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REPORT ON THE HARTFORD STATE JAIL PILOT REHABILITATION
PROJECT 1965-1966.

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CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD

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CONNECTICUT,

THE PILOT REHABILITATION PROJECT IN THE HARTFORD STATE
JAIL BETWEEN FEBRUARY 1965 AND JUNE 1966 WAS SPONSORED BY THE
CONNECTICUT STATE JAIL ADMINISTRATION AND THE STATE
DEPARTMENT OF EDUCATION, FINANCED UNDER THE VOCATIONAL
EDUCATION ACT OF 1963, AND ADVISED BY THE LOCAL OFFICE OF
ECONOMIC OPPORTUNITY AND THE AD HOC JAIL COMMITTEE OF THE
GREATER HARTFORD COMMUNITY COUNCIL. THERE WERE FOUR PROGRAM
COMPONENTS--COUNSELING (GROUP AND INDIVIDUAL), BASIC
EDUCATION (ACADEMIC, NON-ENGLISH SPEAKING, AND LITERACY
EDUCATION), VOCATIONAL EDUCATION (BUILDING A MACHINE SHOP),
AND RECREATION AND LEISURE-TIME ACTIVITIES (OUTDOOR, INDOOR,
AND LIBRARY FACILITIES). PROGRAM EVALUATION WAS BASED ON
QUESTIONNAIRES COMPLETED BY INMATES AND STAFF. QUESTIONNAIRES
WERE MAILED TO 164 FORMER INMATES WHO HAD PARTICIPATED IN
COUNSELING AND/OR JAIL SCHOOL PROGRAMS. THE 14 RESPONDING
WERE OVERWHELMINGLY IN FAVOR OF THE PROJECT. AN EMPLOYER
QUESTIONNAIRE INCLUDED WITH THE INMATE QUESTIONNAIRE WAS NOT
USED. WHILE THE MAJORITY OF THE GUARDS AND ADMINISTRATORS
WERE IN FAVOR OF THE PROJECT, NEARLY A QUARTER WERE NOT. (THE
DOCUMENT INCLUDES PROJECT PROPOSAL, INMATE, EMPLOYER, AND
STAFF QUESTIONNAIRES, JAIL REHABILITATION PROPOSAL, AND
INMATE DATA FORM AND PERCENTAGE DATA.) (AJ)

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HARTFORD STATE JAIL
REHABILITATION PROJECT
REPORT

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PILOT REHABILITATION PROJECT

1965 - 1966

Submitted by: David R. Murphy, M.S.

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Report on the Hartford State Jail
Pilot Rehabilitation Project

Introductory Comments:

The Pilot Rehabilitation Project which was established in the Hartford State Jail to run between February 5, 1965 and June 30, 1966, was conceived and implemented under the joint cooperation and sponsorship of the Connecticut State Jail Administration and the State Department of Education. Financial backing was provided by the Vocational Education Act of 1963, and valuable advisory assistance was provided by the local leadership of the Office of Economic Opportunity and by the membership of the Ad Hoc Jail Committee of the Greater Hartford Community Council.

Immediate responsibility for structuring the Project was accepted by Dr. Alexander J. Plante of the Office of Program Development, in the State Department of Education and by Mr. John Higgiston of the Vocational Education Division in conjunction with Warden Harold E. Hegstrom, Chief Administrative Officer of the State Jail Administration. This report is hereby offered as an informational statement of the activities which were pursued over the course of this Project, and of the findings and/or conclusions which may be drawn from such events.

The Problem

The presenting problem, as originally reviewed, developed around the fact that no effective program of rehabilitative services was at that time available in any Connecticut jail to aid inmates in overcoming this varied social, emotional, educational and related disabilities. Budgetary limitations and lack of guard personnel restricted the Jail Administration to providing the primary functions of maintaining security and custody of the offenders.

Legislative committees had repeatedly rejected the Jail Administration's requests for budgetary assistance which would enable the Administration to hire professional personnel to develop and implement program ideas of a

rehabilitative nature. Warden Hegstrom in particular, was interested in establishing a work-release program in the jails similar to the one in operation in the Federal Prison system. In any case, the lack of rehabilitative emphasis in the jails of Connecticut was an important concern to the developers of the Project.

Evidence of Project Need

The punishment aspect of sending persons to jail has signally failed to change or "correct" the unacceptable and illegal behaviors of the vast majority of those who arrive there. More than seventy percent of persons sentenced to jail, later return to jail, many of them on a repeated basis. Idleness and lack of constructive work opportunities unfortunately characterize the situations in many jails. What work there is, generally is geared to the needs of the institution rather than the inmates, and seldom can be offered to more than a fraction of the prisoners. Educational opportunities of a tutorial nature have sporadically been offered to inmates of selected jails by outside groups of interested citizens; unfortunately, the continuity of such efforts has always been uncertain.

We find in the jails an especially "hardcore" and troublesome population of disadvantaged persons, whose social, emotional, psychological and vocational limitations are not being "corrected" by a process of punishment. Security and Custody alone have not provided the necessary means to assist inadequate individuals in achieving a condition of adequacy; hence, the endless cycle of personal defeat, with persons so caught appearing repeatedly in the courts and then in the jails. The cost to society in maintaining police, judicial, custodial and parole functions to deal with such persons can perhaps never be accurately calculated, though it doubtless is fantastically high. When the additional costs of welfare assistance for the families of these offenders is considered, as well as the likelihood of the children of such individuals

becoming infected with the same problems of personal and social inadequacy, it would be folly to continue to rely upon the standard procedural methods which have been proven incapable of dealing with this difficult problem. Unfortunately, the time spent in jail has frequently lacked purpose or structure; so what the individual really gets is contact with more seriously disturbed personalities, and a training course in more varied and serious unlawful behavior. On the other hand, if the jail experience could be developed or structured to provide an imaginative and intensive educational experience for inmates, and utilize its controlling environment to channel inmate's activities in constructive directions, it may be far more realistically possible to promote the rehabilitation of large numbers of public offenders.

Development of Program Components

A thoughtful consideration of inmate needs resulted in a decision to develop and implement four major areas of Program Components. They were as follows: Counseling; Basic Education; Vocational Education; and Recreation and Leisure-time Activities.

It was further decided that the professional person or persons engaged to conduct the Project would be expected to initiate appropriate activities in each of the program areas listed to determine feasibility of initial planning, and to identify and suggest additional areas of program investment.

Plans were also made to survey jail staff members and participating inmates at the end of the Project, to obtain indices of acceptance of the Project as well as information relating to activities of special value, or lack of value, in the Project.

Professional Staffing

Mr. David R. Murphy who holds a Masters degree in Psychology, and who is

also a candidate for the doctoral degree in Counseling at the University of Connecticut was engaged at the inception of the Project to handle the special responsibilities related to the Counseling component. He also assumed responsibility for implementing program activities in other projected areas excluding Vocational Education.

Mr. William Stenger, A Senior Instructor, attached to the A.I. Prince Technical School, was assigned to the jail project in September, 1965 to oversee the development and implementation of the Vocational Education Component.

Characteristics of the Hartford State Jail

Physical Facility

The Hartford State Jail occupies an entire city block in the north end of the city. The main building is an outmoded, antiquated structure well over a century old. It was erected in 1837 and remodeled in 1870 with later additions constructed in 1896 and 1913. The physical condition of the jail is such, that, investigative commissions have, over the years, offered repeated recommendations regarding its closure and replacement.^{1/}

At the present time, the daily number of prisoners held at the jail is around 450, which includes approximately 100 boundover and adjourned offenders and 20-30 females. This is somewhat less than the daily count of past years which was often 100-150 persons higher than the present. The jail facilities include approximately 176 cells and 132 dormitory beds for the sentenced inmates, 34 cells for female offenders, and 48 cells for prisoners who are either boundover or adjourned, and whose cases are still pending in the courts.

^{1/}Levinson, Rosaline - County Government in Connecticut, It's History and Demise Continuing Education Services, University of Connecticut, Storrs, 1966. P.88

Many of these last have been charged with serious capital crimes; and as such, they endure much more stringent security precautions in the jail. Their contact with the sentenced inmates, who make up between two-thirds and three-quarters of the jail population is restricted as much as is possible in such an inadequate structure. The sentenced-men have generally committed misdemeanors and as a result have been sent to jail for up to a year's time. In addition to the cells and dormitory beds provided the various categories of offenders, the jail facility includes a remodeled and modernized kitchen and dining hall with appropriate food storage and preparation arrangements sufficient to handle the needs of the inmates. Similarly, a laundry operation exists within the jail to handle the clothing and linen processing needs of the prisoners. General storage, maintenance and related services are all located within the institution. All of the functions mentioned draw heavily upon inmate workers in the staffing of their operations.

The cell and dormitory areas are in some instances located in close proximity to the city street, hence there are frequent problems with respect to the smuggling of contraband items, liquor, etc. from persons outside the jail. It is difficult in some sections to keep jail windows intact as inmates break them to look outside, see the girls, and etc., although the rules strictly prohibit such activity.

Jail Personnel

The Hartford State Jail is, by statute, under the Administrative control of the State Jail Administration, which is an independent State Agency, directed by Warden Harold E. Hegstrom.

The jail, proper, is supervised by the Chief Correctional Officer, Sheriff Patrick Hogan; while the day to day operation of the institution is controlled by Supervising Captain Charles Baikal. The correctional staff has a total of 51 persons which can be broken down into the following categories:

Two captains; five lieutenants; four senior guards; 29 guards; and 6 matrons. There is also a pharmacist aide to run the dispensary and a person in charge of food services.

The jail personnel is distributed to the various shifts as follows:

Day Shift, nineteen; evening shift, seventeen; midnight shift, seven. It is estimated that, on the average, twelve guards are actually on duty during the day shift; nine guards during the evening shift; and four to five guards on the midnight shift.

The Jail Process

When an offender is remanded to jail by the courts or by police the following procedures take place: Upon arrival at the jail the offender is placed in a holding "tank" or room located in the Admitting and Processing section of the jail. While he is in there, a trustee or guard will fill out a form requesting Personal History, or background information which the offender is asked to provide. Following that, he is stripped, searched and required to take a cleansing shower. Then, his personal property and civilian clothing is impounded and he is issued the standard jail uniform consisting of: Blue, cotton-denim trousers and shirt for the sentenced man and a khaki-cotton outfit for the boundover or adjourned prisoner. The next item is to get a cell assignment, and after that the offender is permitted to join the general inmate population.

Due to lack of funds and professional personnel, it has unfortunately not been possible to routinely provide a medical examination to all who enter jail; consequently, there is always a possible risk that inmates will be exposed to someone who has a communicable disease such as tuberculosis, hepatitis, syphilis and etc. Though the effort is made to be as careful as possible, under these circumstances there is still a chance that a person so afflicted may be assigned to work in the kitchen. The inmates are well aware of this

unfortunate possibility and complain bitterly among themselves concerning their helplessness to change the situation.

Inmates are paid a pack of cigarettes a day for working at the various detail assignments both within and without the jail. If a man is in jail on a fine, he can reduce his indebtedness by five dollars a day if he works; if not, then only three dollars daily is credited to him. As might be expected, work opportunities are earnestly sought by many of the men, it is therefore unfortunate that not enough opportunities can be provided for all who would like to participate.

A most important procedure in the jail routine is the Count. At specified times each day inmates are required to be physically present at their assigned cell areas while guards account for their presence. A tally is taken which is compared with the master figures. Any discrepancy between the number of prisoners counted and the number expected is cause for anxiety and considerable agitation on the part of guard personnel until the difference is eliminated.

Admitting and Processing

The Admitting and Processing section is not only responsible for processing offenders into the jail and releasing them when the appropriate day arrives, it also handles outside-detail workers who labor for other agencies such as the State Police, the Central Motor Pool, the State Office Building, and etc. several times a day. This entails a head count and search each time these men enter or leave the institution. In addition, to the foregoing duties, Admitting and Processing personnel also have to prepare Boundover and Adjourned inmates for court appearance. This means that personal property and civilian clothing have to be returned to the prisoner each time he goes to court and re-impounded if he is returned to jail. The pressure and confusion of this assignment should not be underestimated. It is to the credit of the men responsible for such duties that the system has been able to meet the stringent

demands placed upon it.

In the jail, a lack of space and available clothing changes has made it impossible to allow most inmates the opportunity of showering more than once or twice a week, with the exception of those individuals on specific detail assignments. In the summer months when heat and humidity are severe and outside sports activity is permitted this can result in considerable discomfort for all concerned.

Jail Release

An offender's release from jail is in most cases effected around six o'clock in the morning on the appropriate day designated. At least two reasons have been offered for this practice: The first is that the midnight shift of guard personnel can accomplish the job of returning personal property and clothing to the inmates before they are relieved by the day shift, which saves some confusion in the change-over. Secondly, by releasing inmates early they will not have to be fed breakfast, and that will save some money. Unfortunately, however, at that time of the morning there is at least a two hour wait before public agencies such as the Welfare Dept. or the employment office will open; therefore, it can be an awkward period for many who are destitute or that have special needs, particularly in the cold of winter.

In releasing an offender from jail, the State assumes no responsibility for providing him with any financial or other material resources. He takes out what he brought in. In theory, the man who was sentenced in midsummer to a six-months jail term will be released in December with his same light, summer-garments. Occasional donations to the jail of discarded clothing may be rummaged through by an individual for whatever he may find of use; but, condition, fit and cleanliness can hardly be guaranteed in such circumstances. The person who is indigent when sent to jail will have no more money when released.

This, then, is a situation which confronts thousands of our local citizens each year in varying degrees of discomfort and hardship.

Characteristics of Inmates

Planning and Procedures

An important objective of the Project was to obtain factual information about the inmate population which might prove to be of future help in planning or implementing programs at the jail. To achieve this end, jail booking-records were examined and certain information which was available on all sentenced prisoners was transferred to punch-cards. When that was accomplished, the cards were sorted in various combinations by the Data Processing staff of the Connecticut State Department of Education. A one year period, covering the time between April 1, 1965 and March 31, 1966 was selected for this sample. That information has since been analyzed and is now available for this report.

General Characteristics

Approximately 2360 individuals were sentenced to the Hartford Jail during the period of time studied. Racially and ethnically, it was found that 59 percent of the group was caucasian; 33.5 percent negro; and 7.5 percent Puerto Rican. Thus, it can be seen that minority group members comprised 41 percent of the sentenced population. This is an interesting statistic, when viewed in relation to the fact that such minority groups represent only a shade more than 8 percent of the population of the Greater Hartford area, which encompasses less than the total area served by the Hartford Jail. Minority group members are estimated to make up 28 percent of the Hartford City population which is included within the statistics mentioned for the Greater Hartford area.

Religion, Sex and ^{Marital} Mental Status

Inmate religious affiliations were reported as follows: Catholic, 53 percent; Protestant, 44 percent; other, 1 percent; and none, 2 percent.

Male offenders comprised 94 percent of the persons sentenced to jail. Among those sentenced, 29 percent were found to be single; 33 percent were married; another 32 percent separated or divorced; and 6 percent, other. From this it is seen that over two thirds of the prisoners had been married and about half of that group had encountered serious disharmony in the marital relationship.

Residence

Hartford was listed as the home address of 69 percent of the inmates studied. New Britain contributed 7.5 percent and East Hartford, another 2 percent. The other towns of Hartford County, with the exception of Burlington, Canton, and Hartland, sponsored another 11.5 percent. The remaining 10 percent had resided outside of Hartford County.

Problem of Recidivism

The 2360 persons represented in this study were involved in approximately 3660 separate sentencings during the period reviewed; therefore, it is quite obvious that recidivism, or repeated jailing, was an unfortunate reality for many of the offenders. A substantial sampling of the inmate group revealed that 72 percent had been in jail previously.

Offenses Committed

The types of charges listed and the frequency of their occurrence as represented in the 3360 sentencings mentioned above can be described as follows: Drunk-vagrancy, 57 percent; breach of peace, 13 percent; non-support-contempt of court, 3 percent; and motor vehicle offences, 8 percent. The above charges included 81 percent of the reasons for sentencing persons to jail. They represented by and large, a nuisance factor to society rather than hardened

criminality. Persons charged with more aggressive crimes made up the remaining 19 percent of the jailings listed. They are: Larceny, forgery and attaining money under false pretenses, 4 percent; aggravated assault-resisting arrest, 2 percent; sex offenses, 2 percent; violation of probation, 2 percent; robbery, breaking and entering, burglary and shoplifting 5 percent; and, other, 4 percent.

Length of Sentence

The amount of time which these individuals spent in jail, in connection with the charges listed, can be set forth in cumulative percentages in the following manner: Five days or less, 13 percent; ten days or less, 26 percent; fifteen days or less, 43 percent; thirty days or less, 81 percent; sixty days or less, 88 percent; six months or less, 97 percent. The remaining 3 percent spent up to a year's time in the jail.

Inmates Ages

The ages of the inmates ranged between sixteen and eighty-three years, with a median age of thirty-eight. The age distribution was positively skewed with the greater frequency of jailings occurring at the lower end of the range. A cumulative percentage age distribution can be offered as follows: Twenty years and under, 8 percent; thirty years and under, 34 percent; forty years and under, 57 percent; fifty years and under, 77 percent; sixty years and under, 91 percent; and seventy years and under, 99 percent.

Educational Achievement Levels

Less than seven years of school (the elementary grades), was completed by 23 percent of the group; another 40 percent completed only grades seven, eight or nine; and grades ten and eleven were finished by only 21 percent. High School graduation was accomplished by 15 percent; and the remaining 1 percent had participated in formal educational activities beyond the high school level.

Vocational Achievement

Sifting among the facts already presented, it was noted that fully a third of the jailed offenders were thirty years of age and under, and over half of them less than forty. Over four-fifths were school dropouts, with two-thirds of them not getting beyond the Junior High School level. It is apparent from the age factor alone that most inmates can expect to participate in society for many years to come, and it is further obvious from their educational achievement levels that most are seriously deficient in the areas of formal knowledge that are essential for successful participation in society. It is therefore, perhaps, not surprising to note, the low levels of vocational adjustment which have been achieved by these persons before reaching jail.

Making use of the Dictionary of Occupational Titles (DOT), published by the U.S. Department of Labor, as a guide; the inmates occupational listings were reviewed and rated as to skill levels. The results obtained revealed that fully 67 percent of the offenders were vocationally unskilled. Another 24 percent could be rated as semi-skilled; and the remaining 9 percent would be considered in the skilled, sales or clerical areas, with less than 1 percent attaining professional or managerial status.

To sum up, the data provided clearly reveal that the preponderance of persons in jail are society's nuisances and misfits rather than hardened criminals. They are the culturally, socially, emotionally, educationally and vocationally disadvantaged persons whose inadequacies have functioned to bring them in conflict with the law, with the result that they are "punished" or put away in hopes that such treatment will cause them to reflect on their misbehavior and therefore decide to behave lawfully in the future.

Counseling Component

Counseling Methods and Procedures

In establishing this component, both individual and group counseling

procedures were initiated with the jail inmates. The referral process for individual counseling was somewhat informal, in that, the counselor let it be known to persons around the jail of his availability for such assistance. Inmates were thus encouraged to volunteer themselves for participation in a counseling relationship. In a few instances, guard-personnel nominated persons whom they believed were experiencing more than the usual amount of difficulty in their interpersonal relationships, or with other problems.

Individual Counseling

Individual counseling was, in most instances, intended to function in a supportive capacity to inmates with particular problems which they could identify. They were encouraged to explore their problems in an empathic and understanding atmosphere with the counselor in hopes that realistic insights into their problems might be stimulated, and practical future plans developed, on the basis of their overt or covert strengths.

Since all persons who participate in counseling were self-referred in one sense or another, there was almost always a presenting problem upon which to focus. These sessions were usually scheduled to last an hour.

Group Counseling

To obtain inmates for Group Counseling, several different procedures were followed over the course of the project. The first two groups were formed from lists of names obtained by asking inmates to sign-up for such counseling at the jail library. A third group, composed entirely of negro drug-addicts was organized later in the year at the request of several addict-leaders. Another type of group participation attempted was called "group discussion" meetings. On the nights such meetings were scheduled by the counselor, all interested inmates were invited at the evening meal to assemble in the school following the meal, for the group-session.

Group counseling had, in principle, the same goal of offering supportive assistance to inmates, but the presenting problems for groups of individuals were not so easy to generalize. Through sparing use of questions and evaluative statements the counselor sought to stimulate the participants to develop and maintain a therapeutic "group-process".

The group-discussion meetings were largely left alone by the counselor to evolve in any direction, and since the invitation for participation in such meetings was offered to all inmates, the weekly turnover of participants was extensive. These meetings generally ran one and a half hours.

Attendance Data

Individual counseling relationships were effected with twenty-nine persons over the course of the project. The number of sessions held with these men varied between one and seventeen with an estimated mean of four and seven-tenths sessions.

The first two counseling groups lasted through three and seven sessions respectively. The third, composed of drug-addicts ran for four sessions. Each of the groups had a membership of six to eight persons. "Group discussion" meetings had an average attendance of between fifteen and twenty persons; however, the turnover of individuals was, as has been previously stated, quite extensive.

Problems in Counseling

It is perhaps apparent from the foregoing description that the counseling component experienced a number of difficulties over the course of the Project and the attempt will be made to review and discuss them. The most important hindrance to effective counseling appears to have been time. The short terms served by the vast majority of prisoners made it almost impossible to establish counseling groups with sufficient continuity of membership to allow the group-

process to occur. The fact that the participants were volunteers also suggests that they were free to absent themselves from counseling if they felt discomfort in the meetings. In this same vein, the taunts or teasing of other inmates could also have influenced those with only a marginal commitment from continuing in counseling.

The referral procedure of seeking volunteers may also have attracted the curious, rather than those more seriously in need of help, so that when curiosity was satisfied there was little felt-need to continue participating. The fact that most persons in jail are multiply deprived, may indicate that they tend to feel less comfortable with, and try to avoid, abstract concepts and principles and concentrate their attention on concrete situations and immediate gratifications. This may in some measure explain their impatience with traditional counseling methods and their failure to respond for more than a few group sessions before dropping out. The whole problem, however, is complexly involved with the transiency of individuals previously mentioned and the attitudes of other inmates which was also raised. Individual counseling success was influenced, in some instances, by the counselees failure to seek assistance until just before jail release. In most such instances, the counselor's help was being sought in pursuing a specific goal or favor, such as: Making welfare arrangements; contacting the employment services for a job; interceding with a wife or employer on the counselees behalf; and similar arrangements.

Counseling Needed

A number of individual counseling relationships were conducted over a sufficient length of time and in appropriate depth to convince the counselor that such assistance can be extremely beneficial to such persons. For one thing, the counselor was struck by the fact that many jailed individuals expressed thoughtful concern about themselves, and the repeating cycles of their unlawful behavior which gets them in jail. The person who hasn't time in the rat-race

of the street-corner-society to think of anything but his next "slick" move, has suddenly been faced with the harsh reality of jail which he cannot avoid. Some of these offenders haunt the jail library for books on philosophy and poetry. They are seeking meaning for their lives and are anxious to discuss what they find with others. Many have been neglected children from marginal families who hunger for attention of any kind, and to whom punishment is considered preferable to being ignored. The counselor or teacher soon finds his time can be completely taken over in meeting these needs of these inmates.

The last problem which might be mentioned is perhaps as important as any or all that have been raised, and that is the limitation on the time which the counselor could provide for counseling services. Since the Counselor was in fact responsible for implementing and directing all of the components of the Project with the exception of Vocational Education, it was not possible to provide the time and effort which would have been needed to delve in greater depth into the various possibilities and potentialities of inmate Counseling.

Liaison Activities

The counselor had, of necessity, to turn to community and governmental agencies for assistance in meeting the concrete needs of inmates which were identified in counseling. Special favors of a diverse nature, including obtaining eyeglasses or false teeth or in contacting an attorney or loved-one while the offender was in jail, was willingly and efficiently assumed by the Connecticut Prison Association. That organization also supplied the services of a social-worker-counselor several days a week to provide inmate counseling and assistance in addition to arranging job opportunities and living accommodations for released offenders.

The Compass Club, operated by the Alcoholism Division of the Department of Mental Health, was also used as a resource to which certain alcoholics were

referred. Selected cases were screened by their own counselor and, if accepted, they were permitted to live in that residential facility and receive counseling assistance, while working in the outside community.

The Family Service Society was approached in behalf of several inmates. That organization then provided social case-work services and family counseling opportunities for wives and other family members of offenders; in addition to providing worthwhile post-release counseling and follow-up services to one or two selected inmates.

The Connecticut State Employment Service provided direct and helpful assistance in placing released inmates on jobs and in worthwhile training opportunities, through the enthusiastic intervention of the staff of the North End Field Office.

The Hartford City Welfare Dept. was approached in behalf of a number of men needing lodging, clothing and meals following their release from jail. The cooperation of this agency was exemplary and in the best tradition of providing reasonable assistance to those in need, within an atmosphere of dignity. The Salvation Army was approached by the counselor on at least two occasions and graciously provided clothing and lodging for indigent persons. And, finally, the counselor also had occasion to participate in meetings of several agencies in combination in reviewing their various contributions to assisting an inmate with his problems. The Family Relations Division of the Circuit Court and the Blue Hills Hospital were contributing organizations who demonstrated a willingness to join with one another and with other of the agencies described, in attempting to help a released offender reduce and resolve his problem situations.

Project Follow-up

In attempting to follow-up the individuals who participated in a

counseling interaction within the Project, the counselor was unable to locate more than a handful, due to the inaccuracy of the addresses listed in the jail records and also to the apparent reluctance of many to respond to the questionnaire which was sent. At least five or six men are known to be working steadily and adjusting to society in an acceptable manner; and just as many, or even more, have returned to jail since their counseling exposure.

Findings

The various problems encountered in the counseling component, and the lack of follow-up data on the inmate participants make it impossible to offer concrete findings in this area. There is, however, a need for more counselors with the necessary time to spend. Likewise, there should be developed improved referral procedures to identify inmates needing assistance, with enough sentenced time to serve, to be able to profit from the process. Such things would undoubtedly provide a more adequate basis for assessment.

Basic Education Component

As previously noted, the educational achievement of the inmates was generally low; therefore, a program of basic education was initiated in the jail through the sponsorship of the Hartford City Board of Education and under the willing leadership of the Director of Adult Education. Federal adult-basic-education monies were used to fund this component, which included not only the placing of three part-time teachers in the jail three evenings per week, but also a liberal budget for instructional materials and supplies. This last, enabled the teachers to obtain the most recent and specialized teaching aids with which to work.

The Jail Administration also supplemented the budget for teaching materials generously, and provided the funds and supervisory personnel needed to enable inmate workers to convert an unused loft area into an attractive and serviceable school facility.

Physical Facility And Functions Served

The converted school area, as completed, consists of three classrooms, an office and a lavatory. The largest classroom possesses a seating capacity of between twenty-five and thirty students and has been principally used to house the large, general, student group. That group is being taught the basic subjects of Arithmetic, English and social studies and the general level of their instruction is high elementary and/or low junior high.

The non-English speaking class has been located in a second, smaller room which can accommodate approximately 10-12 students. These individuals have typically been given basic English instruction in both reading and writing along with appropriate arithmetic exposure.

A third, smaller room has been utilized for the functionally illiterate students. Five or six persons in this category are about all that one teacher can handle. The emphasis for these individuals has been upon basic reading

instruction.

Equipment and Furnishings

The two largest classrooms are equipped with blackboards and the main room is additionally furnished with a projection screen for the presentation of educational films which have been obtained by the teachers from free film-distribution sources. One important source has been the Hartford Public Library.

Most of the furnishings for the school facility were obtained from surplus, donation or loan sources. The A.I. Prince Technical School made available the drawing tables and stools used as desks in the main room, while the old Wethersfield Prison was tapped for a number of the other chairs in use.

Basic Education Starts

The Basic Education component formally commenced in the jail on May 9, 1965 and it has continued without interruption until the present time. Inmate participation has at all times been voluntary, and while attendance at the first session numbered only nine persons, a much greater degree of acceptance was soon evidenced by a continued and steady attendance of approximately thirty persons.

Attendance Data

Class attendance records were reviewed to obtain accurate information regarding inmate participation in this component. It was found that approximately 15 percent of the male, sentenced population had experienced at least one class session in the school. Median school participation for the group was found to be six class sessions, cumulative class-attendance percentages were as follows: one session, 17 percent; four sessions or less, 43 percent; ten or less, 72 percent; fifteen or less, 81 percent; and the remaining 19 percent ranged between sixteen and thirty-six sessions.

Non-English speaking students, principally represented by the Puerto Rican

Ethnic group comprised almost one-fifth of the individuals attending school. It was further determined that 34 percent of the total Puerto Rican population in the jail during the period studied had experienced some direct contact with the education program. The median attendance frequency for this group was nine sessions and cumulative attendance percentages are as follows: one session, 13 percent; four sessions or less, 27 percent; ten or less, 56 percent; fifteen or less, 69 percent; and the remaining 31 percent ranged between sixteen and thirty-two sessions.

Functionally illiterate inmates comprised 8 percent of the total school enrollment. Over the course of the year, twenty-seven men were so identified and persuaded to participate in the program.

The numbers of inmates experiencing this level of educational disability are difficult to estimate since these individuals are usually very resistant to becoming involved in formal educational endeavors. The shame and embarrassment often associated with being unable to read and/or write also causes many such persons to try to cover or hide their deficiencies from others. Suffice it to say that many more did not avail themselves of this experience, when compared with those who did. Attendance data of this group closely parallels that of the entire school population.

Inmate Acceptance

When the transiency of the inmate group is considered, the attendance percentages reported in this section may be regarded as evidence of strong inmate acceptance and support of the Basic Education Component.

Academic-Achievement and other Ability-Testing

The Wide Range Achievement Test (WRAT) was employed in connection with this project to sample inmate's academic abilities. The WRAT instrument is commonly used in school settings to assess student's levels of performance in

the basic subject areas of reading, spelling and arithmetic. Seventy-two pupils were administered this test over the course of the year and the following results were obtained: Reading achievement ranged between grade one and grade fourteen with a mean level of grade six. Thirty percent scored no higher than fourth grade, and only 20 percent scored better than ninth grade.

Spelling Achievement ranged between zero and grade twelve with a mean performance level of grade five. Forty-seven percent scored no higher than fourth grade, while only 7 percent scored better than ninth.

Arithmetic Achievement scores ranged between grades two and eleven with a mean performance level of grade five. Thirty-six scored no higher than fourth grade, while only 3 percent scored better than ninth grade.

Prior knowledge of personal educational deficiencies may, in some measure, have influenced the tested individuals to volunteer for school; therefore, a selection bias may be suggested in accounting for the preponderantly low achievement scores on the WRAT. The selection bias mentioned, was perhaps borne out by the results obtained on a sampling of seventy-one inmates, all of whom had volunteered in response to a general invitation to participate in Achievement Testing. The instrument used with the latter group was the Wonderlic Personnel Test, which is a brief, timed group-testing device frequently used in business and industry to assess intellectual aptitudes. The mean performance level of the group on this test was around ninth grade: Cumulative percentages reveal that 36.5 percent scored eighth grade or less; 80 percent, tenth grade or less, while 8.5 percent scored above the high school completion level.

These results suggest that on a strictly voluntary basis the subjects sampled may, in general, have been those who felt better prepared or more adequate to engage in the activity proposed, although differences in the test

instruments should not be ignored.

The Differential Aptitude Test (DAT) was also employed with other volunteer groups to assess inmate performance on the following subtests: Verbal Reasoning; Numerical Aptitude; Abstract Reasoning and Mechanical Reasoning. One group of fifty inmates achieved the following mean percentile scores in comparison with twelfth grade norms: Verbal Reasoning, 21.4; Numerical Aptitude, 7.9; Abstract Reasoning, 14.5; and Mechanical Reasoning, 21.7. Another group of twenty-three volunteers obtained these mean percentile scores: VR, 34.3; NA, 8.0; AR, 20.7; and MR, 23.7. These results, while demonstrating again the generally low-levels of academic and intellectual achievement possessed by jail inmates, also point up in the Mechanical Reasoning Test the fact that the majority of these persons do not apparently possess strong compensating abilities in other performance areas.

Keeping in mind the selection biases which may have operated in the testing of the different inmate groups; and likewise noting the variety of testing instruments employed, the point should also be raised that considering the educational and cultural deficiencies of these disadvantaged persons it is not really possible to extract their levels of functional ability from paper and pencil tests which have been standardized on white, middle-class population groupings. These results can and do, however, point up some of the wide differences to be found between the majority of our citizens and especially to those confined to the disadvantaged subcultures which are frequent contributors to the jails.

One final effort was made to sample the aptitudes and abilities of sentenced inmates. The Connecticut State Department of Labor was approached through its Division of Employment Security to make available the highly restricted General Aptitude Test Battery (GATB) for use in the jail project. The GATB has twelve sub-areas and it purports to measure a number of specific aptitudes. Extensive normative information has been collected on the test to

suggest various achievement levels appropriate to a wide variety of occupations.

In an effort to reduce selection bias, the jail authorities were asked to require all men sentenced to jail for more than 60 days to participate in the GATB Testing. That request was honored, and a three month period ensued in which 94 percent of the inmates indicated were processed. The other 6 percent were lost for various reasons including direct refusal to participate. One hundred sixteen men in all took the GATB and achieved the following results: The Median inmate score on the scale of General Intellectual Aptitude was approximately at the 13th percentile as compared with the normative group's scoring distribution. On every GATB Aptitude scale the inmate group scored lower than the normative group on which the test was standardized. The inmate group's median score on each of the scales has been compared with the distribution of scores achieved by the normative group as follows: Verbal Aptitude, 24th percentile; Numerical Aptitude, 15th percentile; Spatial Aptitude; 28th percentile; Form perception, 23rd percentile; Clerical perception, 33rd percentile; Motor Coordination and Speed; 22nd percentile; Finger dexterity, 8th percentile; and Manual dexterity, 13th percentile.

While it can be seen that all of the Aptitude scale performances by the inmate group was inferior to the normative group, it may also be pointed out that the inmate's median scores on several of the scales, e.g. General Aptitude; Manual and finger dexterity also Numerical Aptitude were all more than a standard deviation lower than the median scores achieved by the normative population on those scales. This would seem to suggest that the inmate group differed significantly in performing those tasks related to those scales.

Since these subjects were all required to participate in the GATB testing a question should perhaps also be raised regarding their willingness to invest themselves in the Testing situation. It was apparent to the tester, that in a number of instances inmate testees were merely "going through the motions" in

taking the tests, while in other cases the prisoners appeared to be strongly interested and committed to the situation.

Because of such differences in motivation it is of course not reasonable or possible to draw valid inferences from the data obtained regarding the abilities possessed by these groups of subjects.

Vocational Education Component

Initial discussion regarding this component resulted in a tentative decision to establish a general-shop facility in the jail equipped with a wide variety of hand and small electrical tools. It was reasoned in this that inmate trainees would be offered the opportunity of learning a broad range of useful skills which could lead to job opportunities in varied employment fields such as: woodworking, carpentry, machine operation, metalworking, small appliance repair, plumbing, and related endeavors. To implement this decision it was felt that the person recruited to serve as the vocational education coordinator should ideally possess a general-technical background and have a broad familiarity and experience with teaching skills that are appropriate to many job areas. With these credentials, the individual selected would be able to develop or adapt a training curriculum which would most effectively meet the needs of small groups, and even individual inmates serving varying sentences. The problems experienced in attempting to recruit an appropriate Vocational Education Coordinator prevented the initiation of concrete activity on this component until September, 1965. At that time a Senior Instructor was assigned to the Jail Project by the Director of the A.I. Prince Technical School in Hartford. That person was delegated the responsibility of setting up the jail Vocational Education Program. From that time, the focus of the component began to shift. Instead of a general shop, planning was concentrated

on the establishment of a machine shop in the jail to teach machine operation.

Considerable effort was expended by all who were involved in the construction of this facility. First, a large shop was created in a basement area of the jail. This necessitated the removal and reestablishment of existing storage and supply rooms. Concrete block walls were built and a new concrete floor laid. Numerous, heavy machine tools were then located at other institutions or in storage warehouses. They were moved and installed in the jail shop area, using primarily inmate labor.

Students and instructors from the A.I. Prince Technical School donated a considerable amount of valuable labor in the preparation of the machine shop. They assisted in the pouring and leveling of the new concrete floor. They also dismantled the buss-bar electrical system from the old Wethersfield prison and reinstalled it in the jail shop, where they also connected the machine tools to the system.

Inmates supplied most of the labor in erecting the walls and other structural portions of the Project; also, in painting and renovating the machines. Helpful supervisory assistance was also provided by the Central Jail Administration maintenance personnel.

Almost eight months passed in the construction of the machine shop and on May 9, 1966 the first class commenced. Twelve inmates were enrolled in that group which shortly was reduced to ten, by the fact that two dropped out.

The course in machine operation which was presented, closely paralleled the twelve week course which is offered by the Manpower Development Training Authority (MDTA) under the sponsorship of the Connecticut State Department of Labor.

During the first few days of instruction, the class was addressed by a counselor from the Connecticut State Employment Service. He told the students about the opportunities awaiting them outside the jail if they complete the

course. He also assured the students of the availability of Connecticut State Employment Service assistance in their behalf, upon release.

Since this component was not operational until the last seven weeks of the Pilot Project, a critical assessment of its value cannot fairly be attempted. It may be noted, however, that the machine shop is an exceptionally handsome, well-appointed facility and it appropriately reflects credit upon all who endured almost continual frustrations in its creation.

Recreation and Leisure-time Activities Component

At the inception of the project, the bulk of the inmate's recreation and leisure-time opportunities were limited to the use of playing cards acquired from the guard personnel on an occasional basis; the reading of outdated, tattered books kept on open shelves; and a weekly movie supplied by a contractual source.

Project Planning

In planning this component, it was proposed that an outside yard area be utilized for limited sports activity during the warmer months. It had been black-topped in anticipation of such usage, and was accordingly marked to accommodate basketball, volley-ball and horse-shoe pitching. Basketball standards were constructed from scrap materials with most of the labor coming from inmate sources.

Inside Recreation

In addition to the preparations described for outside recreational activities, a search was made of the interior of the jail to find an area which could be converted to provide space for inside recreational opportunities. The third-floor day room was finally designated for the indoor recreation site, and inmate labor was again employed to paint and prepare the room. Six heavy-duty

ping pong tables, a weight lifting platform, chinning bar and assorted benches were also constructed by the inmates with supervisory assistance from the Jail Administration maintenance personnel. Later, shuffleboard courts were painted, and a striking bag platform was obtained from the Wethersfield Prison and installed; thus broadening the range of inmate recreational opportunities to a rather considerable degree.

Inmate Welfare fund sources were tapped for most of the sports and recreation equipment used in this component. Basketballs, volleyballs and nets, horseshoe pitching and shuffleboard sets, weights, small and large striking bags, ping pong equipment, playing cards, chess, dominoes and table games were all purchased in liberal supply to assist in the implementation of this component.

At the outset, it was intended to limit this recreational component to the sentenced inmates because of the special security problems which are posed by the Boundover and Adjoined prisoners. Eventually, however, the compelling needs of these men influenced a change in policy so that recreational opportunities of an appropriate nature could be made available to them. Accordingly, a ping pong table, playing cards, chess, dominoes and related items were issued for their benefit.

Women inmates received badminton, volleyball and horseshoe pitching equipment for use in their infrequent outside recreation activities. They also were given picture-puzzles, playing cards and other table games mentioned, for indoor use.

Staffing Problems

Due to the lack of professional staff, day to day responsibility for operating the recreation and leisure time activities component had, of necessity, to be delegated to inmate helpers. The problem of recruiting inmates willing to

accept such responsibility, and able to effectively function in the jail setting was extremely difficult. Unless close control was continually maintained over recreational equipment and supplies, they soon "disappeared" or were recklessly destroyed. Unfortunately, the quality of inmate help recruited to assist in this important function, varied drastically over the course of the project with many individuals performing somewhat disappointingly. Part of the difficulty was undoubtedly related to the limited amount of supervisory support these helpers could be given. Nights and weekends are busy times for recreational activities and the project staff was generally not on duty during those periods to offer supervisory support to the inmate recreation helpers. Another source of sore disappointment to all involved in this project, was the frequent lack of sufficient guard personnel to enable the inmates to take advantage of the outside recreation resources on hot summer evenings. Vacation commitments, or sick-time absences on the part of the guard staff seemed to quite often occasion a situation in which only five or six guards were on duty during the evening shift and that was apparently too few to justify the risk of taking the prisoners out into the yard.

All of the outside activities were enthusiastically supported by the inmates. Six or eight basketball teams were loosely organized into a league and competition waxed fiercely. The volley ball and horseshoe pitching courts were also in constant use while the men not actively engaged in athletic pursuits sat around the periphery of the yard and observed the others in action.

Because of the participants enthusiastic acceptance of, and participation in, these sports activities it was decided to hold a party for those who had been active in the basketball and volleyball leagues. Donations of donuts and soft drinks were freely supplied by local distributors. The party was held one evening in August, 1965, in the school area. Approximately fifty men were in attendance. The interest and enthusiasm demonstrated by the inmates in all

aspects of the recreational portion of this component evidences the justification for investing much more in the way of professional staff and equipment to expand and improve this offering.

Sports and Recreation Data

A sampling of data has been collected to reveal the amount of activity and interest which has been generated in connection with the various sports and recreation activities which have been offered inside the jail. Each activity or piece of equipment mentioned will be reported on the basis of the average number of times the materials were checked out by inmates each week; the information is presented as follows for the sentenced-inmates recreation area located in the third-floor day room: Playing Cards (regular) 33; Playing Cards (Pinochle) 8; Cribbage, 3; Checkers, 2; Chess, 1; Ping Pong 48; Shuffleboard, 5; and weight-lifting, 14 men daily.

Recreation activities among the Boundover and Adjourned inmates were also analyzed on the basis of the average numbers of times the materials were used each week. That data is reported thusly; Playing cards (regular) 39; playing cards (pinochle) 8; dominoes, 10; checkers, 14; chess, 3; and Ping Pong, 182.

It may be noted from these figures that the Boundover and Adjourned inmates made much greater use of the recreational materials supplied them as compared with the support obtained from sentenced prisoners. This undoubtedly reflects the fact that sentenced inmates had relatively more activities and interests competing for their attention, while the Boundover and Adjourned men generally had almost no opportunity to engage in varied activities due to the tight security restrictions.

The Jail Library

The obvious need for an expanded and improved library facility was one of the first concerns of persons responsible for planning the Jail Project. To meet this need, a small room near the front of the Jail was made available to

serve as the library. That room was remodeled and refurbished to provide an attractive and useful facility which would be conveniently located to all inmate groups. The first overture in this component was made to the Central Book Services Unit of the Connecticut State Library Department. That agency was asked to include the Hartford Jail Library as one of their cooperating institutional-branch locations, with the usual privilege of borrowing books that is accorded such affiliated branches. That request was granted, and sufficient books to start the jail library were immediately made available from the Central Book Services Unit sources.

In addition to the above-mentioned books, other useful reading materials were made available by citizen and other institutional groups such as the Rocky Hill Veterans Hospital, various church groups and the Revitalization Corps which donated a twelve year supply of the National Geographics Magazine. (The inmate welfare fund was tapped to bind these last magazines). The Central Jail Administration was also instrumental in obtaining several hundred paperback books which were purchased through its own budgetary sources. At least a hundred of those titles had been specifically recommended by the University of Connecticut English Department as being especially worthwhile literary efforts.

The library facility which was in operation by the end of this project included approximately 2000 books and assorted magazines and newspapers. The categories and number of books can be broken down in the following manner: three hundred paperback editions; one-hundred-sixty hardcover Central Library books; and seventeen-hundred-sixty hardcover, adventure, mystery, reference, religious and related books. Approximately fifty of the Central Library titles are changed bi-weekly; therefore, some specific inmate requests can be honored.

The operation of the library, as with the recreation program, has by necessity been handled by inmates under the general direction of the Project

supervisor. It has fortunately been possible to recruit a succession of reasonably effective and reliable persons to accept this important responsibility. Keeping in mind the fact that it is somewhat hazardous to ask an inmate to assume a position of responsibility over other inmates, or to exert any degree of authority, we have found that some inmates can assume this role with a considerable degree of skill and tact in their interpersonal relationships. While it was originally feared in some quarters that inmates would grossly abuse and destroy the books, it was found that they responded to this opportunity in an acceptably responsible manner. There was found to be less abuse or loss of books among these individuals than would likely be true of a similar number of persons in the outside community. In the almost seventeen months of the study only nine central library books disappeared and could not be found.

Mention should also be made here that a local newspaper donated two copies of its morning edition daily to the jail library and the large, local news distributing company freely provided out-of-date magazines and foreign language and ethnic newspapers which were picked up by members of the Project staff weekly.

Inmate Acceptance

Inmate response to the library was extremely good. To determine the degree of inmate acceptance, a ten-week period of inmate library activity was recorded and analyzed. From that data it was learned that in excess of 450 pieces of reading materials were distributed to inmates each week. That is enough to supply each person with at least one item. An average of 118 hardcover and 116 paperback books were placed on loan, the newspapers were read an average of 161 times and an average of 28 magazines were distributed (with no estimate as to how many persons read each one). Approximately 32 of the Central Library

Books were also loaned each week from the average stock of 170 volumes.

Realizing the fact that Boundover and Adjourned inmates are more severely restricted within the jail and were unable to participate in most other aspects of the Pilot Project, it was deemed most desirable to extend to them the library privilege. This was accomplished with a satisfactory degree of success, although, in some instances an individual inmate's dependability and cooperation was somewhat less than desirable.

Women inmates were supplied with their own stock of books numbering several hundred volumes. It was found necessary to separate their materials from the general program items due to problems which developed in connection with concealing messages between the pages, when both sexes had access to the same reading matter.

All in all, the library portion of this project appears to have been an unqualified success. The amount of interest demonstrated by the inmates toward the library facility and the reasonable care which most prisoners took with the books would appear to be ample evidence for this value judgement.

Project Evaluation Procedures

The desirability of assessing the effectiveness and value of the Pilot Rehabilitation Project was considered in the initial planning efforts. It was thought that equivalent matched-groups of inmates might be established, with one group receiving rehabilitative services and the other receiving no special services. The two groups respective post-jail recidivism rates could then provide an objective measure of the project's worth. In lieu of obtaining matched groups of inmates, consideration was also given to attempting to match Hartford jail's recidivism record with that of a comparable jail either New Haven or Bridgeport. On an individual basis, it was further thought that employer ratings regarding the work-performance of released inmates would be another worthwhile index of the Project's contribution.

A more subjective measure of the Project exists in the attitudes and opinions of the participating inmates as well as in the judgments of the members of the jail staff who observed the various Project components and their effects upon the inmates.

Problems in Data Collecting

The greatest hindrance to establishing effective data collection procedures and obtaining objective measurement of the Pilot Project's contribution to inmate rehabilitation was contributed by the lack of professional staff to develop and implement the experimental procedures needed. Problems attendant to developing and administering the counseling, basic education, recreation and library programs effectively prevented the available staff person from acquiring the necessary time needed to establish the experimental conditions. Likewise, in view of the extremely transient nature of the inmate population, with the vast majority spending but a few weeks in jail, the chance of the programs developed having a significant, measurable effect on such

persons seemed remote indeed; consequently, no attempt was made to match groups of inmates. Next, in comparing jails, it was found that accurate, dependable records for the various jails do not exist. In the Hartford Jail for example, personal data is obtained from entering inmates by a guard or a trustee-inmate. The accuracy of such information is affected by the willingness of the reporting inmate to tell the truth and by his memory for, and comprehension of, the information requested. Likewise, the recorder's ability to spell, and his comprehension of the answers supplied, also affects the data collected. Fingerprints are not obtained to verify the truth of inmate identities.

Inmate Questionnaire

As a result of the problems mentioned, it was finally decided that a truly experimental evaluation of the Project could not be accomplished; however, it was decided that useful information regarding the Project and its various components might be obtained from ex-inmates who had experienced contact with the project. Accordingly, a questionnaire was developed (see Appendix B) and mailed to one hundred and sixty-four former inmates, each of whom had participated either in counseling activities and/or had attended the jail school for at least four sessions. The transiency of these persons, coupled with the limitations of jail record-accuracy as previously noted, resulted in nearly half of the questionnaires (72) being returned by the post office as undeliverable. Of the remaining 92, which presumably were delivered, only 14 responded by completing the form and returning it. This very limited sampling of inmate opinion was overwhelmingly in favor of the Pilot Rehabilitation Project as having been a worthwhile addition to the jail; however, there was very little if any evidence to suggest that the respondents post-jail life-situation had been significantly affected by the Pilot program. With respect to the Basic Education Component, thirteen indicated it had been "interesting" and four rated it as also "worthwhile". All considered it a "good thing" for

the jail, but only four had continued on to further schooling outside the jail. Constructive criticisms raised revealed that higher-level work was needed to interest some inmates, and one ex-prisoner felt that basic education should be compulsory for those who need it.

In connection with Counseling Activities, eight respondents had participated in group-meetings and three in individual sessions. Most indicated having met with the counselor "many" times. All evaluative comments checked were favorable in nature, with self-understanding and adjustment to jail as the principal things mentioned.

All respondents were in favor of the jail library. Six indicated that it had made their time pass more easily and four stated that it had helped in their adjustment to the jail. All types of reading matter were appreciated and the only critical comment offered by one respondent was that more books are needed.

The sports and recreation activities received the same acceptance as the library program, with no critical comments.

In seeking inmate opinion on the Vocational Training Component, the issue was raised hypothetically since the machine-shop program was not operative until after these respondents had left the jail. Eight indicated that if job training had been available they would have "wanted it very much". Six would have "accepted it", and three would have "condiered it". More than one category could be checked, hence the total is higher than fourteen. Thirteen of the responding group stated they would have "preferred job-training" to any other detail assignment in the jail. Evaluative comments regarding this proposed component were all favorable, with improved future life circumstances, and job chances as the major considerations. Nine of this group were steadily employed on one job following their release from jail. Four worked steadily but in a series of different jobs and one was unemployed as of the

time of responding.

Employer Questionnaire

In seeking inmate opinions regarding the jail project, permission was also sought to approach their employers to obtain ratings on their work performances. The Employer Questionnaire (See Appendix C) was included with the Inmate Questionnaire. Only four respondents granted permission to approach their employers, therefore, it was decided not to follow-through on that particular assessment, since the limited numbers involved would have little if any meaning, relative to the trouble involved with obtaining same.

Jail Staff Questionnaire

The opinions and attitudes of members of the jail staff toward the Project was polled by asking all guards and administrators on the day and evening shifts to respond to a questionnaire (see Appendix D). They were asked to place check marks next to evaluative comments in connection with each of the Project's components: Basic education, Library and recreation, and Counseling. They were also asked to indicate whether or not they regarded the Pilot Rehabilitation Project as having been good for the inmates and staff of the Hartford Jail. Twenty-nine questionnaires were returned, 76 percent of which were favorably inclined toward the accomplishments of the Project and the remainder being critical of the Project and generally hostile toward the rehabilitation concept attempted in the Project. The respondents were also asked to write specific comments in connection with their overall evaluation of the Project. Many who were favorably disposed provided encouraging statements. None who were negatively inclined offered specific reasons for their resistance.

These results evidence the fact that while the majority of the jail staff displayed a willing and cooperative spirit toward the Project and its

implementation, nearly a quarter of the staff was not in harmony with efforts being expended on the Project.

Conclusions

1. The degree to which each of the Project's components were implemented demonstrates that jailed individuals will accept and respond to the types of activity offered.
2. Refinements of approach and increasing the numbers of appropriate Professional staff personnel connected with the Components, will doubtless increase inmate participation and acceptance.
3. An inmate orientation procedure, when prisoners are admitted to the jail would permit quicker and more accurate dissemination of information regarding jail rules and available rehabilitation services.
4. A classification and Assignment Process would greatly facilitate the identification of inmates having special needs of either an educational or personal nature.
5. All inmates upon admission to the jail should be given a thorough physical examination to screen out communicable disease and to identify specific medical problems.
6. The passive-dependency of many inmates suggests that most will accept assignments from higher authorities without rancor; therefore, most can be required to participate in activities which will offer them improvement.

7. The strain of maintaining necessary security and custody of inmates with a dedicated but undermanned and overworked jail staff, makes it hardly reasonable to expect the staff to absorb responsibility for rehabilitation too.
8. The limited number of staff personnel available to run the jail makes it difficult, if not impossible, to seek special assistance from the jail staff in implementing the various Components. This particularly affected the outside recreation program during the summer, and has often affected the opening of the third-floor recreation area during the winter months.
9. Although a quarter of the jail staff was negatively disposed toward the Project, it could still be implemented to a fairly successful degree.
10. The inmates have a desperate need for vastly increased social work assistance. The present system of seeking aid from the administrative and guard staff is understandably limited due to the problems of under-staffing mentioned.
11. The accuracy of inmate records needs great improvement, and the overall collection of data within the Connecticut State Jail system should be established and standardized among the jails.

Addendum

With the termination of the Pilot Rehabilitation Project on June 30, 1966, responsibility for the continuation of rehabilitative services in the Hartford Jail and for the extension of such services to the New Haven and Bridgeport Jails was vested in the Bureau of Community and Institutional Services of the Division of Vocational Rehabilitation of the Connecticut State Department of Education. Using the established Project components as a base, additional planning has been effected to develop a far more comprehensive and integrated program of rehabilitative services. A brief description of current planning is available in Appendix E. Innovation Grant monies from the Vocational Rehabilitation Administration have also been made available to pay the salaries of three Counselor-coordinators, each of whom will operate in one of the jails mentioned, also appropriate case-service monies will be available to each counselor for the accomplishment of his responsibilities. Much greater community and outside Agency involvement is projected in current rehabilitation program-planning for the jails.

APPENDIX SECTION

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Pupil Personnel and Special Educational Services
Hartford, Connecticut

A Pilot Project to Develop Programs
for the
Rehabilitation of Prisoners in Connecticut State Jails

Introduction

Concerned with the effects of poverty and other types of deprivation, many of our social, political and economic agencies are making an effort to reduce or hopefully eliminate these afflictions from our society. It is postulated by the spokesmen of these agencies that the reduction or elimination of poverty and deprivation will greatly benefit our society as the absence of opportunity is strongly related to the absence of beneficial productivity.

In view of this major concern for deprived persons, it seems quite natural that resources are now available to provide effective programs of rehabilitation for the persons in the jails of our State. Clearly, a majority of the prisoners have been influenced by their backgrounds of privation and represent the extreme degeneration which can be produced by deprived environments. It is in the jail or prison where an opportunity exists to reach a "hardcore" group of disadvantaged persons, and as a result, assist in breaking the cycle of deprivation and its inevitable results. The jail with its controlled environment, loneliness, and unused amounts of time presents an opportunity to counsel, educate, and generally rehabilitate a large number of deprived youth and adults. It is, therefore, the purpose of this study to demonstrate a means whereby programs of rehabilitation can be instituted in the State Jails of Connecticut.

The Problem

The problem of this study is: To complete a pilot project at the Hartford State Jail which will develop a pattern for the rehabilitation of prisoners in the State jails of Connecticut. More specifically, this pilot project will develop programs for prisoners in the following areas:

1. Counseling
2. Recreation
3. Basic Education
4. Vocational Education

Need for the Study

Although the nine jails formerly operated under the county government as county jails were transferred to a central state agency in 1960, no provisions were made in this transfer for professional personnel or equipment for educational programs aimed at rehabilitation. Currently, these nine jails admit approximately 24,000 prisoners (male and female) per year and a large proportion are housed at the jail for a period of six months or more. Because of limitations in staff, equipment, and materials it is impossible at the present time to provide a program aimed at rehabilitation for more than a handful of prisoners. In fact, the situation is so acute that only an extremely limited amount and range of material is available for educational and recreation purposes for those who would have the intrinsic motivation to seek them out. The relevance of these facts is increased when it is recognized that the inmates are, to a large degree, from a culture of poverty and deprivation and that a large percentage fall into the two age groups most prone to unemployment (16-21 and over 45). As a consequence, their social characteristics make the likelihood of unemployment upon release high; a fact which raises the probability of recidivism.

Procedures to be Employed

To accomplish this pilot study, the following steps will be taken:

- Step I - To develop a cooperative relationship between the State Warden of the State Jails and the Working Unit for Research and Program Development Relating to Federal Legislation of the State Department of Education. This arrangement would provide a structure which would coordinate the development of appropriate programs at the Hartford State Jail.
- Step II - To analyze the vocational, educational, recreational, and counseling needs of inmates of the Hartford State Jail.
- Step III - To develop a program of support for programs needed at the Hartford State Jail. Almost immediately, a counselor, a vocational instructor, and a basic educational specialist would be needed to begin planning programs and developing the necessary resources required to accomplish related activities. It is hoped that these personnel can be secured to begin work by February 1, 1965.
- Step IV - To commence the collection of appropriate data concerning the characteristics of prisoners of the Hartford State Jail.
- Step V - To remodel available space at the Hartford State Jail to serve the requirements of vocational and basic educational, recreational, and counseling services. In

addition, arrangements will be made to secure instructional materials such as library books and publications.

Step VI - To institute a one-year study period beginning September 1, 1965 and ending August 31, 1966.

Step VII - Evaluation. There will be several phases to the evaluation procedures. Basically, they will involve prisoners' reaction, jail staff reaction, and follow-up of prisoners following release. In addition, there will be assessment of skill development and ability change as a result of the program. The following are the areas to be considered:

1. Prisoner reaction
2. Jail staff reaction
3. Achievement and ability measures
4. Rate of recidivism (using prior years as a base and the rate in other jails as a control)
5. Incidence of unemployment one month after release (using the same criteria and controls as above)
6. Employer's rating after six months.

During the past year, a pilot rehabilitation project has been operating in the Hartford State Jail (HSJ) under a cooperative arrangement between the Connecticut State Department of Education and the State Jail Administration. The programs, which have been started, have included basic education, counseling and recreational services to the inmates. Since you have had occasion to observe these programs in action, we are seeking your help to find out the value of the programs. Your cooperation in answering the following items promptly, and in returning this questionnaire in the enclosed envelope, will be greatly appreciated. Your answers, of course, will be held in strictest confidence.

(turn to next page)

While at the HSJ, I took part in, or used, the following services:

- (a) school _____
- (b) counseling _____
- (c) library _____
- (d) games, cards, sports activities _____

I attended school:

- (a) all the time. _____
- (b) most of the time. _____
- (c) once in a while. _____
- (d) not at all. _____

I found that the school work offered was:

- (check any that apply)
- (a) interesting _____
 - (b) worthwhile _____
 - (c) boring _____
 - (d) useless _____
 - (e) none of the above (please specify) _____

Since leaving the HSJ I have enrolled in:

- (check any that apply)
- (a) adult evening school _____
 - (b) trade or technical school _____
 - (c) MDTA training course _____
 - (d) other type of training program _____
 - (e) no further schooling _____

I did not attend school because:

- (check any that apply)
- (a) have already graduated _____
 - (b) sentence was too short _____
 - (c) embarrassed _____
 - (d) school is hard for me _____
 - (e) too tired from working on detail _____
 - (f) other (please specify) _____

I feel that the attitudes and comments of other inmates at the HSJ influenced a number of persons to stay away from school.

(Yes or No) _____.

On the whole, I feel that having a school at the HSJ:

- (check any that apply)
- (a) is a good thing. _____
 - (b) has helped someone I know. _____
 - (c) doesn't make much difference. _____
 - (d) is a waste of time. _____
 - (e) should be improved. (please specify) _____
- _____.

If you counseled at any time with Mr. Murphy, please answer the following items:

While at HSJ I took part in the following counseling:

- (check any that apply)
- (a) individual _____
 - (b) group _____

I met with the counselor about _____ times.
(number)

I feel that talking with the counselor about my problems:

- (check any that apply)
- (a) eased my mind. _____
 - (b) helped me understand myself better. _____
 - (c) helped me adjust to HSJ better. _____
 - (d) helped me when I got out. _____
 - (e) didn't make much difference. _____
 - (f) was a waste of time. _____
 - (g) could have been approved. (please specify) _____
- _____

Any additional comment about counseling: _____

While at HSJ I used the library

- (a) all the time. _____
- (b) frequently. _____
- (c) occasionally. _____
- (d) not at all. _____

I generally like to read:

- (check any that apply)
- (a) hard cover books. _____
 - (b) paper back books. _____
 - (c) magazines. _____
 - (d) newspapers. _____
 - (e) other, (please specify) _____

My favorite reading subjects were:

- (check any that apply)
- (a) western novels _____
 - (b) adventure novels _____
 - (c) general fiction _____
 - (d) non-fiction _____
 - (e) other, (please specify) _____

I feel that having a library at the HSJ:

- (check any that apply)
- (a) is a good thing. _____
 - (b) makes the time pass easier. _____
 - (c) helped me adjust to HSJ better. _____
 - (d) doesn't make much difference. _____
 - (e) is a waste of time and effort. _____
 - (f) should be improved, (please specify) _____
- _____

While at the HSJ, I took part in the recreation or sports program

- (a) most every day. _____
- (b) very often. _____
- (c) once in a while. _____
- (d) not at all. _____

My favorite recreation activities were:

(check as many
as you wish)

- (a) ping pong _____
- (b) weight lifting _____
- (c) card playing _____
- (d) dominoes _____
- (e) shuffleboard _____
- (f) movies _____
- (g) other, (please specify) _____

I also took part in outside recreation during the summer and I enjoyed:

(check any
that apply)

- (a) basketball _____
- (b) volleyball _____
- (c) horseshoes _____
- (d) other, (please specify) _____

I feel that having recreation and sports activities available at the HSJ

(check any
that apply)

- (a) is a good thing. _____
 - (b) makes the time pass easier. _____
 - (c) helped me adjust to HSJ better. _____
 - (d) doesn't make much difference. _____
 - (e) is a waste of time and effort. _____
 - (f) should be improved (please specify) _____
- _____

If job training had been available at HSJ, I would have

- (a) wanted it very much. _____
- (b) accepted it. _____
- (c) considered it. _____
- (d) ignored it. _____
- (e) other, (please specify) _____

I would have preferred job training at HSJ, to any other detail assignment, including outside details. (Yes or No) _____.

If "No", why not? (please specify) _____

I feel that having job training for inmates at the HSJ

(check any
that apply)

- (a) is a good thing. _____
- (b) will improve job chances outside. _____
- (c) can change inmates' lives for the better. _____
- (d) will be well received by inmates. _____
- (e) won't make much difference. _____
- (f) is a waste of time and effort. _____
- (g) other, (please specify) _____

Since leaving HSJ, I have been employed

- (a) steadily, by the same employer. _____
- (b) steadily, but in a number of different jobs. _____
- (c) most of the time. _____
- (d) part-time. _____
- (e) none of the time. _____
- (f) other, (please specify) _____

If you are presently employed, would you permit the State Department of Education to contact your present employer with the enclosed questionnaire (2B)? (Yes or No) _____.

If "Yes", please return the questionnaire with your employer's name and business address written in the appropriate spaces, along with the present questionnaire in the enclosed envelope.

Your cooperation in responding to the foregoing items has been very much appreciated.

WORK EXPERIENCE QUESTIONNAIRE

Company name and address _____

(to be inserted
by employee)

Boss' Name _____

Dear Sir:

_____ is presently employed by your company.
(name)

He has in the past made use of some of the special educational services provided by the Connecticut State Department of Education. In an effort to determine the value and effectiveness of those services, we have received _____ permission to contact you regarding
(name)
his present employment. Your answers to the following items will be highly appreciated and, of course, will be held in strictest confidence.

The above-named individual has been employed by this company for the past _____.

The quality and quantity of his work is

- (a) excellent. _____
- (b) above average. _____
- (c) average. _____
- (d) needs improvement. _____
- (e) other (please specify) _____

His work attendance has been

- (a) perfect. _____
- (b) above average. _____
- (c) acceptable. _____

- (d) needs to improve. _____
- (e) other, (please specify) _____

He responds to authority, follows directions

- (a) excellently. _____
- (b) better than most. _____
- (c) acceptably. _____
- (d) reluctantly. _____
- (e) other, (please specify) _____

His attitude toward work is

- (a) excellent
- (b) better than most. _____
- (c) acceptable. _____
- (d) needs to improve. _____
- (e) other, (please specify) _____

His promotional potential is

- (a) excellent. _____
- (b) better than most. _____
- (c) above average. _____
- (d) not expected. _____
- (e) other, (please specify) _____

Do you expect any change in his present employment situation in the near future? (Yes or No) _____

If "Yes", (please specify) _____

Any additional comments you wish to make. _____

QUESTIONNAIRE FOR JAIL ADMINISTRATION SECURITY STAFF MEMBERS

During the past year, a pilot rehabilitation project has been operating in the Hartford State Jail, under a cooperative arrangement between the Connecticut State Jail Administration and the State Department of Education. The programs involved have included basic education, counseling, recreation, and library services to the inmates. Since you have had occasion to observe these programs in action, we are seeking your help to determine the value of the programs. Your cooperation in responding to the following items promptly, and returning this questionnaire in the enclosed envelope will be greatly appreciated. Your responses, of course, will be held in strictest confidence.

(turn to next page)

In my opinion, the school program

(check any
that apply)

- (a) has been a valuable addition to the jail. ____
- (b) has been helpful to the inmates. ____
- (c) has exerted a constructive influence on the inmates. ____
- (d) has received good support from inmates. ____
- (e) has inconvenienced the security staff very little. ____
- (f) has made very little difference to the inmates. ____
- (g) has inconvenienced the security staff more than is desirable. ____
- (h) has received poor support from inmates. ____
- (i) has been a disruptive influence in the jail. ____
- (j) has been a waste of time and money. ____
- (k) other, (please specify) _____

In my opinion, the library and recreation programs

(check any
that apply)

- (a) have been worthwhile additions to the jail. ____
- (b) have helped the inmates. ____
- (c) have received good inmate support. ____
- (d) have inconvenienced the security staff but little. ____
- (e) have made but little difference to the inmates. ____
- (f) have inconvenienced the security staff more than is desirable. ____
- (g) have received poor inmate support. ____
- (h) have been disruptive influences in the jail. ____
- (i) have been wastes of time and money. ____
- (j) other, (please specify) _____

In my opinion, providing counseling for inmates

(check any that apply)

- (a) has been a worthwhile part of the rehabilitation program. _____
- (b) has helped some inmates. _____
- (c) has inconvenienced the security staff very little. _____
- (d) has made very little difference to the inmates. _____
- (e) has inconvenienced the security staff more than is desirable. _____
- (f) has been a disruptive influence in the jail. _____
- (g) has been a waste of time and money. _____
- (h) other, (please specify) _____

On the whole, I would say that including the present rehabilitation project in the Hartford State Jail systems and procedures has been good for the inmates and security staff. (Yes or No) _____ If your answer is "No", would you explain. _____

Would you write comments concerning your evaluation of the project in the spaces provided below.

Report to: The Ad Hoc Jail Committee, of the Greater Hartford Community Council

From: Dr. Leonard Neleson and Mr. David Murphy of the Bureau of Community and Institutional Services, of the Division of Vocational Rehabilitation.

Date: October 4, 1966

Subject: Current Planning in Connection with the Hartford Jail Rehabilitation Project.

The Ad Hoc Jail Committee has, in the past, provided important leadership in the planning and development of the pilot rehabilitation project which has been operating at the Hartford State Jail. As of July 1, 1966, responsibility for operating the Hartford Jail rehabilitation project was vested in the Division of Vocational Rehabilitation of the Connecticut State Dept. of Education. Recognition of the Ad Hoc Jail Committee's contribution is evidenced by Commissioner of Education Dr. William Sander's request that the committee continue to provide advisory assistance to DVK in the operation of the Jail Project. The valued relationship which has, accordingly, been established should be a valued aid in the improvement and expansion of rehabilitation services to the inmates of the Hartford Jail.

The intent of this statement is to share with the members of the Ad Hoc Jail Committee the present and future plans which are being developed within DVK by the staff of the Bureau of Community and Institutional Services for the improvement and expansion of rehabilitation services within the jail. Your advice and comments of either a specific or general nature are welcomed.

The time since July, has been actively spent in structuring the components of a comprehensive program of rehabilitation services for the inmates of the jail.

Data collected during the pilot phase of the project reveal that almost 90 percent of the persons sentenced to jail serve less than two months time; 80 percent less than one month. Likewise, the type of individual who goes to jail is typically more of a nuisance to society, rather than a hardened criminal. To intervene effectively and meaningfully in the lives of such persons under the time limitations described, will undoubtedly require all the resourcefulness which we as responsible representatives of society can command in providing assistance to these people, both within and without the jail. Since most of the sentenced inmates spend but a short time in jail but most of them return again and again, it would seem fruitless to mount a massive program of services within the jail and ignore the obvious need of related services outside the jail. In fact, we may see the jail as being merely the beginning point in the slow but important process of helping these persons become accepted and contributing members of society. The major part of the rehabilitative effort will thus, of necessity, have to occur within the community at large.

The program within the jail might in this context be primarily seen as diagnostic or evaluative in nature to pick up the individual offender where he stands and find out as much as possible about his attitudes, feelings, deficiencies, potentials, and capacities so that he can be directed upon release to an appropriate community agency or other resources along with the acquired information, to aid the outside group in assisting him toward the rehabilitative goal. The foundation for the diagnostic-evaluative program in the jail evolved

to a degree from the various service-components of counseling, basic education, vocational education and recreation which were originally established in the Hartford Jail Rehabilitation Project. In this connection the components mentioned would, of necessity, have to be increased by the acquisition of additional professional staff and expanded into such areas as experience may dictate. Ideally, it would be desirable to hire enough trained counselors to be able to handle the sentenced population on a realistic case-load basis. The counselor's duty would be to counsel with each person regarding his or her life circumstances and future plans and assist in setting up a schedule of educational and related activities for the inmate while in the jail. Other personal counseling may then ensue and finally the counselor would have liaison contact with appropriate outside community resources. In addition, group counseling to reach as many inmates as possible would be initiated.

At the present time Springfield College, through the cooperation of Dr. CeCilia Cooper, has assigned three rehabilitation counselors-in-training to the Hartford Jail as a practicum experience.

Basic education is an important deficiency for most of the persons in jail. Experience shows that these are the high school low-achievers and dropouts who have developed aversions to traditional educational techniques. Perhaps the effort can and should be made to tie in the teaching of traditional subject matter with the concrete life experience of these persons so that the value of the lessons will not be lost due to their reluctance or inability to deal with abstract ideas. In addition to the basic subjects of the three R's, additional classes are expected to be organized in the vital areas of personal health and hygiene and home and personal management. The old alcoholic, without wife or family, may need to learn how to care for himself, sew-a-button, cook meals, maintain a home; therefore, such information on "how to live" could be extremely useful. Also, there are women offenders who know little about how to run a home efficiently. The men could also benefit by learning about consumer credit in its various ramifications.

To meet the needs of this component, Mr. Richard Kelly, the Director of Adult Education in the Hartford city school system, and a member of the Ad Hoc Committee, has graciously agreed to assign the equivalent of three or four full-time teachers and possibly a counselor to work in the jail days. When the three part-time teachers who are working evenings in the jail are considered it means that as many as ten or eleven persons may eventually be spending some time in the jail under the sponsorship of the Hartford Board of Education. This will make possible the scheduling of a variety of educational subjects to which inmates may be assigned and will also pave the way for a continuing close relationship with the adult Evening School program to which inmates can be assigned when they leave the jail. In addition to the foregoing educational support, Dr. McAlpine, Director of the McCook Hospital, has indicated the possibility of supplying a Public Health nurse to assist in the teaching of health subjects. Also, the County Home Extension Agency has been approached for teaching assistance in home economic areas and have indicated a distinct interest in providing help as available.

Funds are being sought through the Jail Administration budget to convert and equip a room in the jail to serve as a skills evaluation laboratory. It is

intended that a professional staff person, trained in industrial arts and skills evaluation, will be engaged to direct this portion of the project. Emphasis will be upon assessing an inmate's ability to deal with a variety of tasks at ascending levels of complexity. Coordinative skills, work tolerance, approach to task, and attitude are only some of the important types of information which the Skills-evaluator will be seeking on the persons with whom he deals. Simple Arts & Crafts may be the beginning point in such an evaluation, moving up to working with hand and small electrical tools of various types. Higher stages may require the organization of the inside and outside work details at the jail to serve the additional purpose of giving a specific inmate a particular type of work experience, under supervision. On the outside, it may eventuate in a particular trade or on-the-job training course suggested by the wealth of data collected on the individual.

The recreation needs of the inmates are at present being studied by Mr. George Sullivan, Director of Parks and Recreation for the City of Hartford and also a member of the Ad Hoc Committee. Seventy percent of the inmates in the Hartford Jail are from the City of Hartford; therefore, it is hoped that the City can assist in meeting this particular need. To provide an effective program of recreational activities, Mr. Sullivan has indicated that in his professional judgment at least one full-time director and three or more part-time staff members would be needed. Discussions are now in progress on this matter.

To provide coordination to the various functions mentioned and to establish and expand liaison contacts with the outside community agencies and related resources including the District Office of the Division of Vocational Rehabilitation, wherein case-work monies may in some instances be available to support acceptable portions of the total rehabilitation program. DVR has appropriated funds through grant sources to engage a Counselor-coordinator to serve as the immediate director of the project in the jail.

Further development of the components described will enable persons who are sentenced to jail to experience a humane, educative experience which will be individually designed with the aid of the professional counselor to assist them in reducing their attitudinal, educational, social, vocational, and related disabilities and aid in the formulating of realistic future plans with appropriate referral to outside community resources.

Some of the outside community resources, which may hopefully be expected to provide immediate and significant assistance to released inmates, would be the CRT with its field work personnel who might be assigned to actually "pick up" the released inmate and convey him or her to the appropriate next resource and provide outside counseling. The proposed Multi-Purpose Center may also be seen as a very valuable rehabilitation resource, located as it is, in a convenient location. Plans are in the making to develop a skill evaluation laboratory similar to the one proposed for the jail. The Multi-Purpose Center's participation in setting up such a facility would provide a needed diagnostic-evaluative experience for other disadvantaged persons who are similarly disabled. An O.E.O. grant proposal seeking the means to hire the necessary follow-up and counseling staff to handle this relatively large population group and to provide funds for developing and staffing the community skills evaluation laboratory may perhaps be

considered. Also, in the community at large, colleges, hospitals and other public institutions may be willing to provide on-the-job work experience to disadvantaged persons in various building, maintenance, clerical, food service and other available jobs. The advantage to the institution would come from work performed free or at a very nominal rate. The incentive to the trainee could come from appropriate salaries paid through Youth Corps or Job Corps sources. Continuing counseling and follow-up support would need to be maintained to insure the accomplishment of the purposes of the program.

The Half-Way House, directed by Mr. Ralph Cheyney, is viewed as an extremely useful resource for released offenders who are without family ties in the Hartford community. The opportunity for resocialization experiences while living and working in a semi-protected environment can be of real value to these people. City and State Welfare Agencies may find it additionally worthwhile to coordinate their programs of assistance to the disadvantaged to join with the ongoing services described in this letter.

The Family Service Society, directed by Mr. Rothe Hilger, and the Connecticut State Employment Service, both undoubtedly have a major contribution to make in these plans, as have so many of the other agencies which operate within the city, and are represented in the Greater Hartford Community Council and on the Ad Hoc Jail Committee.

The foregoing statement is presented to the committee as a preliminary statement of considered possibilities, the implementation of which is only at a limited stage in the jail at the present time. A very real possibility exists that as many as twenty to twenty-five individuals may soon be working, at least part-time, in the Hartford Jail in connection with the components reviewed in this statement, through the cooperation of the public and private organizations mentioned.

Once again, your comments and suggestions in connection with these matters are enthusiastically invited.

HIGH STAFF - JAIL PROGRAM

PROGRAM WITHIN JAIL

Jail Administration

(I)

1 & 2

(II) STAGING: Informing acceptable inmates of program

Coordinator (DVR)

COUNSELING

group or individual

- (a) guidance
- (b) programming
- (c) collation of evaluation
- (d) referral for special services

(VI)

FIELD WORKERS
 (a) informing of out-of-jail program
 (b) accompany release to field office

Field Office (Out-Of-Jail)

(IV)

(V)

BASIC EDUCATION SERVICES

- (a) remedial education
- (b) home and personal management
- (c) health education
- (d) recreation
- (e) medical
- (f) library
- (g) cultural activities

SKILLS EVALUATION

- (a) arts and crafts
- (b) creative ceramics
- (c) use of hand tools
- (d) use of light power tools
- (e) processing through situational work samples

PROGRAM OUTSIDE JAIL

(COORDINATED BY: GT. HARTFORD COMMUNITY COUNCIL; CRT; DVR)

FIELD OFFICE
 Processing ex-inmates to suitable community programs

Halfway Houses

Vocational Education

Conn. Prison Assoc.

Adult Schools

Multi-Service Center

Hospitals

Soc. Welfare

Youth Corps G.P.

Spec. Schools

DVR

O.J.T.

G.S.E.S.

MORRIS



INMATE INFORMATION - HARTFORD JAIL

NAME OF INMATE _____ INMATE # _____
(Last) (First) (Middle Initial) (27-30)
(1--26)

RESIDENCE OF INMATE

(31-32)

- | | | | |
|------------------|-----------------|-------------------|-------------------|
| 1. Avon | 9. East Windsor | 17. Marlborough | 25. Suffield |
| 2. Berlin | 10. Enfield | 18. New Britain | 26. West Hartford |
| 3. Bloomfield | 11. Farmington | 19. Newington | 27. Wethersfield |
| 4. Bristol | 12. Glastonbury | 20. Plainville | 28. Windsor |
| 5. Burlington | 13. Granby | 21. Rocky Hill | 29. Windsor Locks |
| 6. Canton | 14. Hartford | 22. Simsbury | 30. Other |
| 7. East Granby | 15. Hartland | 23. Southington | Conn. Towns |
| 8. East Hartford | 16. Manchester | 24. South Windsor | 31. Other State |
| | | | 32. Other Country |

OCCUPATION OF INMATE

(33)

1. Unskilled
2. Semi Skilled
3. Skilled
4. Sales and Clerical
5. Administrative Occupations and Semiprofessional
6. Business Managers and Lesser Professionals
7. Higher Executives and Major Professionals

RELIGION OF INMATE

(34)

1. Catholic
2. Protestant
3. Jewish
4. Other
5. None

RACE AND ETHNIC DATA

(35)

1. White
2. Negro
3. Puerto Rican
4. Oriental
5. Other

AGE OF INMATE IN YEARS

(36-37)

STATE WHERE INMATE WAS BORN

(38-41)

(Give State Abreviation in Blank)

SEX OF INMATE

(42)

1. Female
2. Male

MARITAL STATUS OF INMATE

(43)

- | | | |
|------------|--------------|----------|
| 1. Single | 3. Separated | 5. Other |
| 2. Married | 4. Divorced | |

EDUCATION OF INMATE

(44)

1. Less Than Seven Years of School
2. Completed Grades 7, 8, or 9
3. Completed Grades 10 or 11
4. Graduated From High School
5. Completed 1,2, or 3 Years of College
6. Graduated from 4 Year College or University
7. Completed Graduate or Professional Degree After College

TYPE OF CHARGE

(45)

LENGTH OF SENTENCE IN DAYS

(47-49)

MONTH OF SENTENCE

(50-51)

MONTH OF RELEASE

(52-53)

HARTFORD STATE JAIL
TOTAL SENTENCED POPULATION DATA DISTRIBUTION
April 1, 1965 - March 31, 1966

Total N=3660

Type and frequency of Charges:

Length of Sentence in Days
(Cumulative Percentages)

Drunk-Vagrancy - -	57%	5 or less	- - 13%
Breach of Peace - -	13%	10 or less	- - 26%
Nonsupport, Contempt of Court - -	3%	15 or less	- - 43%
Larceny, Forgery		20 or less	- - 48%
Obtaining money under false pretenses - -	4%	30 or less	- - 81%
Motor Vehicle Offenses -	8%	60 or less	- - 88%
Aggravated Assault, Resisting Arrest - -	2%	180 or less	- - 97%
Sex Offenses - -	2%	Up to a year	- - 3%
Violation of Probation -	2%		
Robbery, Burglary			
Breaking & entering, Shoplifting - -	5%		
Other - -	4%		

Month of Jail Admission & Percentage

Month of Jail Release & Percentage

1 - -	9%
2 - -	7.5%
3 - -	6%
4 - -	9%
5 - -	8%
6 - -	7.5%
7 - -	9%
8 - -	8%
9 - -	9%
10 - -	10%
11 - -	7.5%
12 - -	9%

1 - -	7%
2 - -	7%
3 - -	8%
4 - -	7.5%
5 - -	8%
6 - -	8%
7 - -	10%
8 - -	8.5%
9 - -	9%
10 - -	9%
11 - -	8.5%
12 - -	9.5%

CORRECTED POPULATION DATA DISTRIBUTION
(Each Inmate Counted Just Once)

Total N=2366

Inmate Ages:
(Cumulative percentage)

20 and under	--	8%
30 and under	--	34%
40 and under	--	57%
50 and under	--	77%
60 and under	--	91%
70 and under	--	99%

Educational level:

less seven years	--	23%
completed grades 7, 8, or 9	--	40%
completed grades 10 or 11	--	21%
graduated from High School	--	15%
attended some College	--	1%

Occupational level:(D.O.T.)

Unskilled	--	67%
Semi-skilled	--	24%
Skilled	--	6%
Sales & Clerical	--	2%
Professional less than	--	1%

Religious Affiliation:

Catholic	--	53%
Protestant	--	44%
Other	--	1%
None	--	2%

Previous record of incarceration:

Yes	--	72%
No	--	28%

Race & Ethnic Information

Caucasian	--	59%
Negro	--	33.5%
Puerto Rican	--	7.5%

Marital Status:

Single	--	29%
Married	--	33%
Separated	--	20%
Divorced	--	12%
Other	--	6%

Sex:

Male	--	94%
Female	--	6%

Drunk-Vagrancy Charge - Percentage Data

Total N= 2077

Occupational level: (D.O.T.)

Unskilled	--	71%
Semi-skilled	--	21%
Skilled	--	5.5%
Sales & Clerical	--	2%
Admin., Exec., Professional	--	.5%

Marital Status:

Single	--	18%
Married	--	27%
Separated	--	33%
Divorced	--	12%
Other	--	10%

Religious Affiliation:

Catholic	--	60.5%
Protestant	--	36.5%
Jewish & Other	--	1%
None	--	2%

Educational level:

less than seven years	--	26%
completed grades 7, 8, or 9	--	52%
completed grades 10 or 11	--	16%
graduated from High School	--	4.5%
completed 1,2 or 3 years of College	--	1%

Race & Ethnic Membership:

Caucasian	--	76.5%
Negro	--	20.5%
Puerto Rican	--	3%

Previous record of incarceration:

Yes	--	91.5%
No	--	8.5%

Sex:

Male	--	97%
Female	--	3%

Month of sentence

1	--	9.5%
2	--	7%
3	--	6%
4	--	8%
5	--	8.5%
6	--	7%
7	--	8.5%
8	--	9%
9	--	9%
10	--	9%
11	--	8%
12	--	9.5%

Inmate ages (cumulative percentages)

20 or less	--	1%
30 or less	--	6%
40 or less	--	25%
50 or less	--	52%
60 or less	--	83%
70 or less	--	99%
over 70	--	1%

Days sentenced:

5 or less	--	10%
10 or less	--	25%
15 or less	--	49%
20 or less	--	55%
30 or less	--	97%
60 or less	--	99%
more than 60	--	1%

Breach of Peace Charge - Percentage Data

Total N=485

Occupational level: (D.O.T.)

Unskilled	--	68%
Semi-skilled	--	23%
Skilled	--	6%
Sales & Clerical	--	3%
Admin., Exec., Professional	--	0%

Marital Status

Single	--	35%
Married	--	41%
Separated	--	14%
Divorced	--	8%
Other	--	2%

Religious Affiliation:

Catholic	--	46%
Protestant	--	51%
Jewish & Other	--	1%
None	--	2%

Education level:

less than seven years	--	24%
completed grades 7, 8, or 9	--	39%
completed grades 10 or 11	--	22%
graduated from High School	--	15%
completed 1, 2 or 3 years of College	--	0%

Race & Ethnic Membership:

Caucasian	--	44%
Negro	--	46%
Puerto Rican	--	10%

Previous record of incarceration:

Yes	--	74%
No	--	26%

Sex:

Male	--	95%
Female	--	5%

Month of sentence

1	--	8%
2	--	5%
3	--	6%
4	--	8%
5	--	6%
6	--	9.5%
7	--	13.5%
8	--	9%
9	--	11%
10	--	11%
11	--	6%
12	--	6%

Inmate ages (cumulative percentages)

20 or less	--	9%
30 or less	--	40%
40 or less	--	72%
50 or less	--	89%
60 or less	--	97%
over 60	--	3%

Days sentenced:

5 or less	--	20%
10 or less	--	37%
15 or less	--	50%
20 or less	--	54%
30 or less	--	78%
60 or less	--	92%
more than 60	--	8%

Nonsupport, Contempt of Court - Percentage Data

Total N=102

Occupational level: (D.O.T.)

Unskilled	--	50%
Semi-skilled	--	28%
Skilled	--	13%
Sales & Clerical	--	5%
Admin., Exec., Professional	--	4%

Marital Status:

Single	--	0%
Married	--	9%
Separated	--	6%
Divorced	--	85%
Other	--	0%

Religious Affiliation:

Catholic	--	42%
Protestant	--	52%
Jewish & Other		3%
None		3%

Educational level:

less than seven years	--	9%
completed grades 7, 8, or 9	--	34%
completed grades 10 or 11	--	25%
graduated from High School	--	28%
completed 1, 2 or 3 years of College	--	1%

Race & Ethnic Membership:

Caucasian	--	53%
Negro	--	40%
Puerto Rican	--	7%

Previous record of incarceration:

Yes	--	42%
No	--	58%

Sex:

Male	--	100%
Female	--	0%

Month of sentence

1	--	11%
2	--	3%
3	--	13%
4	--	13%
5	--	13%
6	--	4%
7	--	4%
8	--	7%
9	--	10%
10	--	6%
11	--	14%
12	--	4%

Inmate ages (cumulative percentages)

20 or less	--	1%
30 or less	--	32%
40 or less	--	80%
50 or less	--	93%
over 50	--	7%

Days sentenced:

5 or less	--	10%
10 or less	--	20%
15 or less	--	23.5%
20 or less	--	25.5%
30 or less	--	44%
60 or less	--	49%
90 or less	--	55%
180 or less	--	86%
more than 180	--	14%

Larceny, Forgery, Obtaining Money Under False Pretenses - Percentage Data

Total N=153

Occupational level: (D.O.T.)

Unskilled - - 53%
 Semi-skilled - - 25%
 Skilled - - 10%
 Sales & Clerical - - 10%
 Admin., Exec.,
 Professional - - 2%

Marital Status:

Single - - 38.5%
 Married - - 35%
 Separated - - 14%
 Divorced - - 10.5%
 Other - - 2%

Religious Affiliation:

Catholic - - 44%
 Protestant - - 51%
 Jewish & Other - - 1%
 None - - 4%

Educational level:

less than seven years - - 10.5%
 completed grades 7, 8, or 9 - - 31%
 completed grades 10 or 11 - - 28%
 graduated from High School - - 27%
 completed 1, 2 or 3 years of
 College - - 3%

Race & Ethnic Membership:

Caucasian - - 53%
 Negro - - 40.5%
 Puerto Rican - - 6.5%

Previous record of incarceration:

Yes - -
 No - -

Sex:

Male - - 91.5%
 Female - - 8.5%

Month of sentence

1 - - 8%
 2 - - 6.5%
 3 - - 4%
 4 - - 15%
 5 - - 10%
 6 - - 8%
 7 - - 6.5%
 8 - - 5%
 9 - - 7%
 10 - - 9%
 11 - - 8%
 12 - - 13%

Inmate ages (cumulative percentages)

20 or less - - 8.5%
 30 or less - - 54%
 40 or less - - 77%
 50 or less - - 95.5%
 over 50 - - 4.5%

Days sentenced

5 or less - - 8.5%
 10 or less - - 16%
 15 or less - - 20%
 20 or less - - 23.5%
 30 or less - - 39%
 60 or less - - 58%
 90 or less - - 69%
 180 or less - - 90%
 more than 180 - - 10%

Motor Vehicle Offenses. - Percentage Data
Total N=298

Occupational level: (D.O.T.)

Unskilled	- - 58%
Semi-skilled	- - 30.5%
Skilled	- - 7%
Sales & Clerical	- - 4%
Admin., Exec., Professional	- - 1%

Marital Status:

Single	- - 45%
Married	- - 39%
Separated	- - 10.5%
Divorced	- - 5.5%
Other	- - 0%

Religious Affiliation:

Catholic	- - 46%
Protestant	- - 52%
Jewish & Other	- - .5%
None	- - 1.5%

Educational level:

less than seven years	- - 14%
completed grades 7, 8, or 9	- 28.5%
completed grades 10 or 11	- 28%
graduated from High School	- 28.5%
completed 1, 2 or 3 years of College	- - 1%

Race & Ethnic Membership:

Caucasian	- - 47%
Negro	- - 43%
Puerto Rican	- - 10%

Previous record of incarceration:

Yes	- - 39%
No	- - 61%

Sex:

Male	- - 99%
Female	- - 1%

Month of sentence

1	- - 7%
2	- - 10%
3	- - 5%
4	- - 8%
5	- - 7%
6	- - 9%
7	- - 10%
8	- - 7%
9	- - 9%
10	- - 7%
11	- - 7%
12	- - 12%

Inmate ages (cumulative percentages)

20 or less	- - 15.5%
30 or less	- - 62.5%
40 or less	- - 86%
50 or less	- - 95%
over 50	- - 5%

Days sentenced:

5 or less	- - 31%
10 or less	- - 42%
15 or less	- - 52%
20 or less	- - 57%
30 or less	- - 77%
60 or less	- - 91%
90 or less	- - 95%
180 or less	- - 98%
more than 180	- 3%

Aggravated Assault, Resisting Arrest - Frequency Data

Total N=73

Occupational level:(D.O.T.)

Unskilled	- -	63%
Semi-skilled	- -	34%
Skilled	- -	3%
Sales & Clerical	- -	0%
Admin., Exec., Professional	- -	0%

Marital Status:

Single	- -	45%
Married	- -	40%
Separated	- -	8%
Divorced	- -	7%
Other	- -	0%

Religious Affiliation:

Catholic	- -	51%
Protestant	- -	47%
Jewish & Other	- -	0%
None	- -	2%

Educational level:

less than seven years	- -	20.5%
completed grades 7, 8, or 9	- -	44%
completed grades 10 or 11	- -	27%
graduated from High School	- -	8%
completed 1, 1 or 3 years of College	- -	0%

Race & Ethnic Membership:

Caucasian	- -	36%
Negro	- -	52%
Puerto Rican	- -	12%

Previous record of incarceration:

Yes	- -	77%
No	- -	23%

Sex:

Male	- -	97%
Female	- -	3%

Month of sentence

1	- -	15%
2	- -	7%
3	- -	4%
4	- -	8%
5	- -	7%
6	- -	8%
7	- -	8%
8	- -	1%
9	- -	4%
10	- -	11%
11	- -	14%
12	- -	12%

Inmate ages (cumulative percentages)

20 or less	- -	14%
30 or less	- -	48%
40 or less	- -	77%
50 or less	- -	98%
over 50	- -	2%

Days sentenced:

5 or less	- -	7%
10 or less	- -	12%
15 or less	- -	15%
20 or less	- -	16%
30 or less	- -	36%
60 or less	- -	60%
90 or less	- -	71%
180 or less	- -	93%
more than 180-	- -	7%

Sex Offenses - Percentage Data

TotalN=66

Occupational level: (D.O.T.)

Unskilled - - 71%
 Semi-skilled - - 20%
 Skilled - - 6%
 Sales & Clerical - - 2%
 Admin., Exec.,
 Professional- - 0%

Marital Status:

Single - - 41%
 Married - - 27%
 Separated - - 15%
 Divorced - - 17%
 Other - - 0%

Religious Affiliation:

Catholic - - 33%
 Protestant - - 64%
 Jewish & Other - - 1.5%
 None - - 1.5%

Educational level:

less than seven years - - 27%
 completed grades 7, 8, or 9 - - 40%
 completed grades 10 or 11 - - 17%
 graduated from High School - - 17%
 completed 1, 2, or 3 years of
 College - - 0%

Race & Ethnic Membership:

Caucasian - - 26%
 Negro - - 67%
 Puerto Rican - - 7%

Previous record of incarceration:

Yes - - 67.5%
 No - - 32.5%

Sex:

Male - - 62%
 Female - - 38%

Month of sentence

1 - - 4.5%
 2 - - 6%
 3 - - 4.5%
 4 - - 17%
 5 - - 11%
 6 - - 12%
 7 - - 14%
 8 - - 7.5%
 9 - - 6%
 10 - - 9%
 11 - - 4.5%
 12 - - 4.5%

Inmate ages (cumulative percentages)

20 or less - - 6%
 30 or less - - 65%
 40 or less - - 86%
 50 or less - - 95.5%
 over 50 - - 4.5%

Days sentenced:

5 or less - - 12%
 10 or less - - 23%
 15 or less - - 24%
 20 or less - -
 30 or less - - 50%
 60 or less - - 61%
 90 or less - - 67%
 180 or less - - 95.5%
 more than 180- - 4.5%

Violation of Probation - Percentage Data

Total N=73

Occupational level: (D.O.T.)

Unskilled	- -	70%
Semi-skilled	- -	22%
Skilled	- -	4%
Sales & Clerical	- -	4%
Admin., Exec., Professional-	- -	0%

Marital Status:

Single	- -	38%
Married	- -	42.5%
Separated	- -	14%
Divorced	- -	4%
Other	- -	1.5%

Religious Affiliation:

Catholic	- -	59%
Protestant	- -	40%
Jewish & Other	- -	1%
None	- -	0%

Educational level:

less than seven years	- -	19%
completed grades 7, 8, or 9	- -	30%
completed grades 10 or 11	- -	41%
graduated from High School	- -	10%
completed 1, 2 or 3 years of College	- -	0%

Race & Ethnic Membership:

Caucasian	- -	59%
Negro	- -	34%
Puerto Rican		7%

Previous record of incarceration

Yes	- -	92%
No	- -	8%

Sex:

Male	- -	96%
Female	- -	4%

Month of sentence

1	- -	5.5%
2	- -	9.5%
3	- -	4%
4	- -	11%
5	- -	7%
6	- -	11%
7	- -	9.5%
8	- -	8%
9	- -	11%
10	- -	9.5%
11	- -	8%
12	- -	5.5%

Inmate ages (cumulative percentages)

20 or less	- -	19%
30 or less	- -	49%
40 or less	- -	79.5%
50 or less	- -	92%
over 50	- -	8%

Days sentenced:

5 or less	- -	4%
10 or less	- -	5.5%
15 or less	- -	7%
20 or less	- -	
30 or less	- -	29%
60 or less	- -	47%
90 or less	- -	55%
180 or less	- -	81%
more than 180-	- -	19%

Robbery, Breaking & Entering, Burglary, Shoplifting - Percentage Data

Total N=181

Occupational level: (D.O.I.)

Unskilled	--	77%
Semi-skilled	--	17%
Skilled	--	5.5%
Sales & Clerical		0%
Admin., Exec., Professional-	--	.5%

Marital Status:

Single	--	52.5%
Married	--	31%
Separated	--	13%
Divorced	--	4%
Other	--	0%

Religious Affiliation:

Catholic	--	53.5%
Protestant	--	4.5%
Jewish & Other	--	.5%
None	--	1%

Educational level:

less than seven years	--	13%
completed grades 7, 8, or 9	--	31%
completed grades 10 or 11	--	32.5%
graduated from High School	--	23%
completed 1, 2, or 3 years of College	--	1%

Race & Ethnic Membership:

Caucasian	--	49%
Negro	--	41.5%
Puerto Rican	--	.5%

Previous record of incarceration:

Yes	--	80%
No	--	20%

Sex:

Male	--	95.5%
Female	--	9.5%

Month of sentence

1	--	12%
2	--	11%
3	--	7%
4	--	14%
5	--	7%
6	--	5%
7	--	9%
8	--	7%
9	--	6%
10	--	10%
11	--	6%
12	--	7%

Inmate ages (cumulative percentages)

20 or less	--	14%
30 or less	--	62%
40 or less	--	81%
50 or less	--	96%
over 50	--	4%

Days sentenced:

5 or less	--	4.5%
10 or less	--	11%
15 or less	--	14%
20 or less	--	15.5%
30 or less	--	27%
60 or less	--	47.5%
90 or less	--	56%
180 or less	--	81%
more than 180	--	19%

Other Charges - Percentage Data

Total N=152

Occupational level: (D.O.T.)

Unskilled	- -	65%
Semi-skilled	- -	25%
Skilled	- -	7%
Sales & Clerical	- -	3%
Admin., Exec., Professional		0%

Marital Status:

Single	- -	39%
Married	- -	33%
Separated	- -	18%
Divorced	- -	5%
Other	- -	6%

Religious Affiliation:

Catholic	- -	51%
Protestant	- -	45%
Jewish & Other	- -	0%
None	- -	4%

Educational level:

less than seven years	- -	20%
completed grades 7, 8, or 9	- -	35%
completed grades 10 or 11	- -	30%
graduated from High School	- -	15%
completed 1, 2 or 3 years of College	- -	0%

Race & Ethnic Membership:

Caucasian	- -	55%
Negro	- -	36%
Puerto Rican	- -	9%

Previous record of incarceration:

Yes	- -	77%
No	- -	23%

Sex:

Male	- -	91%
Female	- -	9%

Month of sentence

1	- -	14%
2	- -	12.5%
3	- -	6%
4	- -	4%
5	- -	6.5%
6	- -	2%
7	- -	8%
8	- -	5%
9	- -	12.5%
10	- -	16.5%
11	- -	5%
12	- -	8%

Inmate ages (cumulative percentages)

20 or less	- -	10%
30 or less	- -	45%
40 or less	- -	70%
50 or less	- -	84%
60 or less	- -	93%
70 or less	- -	100%

Days sentenced:

5 or less	- -	10%
10 or less	- -	23%
15 or less	- -	34%
20 or less	- -	38%
30 or less	- -	61%
60 or less	- -	73%
90 or less	- -	81%
180 or less	- -	92%
more than 180-	- -	8%

Combined "Nuisance" Charges
(Drunk-Vagrancy, Breach of Peace,)
(Nonsupport & Motor Vehicle Offenses)

Total N=2962

Occupational level: (D.O.T.)

Unskilled - - 68.5%
Semi-skilled - - 22.5%
Skilled - - 6%
Sales & Clerical 8.5%
Admin., Exec.,
Professional .5%

Marital Status:

Single - - 23%
Married - - 30%
Separated - - 26.5%
Divorced - - 13%
Other - - 7%

Religious Affiliation:

Catholic - - 56%
Protestant - - 41%
Jewish & Other - - 1%
None - - 2%

Educational level:

less than seven years - - 24%
completed grades 7, 8, or 9 - - 47%
completed grades 10 or 11 - - 18.5%
graduated from High School - - 9.5%
completed 1, 2 or 3 years of
College - - 0%

Race & Ethnic Membership:

Caucasian - - 67%
Negro - - 27.5%
Puerto Rican - - 5%

Previous record of incarceration:

Yes - - 82%
No - - 18%

Sex

Male - - 97%
Female - - 3%

Inmate ages (cumulative percentages)

20 or less - - 4%
30 or less - - 19%
40 or less - - 40.5%
50 or less - - 64%
60 or less - - 87.5%
over 60 - - 12.5%

Days sentenced

5 or less - - 14%
10 or less - - 29%
15 or less - - 49%
20 or less - - 54%
30 or less - - 90%
60 or less - - 95.5%
180 or less - - 99%
more than 180 - 1%

Combined Aggressive Crime & Other Charges - Percentage Data
(Assault, Robbery, Sex Offenses, Shoplifting, Burglary)
(Probation Violation & other)

Total N=698

Occupational level: (D.O.T.)

Unskilled	--	66%
Semi-skilled	--	23%
Skilled	--	6.5%
Sales & Clerical		3.5%
Admin., Exec., Professional		.5%

Marital Status:

Single	--	43%
Married	--	34%
Separated	--	14%
Divorced	--	7%
Other	--	2%

Religious Affiliation:

Catholic	--	49%
Protestant	--	48%
Jewish & Other	--	.5%
None	--	2.5%

Education level:

less than seven years	--	16.5%
completed grades 7, 8, or 9	--	34%
completed grades 10 or 11	--	30%
graduated from High School	--	18.5%
completed 1, 1 or 3 years of College		1%

Race & Ethnic Membership:

Caucasian	--	49%
Negro	--	43%
Puerto Rican	--	8%

Previous record of incarceration:

Yes	--	78.5%
No	--	21.5%

Sex:

Male	--	91%
Female		9%

Inmate ages (cumulative percentages)

20 or less	--	12%
30 or less	--	54%
40 or less	--	77.5%
50 or less	--	93%
60 or less	--	98%
over 60	--	2%

Days sentenced:

5 or less	--	7.5%
10 or less	--	15.5%
15 or less	--	20%
20 or less	--	22%
30 or less	--	40.5%
60 or less	--	58%
90 or less	--	67%
180 or less	--	88%
more than 180	--	12%

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