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## Book Reviews

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## BOOK REVIEWS

PENOLOGY IN THE UNITED STATES. By *Louis N. Robinson*. Philadelphia: The John C. Winston Co., 1921. Pp. 344.

The author's own review of this book does not do it justice either for its merits or its limitations. The title might well be "A History of Correctional Institutions in the United States," for the writer does not believe a true science of punishment is yet possible. Such theory and ideal as is found in the book is scattered throughout, and partly summarized in the concluding chapter.

The book is a valuable and useful compilation, but does not seem to go very far beyond other works in the field. The style is a bit heavy with occasional errors. The author uses a good many footnotes, but occasionally one is unexpectedly omitted. The purpose of footnotes is not prestige, but allowance of credit and assistance to other students of allied subjects. Certain important titles in the footnotes are omitted in the bibliography, and there are one or two surprising omissions in index and text. Leeson is given credit for the phrase "constructive friendship," perhaps because Flexner and Baldwin's handbook, "Juvenile Courts and Probation," published 1914, is listed as of 1916. In general, however, the book is conscientious, scholarly, well worked out.

The author's noticeable emphasis upon such matters as the Friends' part in prison reform, the dangers of politics in penal reform, and upon Delaware's whipping-post are natural. . . . Restitution is not discussed among "other forms of punishment." . . . The atrocity of hanging in the presence of prisoners perpetrated in Chicago did not have the excuse of war times as was implied. . . . The study of sterilization by von Wagenen for the Eugenics Record Office does not seem to be referred to. . . . To advocate local purchase of supplies for institutions because of the kindly disposition of local dealers would indicate naiveté. Local dealers have the same kindly feelings toward state institutions that a dairyman has to a milch cow. The author, however, takes no sides in this argument.

Five stages in American penal practice are traced, each represented by certain institutional developments and survivals:

1. The Pre-Imprisonment Stage
2. Jails as Revenge
3. Segregation
4. Reformation
5. Individualization (Probation)
6. Special Education

The author does not very aggressively commit himself to the final stage. He insists upon the use of the word "punishment" throughout the book. In spite of his resolution, however, he is "caught off base" in the chapters on Institutions for Juveniles and on Probation, and finally comes out in agreement with those who advocate educational

administration of prisons. Such a policy will be long delayed, however, unless such ideas as punishment are discouraged in general or technical usage.

It seems a little unfortunate that the chronological treatment of the subject matter throws the chapter on Institutions for Juveniles in between Penitentiaries and State Reformatories, instead of in logical position near Probation. Also, the author's criticism (p. 97) of those who trace, in the chain of names given to institutions for juvenile delinquents, an indication of penological progress is perhaps unfair. Each new type of name (as "penitentiary," "reformatory," "refuge," "protectory," "schools," "homes," "republics") indicated an advance in theory, based indeed partly on the admitted failure of previous experiments to live up to their ideals or to produce the hoped-for results. The progress is confused by currents of imitation not representing real reforms; the stigma thus infecting each name in turn, new names are gradually sought; always, however, pushing out new spans of the bridge between the "penal" and the "normal" institutions of education. The author recounts the way in which our best schools have often obtained their ideas from experiments successfully tried in delinquent or sub-normal education (punishment?).

The author suggests further that, similarly, the principles of effective moral education may yet be worked out by these institutions. If so, the world we have will not be good enough to return such "prisoners" into. It is even less fit to plunge weakened natures into, or to leave warped natures in. The problem of "moral" education, for the discussion of which the author did not find space, is, after all, the basic problem in penology. It may be that, like "sex" and "religious" education, it cannot wisely be treated as a separate subject, but must be woven into the entire curriculum, nay, into the entire environment. It is the education of the emotions, of the entire personality.

The extension of the educational system into the field of special education and re-education for semi-delinquents, which is perhaps the most significant and generally discussed development in the field at present, is not included in the book. It seems not unlikely that much so-called "probation" work can best be and already is being done by visiting teachers, school clinics, special classes, and school counsellors, court action being reserved for seriously disputed cases: If prisons are to be under educational administration, why not probation?

To the reviewer there seem to be stages in rehabilitation work even beyond that of individual re-education. Segregation into new environment will be considered not so much for the protection of "society" but *for the protection of the incipient criminal from society*. Delinquency being a relation, not an inherent quality, it is the web of relationships, not the body of the individual, that constitutes the "case" and is to be treated. If the diagnosis shows that amputation of a morally gangrenous environment is necessary, "pluck it out and cast it from" the child. The ultimate penology can be none other than the general program of fundamental reforms which will permit society to adapt all its members into harmonious or at least harmless relation-

ships. For only in normal relationships does normality subsist or consist.

The following are important points brought out in the course of the book:

1. The failure of transplanted seventeenth century British criminal institutions to progress in our republican and philanthropic soil.

2. The confusion in America between work-house and house of correction.

3. Prisons resulting from reform in criminal law; penitentiaries from theories of prison administration; and both confused and corrupted by politics and indifference.

4. The victory of the Auburn system over the Pennsylvania system.

5. The relapse in administration from earlier ideals and practice in prisons, parole, and probation.

6. Reforms in treatment of female prisoners; young male offenders; prison labor; location of prisons.

7. The difficulties of work-training for girl delinquents.

8. The value of long, intensive treatment for smaller groups of cases, or on a case work basis.

9. The development of "unofficial" procedure by probation officers for incipient cases. The reviewer disagrees with this policy except as a necessary and temporary makeshift indicating the need for a special educational staff for such cases.

10. The need of raising standards of prison and probation officers and lowering their number of cases.

11. Scientific planning of institutions.

12. The limitations and advantages of "self-government."

13. Political rehabilitation as a final mark of reformation.

Finally, he recommends:

14. The socialization of all criminal courts and the centralization of investigative and diagnostic facilities.

15. Extension of probation facilities.

16. Further specialization of institutions.

17. Elimination of jails for detention.

18. Easy interchange between types of institutions.

19. Abolition of the death penalty.

20. A basic shift of attitude in prison administration from that of "keeper" to that of "educator."

The author complains that universities do not train for correctional work. His criticism would be better directed to the schools for social work, for to them, and not to the undergraduate curriculum, belongs all true vocational and professional training in social work. The college, however, offers, or should offer, valuable prevocational courses.

The proposed text-book use of the book would be much facilitated by the use of black-face paragraph topics. In this respect, and in its illustrations and documents, Lewis' "The Offender" (not referred to,

by the way, in this work) has, in spite of some limitations, an advantage. Dr. Robinson's book should prove a valuable reference-handbook or collateral reading for courses in Social Pathology, Charities, and Corrections.

Northwestern University.

T. D. ELIOT.

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AMERICAN CITIZENS AND THEIR GOVERNMENT. By *Kenneth Colegrove*. New York: Abingdon Press, 1922, 333 pp.

This book had its origin in a series of conferences or private lectures given to a group of public-spirited women in Chicago; but the material has been worked over by drawing freely upon the author's lectures at Northwestern University.

The aim is to present in brief compass a general view of American government. Readers of this Journal will be especially interested in the chapter of this exceptionally well written book devoted to the national and state courts. Professor Colegrove gives the outstanding points in regard to the organization and jurisdiction of the federal courts, the practice and procedure of the federal courts, followed by brief sections on the Supreme Court, the state courts, juvenile courts and the like. Civil and criminal procedure are touched on, with a few paragraphs on complaints against the jury system, the reform of criminal procedure, the selection and removal of judges. There are numerous suggestions for further reading.

Northwestern University.

THEODORE W. KOCH.

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THE SOUTHERN HIGHLANDER AND HIS HOMELAND. By *John C. Campbell*. Russell Sage Foundation, New York, 1921. Pp. 405. \$3.50 net.

This is an authoritative account of the southern highlander as he lives and works in his highland home, and of the institutions in his vicinity that more or less effectively minister to his needs. The individualism of the mountaineer stands out clear in this description. Accepting the data as Mr. Campbell presents them it appears highly probable that we are prone to underestimate the natural intelligence of the mountaineer.

Among the fourteen chapters and five appendices there are highly interesting sections on ancestry, religious life, living conditions and health, resources and education. Finally, the new basis of appeal for aid to the mountain folk is not that of a *local* nor *individual* need nor yet of religion in the denominational or any other sense; it is rather a *rural* need that exists in the whole mountain region; one that is being met to the extent of their ability by the mountaineers themselves and by their counties and towns.

The author of this volume taught and preached amongst the mountaineers during twenty-five years from his graduation at the Andover Theological Seminary in 1895 until his death. He was above all a co-operator with all agencies that held out any promise of useful

service to the people of the mountains and he has produced here a monumental volume that deserves to live because of both its matter and its style.

Northwestern University.

ROBERT H. GAULT.

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INTRODUCTION TO THE SCIENCE OF SOCIOLOGY. By *Robert E. Park* and *Ernest W. Burgess*. University of Chicago Press, 1921. Pp. 1040. \$4.75 postpaid.

This is not the conventional textbook in sociology or social science. It is made up of extended excerpts from the literature touching social science at every angle, and these are brought together in such a manner as to make a systematic treatise. At the same time the student cannot gain from it the impression that he has in it a ready-made system; for each chapter, excepting the general introduction to the volume, is made up of (1) introduction for purposes of orientation in a branch of the science, (2) materials, in which the student obtains an insight into the method of research in a particular branch of the subject, as well as reliable statement of fact, (3) investigations and problems, (4) bibliography, topics for written themes and questions for discussion.

The chapter headings are as follows:

1, Sociology and the Social Sciences; 2, Human Nature; 3, Society and the Group; 4, Isolation; 5, Social Contacts; 6, Social Intercation; 7, Social Forces; 8, Competition; 9, Conflict; 10, Accommodation; 11, Assimilation; 12, Social Control; 13, Collective Behavior; 14, Progress.

The volume is indispensable to the research student.

Northwestern University.

ROBERT H. GAULT.

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