symbols of success

Merton’s Theory of Crime

Robert K. Merton’s Theory of social structure

Differential Class Symbols of Success
Crime and Court — ¶10.01.98

The victim offered the following testimony: I decided to go to the bank to deposit some money. I went inside the bank and waited in line. While I was waiting, I noticed a man standing next to me. He was wearing a black coat and jeans. He looked like he was about 40 years old. I didn't give it much thought.

However, as I was making my deposit, the man I noticed earlier approached me. He asked if I could help him with something. I didn't really want to help him, but I thought it might be important. He said he needed some money and was going to give it to me. I was a bit suspicious, but I decided to give him $100.

I returned to my car and was driving home when I noticed the man following me. He was driving a black car, and I thought it was strange. I decided to park my car and confront him. I got out of my car and approached him. He was holding a gun and threatened me. I had no choice but to give him the rest of my money. He took it and ran away.

I reported the incident to the police and they have opened an investigation. I am very scared and do not want to go out alone at night anymore. I think I should change my banking habits and be more cautious.

The police have assured me that they will do everything in their power to find the perpetrator and bring him to justice. I would like to thank the police for their help.

The most important information about the location of the crime is:

- The crime occurred at 2:00 PM on 9/12/98.
- The victim was a 32-year-old male.
- The crime took place at the ABC Bank, located at 123 Main Street.
- The perpetrator is described as a tall, thin man with black hair.

Additional information regarding the victim or the perpetrator is available upon request.

If you have any information or witness this event, please contact the police immediately.

Thank you for your cooperation.

[Signature]

Crime and Court Officer

[Date]
ENGLISH FOR BUSINESS

OTHER REASONS FOR CLASS DIFFERENTIATION

Even if a given society has a system of class differentiation, it is not always possible to attribute the differences in social status to a single cause. Differences in class, race, and religion, for example, may be the result of a complex interaction of various factors. Therefore, it is important to consider the various factors that contribute to class differentiation in order to understand the reasons for these differences.

One of the main factors contributing to class differentiation is the education system. In many countries, the quality of education is determined by the social background of the students. This means that children from higher socioeconomic backgrounds have better access to education and are more likely to succeed in school. As a result, they are more likely to find good jobs and earn higher salaries later in life.

Another factor that contributes to class differentiation is the economy. In many countries, the economy is dominated by a few large companies, and the benefits of economic growth are not evenly distributed. This means that people who work in low-paying jobs, such as those who work in factories or in the service industry, are more likely to be poor and have lower social status.

In addition, the social and political environment also plays a role in class differentiation. For example, in some countries, there is a strong emphasis on social mobility, and people are encouraged to work hard and improve their status. In other countries, however, social mobility is limited, and people are more likely to remain in their social class throughout their lives.

Overall, class differentiation is a complex issue that is influenced by many different factors. Understanding these factors is important in order to develop policies that can reduce class inequality and improve social mobility.
The importance of the mission

The school's mission statement is to provide a challenging and comprehensive education that fosters the development of well-rounded, confident, and caring individuals who are prepared for success in a rapidly changing world. The school strives to create an environment where students are encouraged to think critically, communicate effectively, and work collaboratively to achieve their goals. The mission statement reflects the school's commitment to academic excellence, character development, and a strong sense of community.

Formulation of the mission

The mission statement is formulated through a collaborative process that involves faculty, staff, students, and parents. The process is guided by a committee of stakeholders who are responsible for ensuring that the mission statement is relevant, achievable, and reflects the values and goals of the school.

The mission statement is reviewed and updated regularly to ensure that it remains aligned with the school's goals and objectives. The mission statement is an integral part of the school's strategic planning process and serves as a guide for decision-making at all levels of the school.

The mission statement is communicated to all members of the school community and is made available on the school's website. The mission statement is shared with prospective students and families as part of the admission process and is displayed prominently in all school buildings.

The mission statement is a living document that evolves over time to reflect the changing needs and priorities of the school community. The mission statement is a cornerstone of the school's identity and serves as a source of inspiration and motivation for all members of the school community.
It is furthermore the case that in no situation will all of the poor feel that the worsening of their situation is completely justified and legitimate. Certainly in advanced Western capitalist societies the conservative hegemony is never so pervasive that some of the poor are not influenced by the egalitarian rhetoric of left-liberal politicians, trade unions, and even left-wing intellectuals.

There can be little doubt that how inequality is subjectively justified could be important in attenuating the impact on crime of changes in objective economic conditions. But to suggest that such subjectivity can completely negate the effect of objective forces seems difficult to sustain, both empirically and theoretically.

The political implication of the subjectivist position could be that instead of attempting to reduce crime by attacking inequality, we should work at persuading the poor to be content with their lot. But whether we believe in struggling for a more equal society or in telling the poor to be happy with what they have will be decided on many more important grounds than crime prevention. Irrespective of which way we jump on this question, irrespective of whether we are discussing a society in which the poor have a high or a low level of commitment to the legitimacy or to the legitimacy, the kind of evidence, that it is reasonable to expect a move to greater equality to be associated with reduced crime. We might hypothesise that a society with great inequality and low legitimacy for inequality is likely to have more crime than a society with great inequality and high legitimacy for inequality or a society with little inequality and low legitimacy for inequality. Moreover, the latter two may be both likely to have more crime than a society with little inequality and high legitimacy for inequality. More systematic empirical work is needed to test these hypotheses.

Nevertheless, given that a search of the literature does not uncover any cases of societies with high legitimacy for inequality and no association between class and crime, the following interim conclusion seems justified. For any prevalent level of legitimization for inequality in a given society, greater equality of wealth and power is likely to result in less crime than would otherwise have prevailed.

RÉSUMÉ

La théorie de Merton sur le crime et les symboles de succès différenciels selon les classes sociales:

La théorie de la structure sociale et de l’anonymie formulée par Robert K. Merton a manifestement donné naissance à de nombreuses applications fructueuses, notamment dans les domaines de la délinquance juvénile et des crimes commis par les corporations. Dans le présent article, l’auteur se propose, à partir d’une démarche comparative, de dégager les implications de la théorie de Merton pour la question de savoir si une société plus égalitaire serait efficacement une société à faible incidence de criminalité.

L’auteur montre qu’il ne fait aucun doute que l’on doit, pour répondre à cette dernière question, tenir compte de la façon dont l’inégalité relative des membres d’une société est justifiée subjectivement par ceux-ci. Néanmoins, puisqu’une revue de littérature ne révèle l’existence d’aucune société avec à la fois un haut degré de légitimation des inégalités sociales et une absence de lien entre la criminalité et le facteur classe sociale, l’auteur se croit autorisé à conclure temporairement que l’incidence des comportements criminels dans une société pourrait effectivement être réduite en réduisant les inégalités d’opportunités, de biens et de pouvoir qui existent entre ses membres.