general lawlessness and rapine practiced on the streets of London in open daylight during the first half of the 18th century is a familiar page of history. Lady Mary Montague, living at the time, was so disgusted that she wrote: "The morality and virtue we used to hear about in the nursery have passed away."

But the increase of murders and homicides in the United States has not been explained, and, while other forms of serious crime are decreasing here and elsewhere, the general decrease has not kept pace with the increase in education. How, then, can we show that education is an effective means of preventing and coping with crime? The answer is to be sought in an analysis of the character of our instruction. With the marvelous growth in general education during the last century, the feature that impresses the student as being still more amazing than this growth is the absence of moral training—the only kind that promotes right conduct. As far as I can learn, no country in the world, except Japan, has provided any direct system of moral instruction in the secondary schools. France has an elaborate system of moral instruction in her primary schools, but this training stops in the secondary schools where it would naturally be expected to accomplish most good, and the universities of France are noted for the unbridled license permitted to their students. Moreover, ethical subjects in the primary grades are memorized like history, and, being “lip work,” can hardly be expected to function in active moral practice.

Many leading thinkers have pointed out the prime importance of moral instruction in the schools as a means of insuring right conduct. Socrates held that “the way to prevent instruction from becoming a weapon in the hands of criminals would be to allot a far larger share in education to moral and aesthetic than to intellectual and scientific instruction.” Plato, Quintilian, Comenius, Locke, Rousseau, Spencer, and hosts of others have made the same plea. Guyau places moral instruction above all other. Robinson says that “Education without moral training may increase evils to the state by increasing the capacity for crime.” Parsons declares that “We should open our eyes to the situation and develop our moral instincts by the best known method—healthy exercise.”

Information just received from Superintendent Pou, of the North Carolina State Prison at Raleigh apparently indicates that education does tend to diminish crime. Superintendent Pou writes: “Of the 380 prisoners received since I took charge, 230 have education as high as the 7th grade, 75 are either high school or college trained, and 95 are illiterate.” This gives a percentage of 25 per cent illiterate, whereas the percentage for the state at large is 13, showing that there are almost twice as many illiterate convicted criminals per 100 population as there are law-abiding citizens at large. These figures apparently reveal a superior influence of education over crime in North Carolina as

compared with other sections of the world, but too much cannot be predicated on such meagre data.

Education, to be effective in coping with crime, must involve three phases. These are: (1) education of the adult public, (2) training of criminals themselves, and (3) education of the school children. These different phases in the educational process should occur in the order named, for the public will never adequately provide for the second and third phases until it has been enlightened as to the real situation and needs.

Either legislative appropriation, secured through agitation, or private philanthropy, must supply the funds to educate the public. The following aspects of the situation are among those that should be made known generally: The horrible conditions in our prisons should be revealed in their nakedness. When the public is fully informed of these conditions—the injustice, cruelty, and inefficiency: the lack of proper physical conditions—the poor food, poor light, poor heat, filth, contagion, congestion, and inadequate facilities for exercise; the contaminating moral atmosphere; the lack of elevating influences—those of regular employment, good reading, and education; and the unscientific methods of dealing with prisoners—it will realize with a shock that instead of protecting society by preventing and curing crime, we are making of our prisons a veritable breeding place for criminals. It will realize that the surest social protection comes, not through vengeance and repression, but through the reformation of the criminal by educating him to be a self-supporting citizen. When society realizes this fully it will undertake to institute reforms along indicated lines. The police system, the courts, and the probation and parole systems will come in for a measure of reform along with the prisons and their controlling organizations. Policemen, sheriffs, judges, probation officers, parole officers, and prison officers will receive special training for their duties; jury systems will be reformed; and last, but not least, our methods of dealing with the delinquents and criminals will undergo radical revision and be placed on a more scientific basis. Each criminal will be examined by a psychiatrist and properly classified and treated according to his individual peculiarities and needs.

As to the criminals themselves, experience has clearly demonstrated that education is an effective agency for their reform. Institutions for delinquent children, and reformatories for adults, have had wonderful success. The George Junior Republic and the Elmira Reformatory are examples of the efficacy of modern, humane, and scientific methods in treating criminals. They show that if prisoners are given

proper living conditions, proper employment, vocational training, moral instruction, intellectual instruction, and some chance to develop their sense of responsibility, they respond to a surprising degree, and return to society much better fitted to make their own living and become law-abiding citizens. Taking the principal causative factors of crime, which are, heredity, environment, and, to a certain degree, the will, it would seem that education is the best possible means of reforming criminals. Hereditary weaknesses and inclinations can often be overcome through proper training, and positive interests and motives given to counteract negative influences. The man who is trained for a vocation, and whose body is developed to its highest degree of efficiency, is less prone to yield to the temptations and evil influences of his environment, because he is able to make a living; he is the master, and not the slave, of his environment. Education is the logical and psychological means of developing the will and of fixing right attitudes. Healy found in his study of 823 cases in Chicago that the will entered as the primary causative factor in only one case, but there is no doubt that it entered as a secondary factor in many others. If the individual is given ethical instruction, and moral training that functions in active conduct, his will to do right not only becomes stronger, but he pays less attention to temptation. Leading students of criminology agree that education plays a prominent part in treating criminals, and in supplying proper motives and strength to resist evil temptations. Dr. Hart, in his address last summer to the welfare workers of North Carolina, declared that the problem of dealing with delinquency and crime is largely educational. He illustrated the trend of recent thought on this question by pointing out that Alabama has appointed as state warden a man who was formerly superintendent of public instruction.

Now, if people who have already committed crime can be reformed and restored to society, as has been done in thousands of cases, is it not reasonable to assume that the proper education of our boys and girls in the elementary and secondary schools will tend to prevent crime? Statistics show that 78.5 per cent of those released from Elmira on parole prove their true reformation by becoming self-supporting, law-abiding citizens. The problem confronts our schools squarely, but it is no simple one. It will require years of patient study and laborious experimentation to determine the best means and methods of educating our future citizens to the highest plane of moral conduct, and equip them to become contributors instead of charges to the social order. Psychology and psychiatry must play a prominent part in this education. The mental abnormalities and peculiarities, ascribed by Healy as the chief causative factors in 590 cases out of 823 studied, must be dealt with scientifically. Likewise, other factors mentioned by Healy—defective home conditions, mental conflict, improper sex experiences and habits, abnormal physical conditions, defects of heredity, defective early developmental conditions, etc., must be taken into consideration. Our schools have a tremendous problem, but they, and they alone, offer the chief hope of civilization for the final elimination of crime and its attendant evils.

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SOME PHASES OF INTEREST AND ATTENTION IN THEIR RELATION TO SCHOOL PROBLEMS

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“**A**TTENTION is a state of consciousness, certain parts of which are relatively clear, or relatively vivid, while other parts are obscure, unclear, and indistinct.”¹

My mind is focused upon the writing of this paper, but in the “margin” or “fringe” are the noises of the street-cars, the whir of the electric fan, the tap of my neighbor’s foot, the conversation of two women who

¹ Colvin and Bagley, “Human Behavior,” p. 54.

sit in front of me in the library, the moving of chairs, the roar of a motor car, etc.² Not what we think, but what is *focal* in our thoughts becomes the matter of consequence in mental life. ³The *interesting* experience is always a narrow or limited part of the total experience of a given moment. The absent-minded person who is blind and deaf to the sights and sounds

² Thorndike, “Elements of Psychology,” p. 94.

³ Calkins, “Introduction to Psychology,” p. 137.