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Current Notes

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CURRENT NOTES

V. A. Leonard, *Editor*

A Program in Corrections—Florida State University has inaugurated a program in corrections leading to the A.B. and M.A. degrees. The Certificate in Corrections may be earned, either on the undergraduate or graduate level, by persons who complete the required sequence of courses and experience or research, regardless of the major area of concentration. For instance, a student in Education, in Psychology, in Business, or any other area might also earn the Certificate in Corrections. Further, concentration in corrections may be either in the juvenile or adult areas. Students from the program have already been employed in juvenile courts and in law enforcement.

Three men and two women are engaged in the graduate program leading to the master's degree, while ten are engaged in the undergraduate program from such areas as Education, Social Welfare, Sociology, and Public Administration.

Under direction of Dr. Coyle E. Moore, Dean of the School of Social Welfare, Dr. Vernon Fox has immediate responsibility for the program in collaboration with Professor Charles L. Newman and Dr. William L. Leap. All inquiries should be sent to Dr. Fox or Dr. Moore.—Communication to the Editor.

U. N. Congress' Recommendations on Prison Labor—The Congress on the Prevention of Crime and the Treatment of Offenders has unanimously adopted recommendations on prison labor and has begun examination of recommendations on the prevention of juvenile delinquency.

Earnest Lamers of the Netherlands stated that the recommendations on prison labor would provide means to prevent idleness, maintain order and build up savings through equitable remuneration. He stressed that the subject of prison labor had not been studied by four regional groups, as was the case with other

points on the agenda, but only by the European group. However, the Section agreed on general principles and recommended that further study be given by regional groups to various questions involved.

The Congress adopted nine general principles covering such matters as the need for prison labor and conditions for it; vocational training and vocational examination; precautions to secure safety and protect health; equitable remuneration; and the possibility for prisoners to go out daily for work during the last few months prior to their release.

On a motion by Edward Case of the U. S., the Congress adopted an amendment which provides that preference be given to the State Use System to provide employment for prisoners. Paul Cornil of Belgium introduced an amendment providing that part of the remuneration be used to indemnify victims of prisoners. The amendment was adopted. The Congress noted that the International Labor Organization had taken the preliminary step toward review of the Convention on Forced or Compulsory Labor.

Finally, the Congress recommended that further study be given by regional groups to integration of prison labor with the national economy; methods of remuneration; appropriate prison labor programs for special categories of offenders; special problems for untried prisoners; measures to avoid a situation whereby a sentence constitutes a barrier to employment after liberation.

The whole document as amended was adopted unanimously. Thorsten Sellin of the United States, General Rapporteur, presented a draft resolution which was adopted by acclamation. Under this action, the Congress requests the Secretary-General to submit recommendations to the Social Commission of the Economic and Social Council; expresses the hope that the ECOSOC will endorse the general principles

contained in these recommendations and recommend to governments that they take them as fully as possible into account in their practice and when considering legislative and administrative reform; calls attention in particular to proposals for further study and expresses the hope that the Social Commission will find it advisable to include these topics in the future work program of regional consultative groups organized in accordance with the resolution.

Subsequently, the Congress began discussion on the prevention of juvenile delinquency. Paul Tappan of the U. S., Rapporteur of Section III, presented recommendations of the Section. He stated that the United Nations had recognized the significance of the problem and that juvenile delinquency is an increasingly difficult and widespread problem in different parts of the world.

Marc Ancel of France considered that the recommendations submitted were too categorical and too numerous. He felt the Section's document should not be considered as final but only as constituting a basis for further studies under the United Nations auspices. Manuel Lopez-Rey, chief of the UN Section on Social Defense, stressed that the plenary should first study the document in accordance with the established procedure and that a resolution could be presented subsequently. Discussion of the document followed. It states that because of wide variations in custom, law and philosophy of different countries, a limited and universal definition of juvenile delinquency was not feasible. The attention of the Section therefore had been directed primarily to pre-delinquency. The recommendations formulated referred to preventive action in the community, the family, the school, through social services including health services, through labor and other agencies.

The Congress concluded its work by studying recommendations on research relating to delinquency causes, prediction and prevention. It will then proceed to act on the recommendations as a whole as well as on the proposed resolution.—News Release from the United Nations Information Center at Geneva.

Education for Correctional Work—The University of Notre Dame announces the appointment of an Advisory Committee for its Graduate Curriculum in Correctional Administration. Members of the Committee are Dr. Frank T. Flynn, Professor of Social Service Administration, University of Chicago; Mr. Thomas J. McHugh, Commissioner, New York Department of Correction; Mr. Hugh P. O'Brien, Chairman, Indiana Board of Correction; Mr. Russell G. Oswald, Director, Division of Corrections, Wisconsin Department of Public Welfare; Dr. J. P. Shalloo, Associate Professor of Sociology, University of Pennsylvania.

Mr. Robert E. Pollitt has been appointed Director of the Curriculum in Correctional Administration at Notre Dame effective September 1, 1955. Mr. Pollitt, a graduate of Providence College and the Boston College School of Social Work, was for some years a consultant with the Wisconsin Department of Public Welfare and, since 1953, has been case work supervisor in the Wisconsin Bureau of Probation and Parole.

The University of Notre Dame first offered special training in the fields of probation, parole and prison administration for college seniors and graduate students in 1929. This was the first training of this type offered in any American university. The initial program was developed under the direction of Mr. Frederick A. Moran, formerly of the New York State Parole Commission and Rev. Raymond W. Murray, C.S.C., founder of the program and formerly Head of the Department of Sociology at Notre Dame. This program, after being merged with one in recreational leadership (Boy Guidance) in 1938, was discontinued temporarily during World War II. The program in correctional administration was reestablished in 1947.

The present Curriculum in Correctional Administration, offering graduate training for the correctional field, consists of the following courses leading to the M.A. degree:

Fall Semester: Criminology, Juvenile Delinquency, Social Case Work Theory, Probation

tion and Parole, Administration of Correctional Institutions, and a special conference course featuring lectures by leaders in the field of corrections.

Spring Semester: The block placement of students for fulltime field work experience in correctional agencies throughout the United States.

Summer Session: Students are required to attend two in-service training workshops in corrections to be offered at Notre Dame in June of each year. These workshops will be open to all persons working in the field of corrections.

In addition, students are required to take two courses offered during the regular summer school session at the University. These are: *Methods and Techniques in Social Case Work and Trends in the Field of Correction.*

Further information about the program may be obtained by writing to: Director, Curriculum in Correctional Administration, Department of Sociology, University of Notre Dame, Notre Dame, Indiana.—From Professor John M. Martin, University of Notre Dame.

New Philippine Chief Named—August 3rd marked the relinquishing of the Philippine Constabulary command to Brigadier General Manuel F. Cabal by Brigadier General Florencio Selga, who had 37 years of military service. In an impressive ceremony which marked the change of command, General Selga turned over the colors of the Philippine Constabulary to the new chief, named last July by President Ramon Magsaysay.

In his farewell address General Selga cited the most important achievements of the police organization during his term of office: elimination of undesirables in the organization, restoration of comparative peace and order throughout the country, bringing the government closer to the people and vice versa, protection of the security of the state from threats within, and maintenance of clean and orderly elections in 1953.

On the other hand, General Cabal, in his acceptance speech, promised to consolidate

whatever military success gained into a lasting peace for the country. He indicated that as soon as the Philippine Constabulary will be given full responsibility he will try his best to show the true worth of the organization.

The Philippine Constabulary was founded in 1901 to meet the local problems prevailing at that time. The first chief of the famed organization was Brigadier General Henry T. Allen, who was known as the Father of the Constabulary. Brigadier General Cabal is the 17th in the line of PC chiefs.—**POLICE CHIEF**, October 1955.

Spain Signs Protocols on Narcotic Drugs—Spain has become a party to two international instruments for the control and limitation of the manufacture and distribution of narcotic drugs, including synthetic drugs capable of producing addiction.

Ambassador José s. de Erice, Permanent Observer of Spain to the United Nations, signed in September, 1955, the two instruments on behalf of his government at a brief ceremony at UN Headquarters in the presence of Constantin Stavropoulos, Legal Counsel.

The first instrument signed by the Spanish ambassador was the protocol signed at Lake Success, New York, on December 11, 1946, amending the agreements, conventions and protocols on narcotic drugs concluded at The Hague on January 23, 1912, at Geneva on February 11, 1925 and February 19, 1925, and July 13, 1931, at Bangkok on November 27, 1931 and at Geneva on June 26, 1936.

Under this protocol, certain duties and functions were transferred from the League of Nations to the Secretary-General of the United Nations. These concern the deposit and recording of signatures, accessions and ratifications in respect to all the instruments to which the protocol applies. In all, 55 states are now parties to the protocol.

The other instrument signed by Ambassador Erice was the protocol signed at Paris on November 19, 1948, bringing drugs under international control, particularly synthetic drugs capable of producing addiction but not

covered by the 1931 convention for limiting the manufacture and regulating the distribution of narcotic drugs as amended by the 1946 protocol. Forty-five states are now parties to this 1948 protocol—Release from the Press and Publications Division, United Nations, N. Y.

States Act Against Lewd Literature—The United States finally seems to have awakened to the odiousness of so many of the sex-, crime- and horror-comic books that have been flooding the country. State legislatures from New York to Washington this year passed bills either banning them completely or prohibiting their sale to all persons under 18 years of age.

At last count, 12 states this year enacted new laws to curb objectionable comics. Those states are Connecticut, Illinois, Maryland, Montana, Nevada, New Jersey, New York, North Carolina, Oklahoma, Oregon, Texas and Washington. Besides those 12, legislation against objectionable comics was being considered in Massachusetts, New Hampshire and Pennsylvania. The Rhode Island and Vermont legislatures have formed committees to study the comic book problem and report to the next sessions. Nine other states had anti-comic legislation introduced, but the bills were not approved. Those states are Delaware, Indiana, Iowa, Kansas, Minnesota, New Mexico, South Dakota, Utah and Wisconsin.

It's still too early to tell just how effective the new laws will be or how well they will be enforced. Basically, however, the 12 new laws fall into four categories:

1. Montana, Nevada and North Carolina banned objectionable comic books outright. In Montana it is now a misdemeanor to sell or distribute offensive comic books. There is a mandatory jail sentence on the second offense. North Carolina prohibited comic books which portray mayhem, sex acts or the use of narcotics. Nevada banned objectionable comics, but failed to set up standards to determine what is objectionable and to make provisions to enforce the law.

2. Connecticut, Maryland and Oklahoma banned the sale or distribution of objectionable comics to young people. Connecticut and

Maryland specified that the sale of the comics is prohibited to "minors." Oklahoma gave mayors and municipal governing boards the power to bring suits to stop the sale or distribution of obscene comic books to youngsters.

The state of New York prohibited both the publication and distribution of comic books devoted to sex, brutality or lurid crime, and the selling or showing of any books featuring sex, crime or horror to minors.

3. New Jersey, Oregon and Texas banned tie-in sales—the practice of dealers to require retailers to take certain comic books in order to get good magazines. Illinois has prohibited both tie-in sales of publications with other printed material that is obscene and the sale of publications devoted to crime, sex, violence or immorality to any person under 18 years of age.

4. Washington's legislature passed a law licensing wholesale and retail comic book dealers. The license can be suspended or canceled if the dealer offers comic books depicting sex or violence.

This law hasn't gone into effect yet, however, because of a court case to test its constitutionality. The dealer who took the court action asserts the law violates freedom of the press. The law, therefore, is not being enforced until the court action reaches a final determination, possibly in the United States Supreme Court.

These state laws can be considered only a start. But they do give evidence to the fact that the people in this country are beginning to realize the viciousness of our crime, sex and horror comics—possibly a potent contributor to juvenile delinquency in the United States.—*MICHIGAN POLICE JOURNAL*, August 1955.

Education in Race Relations—A concerted international campaign to foster education in race and inter-group relations in schools was recommended by experts from eight countries meeting at the headquarters of the UN Educational, Scientific and Cultural Organization in Paris in September, 1955.

Governments, voluntary organizations, teachers' associations and leading citizens should be called upon to see that children are given the facts and that they develop appropri-

ate attitudes for the prevention of race prejudices.

To help teachers—referred to as “the key to the problem”—to exert the correct influence on their pupils and to develop an atmosphere of freedom and tolerance in the classroom, UNESCO is preparing a basic handbook of facts about race and suggestions about ways in which these facts may be introduced into the ordinary subjects of the school curriculum. Two drafts, prepared for UNESCO by Dr. Cyril Bibby of the London University Institute of Education and Prof. Charles E. Hendry of the University of Toronto School of Social Work, were adopted with minor amendments by sociologists and educators attending the meeting.

The French delegate, Louis Francois, called upon UNESCO to “put this prototype into mass production” and to give it wide circulation so that it would be available to teachers everywhere. It would be up to national authorities to adapt it or follow it up with other material specially suited to local problems and circumstances.

This direct approach to children is a further step in the campaign against racial discrimination launched by UNESCO in 1950. The first step was to reach a scientific definition of race, and this was done in the form of a Race Statement drafted by a body of the world's leading scientists and sociologists. The second step was to popularize their findings; a series of pamphlets on different aspects of the race problem has been published by UNESCO and widely circulated over the past four years. The third step was to study race relations in countries

where solutions had been, or were being found, and to publish the results. The new proposals advocated by the experts would be an effort to combat racial discrimination in its early stages, with the aim of prevention rather than cure.

In launching what he termed a “wide and vigorous educational campaign in the most important countries of the world,” Dr. Bibby suggested that the theme be positive. “It should not be against racial discrimination, but toward racial tolerance. We must gain the teachers’ support by helping them in their difficult task. Each country should set up its own campaign organizing committee consisting of representatives of voluntary organizations, educators and social scientists and the responsibility should gradually be transferred from the scientists to the teachers.”

To reach teachers the meeting proposed: articles in the press of the teacher's profession, speakers at meetings of teachers' associations, and at associations of those who are concerned with the training of teachers, at summer schools and seminars. It was suggested that another approach might be through textbooks. National committees might prepare pamphlets, wall charts etc. for the schools.

M. Francois suggested that UNESCO call upon all member states to take action in this matter, and added, “The Director General should ask the states, sometime later, what they have done toward this end, and prod them into action. For the role of UNESCO is to provide the tools and to act as the conscience of the nations.”—A release from the Press and Public Relations Division, United Nations, N. Y.