

Chapter VI

CRIME CAUSES CONNECTIONS & CURES

Judges are encouraged to advance suggestions and ideas as to improving our judicial system. The relevant and timely questions are:

- (a) How may crime -- after the act and fact -- be controlled?
- (b) How may crime -- before the act and fact -- be reduced?

With more than fifty years of professional service at the bench and bar, as a state legislator, as a county attorney, and as a professor of constitutional law and appellate advocacy, adjunct professor, instructor, and nationally known lecturer on human origins from a law-science perspective, and on crime causes and constitutional cures, I offer my views, thoughts, and opinions as to these two critical issues for whatever they may be worth.

The first question addressed (a) usually involves placing band-aids on the wounds to control and cope with crime after it is already committed. Many judges step forward and articulate and advance possible solutions in this area. This is altogether proper. Solutions and advice from those best qualified to speak can be helpful to legislators and public officials, as well as parents and taxpayers. Many times in contemplating and coping with and controlling the crime problem, answers are advanced that request more public funds, which indeed may be needed, for better trained and paid law enforcement officers, emphasizing certainty of detection, speedy trials and appeals, and swiftness of punishment, if convicted. Such answers are usually discussed, highlighted, and recommended.

The second issue (b) is what I would like to respectfully focus upon -- that is, how may we attack crime effects and causes and actually reduce the commission of crime? First, we must correctly and courteously identify and recognize the root crime causes and their effects; only then, in my opinion, will clarification solutions and obvious answers be forthcoming. In this brief outline it will be my thesis that our success in reducing

crime in America will be tied to, and in direct proportion to, our success in improving and strengthening the local and state educational systems of our nation.

Pinpointing Root Crime Effects, Causes, and Cures:

80 out of 100 new criminals would not be there if they could only read and write. 85% of the youth appearing in juvenile courts are disabled readers, according to Judge Charles Phillips.¹ 70% of Georgia high school students surveyed admit to shoplifting and stealing.² 70,000 American teachers have been assaulted by students. Violence and vandalism by students is spreading.³ Permissiveness pupil philosophy paradigm is cited in a New York City study of 13-19 year olds -"64% of the girls and 76% of the boys said they have had sex." ⁴

6 out of 10 Texas high school students admit cheating on exams. Public school teachers are physically attacked. Alcohol abuse and drug dependence among the young reach epidemic proportions.⁵

"We're breeding a generation of drug abusers in the high schools and junior highs."⁶ The Director of the Investigative Division of the Georgia Bureau of Investigation correctly pinpoints the key root crime cause as the adoption by teenagers of the permissive philosophy of do whatever you prize or cherish, or "do your own thing," and he believes the high crime rate won't drop until this permissiveness philosophy dies out. ⁷

The former superintendent for 24 years of Georgia's largest school district says, in other words, that the prevalent Potomac promulgated progressive permissiveness psychology philosophy within education is federally funded and financed by taxpayers and parents and is taught in our public schools. He attributes the decline, decadence, deterioration, and destruction of our schools to this philosophy.⁸ This may also be labeled a curriculum-related cause resulting in permissiveness that could lead to crime.

Fictional presentations depicting (or condoning) homicide, fornication, rape, stealing, drug and other illegal games (if done in real life) and situations, strategies, and techniques indoctrinate the young. Authoritarian imposition of

an alleged values education thinking process, in my opinion, results in the public funding of a permissive psychology philosophy. Most students (or teachers) are not familiar with actual legal crime consequences. When students are encouraged to publicly affirm and act upon whatever feels good, this could possibly result in conduct amounting to criminal acts.⁹

Many believe the use of elementary textbooks which suggest illegal permissive inferences such as, "Snap the blade and give it a flick. Grab the purse, it's easily done. . .Plunge the knife and cut and run,"¹⁰ adds up to a current controlled crime curriculum. See "Whom Do You Kill?" in the classroom,¹¹ and numerous other examples in an objective survey of textbooks.¹²

College curricula also include Potomac-potential permissive psychology, and some define it as a "willingness to try almost anything."¹³ High schools and colleges, public and private, many times include in their curricula outside reading of questionable import: e.g., "theft is the right thing to do sometimes."¹⁴ Permissive philosophy dominates education.¹⁵ MACOS, behavior modification, values clarification, situation ethics, and such permissive psychology philosophy required reading as *Brave New World* (one of many examples) leave little time for the basics; for teaching traditional values and imparting past history. "Teach them they came from animals and they'll act like animals."¹⁶ All humans trace their ancestry back to wild animals.¹⁷

There is an overemphasis, almost to the exclusion of all other causes, on nature (instinctivism, innateness, and heredity) and nurture (behaviorism, environment, and determinism) and an over-reliance in sociology and psychology textbooks on these two points as to the causes of most of our problems, including poverty (if nature/nurture norms are to blame, maybe we're not to blame if inferences of this type are made), and there is an under-emphasis, or no emphasis at all, on the influence of our free will -- which the criminal and juvenile codes presume all humans possess; or on the premise that we can make a choice and, as citizens, are responsible under the law for our choices.¹⁸

Constitutional Curriculum Classroom Crime Cures (A.B.C.'s):

(A) Reemphasize attracting and holding dedicated, well trained, and better paid teachers as a priority. Place less emphasis on psychology and counselors who label themselves "clinicians" and the students "patients," and whose expertise is "treatment," which reflects the students are "sick" and not to blame for their problems.

(B) Reemphasize and restore reading, writing, arithmetic, spelling, math, English, American history, private enterprise, testable, observable, provable, and falsifiable science, as distinguished from non-observable, non-provable, and non-falsifiable past and future extrapolations e.g., speculations of origins of animal ancestry (this one narrow view is exclusively presented, and rebuttable alternatives are censored) amounting to philosophical science. The teaching of values of responsibility, at least upholding our criminal and juvenile codes, is needed. We should provide non-class time for voluntary student lead prayer for those who desire to participate. We should de-emphasize or expel from the curriculum current permissive values clarification, situation ethics, behavior modification, and all present authoritarian impositions of humanistic techniques and strategies of process thinking involving permissive illegal strategy situations presented in a classroom while telling students there are no right and wrong answers.¹⁹ One could argue that this constitutes mental child abuse, aids, abets, and encourages over permissiveness, as well as breaching and invading parental and child 1st. Amendment rights of free speech and privacy.

[C] Reemphasize traditional values and teaching basic skills. Encourage parental input into the curriculum. Non-animal ancestry allegations relating to human origins should be reflected in the general and special criteria guidelines in biology and other textbooks wherever origins are discussed, alongside the theory of alleged animal ancestry.

The alleged negative and con empirical scientific evidence arguments, of any possible animal ancestry should be included, along with the alleged positive and pro arguments of any animal ancestry. "Young earth" time clocks, and alleged

systematic gaps between groups, should be included along with "old earth" time clocks and alleged connecting links between groups. Academic freedom for students and teachers and free inquiry after truth must be again reemphasized, along with mankind's free will.²⁰

The above A.B.C.'s, if accomplished, will restore restraint, respect, and responsibility to the minds and lives of our greatest asset -- our youth! This will in turn reduce permissiveness without curtailing liberty and freedom. Crime will be reduced. Courts today, log-jammed with criminal cases, can once again turn to expediting civil cases, as well. All of this will improve our educational and justice systems in America. In summary, improving the administration of justice, to a large extent, is dependent on first developing quality education by using A.B.C. crime cures.

SOURCES

1. "Senate," *Congressional Record*, Vol. 125, No. 53 (Washington, D. C.), May 2, 1979.
2. "The Shoplifters," *The Atlanta Journal-Constitution* (Atlanta, Ga.), Oct. 15, 1978, p. 2- C.
- 3 "Some Teachers Suffer Combat -- Like Neurosis, Study Says," *The Atlanta Journal* (Atlanta, Ga.), Nov. 2, 1978, p. 9-B.
4. *The Atlanta Constitution* (Atlanta, Ga.), April 17, 1979, p. 3-B.
5. "... Americans Suffering from 'Moral Crisis,'" *Dallas Times Herald*, Aug. 11, 1979, p. 19-A.
6. *The Atlanta Journal-Constitution* (Atlanta, Ga.), March 11, 1979, p. 10-h.
7. Brenda Mooney, "End of 'Do Your Own Thing' Called Key to Drop in Crime," *The Atlanta Journal* (Atlanta, Ga.), Dec. 26, 1978), p. 2-C.
8. Tom Crawford, "Cherry Sees Public Schools Deteriorating," *The Atlanta Journal* (Atlanta, Ga.), Aug. 9, 1978, p. 6-C.
9. Sidney B. Simon, *Values Clarification*, pp. 284-285.
10. *Inner City Mother Goose* (New York, N. Y.: Simon & Schuster), p. 26.
11. James W. Phelps, *Round & About: "Whom Do You Kill?"*, *Alma Times* (Alma, Ga.), Sept. 21, 1978.
12. James C. Hefley, *Textbooks on Trial* (Wheaton, Ill.: SP Publications, Inc., Victor Books), 1977.
13. Dora Byron, "Faith Healing, Ghosts and Bean Sprouts," *The Atlanta Journal-Constitution* (Atlanta, Ga.), Magazine Section, p. 30.

14. Joseph Fletcher, *"Is It Sometimes Right to Do Wrong?"*, *Situation Ethics* (Dimension Books), p. 13.
15. "Humanism Dominates Philosophy of Educators," *Technique* (Atlanta, Ga.: Ga. Institute of Technology), Oct. 17, 1975.
16. Eric E. Wiggin, "A Question of Origins -- Maine Edition," *Liberty Magazine* (Washington, D. C.), May/June 1981, p. 13.
17. *Encyclopedia Britannica*, "Civilization."
18. "Crimes and Offenses," *Official Code of Georgia*, § 16-2-14.
19. "The Establishment of the Religion of Secular Humanism and Its First Amendment Implications," *Texas Tech Law Review* (Lubbock, Texas: Texas Tech University), Vol. X, Winter 1978, No. 1, 1979.
20. Harry Conn, "The Incipency of the Will as a Noumenal Concept," *Four Trojan Horses*, 1978.

