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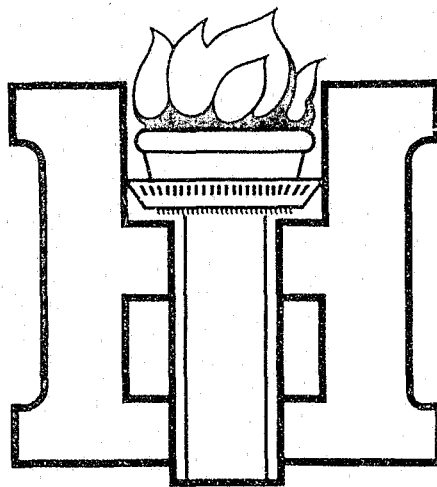
HISPANIC INMATE NEEDS TASK FORCE

"A MEETING OF MINDS, AN ENCOUNTER OF HEARTS"

1986

(Action Plan)

**NEW YORK STATE
DEPARTMENT
OF CORRECTIONAL
SERVICES**



**DIVISION OF
HISPANIC
AND CULTURAL
AFFAIRS**

NCJRS

AUG 31 1987

ACQUISITIONS

“Systems must be able to communicate
with those they want to help.”
Dr. Samuel Betances

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Hon. Mario M. Cuomo
Governor

“Hispanics are an integral and important part
of the Family of New York”



Thomas A. Coughlin III
Commissioner

“I hope that the dedication of the Division
of Hispanic and Cultural Affairs, and the
work of this Task Force, inspires further
research into the specific needs of other
inmate groups.”

FOREWORD

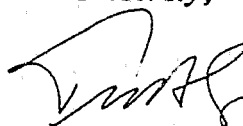
This report is the product of dedicated work performed by the Division of Hispanic and Cultural Affairs which was created in July 1984 to address the special needs of various ethnic groups within our inmate population. The focus of this particular document is the growing group of individuals of Hispanic ancestry who now constitute about 27% of the population in New York State prisons, roughly 10,000 inmates.

This document provides a number of recommendations for improving services to Hispanic inmates in essential areas such as health care, education and counseling. In each case, these recommendations are supported by the research of the Hispanic Inmate Needs Task Force and advocated by them because they are related to the current institutional requirements and future community needs of Hispanic inmates.

It is apparent that this document contains a substantial amount of cultural and statistical information and provides the Department with specific suggestions for initiatives that could impact on agency policy. I believe this report will be useful because it now provides a single, rich source of information about Hispanics that may enable us to be more responsive to their special needs as well as those of other distinctive groups within our system.

If our expectations are fully realized, this document will support the Department in its commitment to successfully meet the challenge presented by the needs and ambitions of Hispanic inmates. Furthermore, on a larger scale, I believe it will prove useful to many other agencies too, especially those whose major responsibility entails the care and supervision of institutional populations with distinctive program needs.

Sincerely,



Thomas A. Coughlin III
Commissioner

**DEDICATED TO THE MEMORY
OF THOMAS MOTT OSBORNE**

*Whose vision and compassion helped to humanize
the correctional system as it is today.*

PROFILE

THOMAS MOTT OSBORNE

In 1913, the world read for the first time of Tom Brown, a prisoner at Auburn Prison. Tom Brown turned out to be none other than Thomas Mott Osborne, graduate of Harvard, manufacturer, newspaper publisher, philanthropist, and Chairman of the State Commission on Prison Reform, who had resolved to see for himself the actual condition of men sent to the penitentiary.

The 10 days Osborne spent in the gray uniform of a convict were the turning point in his career, although this self-imposed confinement was but the first of the times he assumed the role of prisoner. He was working on a road gang when the call came that made him warden of Sing Sing in 1914.

A short time later he was standing in the yard at Sing Sing among hundreds of inmates, vowing "to turn this scrap heap into a repair shop." The reforms that followed emerged out of the principles he had laid out years earlier: "The prison must be an institution where every inmate must have the largest practicable amount of individual freedom, because *IT IS LIBERTY ALONE THAT FITS MEN FOR LIBERTY.*"

An early manifestation of this principle was the Mutual Welfare League, an inmate committee elected by inmates, with significant powers of self-government. The Mutual Welfare League was a milestone in prison reform. Its first meeting in 1914 heralded revolutionary changes in prison life, paving the way for the pathbreaking work represented by this Task Force.

The times during which Thomas Mott Osborne became a pioneer and prophet for prison reform were not so unlike our own. Crime was on the increase and the State prisons were so overcrowded that inmates at Auburn and Clinton were sleeping in the corridors. Yet he learned from his experience that in prison, as elsewhere, "when men are dominated by fear, brutality is the inevitable result." He then demonstrated in actual practice that granting inmates responsibility is the best insurance for maintaining a sense of responsibility after their release; that an attitude of cooperation is best cultivated by treating convicts as men instead of beasts; and that since most prisoners are to return to society, the chief objective of prisons should be to prepare them for that return.

Toward the end of his life, Thomas Mott Osborne's interest became helping ex-prisoners. The major function of the Welfare League Association that he founded in 1922, was to help ex-prisoners make a new start in life by helping them find jobs, giving them financial assistance if necessary, and providing them with expert guidance and counseling. Sixty years after his death in 1926, this organization (renamed The Osborne Association) continues to carry on his work. Today the Osborne Association provides services to inmates in several Department of Correctional Services' facilities and finds jobs for over 100 recently released offenders every year.

In Thomas Mott Osborne's day, all these ideas were revolutionary and subjected him to much criticism. He was the first to be accused of "coddling" criminals. Often discouraged, he had many occasions to return to the prayer he first offered after he was released from his voluntary yet enlightening sojourn into solitary confinement at Auburn. Mr. Osborne's prayers still guide the field of corrections in the challenges ahead:

*"May I be an instrument in Thy hands, O God,
to help others see the light, as Thou has
led me to see the light. And may no
impatience, prejudice, or pride of opinion
on my part hinder the service Thou has
given me to do."*

ACKNOWLEDGMENTS

I would like to express my sincere gratitude and appreciation to my colleagues, co-workers and participants of the Hispanic Inmate Needs Task Force for having shared their ideas and talents with me to make this document possible.

I am indebted to Hon. Senator Olga Méndez, Dr. Scott Christianson and Dr. Samuel Betances for their enthusiastic support, total commitment and inspiration.

Special thanks to Robert Fisher who planned, developed and conducted much of the research that served as the foundation of this report. I am also grateful to Héctor de la Concha, Coordinator of Hispanic Inmate Programming, for his invaluable assistance, to Robert Downey who reviewed the entire document, and to my secretary, Toni Wroblewski, whose dedication and patience deserve special commendation.

In addition to these people, the Hispanic Inmate Needs Task Force has benefited from the input of many others. As all of these people have contributed measurably to this document, their names and contributions are listed alphabetically in the beginning of this report.

I gladly extend to all of these people my profound and sincere thanks for their efforts.

PETRITA HERNÁNDEZ-ROJAS

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Hispanic Inmate Organization

Hispanics United for Progress
Green Haven Correctional Facility Hispanic Organization
Provided a proposal of recommendations for Hispanic inmate needs.

Other Acknowledgments

In addition to the contributions made by the Special Advisors, many others have provided the support and the positive atmosphere which enabled the development of programs geared for the Hispanic offender. These have been the pioneers, the first to recognize the need and to open the way that led to this report. They were recognized for their efforts at the Hispanic Inmate Needs Task Force Conference in November, 1985. They are:

William Coleman, First Deputy Commissioner, Department of Correctional Services.

Marion L. Borum, Deputy Commissioner for Programs, Department of Correctional Services.

Kevin McNiff, Commissioner, New York State Board of Parole (formerly Deputy Commissioner for Programs, Department of Correctional Services).

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PREFACE

*"The Hispanic population of the United States despite its rapid increase in size, represents one of the communities least identified as an object for scholarly research." **

It is not possible to understand the special needs of Hispanic inmates without first examining the unique set of linguistic and cultural barriers faced by all Hispanics in our society. To this end, the Hispanic Inmate Needs Task Force Report serves as a starting focal point and impetus for other authorities, writers and experts in the field of criminal justice to follow.

This report and the establishment of the Hispanic Inmate Needs Task Force is the first major project undertaken by the Division of Hispanic and Cultural Affairs. This newly established Division in Program Services is the result of a reorganization initiated in July 1984 by Marion L. Borum, Deputy Commissioner of Program Services. The central purpose of the Division is to identify, plan and implement programs for Hispanic inmates throughout the system.

The Hispanic Inmate Needs Task Force draft document served as a general guide and action plan for providing adequate program opportunities and services for the Hispanic inmate population in New York State correctional facilities.

It is hoped that this Report will stimulate and assist planners to undertake similar efforts in other correctional systems. A sharing of problems and possible solutions across jurisdictions will enrich all our efforts in this area.

* González, Sylvia Alicia. *Hispanic American Voluntary Organizations*. Greenwood Press, Westport, Conn., 1985.

NEW YORK STATE CORRECTIONAL FACILITIES

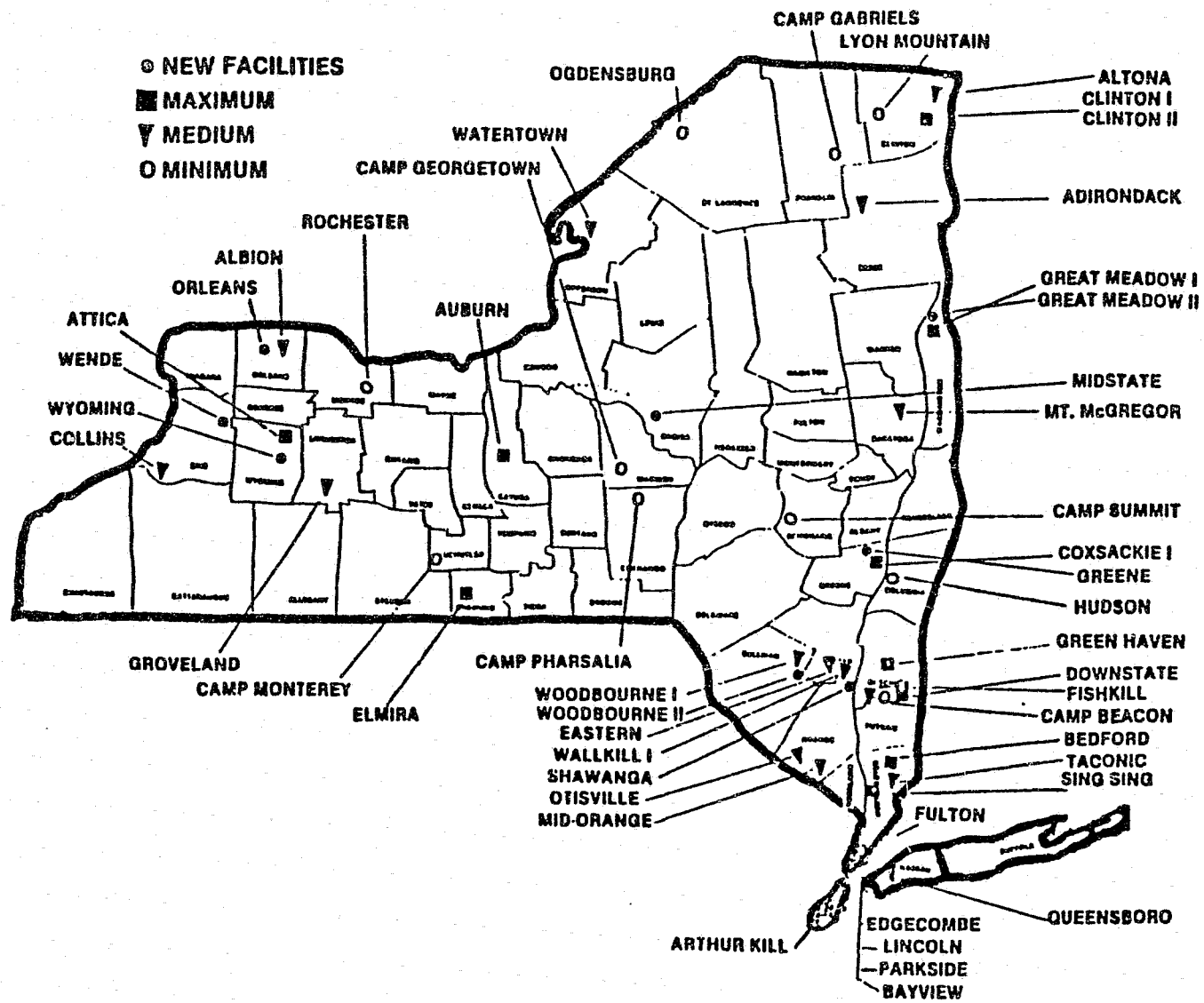


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SECTION I

INTRODUCTION

The New York State correctional system, with a total population of 35,190 is the third largest system in the nation (following California and Texas). Presently, 9,551 inmates in this population, or 27.1% is of Hispanic origin. There are, in fact, more Hispanic inmates in the New York State system than there are in the prison system of Puerto Rico, and more than 10% of these inmates are Spanish monolingual.

The New York State Department of Correctional Services currently manages a network of 50 facilities. Program service offerings are in the areas of: academic, vocational and counseling services, maintenance of inmate family ties, the Family Reunion Program, the Children's Reunion Program, and the Bedford Hills Nursery. The Department also has special programs for inmate subpopulations, including inmates who are likely to be victimized by others, and those with histories of drug or alcohol abuse. The Department of Correctional Services also has responsibility for preparing inmates for parole through pre-release services and temporary release programs. Yet, with the exception of special programs, all programs are offered in the English language, making it very difficult and, at times, impossible for the monolingual Hispanics to participate in them.

The Hispanic inmate population is the fastest growing group, more than doubling its initial total of 4,000 since 1977. This trend is expected to continue. The figures for the New York City Department of Corrections reflect a similar growth pattern. As of May 6, 1986, the total inmate population is 12,842 of which 4,284 persons are of Hispanic origin.*

Thomas A. Coughlin III, Commissioner of the Department of Correctional Services, in his keynote speech at the Hispanic Inmate Needs Task Force Conference, Phase I (May 2, 1985), addressed criminal justice system officials and others saying, "The New York State Department of Correctional Services made a mistake in the 60's and 70's. The inmate population was changing from white to black and the Department did not adjust accordingly. Now in the 80's, the inmate population is changing again. This time it is becoming Hispanic. Not only is there a change in culture as has occurred in the 60's and 70's, there is also a change in language."

Thus, a crucial question has arisen: Can and will the Department of Correctional Services make the adjustments required by this change?

Commissioner Coughlin frankly admits that the problem is easier to describe than to grapple with: there are already 9,551 inmates of Hispanic descent in New York State adult correctional institutions--27.1% of the total inmate population. Their numbers are likely to grow in the

*Telephone conversation with Ms. Natalie Hannon, Manager, Inmate Information System, New York City Department of Corrections, 5/8/86

next few years and their proportional representation in the inmate population is also likely to increase and needs of the Hispanic inmates are more diverse than those of the overall population.

Although the Department has offered many services to Hispanic inmates, Commissioner Coughlin states that there is no certainty that the services available are sufficient, are the right ones, or that they reach the inmates most in need of them.

In order to respond to the changes in population, several programs were initiated and geared toward the Hispanic inmate by New York State's Department of Correctional Services. In 1978, the Bilingual Education Program was established and standardized. In 1979, the program was expanded to provide more facilities with Bilingual Education and English-As-A-Second-Language Courses. In addition, bilingual counselors were hired. In 1983, it was evident that these efforts were not sufficient to offer equal opportunities to the increasing Hispanic population. In response to their needs, Deputy Commissioner Marion L. Borum had numerous discussions with Mrs. Petrita Hernandez-Rojas in order to improve services and programs for this segment of the inmate population.

Historic Perspective

The Hispanic Inmate Needs Task Force Final Report is the product of efforts initiated in 1984. Mrs. Petrita Hernandez-Rojas, presently the Director of the Division of Hispanic and Cultural Affairs, established the Hispanic Inmate Needs Task Force and developed a draft based on findings from previous research instruments.

The chronology of this Report is as follows:

- Survey findings on Hispanic inmate needs questionnaires were evaluated in 1978.

Result: The first inmate Bilingual Curriculum was developed, Bilingual Education: An Interdisciplinary Core of Courses in English and Spanish 1978.

- Evaluation of survey findings on Hispanic inmate programming.

Result: An intensive awareness program for Correctional Services personnel was developed in 1983.

- Research conducted for the Peer Counseling Program.

Result: The need for better bilingual programs such as the Compadre Helper Program was established. These findings supported a funding request for Hispanic inmate programs to the Division of the Budget in 1984.

--A survey of Corrections facility staff familiar with the needs of Hispanic inmates was conducted in February 1985.

Result: Areas of special needs were identified. A plan to hold a conference was initiated. Participants of this conference were representatives of various state and community agencies familiar with areas of special needs previously identified, i.e. staffing, health services, education, etc. Plans were made at this conference to establish the Hispanic Inmate Needs Task Force.

--The Hispanic Inmate Needs Task Force Conference (Phase I) took place on May 2 & 3, 1985. This Task Force, designed to address the needs of Hispanic inmates, was attended by experts from numerous government and private sectors.

Result: The Hispanic Inmate Needs Task Force was established and a set of recommendations, by area of special attention, was developed.

--The Hispanic Inmate Needs Task Force Conference (Phase II) was held November 20-22, 1985. In this second meeting, members of the Task Force reviewed the draft document developed at the first conference.

Result: The completion of the Hispanic Inmate Needs Task Force Final Report.

These projects were carried out with the assistance of Mr. Frank Tracy, Director of Program Planning, Research and Evaluation. Members of Mr. Tracy's staff offered invaluable help. Chief among these people was Mr. Robert Fisher, who carried out the surveys, data analysis and findings interpretation.

This Final Report is thus the culmination of planning, research and deliberations by many employees (security and civilian) of the New York State Department of Correctional Services, other state and community agencies, inmates, and ex-offenders. It also represents the effectiveness of the roundtable approach and what such an approach can achieve.

Although this document is an Action Plan of services for the Hispanic inmate population, its suggestions should also benefit on the New York State Department of Correctional Services' staff and inmates. It does not pretend to offer immediate answers to the difficult problems it discusses or to satisfy the full range and depth of Hispanic inmate needs. It does, however, clarify problems and provides recommendations with which rehabilitation of this target group can be more easily accomplished.

The final document establishes a network of state agencies and community leaders providing us with the necessary resources to meet the Department's goals.

DIVISION OF HISPANIC AND CULTURAL AFFAIRS

Introduction

The Department's 1980-85 Master Plan has identified several sub-populations within our system that are in need of special attention. One such group, recognized since the Master Plan was originally developed, consists of Hispanic inmates. Although the Department has attempted to address the unique problems of adjustment that face Hispanic inmates once they enter our system, there did not exist a central, coordinated effort designed to facilitate their transition into institutional life, or ensure their participation in either overall program offerings or pre-release preparations for community adjustments.

Acting upon an initiative of both Governor Mario Cuomo and Commissioner Thomas A. Coughlin III, the New York State Department of Correctional Services has undertaken the task of implementing new programs and changing policies in order to ensure that the Hispanic inmate population of New York State has equal access to all services offered by the Department.

The Division of Hispanic and Cultural Affairs emerged through the cooperation of the Division of the Budget and key Central Office staff. The primary function of this Division is to supervise, maintain, monitor and evaluate the newly established Hispanic Inmate Needs Program.

It is important to understand that although this initiative has the needs of Hispanic inmates as its major focus, there are other inmates who face the same difficulties as Hispanics due to lack of English language skills. Therefore, it is not unusual that the Division of Hispanic and Cultural Affairs is at times asked to identify either departmental or community resources for assisting in translations of materials in languages other than Spanish. To date, the Division has received requests for Chinese, German, Greek, Russian and French translations. These inmate groups are not as large as that of the Hispanics. Nonetheless, it would be counterproductive to the needs of all to ignore the needs of a few.

HISPANIC INMATE NEEDS PROGRAM

Overview

The Hispanic Inmate Needs Program is one of the objectives and responsibilities of the Division of Hispanic and Cultural Affairs. It is a major initiative of Governor Mario Cuomo's Executive Budget of 1985-86. Its primary objective is to improve institutional adjustment of Hispanic inmates with inadequate language skills by assisting and representing them at all formal facility proceedings. To this end, a new position, that of ombudsman, has been created at six facilities with large Hispanic populations. The ombudsman will be working through the Correction Counselor (Spanish-Speaking) title. These counselors will be assigned to six facilities as a pilot program and will be working through the Senior Counselor and the Division of Hispanic and Cultural Affairs in Central Office. For 1986-87, funding has been provided for services at Clinton, Eastern, Fishkill, Great Meadow, Green Haven and Sing Sing Correctional Facilities.

Description

The Division of Hispanic and Cultural Affairs operates in coordination with the Guidance and Counseling Unit which is under the supervision of Program Services, reporting to the Deputy Commissioner for Program Services. The main goal of the Division is to serve as a resource and liaison for the Department's staff and inmates in the delivery of programs and services for the Hispanic inmate population and other limited English speaking inmate groups. Its intent is to assist the facilities in the improvement of all program services available, such as Education, Counseling, Volunteer Services, Ministerial Services, Health Services, Pre-Release and Transition Services, and training for target population and staff. It is the mission of the Division of Hispanic and Cultural Affairs to provide Hispanic inmates throughout the system with the same resources and program opportunities the Department of Correctional Services offers to English speaking inmate groups. It aims to improve communication between inmates and civilian/security staff. Chief among the Division's objectives are maximizing opportunities for the limited English speaking inmates to acquire English language skills, and offering the civilian and custodial staff an educational experience geared toward the understanding and recognition of cultural, linguistic and ethnic differences.

Services

The Division of Hispanic and Cultural Affairs serves as a liaison and resource for all departmental staff in Central Office and facilities. The activities are carried out in 10 principal functional areas:

- (1) Research
- (2) Planning
- (3) Program Administration
- (4) Recruitment, Training and Technical Assistance of Hispanic and Bilingual Staff
- (5) Training of Monolingual Staff in Ethnic Awareness
- (6) Translation Services
- (7) Liaison between the Department and Hispanic community agencies and representatives for the purpose of providing resources and support to inmates in need of these sources (i.e., institutional adjustment and transitional purposes).
- (8) Implementation of innovative programs for Hispanics and other ethnic groups.
- (9) Development of new materials and resources in Spanish (and other languages where applicable) for use in other program areas.
- (10) Ongoing evaluation of the effectiveness of the Hispanic Inmate Needs Program and other major programs for Hispanics (and other groups) such as Compadre Helper and Dialogos Con Mi Gente.

PROGRAMS ADMINISTERED BY THE
DIVISION OF HISPANIC AND CULTURAL AFFAIRS

- (1) Prevención del Alcoholismo/Alcohol Prevention
- (2) Bilingual Vocational
- (3) Compadre Helper Program (Peer Counseling)
- (4) Consejería Especializada/Specialized Counseling
(incest victims, child abuse, single
parenting, sex offender, suicide prevention,
metamorphosis--death/dying)
- (5) Creando Conciencia/Self-Awareness
- (6) Diálogos Con Mi Gente/Dialogues with My People
- (7) Prevención del Abuso de Drogas/Drug Abuse Prevention
- (8) Entrenamiento para el Personal en Diferencias
Culturales/Ethnic Awareness
- (9) Mejorando la Familia/Family Enrichment
- (10) Cultura Hispana/Hispanic Culture
- (11) Desarrollo Integral/Holistic Development
- (12) Como Empezar su Propio Negocio/Minority Entrepreneurship
- (13) Más Personalidad/Personality Plus
- (14) Resocialización/Resocialization
- (15) Realidad y Responsabilidad/Reality and Responsibility

SECTION II

REMEMBER THE PAST

"I vividly recall talking at Attica prison to a Spanish-speaking prisoner who had been there for 5 years and did not speak a word of English. In questioning him I found that no attempt had been made during his term to teach him English. I also remember, rather tragically, speaking to another prisoner who informed me that when the helicopter first came over the yard and ordered prisoners to lie down - in this way signifying to the state troopers that they had surrendered - some of the non-English speaking prisoners did not understand these orders and were shot as they remained standing."*

*Nuñez, Louis. Rights of Spanish-Speaking Minorities, 1972, p. 24.

BASIC NEEDS OF THE HISPANIC INMATE POPULATION

Introduction

In this section, we present the basic needs of the Hispanic population that are to be further analyzed in detail by area in Section III of this Report. We have attempted to provide insights into the linguistic and ethnic differences of Hispanic inmates, and a rationale for their need of special services and attention. The main purpose of Section II is to assist the reader in understanding the cultural background of Hispanic inmates: to describe who they are, where they come from, and why there is a need to make adjustments and/or modifications to the system to ensure equal access of programs and services for these inmates.

This section is written in a spirit of constructive criticism and it aims to improve the system as a whole.

THE HISPANIC OFFENDER

It is difficult and unfair to try to understand the Hispanic offender without a clear perception of the Hispanic in our society. Equally as difficult is the task of making recommendations to ensure that the Department of Correctional Services provides equal access and rehabilitation opportunities to Hispanics, without considering the totality of the umbrella of the criminal justice system. In the following paragraphs, an attempt is made to put into perspective the issues of the Hispanic in the prison system as well as in the community.

In order to gain knowledge concerning the needs of this particular group, it is paramount that we understand this population and its diversities. This analysis will provide a description of the varied Hispanic groups in New York State prisons (Dominicans, Colombians, Central and South Americans) with an emphasis on Puerto Ricans, who represent the majority of Hispanics in New York State.

The term Hispanic is given to a group of people coming from many different countries from Central and South America, the Caribbean, and even Spain. Their similarities rest mainly in the cultural traits inherited from Spain (La Madre Patria), the use of the Spanish language and their profession of Catholicism. Their differences mainly reflect factors related to or derived from historical, geographical, socio-economical and racial variables. One of the differences between South American and Caribbean Hispanics is their racial mixture. While Central and South American Hispanics are more a result of a racial and cultural mixture of the native Indian and the Spaniard, the Caribbean Hispanics (Dominicans, Puerto Ricans, Cubans, etc.) are a mixture that reflects more the Spaniard, Black and Indians. Actually, South American Hispanics still have all of these groups in their society.

In addition, many historical, political, geographical, and socio-economical factors contribute to different life experiences. In essence, Hispanics have a strong common denominator in their cultural value system and, at the core, in the Spanish language. "Language is the dominant characteristic shared by Hispanics."* The Spanish language is to the Hispanic what color is to the Blacks and what religion is to Jews; it is the link connecting them to their heritage. Since Hispanics are in general a more racially integrated group, from white skinned to Blacks to Indians, it is vital for them (especially Puerto Ricans) to maintain their linguistic identity. Referring to Blacks, American Indians, Chicanos and Puerto Ricans, Eduardo Seda Bonilla has written:

*Hispanic Challenges and Opportunities. A working paper from the Ford Found., 1984.

"These groups failed to adapt to the American melting pot because they are differentiated on the basis of racial criteria and in assimilating into the dominant American culture, these groups internalize the stigma and the self-hatred ingrained in that culture against the people of color. In order to avoid the stigma inherent in the internalization of American culture these groups must maintain their own cultural identity as a separate identity in a pluralistic social scheme."*

As stated in the introduction, we must have a point of reference regarding what groups comprise the Hispanic community in the United States, and especially in New York State, if we are to understand the Hispanic offender. Hispanics represent potentially the largest minority group of the next decade, and thus, New York State Department of Correctional Services must be prepared to face the specific needs that characterize this population.

With this in mind, it would be to our advantage to carefully study and understand this group. Even though Hispanics are the fastest growing ethnic group in the correctional system, they have been considered non-existent and invisible throughout the criminal justice system.

In this brief analysis, it is impossible to include a detailed description of the rich and subtle cultural heritage that represents the 21 Hispanic nations. For all practical purposes, we will limit this section to highlights that will assist the reader in better understanding this group.

A. Historic and Socio-Economic Background

Hispanics first settled in the New World during the early 16th century. By the 17th century, Hispanic culture was firmly established in much of what are now the states of Texas, Arizona, New Mexico, California and Colorado. Predating the Jamestown colony were the cities of Santa Fe, El Paso and St. Augustine.

As Joseph Monserrat points out in Hispanics U.S.A., a proposal for the Ford Foundation 1983, "the first wheels that turned on American soil were Spanish in origin." Most agricultural products brought to this country by the English had already been introduced by the Spanish. The

*Bonilla, Eduardo Seda. "Ethnic Studies, Cultural Pluralism and Power." Paper presented at the annual meeting of the Society for Applied Anthropology, University of Colorado, April 1970, p. 1.

cattle industry was developed by Spaniards and Mexicans; it was from Mexican vaqueros that the American cowboy learned his trade. The cowboy's indispensable tool, the lariat, is of Spanish/Mexican origin; "la reata," from the Spanish re-atar, to retie. He may have ridden his palomino (dove colored) horse, corralled his stock (from corral, an enclosure) and created the "rodeo" or round-up.

A primary characteristic of the Hispanic population is its rapid growth. According to the 1980 census, the Hispanic population living in the United States increased at a rate of 61% from 1970, while the total United States population grew by 11% in the same period. Hispanics are a young population with a median age 23, almost one-third of the Hispanic population is under the age of 15 compared to about one-fifth of the general population.

This group suffers from a variety of economic and social problems which include unemployment, poor housing and inadequate health care. The low status of Hispanics in income, employment and education puts them at a disadvantage on the socio-economic ladder. It has been found that Puerto Ricans are held in lowest esteem when compared to other Hispanics despite the fact that they are the only ones who possess American citizenship. Compared to other immigrant groups in the United States, Puerto Ricans are the only group that comes from a territory annexed by the United States at the conclusion of the Spanish American War.

"The tens of thousands of Puerto Ricans who migrated to the U.S. mainland with hopes of somehow 'making it' in the American dreamland, did not find the green pastures they had expected. Wherever they settled, the vast majority of them found themselves sharing with blacks and, in California, with the Chicanos the poverty and degradation of ghetto life. The women were overworked and underpaid in bleak garment factories, the men usually got the dirtiest and least rewarding jobs (those white workers refused to take), and they were all usually the proverbial 'last to be hired and first to be fired'. During the 1950's there appeared to be some marginal improvements, but Puerto Ricans still remained at the bottom of U.S. society. Ghetto life in El Barrio, one of the worst slums in the country, the Lower East Side, the South Bronx, and in sections of Chicago, Philadelphia and other industrial centers continued to be for Puerto Ricans a nightmare of cold winters in unheated and roach-infested apartments, of decaying and overcrowded buildings owned by unconcerned and rapacious landlords. It was a world of unsympathetic bigoted social workers and teachers, brutal policemen, broken families, small children bitten by rats and young men and women driven by their surroundings and hopelessness to crime and drug addition. In these circumstances and usually in years when the job market on the mainland was tight, thousands of Puerto Ricans returned to

the island. But the majority of Puerto Ricans in the United States, who felt that they could not hope for a better life in their homeland, remained in the ghettos of the mainland cities and returned periodically to the island for brief visits."*

The history of the Puerto Rican migration to the U.S. is similar to that of Mexican Americans. In both cases, the migrants included large numbers of unskilled workers. It is important to mention that there have been several migrant waves of Puerto Ricans. In the 1950's, more than 50,000 per year migrated to the U.S., constituting one of the greatest mass migrations recorded in history.** In the 1970's, another migration wave joined the first and second generations of Puerto Ricans in New York City. At this time, professionals and members of the middle class migrated because of the high unemployment rate in Puerto Rico, and the consequent inability of the island's economy to absorb its best trained people.

B. Main Hispanic Groups Represented in the U.S. Criminal Justice System

- Puerto Ricans - Located mainly in the northeastern U.S., i.e. New York, New Jersey, Massachusetts, Connecticut. They represent 28% of the New York State inmate population, and 33% of the New York City inmate population.
- Mexican Americans - Located mainly in southwestern California and Texas correctional systems. The Mexican Americans represent 28% (other Hispanics are not included) of the total population in California. In Texas, 21% of the total population are Hispanics. In the Florida correctional system, 7.3% represent the self-identified Hispanics. The Mexican Americans are not represented in the New York State correctional system in significant numbers.
- Cubans - In 1980, this group comprised about 6% of the Spanish origin population, the third largest Hispanic group in the U.S. and the most prosperous. The first major Cuban migration to the U.S. was in 1868 in response to the demand for labor in the tobacco industry. In 1959, as a result of the Castro Revolution, the first wave of an exodus brought many wealthy and middle class Cubans. According to Massey, Cubans of first and second generation and in contrast to the Mexican Americans and Puerto Ricans show little generational diversity.

*López, Adalberto and James Petras. Puerto Rico and Puerto Ricans, Schenkman Publishing Company, 1974, p. 327.

. **Manuel Maldonado Denis. Puerto Rico: A Socio Historic Interpretation. Random; New York, 1972, p. 303.

In 1980, the Mariel boat lift brought 125,000 Cubans from lower socio-economic backgrounds. The arrival of this group while increasing the Cuban presence in the country, has lowered the socio-economic profile of the Cuban population as a whole.

--Other Hispanics - This category covers Central and South Americans including Spanish of Caribbean origin, primarily Dominicans - the second largest Hispanic group represented in New York State Corrections. Central and South Americans are a culturally and socio-economically heterogeneous group. Of these groups, Columbian Hispanics have the largest representation in New York State.

1. An Overview of the Principal Types of Hispanic Inmates Under Custody in New York State

There are seven groups of Hispanic inmates which are not easily identifiable when first arrested. People in these groups were classified with the intention of identifying similarities among them. They have been categorized as follows:

- (1) The recent migrant from South or Central America held on a federal or state warrant for a drug related offense. Some of these are illegal aliens or couriers who have overstayed their "tourist" or "student" visas. A number of these are women, often domestics or from rural areas who were provided a free trip to the U.S. if they would undertake some mission (to make a "special delivery").
- (2) The jíbaro, or confused transient, usually from Puerto Rico, Cuba or the Dominican Republic arrested for crimes of passion, short temper or ignorance of laws. The term jíbaro is used not to deprecate the individual but rather to identify a kind of simple peasant mentality which occasionally leads some innocents into trouble who would otherwise never be arrested. The jíbaro is usually older, has never learned the language though he may have lived in this country for many years, and prefers to stay close to his own barrio and people where Spanish is spoken and where he can more easily identify with his own people. It should be noted that the term "jíbaro," as used by Puerto Ricans, does not necessarily signify the confused transient/peasant (hillbilly, hick, hayseed), but is also used as a term of familiarity and endearment, signifying a closeness to the land and an adherence to the virtues of humility, honor, dignity and respect.

- (3) The younger, first or second generation Hispanic English speaking youth arrested for crimes of violence, drugs or property theft who is already well on the way to becoming a repeat offender. Usually this individual has been in trouble with the law since he was a juvenile.
- (4) The older (or adult) second generation Hispanic with a history of criminal behavior, English speaking and often a king pin in the drug trade, small rackets (gambling, loan sharking, protection, receiving and selling stolen goods) and burglary.
- (5) The mentally disturbed or retarded Hispanic arrested for violent crimes such as rape or child molestation, and who really requires intensive psychiatric care. Too often he is a young man or woman whose mental condition reflects the severe emotional (and physical)* traumas suffered in the urban ghettos.**
- (6) The professional criminal drug traffickers, "hit men," skilled burglars, and those with histories of criminal violence. This inmate segment differs little from those inmates of other races and nationalities.
- (7) The Mariel Cubans who came to the United States with a myriad of problems, mostly from prisons and mental institutions in Cuba. In addition to linguistic and cultural differences, these people lived under a communist system totally alien to our own.

These basic (and different) categories have great relevance when planning and recommending programs for the Hispanic population in general. It follows that for these sub-groups there are also cultural and socio-economic factors that also need to be taken into consideration if we want to understand Hispanics. For example, the following description by Peter L. Sissons could help us to conceptualize this situation:

"The typical Puerto Rican federal offender could be described as a 32 year old male who has not graduated from high school. He is most likely to be a drug offender although he might have committed other federal offenses, particularly mail theft for which he received a five-year sentence on probation, although there is a strong likelihood that his sentence was to a prison term.

*Emphasis added by writer.

**Castro, Agenor. "Profiling the Hispanic Inmate: A Correctional Dilemma," p. 8.

The typical non-Puerto Rican Hispanic offender on this caseload is a 34 year old Colombian or citizen of the Dominican Republic who may or may not have completed high school and who has received a five-year prison term for a federal narcotics violation. Although the non-Puerto Rican Hispanic offender is most likely to be a male, this group has a somewhat larger percentage of females than either of the other groups.

The profile of the control group is not as definitive as that of the Hispanics. The Hispanics described here account for all the identified Puerto Ricans and non-Puerto Ricans on the caseload, while the control group is an 11 percent random sample. The typical member of the control group is either white or black, male and almost 35 years old; he has at least graduated from high school and may even have attended college. He is serving a four-year sentence on probation and he is much less likely to be a drug offender than the Hispanics on the caseload. Bank robbery, mail theft, and larceny are offenses which set him apart from his fellow convicted offenders."*

Nevertheless, we can also categorize Hispanic offenders in three basic groups. Generally speaking, the categories are distinguished based on cultural background.

- (1) Hispanics with a total Hispanic traditional background whose cultural values reflect the Hispanic culture of their age generation. (In this group, there are Puerto Ricans, Dominicans, Colombians, etc.)
- (2) Hispanics who were born or raised in New York City whose cultural values are in transition with a primary language of English and who find themselves between two worlds. These are mainly the younger Puerto Ricans who are sometimes called "Nuyorricans." They have a great need to master language skills and develop a sense of belonging since many of them find themselves rejected by society and also blamed by their Hispanic language counterparts for having lost their Spanish. As

*Sissons, Peter. The Hispanic Experience of Criminal Justice, 1979, p. 59. Hispanic Research Center, Fordham University, Bronx, New York, Monog. #3.

expressed in the words of one student,
"Teacher, I speak a kitchen Spanish and
a street English and can't read or write
either one."

- (3) Hispanics who are consistently traveling from their own land to the mainland (U.S.) apparently trapped in a back and forth movement. These people also have a great need to master language skills.

As stated in a Department of Correctional Services document:

"English-dominant students of Hispanic background are labeled dominant in English because of their literal skills. However, they are considered bilingual when acknowledging their oral/aural communicative skills. It has become an accepted fact that the bilingual individual is considered bilingual on the basis of his ability to orally communicate. Unfortunately, this has produced cripples among the Hispanics in the U.S.A. They can speak English and Spanish, but in most cases cannot read or write either. The result--one of self-incarceration, self-incrimination, lack of confidence, lack of self-esteem, poor self image, a traumatized human being. If these skills are offered to inmates, the process of rebuilding these individuals morally and educationally is a very realistic goal.*

Since most of their first generation relatives speak only Spanish, it will be impossible for Hispanics to foster positive family ties if they forget Spanish.

There are also English dominant and bilingual Hispanics who have successfully completed their educational requirements. Frequently, these people are an asset to their facility in providing translating services, and assisting other inmates in education and facility adjustment. As stated in the proposal, Hispanics in American Prison System:**

"The Spanish/American inmate, whose ability to speak English makes it a bit easier for him to cope with the system structure, sees that the Hispanic immigrant is constantly harassed and

*Hernández, Petrita. Bilingual Education: A Cross-Cultural Interdisciplinary Core of Courses in English and Spanish, 1978, p. 50.

**Cartagena, Edwin. Hispanics in American Prison System, 1985, p. 4.

discriminated for the mere crime of not speaking English, and so he (the Spanish/American) rebels to that because he experiences a moral obligation to defend his cultural values. To understand why the Spanish/American inmate defends the other at personal risk you would have to understand the Hispanics' cultural values, and what loyalty represents to them."

CULTURAL CONSIDERATIONS

Hispanics encounter many of the problems other immigrants experience. They are misunderstood, unemployed, have poor living conditions and, in consequence, develop special psychological stresses. For their children, this translates into the confusion of living between two sets of cultural and socio-economic values. "Children are raised in the tension of two dissonant cultures. Schools too often are found to have little relevance and Hispanic children drop out of school. Welfare becomes a necessary evil...."*

Some of the negative effects of unsuccessful adjustments to the new milieu are lack of confidence in dealing with the American system, higher incidence of mental illness, drug and alcohol abuse. These problems create a dangerously volatile situation, considering the great number of Hispanics in the correctional system. Thus, it is important to understand the relationships existing between Hispanic subcultures and the dominant culture. Some of the differences occur in such basic areas as cultural value systems, degree of acculturation, family relationships, and language patterns. Other factors include economic status, place of residence, and recency of immigration. Due to factors affecting rate of assimilation, differing regional composition and personal status or background, uniformity in the Hispanic value system cannot be easily defined.

Value System

"Values involve the individual's beliefs concerning the world and his position in it. At times they are unconscious assumptions people make about the appropriateness or inappropriateness of ideas or actions. Values then have a universal referent and a judgemental character. The resultant effect is that values generate attitudes and, finally, action."**

Hispanics share many common denominators. Even so, the Americanization of Hispanics is influenced by many individualized factors, such as recency of migration, extent of acculturation to American societal values and

*Lee, Robert J. Hispanics: The Anonymous Prisoners. New Jersey Correctional Master Plan, 1976, p. 13.

**Herrera-Smith, Monica. "Exploring the Re-entry and Support Services for Hispanic Offenders." National Hispanic Conference on Law Enforcement and Criminal Justice, p. 4.

region of origin. All of these factors affect values and generate attitudes that result in actions later on. The following is a list of values common to all Hispanic groups:

(1) The Importance of the Immediate and Extended Family.

--Family* - The single most important social unit in life. "It is usually at the core of his thinking and behavior and is the center from which his view of the rest of the world extends."** The family provides direction to the individual more so than his religion or other aspects of his culture. It not only includes close blood relations, but in addition, the ones acquired by Compadrazgo (godparenthood).

--Extended Family - The family is usually an extended system that encompasses not only those related by blood and marriage, but also compadres (godparents) and hijos de crianza (adopted children whose adoption is not necessarily legal). Marriage in Hispanic culture is still considered much more a union of two families than it is in the United States. The extended family is a source of strength for the couple.

(2) Honor and Honra - The concept of pride, individual worth, honor, loyalty, dignity, duty and respect.

--Honor - Hispanic men have a strong code of honor, a legacy of sixteenth and seventeenth century Spain.

The Spain of the sixteenth and seventeenth century was a land of knights and lords. The knights lived by a code of honor that was as important to them as their religion. This is evident in their motto, "God, Honor and the King." God above all. Word of honor was extremely important to the knight.

The knight's code viewed one's honor and the protection of women as paramount. A knight was expected to defend his honor by

*Blázquez, Rodrigo Marcelo. Adapted from Monograph "Characteristics of Hispanic Culture," Nov. 1985.

**Daddio, Maria G. Ibid, p. 40.

force of arms if need be. He was also expected to use his sword to defend the honor of any woman without asking her name or raising the veil that women of that era wore.

The "machismo" of some Hispanic males may be partially interpreted as a modern version of the code of honor of those knights of old. Modern "machismo" can sometimes take a violent form: a man's sense of outraged personal honor might be avenged by assaulting his oppressor.

--Honra - While the concepts "honor" and "honra" are practically synonymous, "honor" is a moral quality which compels us in the execution of our duty and which rightly belongs to the knightly tradition. "Honra," on the other hand, is a moral quality which springs from the soul of "everyman." It is a right, and is distinctly religious in its implications. Honra postulates the sanctity of each individual being (soul) and its consequent and inviolable dignity and worth. From "honra" comes the apparently unreasonable pride displayed by even the most humble of Hispanics.

--Dignity and Respect - Anthony Lauria has written the following about the behavior surrounding these tandem values:

"In treating with others, one is always careful not to step on the other's dignidad (dignity). Men might kill for many reasons in Puerto Rico, but their reasons are usually phrased in this idiom; violation of the basic right to respeto (respect)... can lead this far."*

*Lauria, Anthony. "Respeto, Relajo and Interpersonal Relations in Puerto Rico," The Puerto Rican Experience: A Sociological Sourcebook. Edited by Francesco Cordasco and Eugene Bucchioni (Totowa, N.J.: Rowman and Littlefield, 1973), p. 44. Cf. Fitzpatrick, Puerto Rican Americans, pp. 90, 211-212.

--Loyalty - Loyalty and honor are interrelated. Hispanics are loyal to their group first. They have a high regard for the loyalty of their family and friends. The typical Hispanic phrase "la familia ante todo" (the family above all) shows that loyalty is the way to express concern for the group and social welfare. One of the most important elements in the Hispanic conception of loyalty is that loyalty cannot be questioned without giving offense to another's sense of honor.

(3) The Patriarchal Family's Unquestioned Authority of the Husband/Father and the Self-Sacrifice of the Wife/Mother.*

While the father may be respected, the mother is revered. "Any insult, no matter how indirect, of the mother was (and is) considered the supreme offense, to be answered by violence.** Thus, profanity used among both guards and inmates often include the word "mother." When the term is directed to Hispanics, they perceive it as a serious insult. This is particularly true if the offended party is a relative newcomer, older, and/or unacculturated. It is the kind of insult for which outraged honor demands blood; this may be one cause of violence between Hispanics and other ethnic groups in prison.

(4) Distinct Sex Roles with Male Dominance

Aggressive acts often display of male's "machismo," or manliness, when he views these qualities as being threatened in the sight of others. Hispanic males view authority as personal and arbitrary.*** Their combination of bravery, or often

*Garcia, Paul. Adapted from The Hispanic Resident: An Aid to Understanding in Correctional Counseling, 1979.

**Lee, Robert J. Ibid.

***Garcia, Paul. The Hispanic Resident: An Aid to Understanding in Correctional Counseling, 1979, p. 12.

bravado, influence over others, the quality of the caudillo (leader), and dominance over women, particularly sexual dominance, known as machismo has been attenuated on the mainland by the comparative availability of employment and education for women and the impact of U.S. culture in general. In U.S. society, employment and public welfare ensure the survival of women without men. Puerto Rican women on welfare in New York City leave their husbands, in most cases, because the union has become intolerable to them; welfare provides an alternative means of survival. The increasing number of female-headed families indicates a breaking down of the traditional family.

- (5) Machismo - This is one of the most important concepts in Hispanic culture. In order to understand this concept, it is important to realize that from childhood, male children are given much more freedom than females and are generally socialized under a male figure. The pursuit of extramarital sexual relations is tolerated as an element of male freedom. However, machismo is more than just sexual prowess. It also includes elements of courage, honor and respect for others. An important element of machismo is the use of authority to "defend" the family. However, if authority is not used in a fair manner, it may result in a loss of respect for the family. In the Hispanic culture, machismo is not only a way of family life, but is also encouraged and nurtured by all social and political structures.
- (6) Female Roles - The key to understanding the problems and needs of Hispanic women offenders is acknowledgment of their role within the family, and how that role is affected by criminal involvement. Hispanic women committed to the correctional system are "disgraced" women in the eyes of the community and family. While more families initially assure support upon release, this attitude often changes within a few weeks after the woman is released. She is greeted with rejection by parents, spouse and community, and is thereby further isolated from society and any chance of becoming a part of it.

--Juvenile Females - Female juvenile offenders also need special consideration. Young female offenders demonstrate a higher rate of recidivism than their male counterparts. This is attributable, in large measure, to the fact that Hispanic families are stricter with girls than with boys, particularly in the case of more traditional families. Thus, Hispanic girls who become involved with the juvenile justice system often face the same kinds of isolation and rejection as Hispanic female adults. Special programs and services are needed for the young Hispanic female.

--Child Care* - The main challenge of the female offender is child care. It is a major problem because it is needed during and after incarceration. When not cared for by other family members, children are often placed in foster homes which are not Hispanic. Consequently, the children are stripped of their language, cultural heritage and identity. Mothers are frequently unable to regain custody of their children after release.

(7) Emphasis on the Present Time

Hispanics believe in enjoying the present intensely rather than planning for the future.

(8) Religion

--Belief in Spirituality - Hispanics celebrate life. They emphasize spiritual values and are willing to sacrifice material satisfaction for spiritual goals. For them, being is more important than doing or having. They live for the present; the future and past are not given much attention. They are not resigned to, but are accepting of fate.

The majority of Hispanics and especially Puerto Ricans are Roman Catholics, though Hispanic representation, Protestant denominations and Pentecostal sects have been growing. The Pentecostal Church, in particular, has gained a significant foothold in the Puerto Rican

*Daddio, María G. "Hispanic Women Offenders and Ex-Offenders." Hispanics in Corrections Symposium, 1979.

community. It provides an extended family atmosphere and the openness of peer interaction. The Pentecostal Church has become a powerful social and political structure in which the Hispanic sub-culture is understood and its values integrated. Worship among Hispanic Roman Catholics, however, is different than the style of Catholicism prevalent in the United States, which is strongly influenced by the Irish. Puerto Ricans tend to regard religion with a certain amount of distrust. They genuinely believe that they can make contact with God or the supernatural without the aid of an organized clergy. They tend to personalize their relationship with God by creating a favorable ambience through special relationships with the Saints, who they regard as personal emissaries. Promises and offerings are made. A special prayer conducted for nine days, a "novena," is said. Candles are lit during this prayer in an attempt to show gratitude and faith. Hispanics rely on the Church primarily for weddings, christenings and funerals.

A considerable proportion of the Puerto Rican population believe in spiritualism called "Espiritismo." Espiritismo is the belief that the visible world is surrounded by a dimension inhabited by good and evil spirits who influence human behavior. Spirits can either protect or harm, as well as prevent or cause illness. Every person is seen as having spirits of protection which can be increased by good deeds or decreased by bad deeds. Spiritualism also includes the use of incense, candles and powders which allegedly have magical properties to cure illnesses and ward off the "evil eye." This aspect is known as the Indo-Afro-Christian folk religion. In essence, it is a combination of the ancient belief of the Tainos, Africans and the Christian Saints, together with the practices of the Catholic Church. This phenomenon is present throughout the Caribbean. It is called Espiritismo in Puerto Rico, Santería in Cuba and Brujería in the Dominican Republic. The Brujería is greatly influenced by Haitian voodoo practices. The Cuban Santeros have greatly influenced

Puerto Ricans on the island and in New York City. Their beliefs come from the Yoruba tradition of African heritage.

Among the most common practices are the use of "collares," necklaces of different colors and designs according to the Saint that protects you. Many Hispanic inmates use the collares when in need of a special favor from the Saints. There are also "despojos," or cleansings, which are done with different herbs and flowers.

It can be understood from these beliefs that psychologists, psychiatrists, counselors, correction officers and other Corrections employees who work with the Hispanic inmate must be careful in their cross-cultural transactions. What is pathology in one culture cannot necessarily be assumed to be pathology in another. If an American doctor finds that a patient claims to have spoken to his mother who has been dead five years during his session with a spiritualist, that patient would be a prime candidate for a mental institution; however, in the Hispanic culture, he has "facultades," facilities or powers. These professionals will provide meaningful services only to the extent that they understand their clients. Likewise, when considering the Mexican American background, this concept is expressed in the "Curandero" (witch doctor). They perceive the "Curandero" as possessing super-powers to influence human behavior and heal sickness.

- (9) Hospitality* - The doors and hearts of Hispanic people are always open to everyone who comes to their home. Hispanics have a saying that "at the table of St. Francis where four eat, five eat." This tradition of hospitality among Hispanics is of ancient origin. Columbus, in 1493, wrote that in the lands of the new world he had discovered, "I cannot even understand if they have their own property, it seems whatever someone had, everyone would share, especially when it came to food."

*Blázquez, Marcelo. Ibid.

These and other traits of the Spanish and native American traditions such as humility and loyalty, are essential aspects of their cultural heritage. The Puerto Rican hospitality is better known by the expression "Ay Bendito," legacy of the combination of the three mother cultures. The "Ay Bendito" encompasses a total line of values in the configuration of the cooperative idiosyncrasy of the Puerto Ricans. Ay Bendito literally translated means "Oh Blessed One." It is a compassionate expression of empathy of those in need.

Hospitality is not only shown for social purposes to strangers but it is enrooted to the extent that other family members in need are also welcomed. Specifically it is uncommon to have young Hispanic mothers giving up their children for adoption. The blood stays in the family, "we must care for our own." Mothers, sisters, grandmothers and aunts raise the children of mothers "in trouble." The deep sense of family obligation coupled with hospitality values warrant that the family must care for its own and that this responsibility should not be passed on to strangers (institutions). Likewise, the family is expected to care for its aging parents. It is imperative that an aged parent should not be put in a nursing home.*

- (10) Social Status - Hispanics are offended by the discrepancy between the North American cultural ideals and the social realistics they have encountered here. The ideal is that people are judged by what they are and not what they do. But the American reality is that what you do is largely based on what you are and only secondarily on your efforts. What you are, i.e. your status in North American culture depends on your income, class and skin color.

Skin color is becoming less important, according to some social critics, as a basis for social status in America. However, skin color still is important in defining friendship groups in the United States and in determining residence.

*Gil, Rosa María, and Lester B. Brown. "Social Work Practice with Hispanic Groups," Sociocultural and Service Issues in Working with Hispanic American Clients, p. 89, 1985.

White Americans live in White or mostly White neighborhoods, even though they may work in offices with non-Whites. White neighborhoods have the best schools and the best social services; the non-White neighborhoods where most Blacks and most Hispanics reside have the worst schools, the least amount of social services and lesser opportunities.

Hispanics are especially resentful that even when they have overcome the problems of poverty, they experience discrimination in North American culture on the basis of their color. Among Puerto Ricans and Mexicans, the vast majority of Hispanics in America, skin color is not a basis for social valuation.

For example, Puerto Ricans see themselves as "Puerto Rican" not as Black, White or Mulato (Trigueno - from Trigo, wheat colored) and find it difficult and painful to make a judgment of any person based on their skin color. They resist the traditional classification of "Black or White" for they are both and neither.

"Puerto Rican culture has been influenced by several different races and ethnic groups, and a present-day Puerto Rican family may consist of a mother who is White, a father who is Black, and children who are various shades of color. Their cultural ancestry may be a mixture of African, Taino, Corsican, and Spanish, though their ethnic identification will be Puerto Rican."*

Puerto Ricans themselves have various terms to represent the gradations of skin color. The terms "negra" and "negrita" are used as terms of affection rather than as a "color" designation as it is used in this country. The term "de color" (a colored person) is most commonly used. "Moreno" (moor, blackamoor) is usually used to describe an American Black

*McGoldrik, M., John K. Pearce and Joseph Giordano. "Puerto Rican Families," Ethnicity and Family Therapy, 1982, p. 164.

rather than a colored Puerto Rican. "Triguero" is used for people of in-between color and "Indio" (Indian) describes a person of Indian features. "Grifo" (from Griffin, a mythological beast, half eagle and half lion, a mixture) and "pelo malo" (bad hair) are the terms used to describe light skinned persons with kinky hair. Discrimination among Puerto Ricans themselves focuses much more on social class.

In American society, White Americans very often viewed Puerto Ricans as a separate race--a "brown" people. Historically, this misconception surfaced during World War II when large numbers of Puerto Ricans entered the Armed Forces. Many times, brothers of the same family who were of different color--one dark skinned, one fair--would be placed in units organized by color. Even today (June 1986) in New York State, Puerto Ricans entering prison are classified by skin color at Reception.*

In this country, as well as in Latin America, there is a pre-supposed culture from which judgments are made about any other culture that is not part of the mainstream. Judgments are made as to what is acceptable when compared to traditional identities within the social structures. What we do not understand is that in dealing with two cultures so different from each other, ethnocentrism predominates and cultural pluralism is ignored. The problem in this country perhaps lies in the security the North Americans have in their power to "define" the Hispanic.

The following refrain by E. Seda Bonilla, a Puerto Rican Anthropologist, illustrates how limited the American race classification system is in comparison to that of the Latin Americans.

"En una excelente obra sobre la cultura puertorriqueña la doctora María Teresa Babín cita una clasificación utilizada en la estructura social puertorriqueña en siglos pasados, muy similar a la clasificación de las castas mexicanas:**

Española con indio sale mestizo.
Mestizo con española sale castizo.
Castizo con española sale español.

*Presently the system of classification is undergoing change.

**Morales, José Pablo. "El Jíbaro," Almanaque de Aguinaldo 1876, en María T. Babín, Panorama de la Cultura Puertorriqueña, New York, Las Americas Publishing Corp., 1958.

Español con negra sale mulato.
 Mulato con española sale morisco.
 Morisco con española sale salta atrás.
 Salta atrás con indio sale chino.
 Chino con mulata sale lobo.
 Lobo con mulata sale jíbaro.
 Jíbaro con india sale albarazado.
 Albarazado con negra sale cambujo.
 Cambujo con india sale sambaigo.
 Sambaigo con mulato sale calpán-mulato.
 Calpán-mulato con sambaigo sale tente en el aire.
 Tente en el aire con mulata no te entiendo.
 No te entiendo con india sale ahí estás."*

"In an excellent work written on Puerto Rican culture, Dr. María Teresa Babín cites a classification system utilized centuries ago with respect to the Puerto Rican social structure, which is very similar to the classification of Mexican castes:

Spaniard with Indian results in a mestizo (mix breed).
 Mestizo with Spaniard results in a castizo (cuarteron: quadron: 3/4 Spanish and 1/4 Indian).
 Castizo with Spaniard results in a Spaniard.
 Spaniard with black results in a mulato.
 Mulato with Spaniard results in a morisco (moor).
 Morisco with Spaniard results in a salta atrás (a step backwards).
 Salta atrás with Indian results in a chino (a chinaman).
 Chino with mulata results in a lobo (wolf).
 Lobo with mulata results in a jíbaro (a peasant).
 Jíbaro with Indian results in a albarazado (reddish black, as a leper).
 Albarazado with black results in a cambujo (blackish).
 Cambujo with Indian results in a zambaigo (½ black and ½ Indian).

*Translation available below.

Zambaigo with mulato results in a
calpan-mulato (half-breed).
Calpan-mulato with zambaigo results
in a tente en el aire (stay up
in the air).
Tente en el aire with mulata results
in a no te entiendo (I don't
understand you).
No te entiendo with Indian results
in an ahí estás (there you are)."

NOTE: For a personal perspective on race as a status determinant in
North American society, see Appendix - J. Rodrigo Rojas,
"Race, Color and Cryptomelanophobia."

Obviously, being "mestizo" of mixed blood (European and Black or
European and Indian or any combination of those) is part of the Latin
American experience. Inter-racial marriages existed in Latin America
as early as the sixteenth century.

In contrast with American racial values, for Hispanics a drop of
white blood is enough to make you white. The person could be referred
to as a "blanco con raja," a white with a crack or mark (a touch of the
tar brush).

Some of the refrains of Puerto Rican folk wisdom express this conscious-
ness of having mixed blood. "Y tu Abuela ¿dónde está?" And your grandmother,
where is she? or "Aquí el que no tiene dinga tiene Mandiga," common in
Puerto Rico, meaning: here whoever hasn't Indian blood, has African
blood. The Cuban version is: "Y Aquí el que no Tiene de Congo Tiene
de Carabali," here the one that does not have Congo blood has Carabali,
referring to "another type of African."

Hispanics In Transition

This section on cultural values will be incomplete if an effort is
not made to clarify the situation of those Hispanics who were born or
raised in New York City or any other large urban area in New York State.
There is a large number of second generation Hispanics mainly of Puerto Rican
descent who find themselves trapped between two cultures. For them, many
traditional values are still respected. At the same time, they are acquiring
new American values. The situation is complicated when a blending of values
results in preconceived negative interpretations of both cultural perspectives.
As we mentioned before, Hispanics have a legacy of values that exalt the
family and the dignity and personal worth of the individual. When those

values are in crisis, especially through a breakdown of family support systems, the result is a lack of positive social interest. As cited by Adler,* the young Hispanic population in Puerto Rico and New York City is experiencing transition in their value system similar to any other social group that has gone from an agrarian society to an industrial one, or perhaps more accurately to a high tech society.

At this moment there is a generation of Puerto Ricans born and raised in the United States. In New York City, they are a product of the mass exodus of the 1950's. They are the ones that are making the choices of what to value; what to keep of Hispanic culture and what to adopt of American culture thereby creating the Nuyorrican.

Our basic Spanish cultural linguistic values are being challenged. There is much published material written by Puerto Rican poets, and novelists which has been written in English. Questions have been raised by Puerto Ricans on the island with reference to what kind of literature is it? Should it be considered English or is it Spanish? Or, is it uniquely Puerto Rican?

Nuyorricans have made significant contributions in bringing Puerto Rican culture out of the ghetto and blending it with American culture. They have added to the ambience of New York City enriching it with a unique flavoring of Spanish music, art and literature. When Puerto Ricans arrive from the island they feel both welcomed and confused by the "barrio." They encounter the bodega, the botánica, the bolita, the anomie, the anguish, and the English of the barrio. "El Frío," the bitter cold of northern winters, compounds cultural with climatic shock for island born Puerto Ricans. It is often characterized as "una bofetada," a slap in the face. An example of the conflict, adjustment and blending is "Spanglish," a phenomenon using English words and giving them Spanish endings. For example, el rufo, la marketa, and la Tabla (for Parole Board).**

The author of "La Carreta Made a U-Turn," Tato Laviera,*** clearly states that Puerto Ricans will continue to migrate and stay. As did other ethnic groups, they bring their culture and their people to be part of American society. In his poem, Laviera challenges Rene Marques' thesis of "El Sueño del Regreso," "The Dream of Returning to Puerto Rico," and contends that they, Puerto Ricans, are here to stay. It is made evident in these lines:

Papote sat on the stoop miseducated, misinformed
a blown-up belly of malnutrition. Papote sat on
the stoop of an abandoned building, he decided
to go nowhere.

*Adler, Aldred. Superiority and Social Interest. North Western Univ. Press, 1979.

**A complete section on Spanglish and criminal vernacular is to be included in Part II of this Report which is to be printed in 1987.

***Laviera, Tato. "La Carreta Made a U-Turn," Poem.

Some Puerto Ricans that migrated in the 1940's and 1950's seeking economic opportunity have found it and many plan on returning to their homeland. The children of these Hispanics are called Nuyorricans, born and/or raised in New York City and educated by the New York City school system. They have adopted many values of American culture and consider themselves Puerto Ricans with a different perception. Many of them have never been to Puerto Rico and have a very limited conversational Spanish.

It is not unusual to find Nuyorricans stating that they feel and consider themselves Puerto Ricans but when they go to Puerto Rico they are not considered to be as such by their compatriots. It is clear that these double standards in defining their own culture and values directly affect their self image. Hispanic culture itself is dynamic and subject to continue changing. This continued disintegration, reformulation and assimilation of values makes Hispanics more susceptible to particular conflicts, producing experiences which may result in antisocial behavior.

In a Research Report prepared for the New Jersey Correctional System,* it is indicated that "crime among Hispanics is generally an event that follows migration; it does not precede it. Only 15% were ever arrested in their native land prior to migrating, and almost half of those were not convicted." This fact is consistent with Merton's theory of anomie (1968). In this theory, diverse behavior and criminality are identified as an outcome of the breakup of traditional cultural forms. It is within this context of breakup of the old and transition to the new culture that Hispanics are understood to be more prone to manifest deviant behavior. This is particularly true if the assimilation process is not realized by the members of the culture in transition or if it's realized by only the second generation and as a consequence the very fiber of the culture, the family, is weakened and/or displaced.

Many attempts have been made to identify a common denominator among the World View of Hispanics in order to understand the culture. According to a study conducted by the American Ethnological Society,** Spanish-Speaking People in the United States share the following World View:

- (1) Few things in life are worth the sacrifice of being away from one's family.
- (2) The secret of happiness is not to expect much and to be content with whatever comes along.
- (3) The best type of work is that in which everyone works together, even though no single individual receives credit for his part.
- (4) Making plans for the future only serves to sadden people, since practically nothing comes out as one desires.

*Lee, Robert J. Hispanics: The Anonymous Prisoners, p. 59.

**Spanish-Speaking People in the U.S., American Ethnological Society, 1968.

- (5) Nowadays as is the condition of the world, an intelligent person lives for today and lets tomorrow bring what it may.
- (6) Few things in life are worth the sacrifice of moving away from where ones friends reside.
- (7) When a man is born, his success can be predetermined.

The Spanish version of the World View scale (translated) is as follows:

- (1) Pocas cosas en la vida valen el sacrificio de estar lejos de su familia.
- (2) El secreto de la felicidad es no esperar mucho y estar contento con lo que venga.
- (3) El mejor trabajo es uno en el que todas las personas trabajan juntas, aunque el individuo no reciba crédito por sí mismo.
- (4) El hacer planes para el futuro sólo sirve para entristecer a la gente, ya que, prácticamente, nada resulta como se desea.
- (5) Hoy en día, en las condiciones en que está el mundo, la persona inteligente vive para hoy y deja que el mañana traiga lo que sea.
- (6) Pocas cosas en la vida valen el sacrificio de mudarse lejos de donde viven sus amigos.
- (7) Cuando el hombre nace, su éxito puede estar predeterminado.

The values stated above and the Hispanic World View as a whole is the result of a specific philosophical and cultural framework that might vary as we move from an agricultural society, to one which is industrialized. One notes an insistence on fatalism and an acceptance of "the inevitable," in these values: attitudes common in agrarian societies.

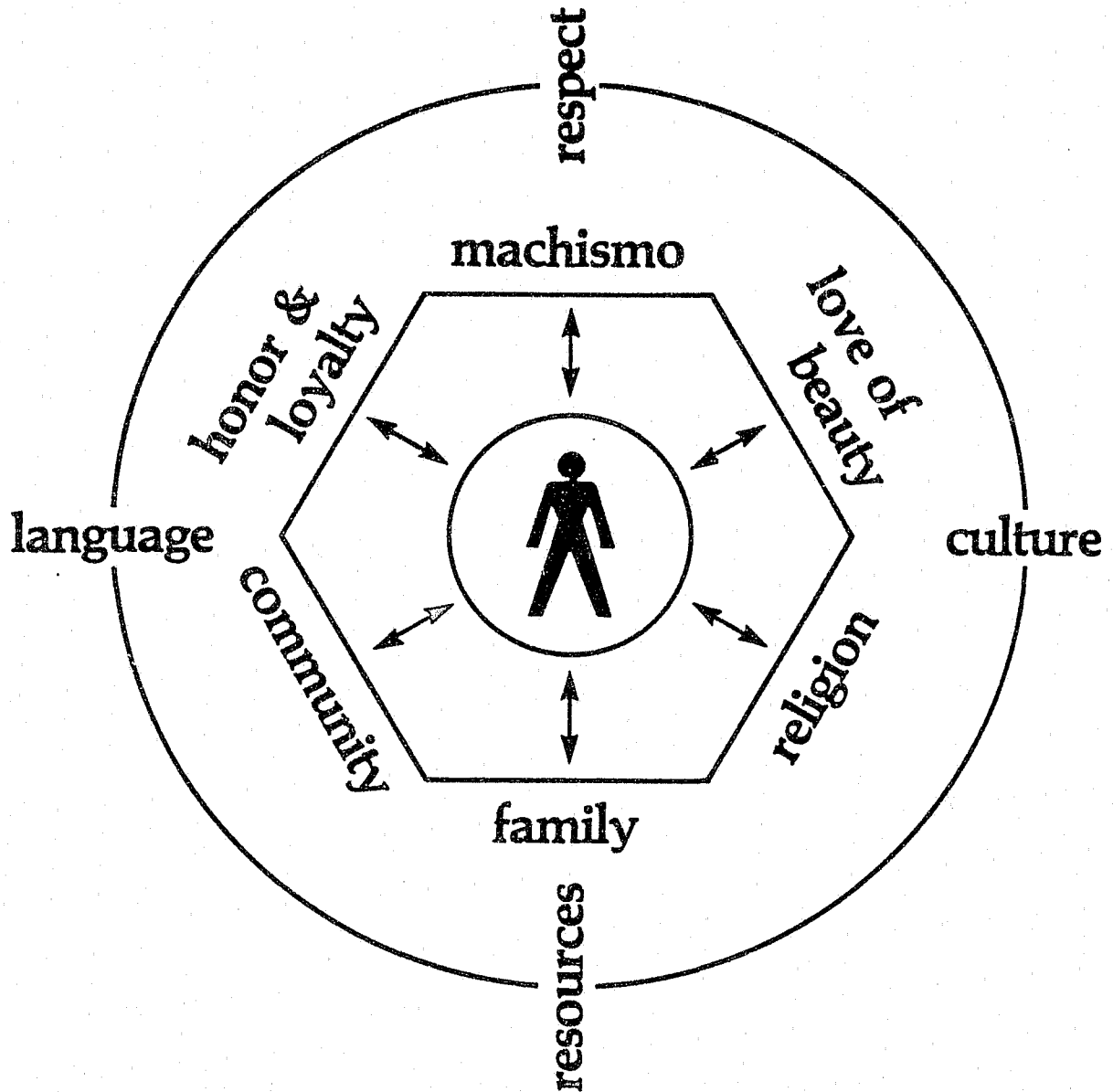
It is important to remember, as stated earlier, that many Puerto Ricans in U.S. have adopted many of the values of the dominant culture, as well as the language. These are primarily second generation Puerto Ricans, who have incorporated the life-style of the host society while retaining some of the important ideals of their native culture.

Soledad Santiago in her "Notes on the Nuyorricans" provides a better description of the dynamics of acculturation for this group:

"The successful Nuyorrican is often cut off from his roots by the very nature of success, suspended in a time warp of a culture in transition, a culture of synthesis which is still defining and asserting assimilation. The Nuyorrican identity is not a racial but a class one...The Nuyorricans walk a tightrope between yesterday and tomorrow, cherishing the positive in Puerto Rican culture while wrestling with its ingrained restraints that have no place in their new life; attracted by the personal freedom of an anonymous urban society yet repulsed by its indifference; aspiring to middle-class accoutrements yet shackled by the code of machismo which presupposes that the male in the family be the only wage earner. Not all New York Puerto Ricans are Nuyorricans. Many stay in enclaves, never learning English and never touching the mainstream of New York life. The Nuyorrican identity has emerged as the result of a series of choices, an individuality born out of historical necessity."*

*Santiago, Soledad. "The Village Voice," 24 (8) 175.

the Hispanic offender *



*Working with the Hispanic Offender. Capital Pub. Co., Crofton, Maryland, 1985, p. 15.

KEY HISPANIC VALUE CONCEPTS*

<u>Concept</u>	<u>Manifestation</u>	<u>Implications</u>
<u>Machismo</u> . A male role function that requires the projection and preservation of a strong self-image. (Present in other cultures as well; called by other names.)	A stare, silence, bragadoccia, affectation of coolness. Resistance to reprimand in front of peers. Sometimes, resenting orders given by women or non-Hispanics.	An offender should not be reprimanded in front of his peers. Give reprimands on a one-to-one basis away from peers.
<u>Family</u> . A variety of terms denote the kinship and responsibilities of either blood relationship or family in the broader sense.	Frequent letter writing and visitors. Sensitivity regarding references to his family or to news from home.	Never make negative references regarding an offender's family, particularly his mother. Be aware that bad news from home will likely trigger strong emotions/distress.
<u>Honor</u> . Related to machismo as both a predisposition and as a code demanding consequences. <u>Loyalty</u> . Close to family and honor. Allegiance to a person or to a group.	Keeping one's word. Defending one's family or machismo self-image. Inmate codes among Hispanics. Sometimes, Hispanics will try to manipulate Hispanic COs because of blood or cultural ties.	Promises, threats, commitments must be taken seriously. Insults to an offender or his family must be avenged. Loyalty to or against an inmate or outside person. Anglo officers have a harder time getting sensitive information from Hispanics.
<u>Religion</u> . Traditions and practices that stem from Roman Catholic or Protestant roots. Attachment to symbols which have cultural connotations.	Statues, pictures, medals, tatoos of the Virgin Mary. Attendance at religious services.	Priest or chaplain may be a significant person as a counselor or negotiator. Religious services/church groups can be a positive influence on offenders.
<u>Community</u> . Related to barrio and family links. Source of identity and nurture. Respect for authority and elders.	Hispanic groups or clubs. Contact with barrio groups. Strong leader in cellblock or entire facility. Indoc-trination of new, younger inmates. Within-group counseling.	Hispanic cultural groups can be a healthy developmental force and an internal police force. Ambition and getting ahead are negative values. Individualized instruction doesn't work well.

*Adapted from Working with the Hispanic Offender, p. 14.

COMPARISON OF AMERICAN AND PUERTO RICAN VALUE SYSTEMS
Prepared by Dr. Carmen Ross

American

1. Man has control over universe and his own destiny.
2. Optimistic outlook on life; man and conditions are improvable.
3. The nuclear family concept, independence, and self-reliance.
4. Greater equality of the sexes, more freedom, independence and self-reliance among women.
5. Male and female roles are more interchangeable than a decade ago (Women's lib and unisex movements).
6. Respect for man's achievements, and the concept of materialism, not the man himself.
7. More inclined to materialism in terms of possessions, making the physical being more comfortable.
8. Personality development and refinement, as well as deference to others are not highly valued traits.
9. Aggressiveness, initiative and action orientation are highly prized traits.
10. Children's upbringing is more permissive; independence and self-reliance are stressed.

Puerto Rican

1. Universe controlled by exterior forces and so is his destiny (fatalism).
2. Pessimistic outlook on life; man must resign himself to adversity.
3. The extended family and the obligation to each other.
4. Male superiority (machismo), protection and shelter of women.
5. Male and female roles are separated at an early age, and rigidly delineated.
6. Belief in the innate dignity and worth of the man, not in his achievements, material or otherwise (humanistic values).
7. Greater emphasis on spiritual values, and self-perfection.
8. Personalism, and the concomitant values of pride, honor, and respect, are very important values in Puerto Rican culture.
9. Submissiveness, deference to others and passivity are encouraged as the ultimate in "civilized" behavior.
10. Children's upbringing stresses obedience and respect for parental authority.

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| 11. Friendship patterns are casual, friendly and noncommittal. | 11. Friendship patterns are restrictive; involve complete commitment, loyalty and devotion (compadrazgo system). |
| 12. "Future" and "Youth" oriented; non-traditional, deemphasizes the past. | 12. Past oriented, places a high value on tradition. |
| 13. Organized, orderly plan of life. | 13. Unsystematic, and unplanned transitory experiences in everyday life. |
| 14. Universalistic ethics emphasizing the application of uniform rules in all cases, irregardless of special interest groups. | 14. A particularistic type of ethics based on the criteria of friendship, kinship, social status, etc. |
| 15. Individualism stressing personal freedom from the immediate family and peer group, but with responsibilities to the "faceless" majority, and collective goals. | 15. Individualism expressed in terms of personality development and inner perfection and uniqueness; but, nevertheless with a strong sense of group identity and responsibility. |
| 16. Interest in an "open" world view, and in external things and events, innovative without much consideration for the ultimate outcome (optimistic outlook). | 16. Interested more in a "closed" or more passive world view, cautions about accepting new ways; more contemplative. |
| 17. In interpersonal relations, more objective and realistic; emphasis on horizontal peer relationship, stressing equality. | 17. Interpersonal relationships more subjective, emotional and less detached; emphasis on vertical superordinate-subordinate relationship of a hierarchical type. |
| 18. Unconcerned about the opinions of others, usually very self-confident, and optimistic, does not fear or think of failure. | 18. Seeks the approval and the opinion of others. Fears rejection, failure, and deception (relational). |
| 19. Is time-oriented. Life ordered along a time-segmented continuum; emphasis on schedules, time appointments, etc. Punctuality is very important. | 19. Time is static entity. Live life as it comes; there is little regard for punctuality or schedules. |

(The above material was excerpted from a dissertation by Dr. Ross, copyrighted 1974, and reproduced with permission of the author.)

The Transitional Experience

by Peter S. Adler

Stage	Perception	Emotional Range	Behavior	Interpretation
<u>Contact-</u>	differences are intriguing, perceptions are screened and selected	excitement stimulation euphoria playfulness discovery	curiosity interest assured impression- istic	The individual is insulated by his or her own culture. Differences as well as similarities provide rationalization for continuing confirmation of status, role, and identity.
<u>Disintegration-</u>	differences are impactful, contrasted culture reality cannot be screened out	confusion disorientation loss apathy isolation loneliness inadequacy	depression withdrawal	Cultural differences begin to intrude. Growing awareness of being different leads to loss of self-esteem. Individual experiences loss of cultural support ties and misreads new cultural cues.
<u>Reintegration-</u>	differences are rejected	anger rage nervousness anxiety frustration	rebellion suspicion rejection hostility exclusive opinionated	Rejection of second culture causes preoccupation with likes and dislikes: differences are projected. Negative behavior, however, is a form of self-assertion and growing self-esteem.
<u>Autonomy-</u>	differences and similarities are legitimized	self-assured relaxed warm empathic	assured controlled independent "old hand" confident (superficial)	The individual is socially and linguistically capable of negotiating most new and different situations: he or she is assured of ability to survive new experiences.
<u>Independence-</u>	differences and similarities are valued and significant	trust humor love full range of emotions	expressive creative actualizing	Social, psychological and cultural differences are accepted and enjoyed. The individual is capable of exercising choice and responsibility and able to create meaning for situations

THE CULTURAL CHASM

THE CONCEPT OF	Dominant Cultural Values	Deviant/Criminal Cultural Values
Authority, (Courts, Police, School Principal)	Security to be taken for granted Desirable, to be maintained.	Something hated, to be avoided, can get you into trouble.
Education	The road to the good life for one's children; one's self. The backbone of society, preserves stability and status quo.	An obstacle course to be surmounted until the kids can go to work. A system of opposition.
Joining a Church	A step necessary for social acceptance. Good for the children.	An emotional release. Perhaps an insurance policy for the "soul".
Ideal Goal	Money, property, to be accepted by the successful.	"Coolness"; to "Make out" without attracting attention of the authorities.
Society	The pattern one conforms to in the interests of security and being "popular".	"The man" - an enemy to be resisted; suspected.
Delinquency	An evil originating outside the middle-class home. Something really should be done about it.	One of life's inevitable events, to be ignored unless the police get into the act. A reasonable form of recreation.
The Future	A rosy horizon.	Non-existent, so live each moment fully.
"The Street"	A path for the car from your place to someplace else.	A meeting place, an escape from a crowded home.
Liquor	Sociability, cocktail parties temporary escape device.	A means to welcome oblivion.
Violence	The last resort of authorities for protecting the law abiding. Something the viet-cong and some ignorant people use.	A tool for living; getting on. Part of life.
Sex	An adventure; a binding force for the family; creates problems of birth control.	One of life's few free pleasures.
Money	A resource to be cautiously spent; saved for the future.	Something to be used now before it disappears. Can buy some freedom.

Anon. (Ms.n.d.) "Characteristics of the Culturally Unique" (copy on file, NYS Department of Correctional Services, Div. of Hispanic & Cultural Affairs).

Non-Verbal Communication

A study of the Hispanic culture will be incomplete without a section on non-verbal language. There is more to communication than language; non-verbal gestures play an important role in conveying meaning. Familiarity with the non-verbal language of a particular culture is an added advantage in fully understanding it.

Dr. Carmen J. Nine Curt has made significant contributions in the area of non-verbal communication for the Hispanic culture, especially for the Puerto Ricans. She has identified specific areas in which non-verbal communication can be classified that need to be taken in consideration when studying a particular group of people.

- Proxemics - personal distance - space
- Haptics - touching
- Kinesics - body motions - movement
- Temporality - order of activities
- Occlusics - eye language

It is important to mention that in terms of the non-verbal language, Hispanics can be classified as follows:

- Proxemics - the personal non-invasive distance in U.S. and other northern countries of Europe is from 18" to 30". Then there is an intimate distance of 6" to 18" at which people also interrelate. In Latin America and in southern European countries, the personal distance is 6" to 18" (what is considered intimate in the U.S.). Obviously this learned behavior can be a source of misunderstanding.
- Haptics - The Anglo-Saxon culture and northern European cultures are considered to be non-contact, non-touching cultures. Latins, on the other hand, belong to a "touching" culture.

"Latins touch to the degree that is outrageous and threatening and oftentimes insulting to most Anglos. In fact, touching is also a way of 'talking' in most Latin countries. Take a normal everyday greeting among Mexicans, Puerto Ricans, Cubans, you name them. If you have already met, if you are friends, there is constant touching and slapping of backs, kissing and rubbing of bodies. If two women of the same age and social status meet, there is hugging,

kissing and rubbing of upper part of bodies in some cases. If men of the same age and social status meet, there is the beating of backs, a hug maybe, and the firm shaking of hands."*1

--Kinesics - Body movements and gestures that are a non-verbal way in communicating in the Latin countries such as the wiggling of the nose, etc. It is important to mention that in addition to the facial gestures, the Latins use the movements of the hands and shoulders much more than the Anglo culture.

--Temporality - The Anglo culture is monochronic and the Latin culture is polychronic. In the U.S., "most interpersonal relations whether formal or informal are carried out in a one to one sequence." In Puerto Rico and other Latin countries, more than one formal and informal relation can take place. For example, let's consider a simple transaction.

"If you go to a store, the clerk takes care of one person at a time. You form lines at stamp windows, etc. I learned my lesson at Gimbel's in New York City a long time ago, when I interrupted a dialogue a clerk was having with a customer to ask her about some beads she had in front of her. She snappily told me to wait for my turn. Mono (one) chronic (time) - one at a time. In Puerto Rico and in other Latin countries, a clerk takes care of two, three, four people at a time. Poly (many) chronic (time). A newcomer has priority over the previous customer."**

*However, in Latin cultures, members of the opposite sex hardly touch each other publically. In the Anglo world, though, members of the opposite sex do touch each other quite a bit.

¹Nine, Curt, Carmen Judith. "Non-Verbal Communication in the ESL Classroom, A Frill or a Must?" Non-Verbal Communication. Evaluation, Dissemination and Assessment Center, Cambridge, Mass., 1984, p. 1.

**Ibid. p. 22.

--Occulistics - Eye language can be another source of misunderstanding. In the Anglo culture, one is expected to look, maintain eye contact, especially when speaking to authority figures. In the Latin culture, on the contrary, it is customary for young and old Hispanics not to look in the eye when talking to authority figures.

"The Hispanic orientation is to suffer silently, not to air private matters or discuss problems with outsiders, handling authority by 'taking one's medicine' rather than fighting back (or preparing a proper defense). Also, when confronted by authority, they will avert eyes as a gesture of respect. Hispanic culture considers it defiant or insolent to dare look their father or other authority figures in the face when being disciplined. Yet to an Anglo, this person would be seen as evasive or dishonest, i.e., guilty."*

An example of how understanding non-verbal messages can be important for full communication is the occasion in which a Hispanic shows respect to a parent or person of authority by inclining his/her head. On the other hand, Hispanics view this "bowing" as a sign of humility and respect. Americans interpret "hanging the head" as a sign of shame and guilt. A good Hispanic does not directly meet a mother's or an authority's eyes. One example used by the study of the New Jersey Master Plan claims that an inmate remarked the following in reference to non-verbal misunderstanding: "I go to the courtroom with respect, just like I go to the church. I have my head inclined to demonstrate respect."

If a Puerto Rican prisoner were to hang his head in front of court line, a non-Puerto Rican group of officers might take the behavior to be indicative of guilt. They would conclude the opposite of what the prisoner intended to communicate.**

It is also important to mention other variables such as silence vs. noise. As stated in Dr. Curt's words:

"Whenever I come to the United States, I receive what I call the 'silence' treatment. Possibly because of the weather and the closed in apartments and places everything seems quiet, calm, and sometimes eerily silent.

*Herrera-Smith, M. Ibid, p. 5.

**Lee, R.J. Ibid, p. 28

Besides the silence, there is also an impression of empty spaces, empty streets, empty halls, empty offices, empty parks and campuses. That is the impression a Latin gets regarding many of the activities in this country. What is the impression an Anglo gets in a Latin country? NOISE! And people, people, people everywhere, always talking and giggling and joking. 'Don't these Latins ever keep quiet, ever work?' says an Anglo. A Latin may retort: 'Don't Anglos ever smile or do anything else but work?'"*

In counseling these variables, it has been observed that the differences can be very relevant in social relations.

"The good old American regard for a straightforward yes or no or plain answer clashes here with a culture where diffidence and stalling are considered virtues, and where prudence in committing oneself and constant regard for the other person's feelings manifest themselves in never letting you say or do anything that may make you seem forward, pushy, rude, offensive or unpleasant to anybody, specially to those who are considered authority figures. Siblings of similar age seem to be the only ones in the culture who can be frank with one another; but if the age ranges are too wide, then the older ones immediately assume the role of authority figures, and they are not to be responded to, they are not to be offended and they are always to be respected. The family, then, sets the patterns for relationships with other people not in the family."**

When considering the issue of property:

"Property in the family is considered just that: the family's. It takes tremendous self-assertion to retain things whether money or sometimes pieces of clothing for just yourself. This tendency for sharing is also manifested towards people who are

*Nine Curt, Carmen Judith. "Silence vs. Noise," Non-Verbal Communication. Evaluation, Dissemination and Assessment Center, Cambridge, Mass., 1984, p. 32.

**Nine Curt, Carmen Judith. "Frankness vs. Reticence," Non-Verbal Communication. Evaluation, Dissemination and Assessment Center, Cambridge, Mass., 1984, p. 39.

not members of the family, particularly those who approach it as visitors or as authority figures in the community. If a visitor compliments anything in your house that can be carried away in his/her hand, and sometimes even larger pieces of furniture and the like, or makes the unwitting statement of 'I wish I could get one like it,' he might find him/herself offered the admired object, whether a vase, a ring, a necklace, or even a rocker, and definitely forced into accepting it."*

*Nine Curt, Carmen Judith. "Frankness vs. Reticence", Non-Verbal Communication. Evaluation, Dissemination and Assessment Center, Cambridge, Mass., 1984, p. 40.

HISPANIC CULTURE AND DEVIANCE

"...Vice and crime constitute a 'normal' response to a situation where the cultural emphasis upon pecuniary success has been absorbed, but where there is little access to conventional and legitimate means for becoming successful...In this setting, a cardinal American virtue, 'ambition,' produces a cardinal American vice, 'deviant behavior'."*

The living conditions of most Hispanics in the United States are such, that for some, resorting to criminal activity and other types of deviant behavior is not a matter of choice, but of socio and economic necessity.

In order to understand this phenomenon, one has to take into consideration the difficult circumstances and trying experiences which continue to plague the majority of Hispanics in this country. Poverty, lack of adequate educational opportunity and social rejection are factors which significantly contribute to the unjust predicament of this population.

However, differing cultural values, social mores and personal beliefs cannot be overlooked or ignored.

Many Hispanics in this country come from an agriculturally based economy to one that is highly industrialized. That this transition is very traumatic is reflected in the many conflicting and contradictory forms of behavior demonstrated by individuals who must deal with it on a daily basis. There are also numerous outdated social appendages which have to be grappled with the tolerated in varying degrees.

In Portrait of a Society, Mr. William Davidson states the following:

"We postulate that a major variety of Western Civilization has emerged and is continuing to develop and that it covers a large 'culture area' involving a major part of the Western Hemisphere south of the United States' borders. This pattern of life is assumed to be distinguished from other major varieties of Western Culture not only in 'content' (i.e., distinctive traits, complexes, and institutions), but also in specific features of organization and orientation."

*Merton, Robert K. Social Theory and Social Structure. Enlarged Edition. New York. The Free Press, 1968.

While not specifically making mention of a rural-agricultural to an urban-industrialized transition, the thought is nevertheless implied and perceived.

One can contend that the socio and economic problems which Hispanics face in America are not necessarily unique to this group. However, if one is to understand it with any degree of accuracy, then one has to consider that this group's situation is further compounded by virtue of not being able to communicate due to a limited English proficiency and to what is termed as "culture clash," by many sociologists. Once we understand these factors, we begin to see that Hispanics are truly in a class by themselves. We begin to see the high levels of frustration and anxiety that they internalize only to give way to uncontrolled outbursts of stress through which no one stands to gain, but in which everyone--the individual, family, government and society in general--is a loser.

Basically it is due to this culture clash that much behavior common to and normally accepted in the Hispanic culture is defined as somewhat deviant or even illegal in the larger society.

The implications of these socio-economic and cultural variables must be properly identified and understood. At best it would only take a careful review of several illustrative examples of these "cultural differences," to show people unfamiliar with the Hispanic culture how these deviant forms of action can arise without criminal intent.

Many violent acts committed by Hispanics involve the use of a knife as a weapon. In fact, many people believe that most Hispanic males carry knives in their pockets. While this assumption cannot be proven, a knife is something common and ordinary to people raised in a predominately agricultural society. In fact, this cultural trait can be traced to early Spain. The literature of southern Spain is replete with references to the use of knives and other edged weapons in romantic tales of adventure and intrigue. To this day, many Hispanics continue to refer to a knife as a sevillana, a term that has origins in the southern regions of Spain. These regions produced most of the conquistadores who later explored and colonized the New World.

That Hispanics in general do not perform as well in school and in the job market is well known. These two areas have been researched and widely documented, usually without regard for Hispanics who have demonstrated academic achievement as high as can be found in any other ethnic group in the United States. Yet of all the major ethnic groups in the United States, Hispanics are the least educated. "Minorities in Higher Education," a report compiled by the American Council on Education, contains the following alarming statistics:

--Approximately 50% of Hispanic students drop out of high school.

--Only 7% of Hispanics in the United States finish college, compared to 12% of Blacks and 23% of Whites.

--Nearly 18% of Hispanics aged 25 and older are classified as functional illiterates, compared to 10% of Blacks and 3% of Whites.

In their study of Puerto Ricans in Vineland, New Jersey, the Spanish Organization for Research and Action found:

"The Puerto Rican Vinelander is caught today in a poverty trap. His low occupational status results in a high rate of unemployment and subemployment; his low occupational status dictates low family income; his low income necessitates mothers with pre- and school-age children to work; his low income precludes a nutritiously balanced diet; his low income forces him to seek the cheapest housing with attendant overcrowding. The overcrowded living conditions spirals [sic] health problems; the low income, poor health, overcrowded living conditions and absent working mother, condemns [sic] his children to limited educational opportunities and achievements, which in turn sentences [sic] them to a low occupational status with low pay, and so on and on."

It has often been observed that Hispanic males tend to congregate in the street rather than staying at home. This is usually in the area of a corner grocery store. Although this behavior may seem unusual to some Americans, it does have its cultural roots. In Hispanic societies, the bodega (grocery store) in the plaza is always the central gathering place where many people meet to discuss local issues of mutual concern, to hear the latest world news via the store's radio and to exchange ideas with travelers visiting their community. This practice still goes on in many communities and countries. It can be compared to the American tradition of the general store and the cracker barrel.

Louis Wirth* describes two delinquency-provoking situations and their relevance to the Hispanics in the U.S. In the first, "...the culture of a group to which the individual belongs sanctions conduct which violates the mores or the laws of another group to whose code he is also subject." In this situation, culturally normal behavior transported into a new society comes into direct conflict with existing legal codes.

*Sissons. Peter L. The Hispanic Experience of Criminal Justice. Hispanic Research Center, Fordham University, New York. 1979. Monograph #3.

In the second situation described by Wirth, "...the individual belongs to a group in which certain forms of conduct have a different meaning and where there is a difference of emphasis in values than in the dominant society." In this situation, the behavioral conventions of a particular culture may not in themselves violate the law of the wider society, but for individual members of a minority culture they may result in an ignorance of the informal control mechanisms which operate in the wider society to control behavior before it becomes criminal.

HISPANICS AND THE "SUB-CULTURE OF VIOLENCE"

In analyzing the incidence of violence among Hispanics, we should keep in mind the extent to which Hispanics have been identified with such behavior by the public mind. According to Powell:

"Stereotypes of Hispanics have been developing for centuries, and they have included perceptions of Hispanics as being uniquely cruel, bigoted, tyrannical, obscurantist, lazy, greedy, fanatical and treacherous."
(Note: Powell, 1971, p. 11).

Stereotypes like these are one form of reaction of a predominantly middle class Anglo-Saxon culture against the perceived "otherness" of different ethnic and racial groups. One unfortunate effect of such generalized negative labels is their tendency to cloud society's understanding of groups so stigmatized.

In equating Hispanics with violent behavior, society as a whole has made little effort to ascertain its part in the chain of causation that leads to Hispanic violence, nor has it sought to understand how violence is viewed in Hispanic society. As explained earlier, Hispanic groups share a number of core cultural concepts, such as masculinity (machismo), motherhood, shame, pride and honor. When one of these "sacred" ideas is affronted, an offended Hispanic may well react with violence. Moreover, whether the offender commits his/her offense knowingly may make little difference. A Hispanic will feel duty bound to react, so as to salvage and reaffirm his sense of honor. And such reaction may be violent; indeed, some offenses (expressions directed against one's mother, for example) can only be redressed by committing similar violence against the offender without delay. That some of the critical cultural taboos mentioned above are unknowingly violated by non-Hispanics is not in question. The individuals who violate these taboos run the risk of becoming unwitting victims of reprisals whose provocation remains a mystery to them. A list of these "taboos" follows below:*

Taboos

- (1) Cursing or the deliberate derision of a Hispanic family particularly of one's mother.
- (2) Threatening to do harm to someone's family.
- (3) Touching another individual's face.
- (4) Alluding to someone's lack of masculinity or femininity.
- (5) Violating a person's honor.

*The implications of Taboo violation are especially significant for counselors and other correctional personnel working with incarcerated Hispanics.

- (6) Questioning an individual's given word or promise.
- (7) Passing judgment relative to someone's courage and valor.
- (8) Demeaning someone in public and especially in the presence of the opposite sex.
- (9) Divulging information that was relayed in strict confidence.
- (10) Bringing to one's attention favors which have been done in the past. This is referred to by Hispanics as "sacando en cara" (taking out, throwing it in your face).
- (11) Infidelity or the allegation of such activity.

An awareness of these cultural "taboos" or critical areas among Corrections' staffs could help avert unnecessary occurrences of violence. Such awareness is sorely needed. Only then will a useful understanding of Hispanics as a group in transition emerge; only then will this understanding be of aid to society as a whole.

HISPANIC INMATE CULTURE

In light of what has been said thus far, it is easy to understand why Hispanics form a closed community during their incarceration experience. It becomes a closed group such as a family. Members teach each other how to cope with the prison situation and give each other support. English speaking Hispanics are taught the Spanish language and Hispanic culture by their peers. This interpersonal exchange results in a situation which is beneficial not only to those under custody, but to the Department of Correctional Services as a whole.

"Hispanic inmates-Puerto Ricans in Stateville and Mexican-Americans in San Quentin-were more readily absorbed into the prison culture because of the existence of Hispanic sub-cultures inside the institutions which articulated the cultural values familiar to the newcomer. The notions of family, neighborhood, honor, dignity, and manhood worked positively to introduce the new Hispanic inmate to the prison and provided the support systems which otherwise were not available. In both Stateville and San Quentin, the Hispanic culture also served to protect the inmate from isolation and from physical danger. In San Quentin the common culture of the Mexican-American prisoners provided a base for their domination of the prison population through the control of the inmates' economic system."

Hispanic inmate leaders encourage group members to get involved in education programs and counseling. The Hispanics have been instrumental in developing rehabilitation programs and in moving the administration to provide educational programs. In fact, Hispanics participate in education and other rehabilitation programs to a significantly greater degree than other inmate groups, doing so despite racial and cultural barriers.

Hispanics also place great importance on visits and organize as many banquets or family days as they can. They introduce their visitors to each other. People who have no visitors are provided with people to put on their visitor's list by other inmates. This naturally creates stronger ties with the Hispanic community outside of the prison and a feeling of solidarity among the Hispanic population.

Members of the Hispanic community share whatever they have. If one person brings a container of coffee to school, everybody, including the teacher, gets a little. Food and other things are also shared. They

are not competitive and they don't try to make it on their own. Extreme ambition and selfishness are negative values. The welfare of the community is important.

In sum, it can be said the barrio culture greatly resembles prison culture. In long term facilities, the cultural elements already described get translated to the prison setting. The Hispanic prison community then takes the place of the outside community. On the whole, the positive influence of the Hispanic cultural values is responsible for much progress in bilingual programming. The Hispanic inmate organizations such as Latinos Unidos, Hispanics United for Progress, La Sociedad Latina, and Hispanos Unidos administered through the Division of Volunteer Services have been at the vanguard of programs and services for Hispanic inmates and their families. Many volunteers and community leaders have provided services, assistance and resources through these organizations. In addition, they have provided the needed supplementary activities and services such as Spanish greeting cards, Spanish movies, Spanish entertainment, etc. Proposals have been developed by the inmate organizations with sound recommendations on how to improve the system for all inmates. Many successful programs were initiated, encouraged and supported by Hispanic groups. A few of these programs are: Bilingual Tutor Services, Peer Counseling/Compadre Helper, Diálogos Con Mi Gente, Personality Plus and Resocialization. In sum, Hispanic inmate culture has proven to be a positive force in the prison population. It provides emotional and material security to its members and with the appropriate representatives, could be an asset to the administration. If more and better opportunities are offered to Hispanic inmates, Hispanics will leave prison with better potential for success in the outside world.

These informal support systems or inmate organizations described above have filled a vacuum in our correctional system. In addition to bilingual programs and gaining English proficiency, the inmate organization and groups introduced the needed feeling of "Hispanidad" or Spanish spirit into the prison community. The concept of "Hispanidad" is better expressed by the author of Hispanics in Correction: The Statistical Dilemma in the following paragraphs:

"...English speaking competency alone is not the critical or deciding issue. Today the majority of confined Hispanics do speak English. In fact many speak poor, or no Spanish at all and are even less competent in reading or writing Spanish. Most of the young, streetwise offenders with a working knowledge of the law are recidivists who have spent considerable time in youth or adult institutions.

The issue is one of Hispanidad, that is, a setting where a modest comprehension exists of the needs and sensitivities of these inmates. It is a setting where

people are employed who understand 'how an Hispanic feels and are conversant with Hispanic personality characteristics and idiosyncracies.' Unfortunately, Hispanic inmates claim most 'Anglo officers and professional staffers' see them only as prisoners (or numbers) and make little attempt to look at them as human beings capable of achieving or doing good."

At this point, it is both feasible and appropriate for the Department to continue in its expansion of bilingual/bicultural programs which attempt to accomplish exactly what has been described above: a better environment for Hispanics, one that is more conducive to resocialization.

BASIC NEEDS OF THE HISPANIC OFFENDER - A SUMMARY

If we take the special characteristics of Hispanic offenders as the basis for determining their needs, it is obvious that many adjustments must be made in the system. To judge this population according to middle class standards and values is totally inappropriate as well as unhelpful. A personal profile of the average Hispanic offender will often consist of the following:

General Characteristics

- (1) Youthful (under 30)
- (2) Undereducated - 2nd grade level and below
- (3) Lack of work skills - no employment record
- (4) Low self-esteem - lack of social skills
- (5) Low cognitive development - low to average I.Q.
- (6) School drop-out - poor study skills/discipline
- (7) Unaware of career options
- (8) Lack of health awareness
- (9) Life skills (lacking) - personal finances, family planning
- (10) Unrealistic personal goals and expectations

Social Limitations

- (1) Inability to cope with problems relating to racial prejudice
- (2) Problems unique to unwed mothers
- (3) Problems created by family separation
- (4) Lack of acceptable parenting skills
- (5) Alienation due to differing socio-economic perspectives and cultural values
- (6) High degree of aggressiveness
- (7) Limited English proficiency
- (8) Substance abuse

Additional impediments facing Hispanic offenders are as follows:

A. Movements with the System

1. Early departure (short term)
2. Limited classification system
3. Limited programming specifically tailored toward language and culture needs

B. Lack of Transitional Services

1. Preparation for release
2. Poor coordination with aftercare programs
 - a. Lack of knowledge of adult education services available in the community
3. Lack of post release services
4. No school based transition programs
5. Lack of "welcome" in the community
6. Lack of educational resources in local system

THE CRIMINAL JUSTICE SYSTEM

The umbrella of the criminal justice system includes the police, the courts, the Department of Probation, the Department of Correctional Services and the Parole Board. As stated in the introduction, the recommendations included in this document to improve the correctional system must be supplemented by similar adjustments in other components of the criminal justice system.

Public institutions reflect the values of society. When dealing with these institutions, most Hispanics realize that they are at a disadvantage. Yet in reality it is the institution that suffers from certain systemic deficiencies which makes them ill equipped to deal with the population they are supposed to serve.

It is necessary for all components of this system to take steps to make adequate changes to include Hispanics as part of their dutiful responsibility. For too long, this large segment of the population--our second largest minority--has been ignored. It has been necessary for the correctional system to take the lead in making adjustments to address their problems.

Luiz Nuñez, Deputy Staff Director, U.S. Commission on Civil Rights in 1972, addressed this issue:

"The Spanish-speaking have been with us since the discovery of America. Puerto Rico was discovered by Columbus in 1493. The southwest was settled in the 16th and 17th centuries by Spanish-speaking colonists moving up from Mexico two centuries before settlers arrived from the eastern seaboard.

The reality of the experience of the Spanish-speaking in the United States is that they have been ignored, that their language and cultures have been divided and that institutions set up by society to deal with the problems of all citizens have consistently ignored the special needs of the Spanish-speaking."

If we agree with the preceding statement, it follows that the mechanisms of the criminal justice system must begin to acknowledge the presence of the Hispanic offender.

In order to improve the system for Hispanics and for all citizens, the following recommendations should be implemented:

Classification

The first step would be to set up an identification system through which more reliable data is made available. Spanish surnames to identify Hispanics is not adequate. Hispanics should be classified by their parentage, country of origin, and language, not by name alone. There are many Hispanics who have English, French or any other surnames. Furthermore, there is a need to identify different Hispanic groups in order to benefit from certain Federal initiatives aimed at specific target populations. These could include Puerto Ricans, Mariel Cubans, Dominicans, Mexicans, Mexican-Americans, Colombians, etc.

Police Relations

Police/Hispanic community relations need to be improved. In addition, police officers conducting criminal investigations need education in Spanish language and culture. Without this, the police officer will be limited in his responsibility to the community. In essence, police need special training in order to understand the customs and culture of the Barrios.

Courts

There is a pressing need for competent Spanish court interpreters. It is a common occurrence for Hispanic defendants not to understand their lawyers and court proceedings in general. According to the Honorable John Carro:*

1. Hispanics often receive disproportionate sentences; that is, sentences more severe than those given to their white counterparts for the same or for similar crimes. This disparity, coupled with the failure to receive necessary or needed psychiatric, psychological, or vocational counseling, leads to youths who return to society embittered, without a change in life-style, and who are more apt to become recidivists.

*Carro, John. Impact of the Criminal Justice System on Hispanics. National Hispanic Conference on Law Enforcement and Criminal Justice, 1980.

2. Judges should be screened and selected making them more responsive to the people and their community. More Hispanic judges are needed at all levels, Federal, State and Local.
3. Prosecutors should recruit minorities and set up satellite offices in Hispanic neighborhoods. Their lawyers should become involved in community programs and interests. Non-Hispanic prosecutors should receive training in Hispanic culture and values and should develop increased sensitivity to Hispanic problems.
4. Public defender and legal aid programs should increase Hispanic recruitment and promotions, should provide for neighborhood officers, and if they cannot get enough Hispanic lawyers, should provide for on-the-job Hispanic paralegals.
5. The rate of compensation for jury duty must be raised so that many more Hispanics can participate. A more comprehensive jury selection process must be devised to insure that more Hispanics are called to participate.
6. Adequate sensitivity and language training should be provided to the Department of Probation and Parole Board staff.
7. Existing networking systems must be improved to provide a more efficient and coordinated effort by Probation, Parole, Corrections and community agencies, in order to provide better transitional programs.
8. Prisons and prison programs must be more responsive to the community and the public. Presently, prison budgets are 95 percent for security and 5 percent for rehabilitation. This must be reversed and a proper balance established between security and the needs, health and welfare of the inmates. More Hispanic guards, officers, counselors, wardens and programs must be provided. Prison conditions must be remedied to insure minimum health, food and safety standards compliance.
9. Affirmative action programs and equal opportunity programs which are now required by the government for private contractors should be extended and strictly adhered to with respect to the criminal justice system to insure that the programs are actually implemented as to Hispanic representation

in all aspects of the system. Hispanics should be recruited and also named to all advisory and government boards, such as Parole, Probation, etc.

10. Courts and the entire criminal justice system should keep and should maintain separate statistics on Hispanics.

The issue at hand can be summed up in a question of whether the Hispanic offender's collective experience of our correctional system differs from that of offenders of other ethnic origins. At present, according to Peter Sissons, the answer is that "being Hispanic increases the probability that the offender has been convicted of a drug offense; that it decreases the probability of being placed on probation; that it increases the probability of being sent to prison; and finally that it increases the probability of a longer sentence, if placed on probation."*

*Sissons, Peter. Ibid. VII Foreword.

KEY MODIFICATIONS FOR THE CORRECTIONAL SYSTEM - A SUMMARY

Many recommendations preceded this section in terms of the whole criminal justice system. In this section, a closer look at the prison as a microcosm will be attempted.

- There should be better classification orientation services taking in consideration language and cultural differences.
- Rules and regulations should be provided to incoming inmates in Spanish as well as English. All forms, testing procedures and instructions should be rendered in both languages as well.
- There should be a more relevant commissary of products available for Hispanic inmates, i.e. Goya products, cosmetic products, etc.
- Affirmative Action and Equal Employment Opportunity policies must be rigidly pursued to result in the hiring of more Hispanic or Spanish-speaking personnel.
- Hispanic custodial personnel should be assigned to posts and hourly schedules which will permit them maximum contact with Hispanic inmates.
- Spanish-speaking personnel should be encouraged to relocate to rural areas where large facilities are located. Where necessary, assistance should be rendered in housing, education for dependent children and community acceptance. For those preferring to commute long distances, consideration should be given for transportation subsidies and convenient work schedules.
- The Department's Personnel Unit should work closely with Civil Service, Budget, the Unions and other concerned agencies to evaluate current Civil Service examinations and recruiting procedures. All job titles should be periodically screened to ascertain whether or not they qualify for Spanish-speaking parenthetics. This also applies to high level positions.
- Community representatives, either from schools or related agencies should be periodically invited to lecture prison staffs on current Hispanic topics which may affect insitutional relations between staff and inmates.
- Reception Centers in a system should have Spanish-speaking psychologists and evaluators to sit in the Classification Committees that determine inmate assignments.

- Each facility school should implement an effective testing and evaluation component to correctly identify the educational needs of Spanish-speaking inmates so they will not be unnecessarily denied educational opportunities.
- Spanish-speaking clergy should be assigned to institutions with large Hispanic populations.
- In smaller facilities, visiting or local clergy should be hired on a part-time basis to provide religious services in Spanish.
- Bible and other religious groups should be contacted to possibly provide liturgical materials, bibles, biblical teachers, etc., at no cost to the institution.
- Periodic checks should be made of the Hispanic population to ascertain what religious subgroups may have to be accommodated (Pentacostal, Assembly of God, Seven Day Adventists, etc.).
- Ministers, Priests and other religious support personnel should be included as permanent members of the institutional management team.
- Institutional menus should on occasion include meals which contain Hispanic dishes similar to that which is now done with certain dishes for Black inmates in various facilities.
- Inmates should be permitted to prepare Hispanic dishes for their own festivals or pay to have them catered from the outside.
- Hispanic foodstuffs and beverages (non-alcoholic) should be sold in institutional commissaries where the volume of sales warrants stocking those items and where area distributors contacted are willing to make deliveries.
- Institutional support should be given to the continued formation of Hispanic inmate groups, providing, where feasible, space for them to meet, and incidental supplies.
- Hispanic groups should continue to be allowed the opportunity to schedule ethnic festivals (San Juan Bautista Day, Discovery of Puerto Rico, José Martí Day or the more important Mexican religious and historical holidays). Families and friends should be permitted attendance at these festivals.

- Institutional parole officers should have a staff aide who can speak and read Spanish so assistance can be given inmates preparing for Parole Board appearance.
- A Spanish-speaking interpreter should accompany a non-English speaking inmate who may appear before the Parole Board.
- Preliminary interviews should be conducted to ensure that inmates' rights are not being violated or that they will be refused parole because of non-program participation which is not their fault, but is a reflection of program deficiencies in the institution.
- Institutions should assign at least one bilingual inmate to the law library who can read, write and interpret legal papers for Hispanic inmates.
- If the athletic facilities permit soccer, it should be an approved sports activity for Hispanic inmates.
- For Hispanic females, similar purchases of Spanish language books and women's magazines should be allocated.
- Funds should be available for Hispanic organizations to publish their own Spanish language inmate periodical, if permitted by departmental regulations.
- Volunteer Services directors should try to recruit Hispanic volunteers to provide assistance in cultural, rehabilitative and educational programs in areas where a potential pool of Hispanic volunteer resides.
- Pre-Release Programs should be bilingual in staff and operation. The centers should compile lists of Hispanic community organizations, ex-offender programs, housing, training programs, employment referral services, etc.
- Peer counselors, who can speak Spanish (as in the case with New York State's Compadre Helper Program) should be assigned to the Pre-Release Unit to help inmates about to be discharged on parole or transferred to work and study release centers.

SECTION III

AREAS REQUIRING SPECIAL ATTENTION

- (1) Staff Needs
- (2) Health Services
- (3) Counseling Services/Mental Health
- (4) Education/Libraries
- (5) Hispanic Female Inmate Needs
- (6) Legal Services
- (7) Pre-Post Release/Community Services

INTRODUCTION

This section is the result of the needs assessment research initiated in February 1985 to clarify the areas of special needs for the Hispanic inmate population in New York State correctional facilities.

The results of the survey of facility staff and inmates revealed the main areas in need of attention when developing programs or planning services for Hispanic inmates. These areas are:

- Staff Needs
- Health Services
- Counseling Services/Mental Health
- Education/Libraries
- Hispanic Female Inmate Needs
- Legal Services
- Pre-Post Release/Community Services

On May 2, 1985, during the first Hispanic Inmate Needs Task Force Conference, the above-mentioned seven committees were established. Participants representing correctional facilities, State agencies and community organizations discussed issues related to the seven identified topics. This section is a summary of the discussions and recommendations for each category.

On November 20, 1985, the second and final Hispanic Inmate Needs Task Force Conference was held. The original seven committees were maintained. This report is the fruit of the combined efforts of all Task Force participants.

COMMITTEE CHAIRPERSONS

(1) Staff Needs

- Mel Williams, Deputy Superintendent for Programs,
Collins Correctional Facility
- Lt. Wilfredo Batista, Command Center, Central Office

(2) Health Services

- Rosetta Burke, Health Services Coordinator, Central Office
- Carmen Reyes, Nurse, Queensboro Correctional Facility

(3) Counseling Services/Mental Health

- Dr. Katharine Webb, Director of Guidance, Central Office
- Ada Kilpatrick, Sr. Correction Counselor, Sullivan Correctional Facility

(4) Education/Libraries

- Reinaldo Medina, Supervisor of Bilingual Programs, Central Office
- Linda Hollmen, Bilingual Teacher, Fishkill Correctional Facility

(5) Hispanic Female Inmate Needs

- María Vidal, National Conference of Puerto Rican Women
- Carmen Zaldúa, Bilingual Teacher, Bedford Hills Correctional Facility

(6) Legal Services

- Deirdre Morgan, Assistant Counsel, Central Office
- Paul García, Director of Inmate Grievance, Central Office

(7) Pre-Post Release/Community Services

- Richard Higgins, Education Director, Cocksackie Correctional Facility
- Sandra Roberts, Project Director, Central Office

STAFF NEEDS

STAFF NEEDS

"The most obvious source of talent to deal with the issue of communication remains the untapped bilingual Hispanic who can make the correctional institution relevant in its public quest for habilitation and rehabilitation of the limited English proficient inmate."

Dr. Samuel Betances
Private Interview

STAFF NEEDS COMMITTEE

Arocho, Dorcas.....State Education Department
Batista, Lt. Wilfredo.....Command Center, Central Office
Bósquez Braun, Rosalina.....Department of Civil Service
Calderón, Gustavo.....Wyoming Correctional Facility
Chiesa, Rev. Héctor.....Woodbourne Correctional Facility
Christiansen, Elia.....Department of Civil Service
Clark, Cherie.....Network Program, Central Office
Colón, Ismael.....Facility Operations, Central Office
Davis, Charles.....Woodbourne Correctional Facility
Ducie, Jerry.....Volunteer Services, Central Office
Fernández, Sgt. Victor.....Ogdensburg Correctional Facility
Giambruno, Michael.....Camp Gabriels
Manley, Curt.....Lyon Mt. Correctional Facility
Mindel, Jim.....Budget and Finance, Central Office
Net-Lowry, Carmen.....Affirmative Action, Central Office
Quiñones, Pedro.....Great Meadow Correctional Facility
Rivera, Edwin.....Eastern Correctional Facility
Rivera, Capt. Israel.....Training Academy
Rivera, Sayda.....Eastern Correctional Facility
Rivera, Wanda.....Downstate Correctional Facility
Sisk, John.....Great Meadow Correctional Facility
Tirado, Sgt. Pablo.....Mt. McGregor Correctional Facility
Warne, David.....Groveland Correctional Facility
Williams, Mel.....Collins Correctional Facility
Yambay, Alfonso.....Green Haven Correctional Facility

INTRODUCTION

Staff Needs cuts across all of the other areas of this report. This is because one cannot effectively speak about the delivery of health, educational or legal services, etc., without at some point addressing the problems of staff. While staff issues could have been covered in each of the other chapters, we have presented these issues in a distinct chapter in order to avoid repetition.

FINDINGS

The members of the Committee on Staff Needs of the Hispanic Inmate Needs Task Force were unanimous in advocating hiring more Hispanic staff throughout the system--clerks, correction officers, specialized counselors, lawyers, teachers, etc. They also expressed the feeling that far too few Hispanic persons work in the rural facilities of the Department--though the majority of Hispanic inmates are located in those remote locations. On this point (rural facilities staffing), all staff surveyed on Hispanic inmate needs were in agreement that the Department must hire more Hispanic staff in facilities outside major metropolitan areas. The generally shared desire for more Spanish-speaking staff persons cannot realistically be met to any great degree in the near future. Hispanic and other Spanish-speaking employees must be recruited and this will take time. Vacancies in various categories of jobs may not arise soon enough for any appreciable growth to occur in the Hispanic representation of a facility's staff in the next few years. The overall growth in Hispanic staff, at the facility level, then must be seen as both a short and long term goal.

For a statistical overview of the present levels of Spanish-speaking staff in the New York State correctional system, see the Tables at the back of this section.

The need for Spanish-speaking staff at the facility level, although it cannot be immediately met, can be partly ameliorated by several measures to make rules more understandable to Hispanic inmates. Spanish-speaking counselors who have probably shouldered at least some of the burden of this kind of work ought to be freed to do more counseling in the areas such as sex offender therapy, substance abuse and educational advisement. These counseling responsibilities are too important to be displaced by the need for advocacy and translation services for the Hispanic population. In the meantime, the Department must address the needs of Hispanic inmates with all the skill, knowledge and dedication it possesses and can obtain.

There is little doubt that sensitivity training in dealing with inmates is needed by security and civilian staff who must deal with them. An understanding of cultural values, "body language," the kinds of concerns inmates have, and their ways of exhibiting these concerns, can

accomplish much. Although the Hispanic inmate population is diverse, it is important to consider the details of specific cultures, for example, the meaning of certain characteristic behavior among New York born males of Puerto Rican decent.

The Hispanic population in New York State correctional facilities is three-quarters Puerto Rican heritage. Within Puerto Rican culture, as Julio Martinez, Director of the Division of Substance Abuse Services, emphasized in an address of May 2, 1985, there are ethnic and class differences. White Puerto Ricans have different perspectives than the darker skinned Puerto Ricans of African or mixed African/Indian ancestry. Upper class Puerto Ricans have a different perspective than working class Puerto Ricans. Most of the Puerto Ricans in New York State correctional facilities are of the working class and probably dark skinned. Thus, a course based on their particular culture would not necessarily help one deal with other Puerto Ricans or with the very substantial numbers of inmates from Mexico, other Caribbean countries, Central and South America. One would also argue that were the Department fortunate enough to staff its facilities with substantial numbers of Hispanic persons in the near future, all of them might benefit from sensitivity training courses because they too need to appreciate the diversity of the Hispanic inmate population.

The members of the Committee on Staff Needs identified several other important issues:

- The need to offer conversational Spanish training for all staff who desire it.
- The need to address the problem of a shortage of suitable staff in certain geographical areas where some facilities are located.

These two issues touch on another concern of staff needs: the stresses on staff that can lead to "burnout" and any manifestations of indifference to their work. Researchers in the areas of criminal justice, social and behavioral sciences, have indicated that staff burnout can arise from such problems as:

- Responsibility being delegated to a staff member without the requisite authority to properly handle the matter
- Role ambiguity
- Conflicting demands
- Family problems of employees

The Hispanic inmate population as well as the non-Hispanic inmate population must inevitably benefit from improvements in the working conditions of staff. These improvements include adequate supplies and modern equipment in shops, hospitals, etc.; clear lines of authority;

an employee assistance program that can detect problems in the employee's life that are adversely impacting performance and which can help to correct those problems; as well as many other positive characteristics of effective organizational operation.

In spite of the strains of overcrowding and rapid growth, the Department has endorsed many initiatives in the area of employee needs: employee assistance programs, a clear statement on sexual harassment, and participation in the voluntary work reduction program. By taking a constructive approach to the entire spectrum of issues of concern to employees, the Department, its staff, and the collective bargaining representatives can assure the Hispanic employee that the numbers and quality of staff needed for the Department's mission will continue to grow in adequate proportion.

The Division of Hispanic and Cultural Affairs, in conjunction with the Training Academy, initiated a supplementary curriculum on ethnic differences and cultural awareness for security staff. As soon as the curriculum and lesson plans are finalized, these will be included as an integral part of the initial training of Correction Officers.

In March and November of 1985, Dr. Samuel Betances, Professor of Sociology at the Chicago Northeastern University, came to the Training Academy to provide ethnic differences and cultural awareness training to civilian and security staff. His presentation was videotaped and edited. It is being distributed to the facilities.

RECOMMENDATIONS

In order to address the concerns generated by the Hispanic Inmate Needs Task Force, the Committee on Staff Needs has assessed the problems by focusing in on three critical areas. These areas are recruitment, training and support.

Recruitment

- (1) Utilize current staff in the Department to advertise for and to screen qualified Spanish-speaking candidates.
- (2) Develop a Central Office recruiting team that will have a contact person or persons at each facility. This team will visit college placement offices, contact and work with Hispanic community people.
- (3) Develop staff items at the paraprofessional level to allow access into the system.
- (4) Seek out college student interns who are Spanish-speaking.
- (5) Designate Spanish-speaking staff items at each facility.
- (6) Allow facilities to go above target level if necessary in order to fill Spanish-speaking items.
- (7) Assign a translator to each facility Superintendent. This person would have to meet Civil Service standards.
- (8) Have facilities provide temporary housing for new employees who need to relocate and to help them search for permanent housing.
- (9) Have the Department of Correctional Services contact the Department of Civil Service's Division of Affirmative Careers for assistance in finding Spanish-speaking candidates.
- (10) In the areas of recruitment and training, one general recommendation of the Report Committee is to improve the overall access and delivery of services and programs to Hispanic inmates by replicating, in all areas of need, the position of a Bilingual Coordinator. It is evident that the establishment of such position, as in the case of the Bilingual Coordinator for Academic Education Programs, serves to greatly improve the standardization, implementation, monitoring and evaluation of services. At present, this is one of the relatively few areas of service with the main objective being to address the specific needs of this target population. As a result, on numerous occasions the Academic Bilingual Coordinator was asked to address issues related to vocational, legal, health, and classification services.

With the previous recommendations in mind, the establishment of the following items at the Grade 22 level are recommended to give Statewide technical assistance:

- (a) Bilingual Mental Health/Counseling Services Coordinator
- (b) Bilingual Vocational Coordinator
- (c) Bilingual Health Services Coordinator
- (d) Bilingual Legal Services Coordinator
- (e) Alcohol and Substance Abuse Coordinator
- (f) Bilingual Library and Resource Coordinator
to work with Library and Pre-Release Services
- (g) Bilingual Female and Family Coordinator

These positions will facilitate any efforts which the individual facilities make to improve services for this target group. The cultural implications of all of these areas will be addressed by the leadership of the coordinators.

It may appear that this recommended staffing pattern is too ambitious. However, if we realize that there are 50 facilities throughout New York State, it will be understood that this recommendation is indeed quite realistic.

In addition, the training needs of all areas will be greatly enhanced by the assistance and leadership these individuals will be able to provide. They will also provide on-site technical assistance to all facilities; for example, the Bilingual Mental Health Coordinator can provide assistance not only at the Reception Centers but also therapy to specific groups at selected sites. Another objective will be to provide pre-release counseling to the New York City work release facilities. In addition, suicide prevention counseling could be conducted at the Reception Centers.

Training

- (1) Mandate in-house training of Hispanic culture as part of required annual training. Also, include this training in initial staff orientation for all facility and Central Office staff.
- (2) At the Training Academy:
 - (a) Devise guidelines for selection of training staff to include representation by Hispanic employees.
 - (b) Modify content of training to include more interpersonal skill development.

- (c) Mandate Hispanic representation at all levels of training.
 - (d) Evaluate current training and its effectiveness.
- (3) Recommend that all Department of Correctional Services' employees spend a minimum of two weeks at a correctional facility and have inmate contact. Clerical staff would not be required to have this two-week training but must receive correctional facility orientation.
 - (4) Instruct inmates about staff roles and responsibilities.
 - (5) Offer tuition-free bilingual classes worth college credit to staff.
 - (6) Enforce the Statewide standard for inmate orientation as well as facility orientation to be done in English and Spanish. (It should be noted that there are a few facilities that could be used as a resource.)
 - (7) Provide specialized training for females working in male facilities and for males working in female facilities.

Support

- (1) Identify current successful facility programs and disseminate to all facilities.
- (2) Recognize current employees and their outstanding contributions on an annual basis.
- (3) Create a panel to address needs of Hispanic staff and make recommendations to Quality of Work Life for funding.
- (4) Recommend that the Commissioner issue a policy statement supporting Hispanic needs and seek funds for this purpose.
- (5) Develop uniform and timely internal controls to insure that Hispanic programs are operating as per directive.
- (6) Recommend that the Commissioner create an interagency task force to work in cooperation with other state agencies toward the development of programs and policies of mutual benefit.
- (7) Identify outside resources including funding, staff, and volunteers to help meet the needs of Hispanic inmates.
- (8) Pay initial relocation allowance for employees who are hired at a facility over 50 miles from their homes. Employees should be contracted for a period of one year at their facility before they receive this allowance.

- (9) Offer free Spanish instruction to all employees.
- (10) Revise the conversational Spanish handbook. Disseminate this handbook to all employees.

GENERAL RECOMMENDATIONS

- (1) An orientation guidebook in English and Spanish to help inmates familiarize themselves with the institution and the ways to obtain assistance. Staff familiar with Hispanic inmates supported the preparation and distribution of this kind of information. According to staff survey respondents, there are four facilities where versions of such a guidebook are already in use. These facility guidebooks can be of great value in preparing similar materials and/or a general booklet for other facilities.
- (2) The Department has established several facility ombudsman positions. These ombudsmen advocate on behalf of the inmates in regard to various services. The ombudsmen have no power except to advise. They try to help inmates resolve problems based on misunderstanding of rules and procedures. Ombudsmen also provide certain document translation services for the inmates, especially of correspondence related to grievances and other problems. They also help insure that the language barrier does not prevent Hispanic inmates from obtaining the rights and benefits given all inmates. These positions should be expanded throughout the system.
- (3) Posting language neutral signs throughout the facilities and/or English/Spanish signs on doors, hallways, etc. is recommended. Language neutral signs are used throughout Europe to tell motorists what they can and cannot do. They may be helpful as an interim step in making facilities easier to understand for inmates of limited English proficiency.

The Staff Needs Committee considers each of these recommendations to be worthy of review, and each to be important to the success of the Hispanic Inmate Needs Task Force Project. It is fully understood that some of the aforementioned recommendations are currently in operation; however, the Committee feels that further improvements are needed. There are also some general recommendations made to improve conditions for all staff, including those who are Hispanic and/or Spanish-speaking.

August 1986

SPANISH-SPEAKING PARENTHETIC CIVIL SERVICE SURVEY

Facility	Type	Total Population	Total Hispanic Population	Total Staff		Total Bil. or Hisp. Pop.		Places where Bilingual Personnel are mostly Needed
				Security	Civilians	Security	Civilians	
Adirondack	Medium Male	554	188 34-38% ave.	223	126	0	2 Bil. Teacher 1 Chaplain	-Spanish-Speaking Counselor -Bilingual Teachers -Critical in Security in Reception & Tiers II & III -Critical in Health Care -Education -Program Committee -Interpreter/Translator
Albion	Medium Female	406	88	225	153	1	2	-Officers -Bilingual Teachers -Counselors -Secretary -Interpreter/Translator
Altona	Medium	411	101	172	97	1	1	-Security & Med. Nurse -Teachers -Critical in Vocational -Critical in Counseling -Any area - great cultural problems -Interpreter/Translator
Arthur Kill	Medium	776	247	231	154	4 plus 24 not hired as bilingual	5 plus 2 not hired as bilingual	-Need 1 person for Alcohol Program -Interpreter/Translator is critical -Counselors
Attica	Maximum A	Capacity 2117 Average 2080-2090	472	582	426	3	3	-Counselor -Correction Officers are critical -Interpreter/Translator is critical
Auburn	Maximum A	1690	25-28% average	520	280	4	8	-Security Officers -Bilingual Teachers -Guidance -Interpreter/Translator is critical

SPANISH-SPEAKING PARENTHETIC CIVIL SERVICE SURVEY

Facility	Type	Total Population	Total Hispanic Population	Total Staff		Total Bil. or Hisp. Pop.		Places where Bilingual Personnel are mostly Needed
				Security	Civilians	Security	Civilians	
Bayview	Medium Female General Confinement	187	61	94	60	6	9	-Hispanic Counselor is critical -Female Hispanic Correction Officers -Interpreter/Translator is critical
Bedford Hills	Maximum	530	127 24.3%	312	172	39	11	-Counselors and Teachers -Medical -All Areas -Interpreter/Translator
Camp Beacon	Minimum Male Camp	150	49	45	22	5	0	-Academic Programs -Counseling Program -Interpreter/Translator
Camp Gabriels	Minimum Adult Male (21+)	201	30-31% average	69	44	0	0	-Security & Programs (Not greatly needed, currently using tapes to teach employees) -Interpreter/Translator
Camp Georgetown	Minimum Male	176	41	48	38	0	0	-Some in Education -Security would be helpful, no great need -Usually transferred when don't speak English -Interpreter/Translator
Camp Monterey	Minimum Male	158	23	46	33	0	0	-Desperate need in Education, especially in ESL -Interpreter/Translator -Counselors and Nurse -Counselor Aide

SPANISH-SPEAKING PARENTHETIC CIVIL SERVICE SURVEY

Facility	Type	Total Population	Total Hispanic Population	Total Staff		Total Bil. or Hisp. Pop		Places where Bilingual Personnel are mostly Needed
				Security	Civilians	Security	Civilians	
Camp Pharsalia	Minimum Male Adults	156	26	45	26	1	0	-Counselor Aide -Education -Tier II & III -Temporary Release Programs -Interpreter/Translator
Camp Summit	Minimum	165	44	45	34	1	1	-Vol. Tutor -Teacher -Counseling, especially on drugs -Interpreter/Translator
Clinton	Maximum A Maximum B	2687	546	977	417	5	4	-Typist/DMT/Clerk -School -Another Counselor -Support -Commissary -Hospital -Interpreter/Translator
Collins	Medium Male	990-1000	200 20.4%	373	181	13	11	-Interpreter/Translator is critical -Security -Voc. Instructor -Corr. Counselor
Coxsackie	Maximum Male	944	210	342	182	9	8	-Correction Officers -Recreation Leader -Vocational Instructor -Counselors -Interpreter/Translator
Downstate	Maximum Reception Center	1146	380	552	237	49	10	-Interpreter/Translator is critical -Adjustment, critical Clerical, Security, Library, Medical -Adjustment, critical Programs, Recreation, Counseling, Admissions, Compadre Helper in Cadre

SPANISH-SPEAKING PARENTHETIC CIVIL SERVICE SURVEY

Facility	Type	Total Population	Total Hispanic Population	Total Staff		Total Bil. or Hisp. Pop.		Places where Bilingual Personnel are mostly Needed
				Security	Civilians	Security	Civilians	
Eastern	Maximum B Annex-medium	1130	211	449	204	18	12	-Interpreter/Translator -Stenographer (full time) -Schools, Counseling -Spanish Head Counselor
Edgecombe	Work Release Males	352	92	80	70	11	10	-Counseling is critical -Parole Officers are critical -Interpreter/Translator
Elmira	Maximum A Reception Center	1700	400	500	300	4	5	-Correction Officers -Counselors -Teachers -Interpreter/Translator
Fishkill	Medium	1681	428	807	233	13	7	-ESL Teacher for GED -Interpreter/Translator -ESL, ABE, GED Teachers -Spanish Nurse
Fulton	Temporary Release	396	160	80	67	14	20	-Interpreter/Translator -Counseling -Parole
Great Meadow	Maximum	1274	222	511	246	6	5	-School -Security -Tiers I, II & III - critical -Interpreter/Translator

SPANISH-SPEAKING PARENTHETIC CIVIL SERVICE SURVEY

Facility	Type	Total Population	Total Hispanic Population	Total Staff		Total Bil. or Hisp. Pop.		Places where Bilingual Personnel are mostly Needed
				Security	Civilians	Security	Civilians	
Greene	Medium Male	710	230	258	131	5	3	-Chaplain -Bilingual, Vocational or Academic instruction -Interpreter/Translator
Green Haven	Maximum A	2084	556	632	257	3	11	-Security -Interpreter/Translator
-81- Groveland	Medium A	737	25%	352	177.5	0	1.2	-Academic, ESL Teachers -Counselors are critical -Correction Officers -Interpreter/Translator -Bilingual Teachers
Hudson	Medium B	471	102 21.7%	177	123	1	5	-Spanish-Speaking Nurse or Rec. -Medical -Counseling is critical -Security is critical -Kitchen Cook -Recreation Staff -Interpreter/Translator
Lincoln	Medium	195	53	53	58	8	5	-Interpreter/Translator -GED Teacher -Counselor -Orientation Person
Lyon Mt.	Minimum	148	44	63	33	0	0	-Correction Officers -ESL Teacher, no funds, need desperately -Bilingual Staff member would be extremely helpful -Interpreter/Translator

SPANISH-SPEAKING PARENTHETIC CIVIL SERVICE SURVEY

Facility	Type	Total Population	Total Hispanic Population	Total Staff		Total Bil. or Hisp. Pop.		Places where Bilingual Personnel are mostly Needed
				Security	Civilians	Security	Civilians	
Mid-Orange	Medium B	700	225 32.4%	318	155	12	5	-Waiting appv. Bil. item -Spanish-Speaking Counselor -Alcohol Counselor -Interpreter/Translator
Midstate	Medium A Males	418	63	168	138	3	6	-Critical in maintenance and health -Security -Programs -Interpreter/Translator
-82- Mt. McGregor	Medium Minimum	729	197	318	154	3	2½	-Interpreter/Translator -Counseling -Academic and Vocational -Commissary Clerk -Correction Officers -Educ. Counselor -Corresp. Clerk, Cook
Ogdensburg	Medium	540	175	232	130	1	2	-Vocational Education -Interpreter for Tier Hearings and for Program Committees -Counseling -Interpreter/Translator
Orleans	Medium	742	203	219	136	1	2	-Interpreter/Translator -Counseling is critical -Security is critical -Medical
Otisville	Medium	576	205	255	124	11	7	-Interpreter/Translator -Nurse's Aide -Nurse

SPANISH-SPEAKING PARENTHETIC CIVIL SERVICE SURVEY

Facility	Type	Total Population	Total Hispanic Population	Total Staff		Total Bil. or Hisp. Pop.		Places where Bilingual Personnel are mostly Needed
				Security	Civilians	Security	Civilians	
Parkside	Medium Work Release	56	12	13	13	0	3	-Security is critical -Counseling is critical -Interpreter/Translator
Queensboro	Parole Violator Facility	466	157	189	91	40	18	-Interpreter/Translator -Housing -Instructor for Conversational English (not ESL) is critical -Correction Officers
-83- Rochester	Temporary Release	60	3	7	11	1	1	-Corr. Center Assistant -Security -Programs -Interpreter/Translator -Bil. Counselor Aide
Sing Sing	Maximum & Medium	2232	595	692	232	105	15	They cannot afford to wish for anybody because they do not have the room in the building.
Sullivan	Maximum Minimum	644	145	334	143	5	3	-Ministerial Services -Interpreter/Translator -Disciplinary Officer, Ster -Counseling is critical -Security, Medical, Stenos, Recreation Leader -All areas of Education
Taconic	Medium Male	400	130	109	77	8	4	-Steno, Clerical Staff -Compadre Helper -School -Counselors (regular) -Substance Abuse Counselor -Volunteer in Therapy -Interpreter/Translator

SPANISH-SPEAKING PARENTHETIC CIVIL SERVICE SURVEY

Facility	Type	Total Population	Total Hispanic Population	Total Staff		Total Bil. or Hisp. Pop.		Places where Bilingual Personnel are mostly Needed
				Security	Civilians	Security	Civilians	
Wallkill	Medium Male	520	114	175	138	7	12	-Interpreter/Translator -Programs are critical -Counseling -Education -Parole Officer -Bil. Instructor in any are
Washington	Medium	730	240	266	161	3	7	-Corr. Counselor -Security is critical -Interpreter/Translator -ESL, GED Teachers
Watertown	Medium	573	123	235	152	0	1	-College, ABE, GED Teachers -Security is critical -Program is critical -Interpreter/Translator
Wende	Maximum A	424	23	230	116	0	1	-Bilingual Teacher -Security is critical -Academic -Interpreter/Translator
Woodbourne	Medium	825	242	300	190	4	10	-HINP Coord. -Interpreter/Translator -Inmate Grievance Coord. -Evening Programs -Security & Counselors -Health Services, Vol. Serv
Wyoming	Medium Male	595	130	292	115	1	3	-Bilingual Teacher -Correction Officers -Kitchen -Commissary Clerk -Medical -Interpreter/Translator
Shawangunk	Maximum	535	154	274	94	16	6	-Nurse -Chaplain -Time Allowance Assistant -HINP Coordinator

HEALTH SERVICES

HEALTH SERVICES COMMITTEE

Berryhill, Wesley.....Bronx Community College, New York City
Borrero, Antonio.....Fishkill Correctional Facility
Cortez, Miguel.....Ogdensburg Correctional Facility
Drummond, Winston.....Arthur Kill Correctional Facility
Espinal, Antolín.....Midstate Correctional Facility
Estrada, Antonia.....Great Meadow Correctional Facility
Garcia, María.....Greene Correctional Facility
George, Juan.....Arthur Kill Correctional Facility
González, Celia.....Office of Mental Health
Granthon, Abel.....Mt. McGregor Correctional Facility
Johnson, Marion.....Groveland Correctional Facility
Kilpatrick, Ada.....Sullivan Correctional Facility
Lucero, Manuel.....Wyoming Correctional Facility
Machín, Rafael.....Division of Substance Abuse Services
Maldonado, Rev. Pedro.....Sing Sing Correctional Facility
Ortiz, Inez.....Eastern Correctional Facility
Perry, Rev. George.....Ministerial & Family Services, Central Office
Reyes, Carmen.....Queensboro Correctional Facility
Rodríguez-Sierra, Judith.....Mid-Orange Correctional Facility
Webb, Katharine.....Guidance, Central Office

INTRODUCTION

Incarcerated offenders under the custody of the Department of Correctional Services cannot meet their own health needs. While there may be debate as to the objectives of a correctional system, i.e. whether to punish or to rehabilitate, the Department must, nevertheless, attend to the legitimate health needs of its inmate population.

Hispanic inmates have health problems that are common to all inmate groups and, in addition, some which are unique to their own ethnic group.

Variations of this culture clash in the field of health exist throughout the world. The following information is but one example of this phenomenon.

In the West Indies, women stoically endure the pain of childbirth. So when a West Indies nurse came to the United States, she told her patients in labor to quit complaining. Needless to say, cultures clashed.

To avoid such clashes, transcultural medicine may come to the rescue. This new discipline, which teaches health-care workers to deal with conflicts of cultural origin, helps resolve such problems. Transcultural medicine looks at the socio-cultural dimensions of illness. Common beliefs regarding health and disease are often among the most ingrained of our cultural traditions. Members of different cultures react differently to pain; they have different beliefs about treatment, death and afterlife. Nurses and doctors have learned, for example, that certain American Indians, for religious reasons, won't take red pills. Another example of this type of socio-cultural complexity is teaching health-care professionals how to detect "pallor" in a black patient. Medicine should always treat the patient, not the disease.

FINDINGS

The Committee on Health Services recommends a strong commitment to preventive medical care. It advocates biannual check-ups of every inmate. This should certainly include checking for high blood pressure, a rectal examination for colon cancer, breast and internal exam for breast and cervical cancer (essential in post-menopausal females), glaucoma test for all persons over 40 years of age, and other tests that might be necessary for inmates enrolled in certain kinds of vocational training and/or suffering from conditions that must be monitored annually.

The basic health needs of the Hispanic population fall into four principal categories:

- (1) Communicable Diseases
- (2) Iatrogenic Conditions
- (3) Physical and Emotional Illnesses due to Prison Stresses
- (4) Alcoholism/Substance Abuse

Communicable Diseases

The Hispanic inmate population according to members of the Committee is especially vulnerable to Tuberculosis and Acquired Immune Deficiency Syndrome. Tuberculosis responds to antibiotics and, if diagnosed before it enters an advanced stage, will go into complete remission under proper medical care. Tuberculosis treatment among Hispanic inmates is made difficult by several problems:

- (1) The language barrier.
- (2) A cultural barrier (especially a "machismo") that may make it difficult for some inmates to admit they are tubercular until the disease is in an advanced stage and has done great damage.
- (3) The relatively mild symptoms of tuberculosis in its early stages leads some inmates to pass off their problem as a "bad cold," "nervous cough," etc.

Tuberculosis is not highly contagious. Inmates suffering from it will not necessarily transmit it to others with whom they are in frequent contact. The only way to check for tuberculosis is proper medical screening upon admission to the correctional system--and perhaps periodical screening thereafter. Consequently, one recommendation of this report is to do mass screening, e.g. tuberculin skin testing or a newer technique on new admissions with suspected substance abuse/alcoholism histories (those at higher risk).

Acquired Immune Deficiency Syndrome (AIDS) is a poorly understood disease that has reached epidemic proportions in the United States in recent years (out of approximately 14,000 cases diagnosed, more than half have died - as of February 1986). It appears to be communicable but not highly contagious. The suspected cause is a virus that may be spread through the transfusion of contaminated blood or seminal fluid. A test does not exist that can detect the presence of antibodies indicating whether or not a person has been exposed to the disease. Exposure does not necessarily mean that the individual will contract the disease nor does it indicate when it may strike. As the germination period of the disease is unknown--generally it has been hypothesized to be two or more years--the problem posed by the disease is likely to continue to

grow in the future. The disease, for which no cure presently exists,* is highly lethal and a majority of persons diagnosed as having it have died, within a couple of years of first diagnosis, from infections such as pneumonia or a skin cancer, which the body cannot thwart.

The AIDS problem in prison will require vigilance by security and other staff. Inmates must be prevented from acquiring syringes and drugs for unintended usage.** The use of dirty syringes by inmates to inject controlled substances is a potential means for spreading AIDS. Sexual contact between persons having any sexually transmittable disease or testing positive for presence of the AIDS antibody must be prevented.

Other communicable diseases which must be considered are chlamydia (a venereal infection that is the current principal cause of pelvic inflammatory disease in females), delta hepatitis as well as serum hepatitis, and legionellosis (a bacterial pneumonia better known as "legionnaires disease").

Chlamydia is a challenge because it is often misdiagnosed and improperly treated. Symptoms may be mild. The disease, if allowed to progress, damages reproductive organs and can render the affected individuals sterile. Delta hepatitis is a newly discovered hepatitis that results from the joint action of a hepatitis virus and usually a benign second virus. It is a particularly virulent disease to which persons using dirty syringes are subject. Legionellosis is a bacterial pneumonia that results from contact with or inhalation of droplets of water containing the pathogen. It too is easily misdiagnosed because the symptoms include very high fevers and other influenza-like symptoms and the bacteria is difficult to culture. It responds to the appropriate antibiotic but not to penicillin.

The above diseases have been singled out for attention not so much because they are common among Hispanics as because:

- (1) They are common among populations of substance abusers, especially persons taking drugs by injection ("mainlining"). Many Hispanic inmates have substance abuse problems.
- (2) They are potentially serious problems in institutional settings (e.g. legionellosis) because of contagion and high morbidity if improperly treated.

*Some chemotherapies are being tried experimentally and have shown some promise.

**A regional pharmacy system for distributing syringes and medicines may be justified by the enhanced security it permits.

- (3) They are potential problems because they can be spread by sexual activity including homosexual activity (AIDS, chlamydia).

The Department must consider that as it incarcerates more and more inmates, Hispanic and non-Hispanic, who have spent time in areas with communicable diseases not common in the United States, its population will be at risk of contracting diseases with which many Department physicians have no familiarity.* There is a potential danger they will not be able to treat these problems properly. The Department and/or physicians must keep abreast of information on this subject by maintaining effective links with the appropriate federal and state health agencies such as the National Institutes of Health, Center for Communicable Disease, etc.

To enhance security, the present report also recommends that the Department consider creating a secure regional pharmacy system so that all medications intended for each patient are prepared daily at a central location and sent to the correctional institution. This is especially important for syringe administered medication. Disposable needles must be disposed of immediately after use. The best procedure is for the needed syringe, and a spare or two, to go to the facility from the secure regional pharmacy. The used syringe will be rendered non-usable at the facility after administration of medicine and returned together with the unused spares.** The secure regional pharmacy system would greatly reduce the danger of dirty syringes getting into the hands of inmates, theft of medication that can be abused (e.g. any opium based medicine or synthetic narcotic, stimulants) and provide the best protection against the spread of dangerous communicable diseases in population.

The Committee on Health Services called for adding hospital bed space for acutely ill inmate patients.

Dr. Raymond Broaddus has stated that the Department has conducted acute care bed space needs assessments and presented proposals to the Legislature on this issue. These proposals have been addressed by the Legislature. However, evidence of unmet needs in the area of acute care bed space is solicited and the Department will respond appropriately.

*See Addendum at end of this section.

**The need for spares to be sent arises because of the breakage problem prior to administration of the medication. Certain medications can only be given by injection: insulin, allergens, and certain painkillers among others.

Iatrogenic Conditions

Iatrogenic conditions are illnesses induced by medical ("iatro" is Greek for physician) intervention. Iatrogenic conditions can arise in several ways:

- (1) Improper chemotherapy because of misdiagnosis.
- (2) Interaction of medicines with other medicines where all the medications were appropriate.
- (3) Side effects of medications appropriately prescribed (e.g. tardive dyskinesia).

Iatrogenic conditions are more likely to arise in situations where the patient and physician are not able to communicate easily because of a language barrier. Physicians need patient assistance in diagnosing many conditions. If the patient does not volunteer information and the physician is not willing to probe, then certain key information needed for a diagnosis may not be taken into account. An example may be a diagnosis of jaundice. In its early stages, jaundice is diagnosed by such symptoms as itching and very close examination of the eyes for the yellowish tinge of the iris. Jaundice can be induced by many problems. It is frequently a complication of alcoholism. Persons with high blood pressure--from which many inmates suffer--can also get jaundice as a side effect of medicine commonly given to control high blood pressure. Therefore, patients under care for this condition (high blood pressure) who do not report itching may not have their jaundice discovered until liver damage is considerable and perhaps irreversible.

Iatrogenic conditions do not include problems arising when the patients refuse to take prescribed medication appropriate for the individual's medical problem. However, failure to take medication is a serious problem among inmates. Ways must be found to overcome patient resistance to medicine resulting from language barrier, cultural beliefs, etc. This report recommends that the Department make special efforts to hire and retain Spanish-speaking nurses, social workers, and other ancillary health personnel who can communicate with patients receiving medication. This is important in order to ensure proper compliance with the facility physician's orders concerning dosage levels and frequency of administration.

Physical and Emotional Illness Due to Prison Stresses

Correctional institutions, especially overcrowded facilities, induce many physical and emotional illnesses in inmates. Depression is common among inmates, male as well as female. Depressed inmates sometimes exhibit suicidal tendencies. The members of the Health Services Committee emphasized that suicide is a major problem of Hispanic inmates which must be addressed.

Besides depression, prison stresses can cause physical illness. One major stress factor in facilities is excessive noise. Clanging steel gates, blaring inmate radios, sirens and inmates shouting over the din of other inmates trying to be heard, can cause physical pain and such other problems as hypertension and loss of hearing which are sometimes irreversible.

Sleep disorders in prison are common. Loss of sleep over an extended period of time may lead to schizophrenia-like symptoms of both visual and/or auditory nature.

Inmates in cells that are cold and damp may be at risk of arthritis-like symptoms. Persons from warm tropical climates incarcerated in facilities upstate where severe winters are common and only a few weeks of the year are truly warm may contract persistent upper and lower respiratory ailments. Cigarette smoke in this atmosphere is known to make people more susceptible to several contagious diseases. Inmates crowded together in an enclosed environment where cigarette smoke is present may be especially vulnerable to airborne germs including legionellosis. Prolonged contact with smoke has been shown to increase the risk of cancer in some non-smokers.

As long as facilities are at full capacity or over, it is necessary to prescribe strict rules on smoking. Smoking in dormitory areas where many inmates are present may need to be either discouraged or eliminated. Smoking in other gathering spots including the mess halls, recreation rooms, etc. may also need to be discouraged or banned altogether.

This report recommends that each facility identify its noise pollution problem and find ways to reduce it. In addition, each facility will develop a clear policy on smoking in enclosed areas where smoke may be an irritant and heighten susceptibility to airborne disease germs.

Alcoholism/Substance Abuse

In the course of discussing other health problems, the problem of inmate alcoholism and/or substance abuse has been mentioned in passing. Alcoholism and substance abuse are the inmate problems regarded as most urgent by facility staff surveyed on perceptions of Hispanic inmate needs. Overwhelmingly, staff (over two-thirds) asserted the need for more counseling services for alcoholic and substance abusers in the inmate population.

Drug use of many kinds including alcohol abuse is at epidemic proportions in the United States. An estimated 10 million Americans are alcoholics. Perhaps as many as a million Americans are abusers of cocaine on occasion. It is estimated that at least 60%--and possibly much more--of the New York State Department of Correctional Services inmate population has a substance abuse or alcohol related problem. The Department has offered substance abuse and alcoholism treatment services for many years, but the bed space of these programs falls far short of the actual need. In general, inmates are often reluctant

to acknowledge or deal with their alcohol and/or drug problems. Usually, the inmates are encouraged to consider counseling by a Parole Board advising them to obtain counseling before parole will be considered.

Alcoholism and substance abuse are difficult problems to tackle even when the patient is motivated. Due to the circumstances of incarceration, many alcoholics and substance abusers abstain from the use of those addictive substances. After release from custody, many of these individuals return to the use of these substances not only because of easy accessibility but also due to the lack of after care services. There is no cure for alcoholism--in the words of AA, one is always a drunk. Avoidance will prevent the onset or reoccurrence of the symptoms of the disease--delirium tremens, cirrhosis complications, blackouts and other physical deterioration. Substance abuse, depending on the substance abused, can cause any of several problems. Pulmonary edema, in which the lungs fill with fluid and the person drowns, is a common problem among heroin abusers though the cause of pulmonary edema is not known. Persons abusing cocaine over long periods of time suffer irreversible brain damage especially of higher cortical functions in which activities requiring thinking will be directly affected. Damage to sensitive nasal tissues occurs from snorting cocaine. "Crack," a highly concentrated form of cocaine that is smoked, causes addiction and mental illness after only a rather brief use. PCP, a powerful chemical that has been used to sedate large animals such as rhinoceri and elephants, has caused bizarre behavior ("bad trips") including suicide and violent behavior in people not otherwise known to act violently. Cannabis, the active ingredient in hashish and marijuana, has caused loss of higher brain activity in persons using it in significant amounts for long periods of time. There are other chemicals--hallucinogens such as LSD and the now banned MDMA, stimulants such as the amphetamines, and the many chemicals that are being custom designed ("designer drugs") to circumvent laws banning the use of controlled substances*--with varying properties attractive to persons looking for altered states of consciousness and probably also with potentially serious adverse effects on the user.

Complicating the problem of suppressing these drugs is the fact that many of them have legitimate medical applications. Diacetylmorphine, as heroin is known in the medical pharmacopeia, is used in the United Kingdom as a painkiller of choice for many conditions--shingles (an extremely painful disease of the nerves), labor pain, terminal cancer, and angina pectoris among others. Cannabis in the form of cigarettes is also being used by oncologists (cancer specialists) to control nausea, a major side effect of drugs used in cancer chemotherapy. Amphetamines and certain other

*The laws banning the use of substances specify the chemical composition and precise structure of these organic compounds. Chemicals with slightly different structures, therefore, are not banned. This permits chemicals to be made that have psychoactive properties that are technically legal--until a law is passed specifying chemical with that structure as illegal.

drugs abused by people are also part of the medical pharmacopeia. Quite simply, drugs cannot be eradicated from society to prevent abuse. Inmates can be expected to try to obtain drugs as long as drugs exist. Only effective security enforced by vigilant security and other facility staff can prevent contraband chemicals from reaching the inmate population where demand will probably always exist.

Addendum

In addition to the above-mentioned conditions, it is important to mention two other health problems typical of the tropical environment and frequently experienced by Puerto Ricans. These are:*

- (1) Paños - "Skin micosis" is a type of dermatological fungus that appears as white spots in the skin, mainly on the upper back and arms. Exposure to the sun can aggravate it.
- (2) Bilargia - A parasite found in the rivers of the island. The bilargia parasite enters the body through the soles of the feet and it attaches itself to the gastro intestinal system. Some symptoms of the condition are diarrhea, upset stomach, weakness and even hemorrhage and dehydration. It requires special treatment.

*Information obtained from a former Professor of the School of Tropical Medicine, San Juan, Puerto Rico.

RECOMMENDATIONS

- (1) Recruit for Spanish-speaking medical staff to be employed at those facilities whose Hispanic inmate population warrants same.
- (2) Make available a bilingual staff person for orientation and emergency services.
- (3) Biannual physical examination for all inmates. Spanish-speaking inmates, to the extent possible, ought to be examined by a team with Spanish-speaking health professionals.
 - (a) Special screening for tubercular persons
 - (b) Special testing for AIDS
- (4) Facility medical staff should be made aware of cultural differences relative to Hispanic patients.
- (5) Effective liaison with State and Federal health agencies in regard to infectious diseases or other illnesses prevalent in tropical areas. Hispanic inmates are at higher risk of these illnesses than native born whites.
- (6) Physicians to be given information on symptoms and indicated care for legionellosis, chlamydia and delta hepatitis.
- (7) Rules on smoking must be formulated and adhered to in crowded dormitory areas to decrease the risk of airborne pathogens.
- (8) Strict security of syringes preferably through creation of a regional pharmacy system not located on facility property.
- (9) Increase efforts to identify noise pollution sources at the facilities and to reduce it where practical.

COUNSELING SERVICES/MENTAL HEALTH

COUNSELING SERVICES/MENTAL HEALTH COMMITTEE

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Espinal, Antolín.....Midstate Correctional Facility
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INTRODUCTION

An integral part of any rehabilitative program is the element of counseling.

"What makes life difficult is that the process of confronting and solving problems is a painful one. Yet it is in this whole process of meeting and solving problems that life has its meaning."*

A successful counseling program must deal with the reasons for the behavior that resulted in incarceration. Through effective counseling, reasons for the unacceptable behavior can be determined and more fully understood, thus enabling the counselor to address the inmate's problem from a corrective standpoint. It is this approach that is presented in this section.

FINDINGS

The main purpose of this section is to make recommendations in the counseling arena that would make these services relevant and meaningful to the Hispanic offender, by taking into consideration the cultural perspective that was discussed in Section II. Experts in the field of counseling adapting therapy to the Hispanic culture expressed the need to modify key services such as counseling. Drs. Albizu Miranda and Matlín in La Psicología en Puerto Rico, p. 77, stated the following:

"As long as the non-Puerto Rican agencies and organizations plan, fund, administer, and implement programs and services intended to serve Puerto Ricans, the American is no longer a therapist but an agent for imposing culture on the client, 'curing the client of being Puerto Rican'."

It follows that the Corrections system must do the same to guarantee successful therapeutic opportunities that are key not only to rehabilitation but to holistic development of a productive citizen.

*Peck, Dr. M. Scott (Simon & Schuster 1978) The Road Less Traveled.

General Counseling

General counseling in a bilingual mode is very important to the preservation and well-being of the Hispanic inmate. It encompasses the very heart of what we are trying to achieve. In order to meet this goal, we utilize individual and/or group counseling. Our most important concern is to be able to relate to the Hispanic inmates by speaking to them in their own language and understanding their culture.

The inability to have someone that speaks their language and does not understand their cultural orientation adds to the frustration of their being incarcerated. This is especially so during the initial screening process. This language barrier problem is just as difficult, if not more so, when dealing with special needs of the aged, the handicapped, lifers and terminally ill Hispanic inmates.

Another important consideration is that of the Hispanic inmates housed in special housing units, where, for a variety of reasons ranging from protective custody to disciplinary reasons, they have an added dilemma of not being able to address this problem due to a language barrier and lack of cultural understanding by staff. These problems not only affect the Hispanic inmate but also impact on the security of the facility and presents a high level of stress for all concerned. When these problems are not appropriately addressed, the situation needlessly exacerbates to great proportions.

Sex Offenders

There are different causes for sex offenses. For example, some new research suggests that there are four types of rapists. According to this research, there are "exploitative" persons who do not believe the female does not want to be intimate, others are males who feel they are sexually inadequate ("compensatory rapists"), still others are angry at women and wish to hurt their victims ("enraged rapists"), and finally there is a group of "sadistic rapists" -- people who wish to indulge in bizarre acts that hurt and humiliate their targets.* The child molesters, homosexual rapists and those who expose themselves have other psychosocial problems.

The diversity of reasons for sex offenses applies as well to Hispanic inmates committed for these offenses. This complicates the task of service to Hispanic sex offenders. Males who simply misread women's interest in sex need a different kind of counseling than the males who engage in cruel acts of mutilation for sexual gratification. The former

*Goleman, Daniel. "Study Lists Ways to Deter Rapists." (N.Y. Times, May 5, 1985)

are socially and emotionally inadequate whereas the latter are psychopathic individuals with rooted problems. The socially and emotionally inadequate rapist is fairly common according to Prentky and Burgess. His problems may be easily treated in group counseling. The person who obtains gratification by bizarre and cruel acts is rare according to Prentky and Burgess, but needs the services of a competent specialist. This means that the high cost of treating these individuals reduces the probability of helping this person in the prison setting, especially if the person cannot understand and communicate in English. These individuals are best confined for very long periods of time in secure facilities since little can be done for them at present, and since they are extremely dangerous in the community.

Members of the Committee emphasized that many sex offences are committed by intoxicated persons or those under the influence of mind altering chemicals. Such individuals may be in need of counseling for their substance use in addition to their sexual problems.

The area of classification of sex offenders needs development. Appropriate service to each type of sex offender must be determined and implemented. Sex offenders whose acts involved victim mutilation should not be released until they have reached minimum parole date and have been certified, through successful completion of a program designed specifically for sex offenders, so as to reduce the threat to the community. This certification will be done by psychiatric evaluators. Sex offenders whose acts occurred while under the influence of drugs or alcohol must participate in mandatory alcoholism/drug counseling prior to parole. Their participation must be rated as satisfactory before they can be released.

Suicide

Suicide is not a single phenomenon. The sociologist Emile Durkheim in his classic study Le Suicide (1897) identified several types of suicide each with distinct causes more than 80 years ago.

Literature on suicides in penal institutions in the United States and several other countries reveals that persons who committed suicide had certain common characteristics.

- (1) The individuals generally committed suicide fairly early in their prison experiences--sometimes within a month of incarceration but up to a year later.*
- (2) The suicides were usually persons with less than a high school diploma and had few if any friends or relatives who visited them in institutions or prison.** The lack of this support network was especially critical in jails as opposed to prisons in the view of one student of the suicide problem.***

The problem of preventing inmate suicide is complex. Certain inmates have histories of suicidal ideation and attempts. Facilities usually keep such inmates under surveillance. However, other persons have never given an indication of their suicidal desires before they have taken their lives.

Suicides, when they are carried out, are traumatic events for program staff as members of the Committee have pointed out. They called for a network of support within the facility to help the staff person who was working with the inmate prior to his suicide. This would reassure the staff person who may be overcome by grief, guilt and loss of self-confidence. Suicides, especially if publicized, can also induce other unstable individuals to imitate the suicidal behavior--a kind of "copycat" phenomenon that facilities cannot afford. The best approach to the suicide problem is vigilance. Staff members need to act on reports by inmates who indicated that they are thinking of taking their lives. It is essential

*Hudson, P. (1978) "Jail and Prison Deaths" - A Five Year Statewide Survey of 223 Deaths in Police Custody - North Carolina 1972-1976 (NCJRS Microfiche, Rockville, Md.).

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**Burtch and Ericson (1979) - See previous note.

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Colin, M.; D. Gonin; and F. Docottet (1975) "Suicide En Prison," Instantanes Criminologiques, v. 25, p. 3-12.

***Gibbs, J.S. (1978) Stress and Self Injury in Jails (Ph.D. diss., SUNY/Albany).

that depressed Hispanic inmates be kept under surveillance because the Hispanic inmates may not be willing to approach staff to talk about their problems. Hispanic inmates, according to the members of the Task Force, have higher suicide rates than other inmate groups. Very upsetting news from family members of the Hispanic inmates can lead to suicidal thoughts. Hispanic inmates should be counseled verbally and in writing (Spanish/English) that if they receive upsetting news from family members, they ought to share it with Spanish-speaking staff or peer counselors. The teamwork approach among security and civilian staff is essential as a preventive measure to avoid this type of unfortunate incident.

Information on suicide prevention measures should be included as part of the in-service training of civilian and security staff and the inmate orientation and classification process.

The Compadre Helper Program is geared to develop effective peer counselors and includes a section on preventing suicide among peers. These trained inmates should be identified in case they can be of assistance in preventing this type of behavior.

Suicide Attempts with Pre-Determined Purpose

"Interpreted" Suicide Attempts

Suicide, or the attempt to do so, must always be treated as a serious occurrence within the prison system. However, custodial as well as civilian staff, especially the mental health component, must be alerted that suicide attempts are often "staged" for a variety of non-clinical reasons.

- (1) Suicide attempts staged for changes in classification:
 - (a) To obtain institutionally prescribed medication/sedatives--especially among hard drug abusers.
 - (b) To expedite a transfer to another institution or housing component.

Here, particular attention must be paid to determining the motivating cause(s):

- Victim or potential victim of sexual abuse.
- Known prison informer or one having testified against another inmate prior to incarceration, etc.

It is extremely important to accurately determine the cause or assess the motivation of these incidents, since by transferring the inmate we

are merely transferring the problem without addressing it. These inmates are searching for protection and special housing but may be unwilling to admit it because of fear of retaliation by other inmates, or personal shame.

(2) Apparent suicides/self mutilation

It is not uncommon to see inmates, especially Hispanics from rural (P.R.) areas, whose arms and upper torsos are covered with scars. The very profusion of scars may be an indicator that these individuals were not motivated by a desire for death, but rather by a desire to display their contempt for pain, their manhood, their machismo. Tattoos may also fall within this category.

NOTE: Health staff should include in inmate orientation, information on services to remove scars and/or tattoos. It is evident that when they are motivated to "change" their lives, they seek assistance to remove the marks that will easily identify them as criminals.

Hispanic inmates currently not fully addressed are the elderly, the handicapped and those housed in Special Housing or protective custody. As we address the needs of the Hispanic inmate, we must include this often forgotten segment, or subpopulation, that have special needs dictated by their age, physical condition or area of incarceration within the system.

RECOMMENDATIONS

- (1) Recruit for Spanish-speaking specialized counseling staff to be employed at those facilities whose Hispanic inmate population warrants same.
- (2) During initial entry into the system, Hispanic inmates should be afforded the right to be screened and interviewed by someone who can effectively communicate with them in a language which they can understand.
- (3) In order to reduce suicide attempts among Hispanic inmates, advise and counsel them both verbally and in writing (Spanish/English) regarding potential risk situations.
- (4) Create counseling and support mechanism for staff persons whose inmate clients have committed suicide.
- (5) Mandatory substance abuse and alcoholism counseling with bilingual staff should be provided for Hispanic inmates convicted of an offense in which substance use was a possible contributory factor.
- (6) Appropriate bilingual staff to provide sex offender classification and specialized counseling suited to the needs of the Hispanic sex offender.
- (7) Specialized counseling developed for the aged inmate, the handicapped, the long termers, and the specially housed (protective and disciplinary custody) as well as AIDS patients and the terminally ill.
- (8) Create a counseling program addressing the addiction to money. Currently a counseling program in money addiction is in place at Bedford Hills and could be expanded upon to include the other facilities.

Below is a table which identifies possible language, class, and cultural variables of Third World people, which may act as barriers to health service provision (mental or physical). The table was developed to illustrate how the generic characteristics of counseling or psychotherapy were and are at odds with Third World cultures. Similar barriers may exist for public health service providers.

Generic Characteristics of Counseling

Language	Middle Class	Culture
Standard English Verbal communication	Standard English Verbal communication Adherence to time schedules (50-minute session) Long-range goals	Standard English Verbal communication Individual centered
	Ambiguity	Verbal/emotional/behavioral expressiveness Client-counselor communication Openness and intimacy Cause-effect orientation Clear distinction between physical and mental well-being

Third World Group Variables

Language	Lower Class	Culture
Asian Americans		
Bilingual background	Nonstandard English Action oriented Different time perspective Immediate, short-range goals Concrete, tangible, structured approach	Asian language Family centered Restraint of feelings One-way communication from authority figure to person. Silence is respect. Advice seeking Well-defined patterns of interaction (concrete structured) Private versus public display (shame/disgrace/pride) Physical and mental well-being defined differently.
Blacks		
Black language	Nonstandard English Action oriented Different time perspective Immediate, short-range goals Concrete, tangible, structured approach	Black language Sense of "peoplehood" Action oriented Paranorm due to oppression Importance placed on nonverbal behavior
Hispanics		
Bilingual background	Nonstandard English Action oriented Different time perspective Immediate short-range goals Concrete, tangible, structured approach	Spanish speaking Group-centered cooperation Temporal difference Family orientation Different pattern of communication A religious distinction between mind/body
American Indians		
Bilingual background	Nonstandard English Action oriented Different time perspective Immediate, short-range goals Concrete, tangible, structured approach	Tribal dialects Cooperative not competitive individualism Present-time orientation Creative/experiential/intuitive/nonverbal Satisfy present needs Use of Folk or supernatural explanations

Sue (1982), Counseling the Culturally Different; New York, N.Y.; Wiley.

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EDUCATION/LIBRARIES COMMITTEE

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Lopez, Edgardo.....Auburn Correctional Facility
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Rodriguez, Edgar.....Marist College
Wallace, Sylvestre.....Division for Youth
Wentworth, Robert.....Watertown Correctional Facility

REFLECTIONS

There are two significant considerations that need to be taken into account when examining correctional education and more specifically the educational needs of the Hispanic inmate. These two are better expressed in the following quotes:

"Schools today must adjust to the inevitable changes in American society needed to achieve and maintain racial and ethnic harmony and equality of educational opportunity."*

"As criminals can neither be coerced nor bribed into a change of purpose; there is but one way left; they must be educated. We must provide a training which will make them, not good prisoners, but good citizens; a training which will fit them for the free life to which, sooner or later, they are to return...they should be educated not for the life inside but for the life outside, not until we think of our prisons as educational institutions shall we come within sight of a successful system; and by a successful system I mean one that not only ensures a quiet, well-behaved prison, but has genuine life in it as well; one that restores to society the largest number of intelligent, forceful, honest citizens."**

*Educational Leadership Magazine, Miami, Florida, May 1978.

**Mott Osborne, Thomas. Society and Prisons. New Haven, Yale University Press, 1916.

INTRODUCTION

This chapter will attempt to give a brief overview of the extensive educational programs of the Department with emphasis on the special educational needs of Hispanics and recommendations. Central to our discussion is the fact that the Department is a large educational institution with problems common to other educational institutions and also some special problems peculiar to an agency responsible for the custody of 35,184 inmates.

Library services is an important supplement to educational resources. The availability of materials suitable to improve resources for educational services and recreation purposes will also be considered as part of this Committee's discussions.

FINDINGS

Overview of Education Programs*

- The Department of Correctional Services offers a wide array of educational programs: academic programs ranging from basic literacy through the masters degree, vocational programs in 35 trade areas, and counseling/cultural enrichment programs especially designed for the growing Hispanic inmate population.

The Department's education program philosophy is drawn from several sources: law, education and the social sciences. Section 136 of the Correction Law emphasizes the rehabilitative purposes of education:

"The objective of correctional education in its broadest sense should be the socialization of the inmates through varied impressional and expressional activities, with emphasis on individual inmate needs. The objective of this program shall be the return of these inmates to society with a more wholesome attitude toward living, with a desire to conduct themselves as good citizens and with the skill and knowledge which will give them a reasonable chance to maintain themselves and their dependents through honest labor."

*This section of the report is drawn almost entirely from Petrita Hernández-Rojas, Education Programs Description, October 1984.

This theme, stated in somewhat different ways in the Master Plan and other documents, has guided the educational services programs.

The Department provides educational services of varying types to over 25,000 inmates. According to Commissioner Coughlin, the Department began the 1985-86 fiscal year (April 1985 to March 1986) with:

- 4,600 inmates in morning academic programs
of all kinds
- 4,600 inmates in afternoon academic programs
of all kinds
- 1,125 inmates in every academic program
- Approximately 8,000 inmates in morning
vocational programs
- Approximately 8,000 inmates in afternoon
vocational programs
- 1,125 inmates in vocational programs in evening
- 535 inmates in ESL programs

The Commissioner also reported that 3,000 inmates were enrolled and participating in college programs. Six hundred and fifty-three inmates were tutoring other inmates. Eight hundred inmates were in the "cell study" program.

These figures are impressive by any standard. The Department must cope with serious problems in its educational programs such as:

- Space problems caused by the prison over-
crowding crisis
- Problems in providing educational services
continuity occasioned by the need to move
inmates from one facility to another
- Staffing problems, especially recruitment
of bilingual staff

It is probably true that the Department will make the greatest progress in meeting Hispanic inmate educational needs when the Department overcomes the problems of facility overcrowding. In the interim, it is pertinent to draw attention to the special needs of Hispanic inmates that will need to be addressed.

Data collected by the Department clearly indicates that large numbers of Hispanic inmates are educationally disadvantaged at the time of incarceration. Tables I and II indicate the educational deficiencies of Hispanic inmates. Table III shows the language dominance and proficiency of Hispanic inmates. Table IV shows the projected increase of the Hispanic population within our prison system.

TABLE I: EDUCATIONAL ATTAINMENT OF INMATES UNDER CUSTODY
IN NEW YORK STATE DEPARTMENT OF CORRECTIONAL
SERVICES, JANUARY 1, 1986, CLASSIFIED BY ETHNICITY

Educational Attainment	Ethnicity									
	Total		White		Black		Hispanic		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Elementary Educ. to less than High School	3,593	10.9%	598	8.3%	1,090	6.5%	1,893	21.3%	12	8.8%
Some High School to less than High School Graduate	22,379	67.8%	4,243	59.0%	12,233	72.9%	5,828	65.5%	75	55.1%
High School Graduate	5,723	17.3%	1,905	26.5%	2,829	16.9%	956	10.7%	33	24.3%
Some College or Special	1,313	4.0%	450	6.2%	620	3.7%	227	2.5%	16	11.8%
TOTAL	33,008	100.0%	7,196	100.0%	16,772	100.0%	8,904	100.0%	136	100.0%

Missing Cases - 2187

NOTE: Due to technical problems in the Department of Correctional Services' MIS Office, the number and percentages of inmates with various levels of educational attainment are not accurate in the Under Custody data for 1985 and 1986. The technical problem appears to have caused a downward bias in estimates of educational attainment of inmates with the number of persons known to have high school diplomas, especially adversely affected. The present data is furnished for reader information.

TABLE II: EDUCATIONAL LEVEL OF NEW PUERTO RICAN
COMMITMENTS BY SEX 1978-1983

Educational Level	Year					
	1978	1979	1980	1981	1982	1983
Elementary or Less	634	608	654	908	881	1036
Males	620	595	638	888	861	1004
Females	14	13	16	20	20	32
High School - Non Grad.	572	651	733	869	911	1204
	57	651	733	869	911	1204
Males	555	627	718	864	887	1171
Females	17	24	15	32	24	33
High School - Grad.	128	157	185	304	302	429
Males	124	153	180	296	290	422
Females	4	4	5	8	12	7
College/ Specialized	46	27	20	19	15	27
Males	46	26	20	19	15	26
Females	0	1	0	0	0	1
TOTAL	1380	1443	1592	2127	2109	2696
Males	1345	1401	1556	2067	2053	2623
Females	35	42	36	60	56	73

Prepared with the assistance of David Aziz, N.Y.S. Department of Correctional Services

TABLE III: LANGUAGE DOMINANCE AND
PROFICIENCY OF HISPANIC INMATES

	<u>12/85</u>	<u>5/86</u>
Total Population	34,872	35,547
Hispanic Population	9,343	9,701
Number of English Dominant	31,037	31,636
Number of Spanish Dominant (Bilingual Program Eligible)	3,835	3,910
Number with Limited English Proficiency	3,000	3,199
Number of Spanish Monolingual	1,050	1,066

TABLE IV

Projected prison population, Hispanic population and language characteristics if population increases at .05% rate per year and the Hispanic population increases at 1.2% rate as it did last year. The data assumes that language needs will remain constant as above.

	<u>11/86</u>	<u>11/87</u>	<u>11/88</u>	<u>11/89</u>	<u>11/90</u>
Total Population	36,615	38,445	40,367	42,385	44,504
Hispanic Population	10,252	11,553	12,755	13,563	15,131
English Dominant	32,587	34,216	35,926	37,722	39,608
Spanish Dominant	4,027	4,228	4,440	4,662	4,895
Limited English Proficiency	3,295	3,460	3,633	3,814	4,005
Spanish Monolingual	1,098	1,153	1,211	1,271	1,335

Based on the preceding data, the Hispanic inmates clearly need intensive English-As-A-Second-Language, adult basic education and high school equivalency diploma preparation in both English and Spanish. In addition, Hispanic inmates of limited English proficiency need bilingual education,* ESL and an increase of services in vocational education. The members of this Committee (a group composed of teachers, education counselors, correction counselors and program administrators from within and outside of the Department) discussed present services offered in the assessment, programming, academic, vocational, personal development, special subjects and library service areas. Specific recommendations were made for the improvement of services for each of these areas.

Assessment and Programming

The process of meeting the needs of all inmates has to begin at the Reception and Classification Centers, where an accurate assessment must be made to determine the specific needs of each individual. Based on this assessment, the facility program committees, education counselors and education supervisors must make the proper program assignments to ameliorate specified educational deficiencies. It is important to include the inmate in the decision-making process of identifying and setting his/her educational goals. Programs that include the student (inmate) in the setting of goals have proven to be more successful than those where goals have been set for the individual.

Currently, the Department of Correctional Services is doing a good job in assessing the educational needs of all inmates. A system has been established to provide, for each inmate, information regarding his/her intellectual potential, achievement level in reading and math, and vocational aptitude. For inmates of limited English proficiency, testing is provided to determine the English oral proficiency level, Spanish literacy, and math grade levels. The intelligence test is also provided in Spanish for those inmates who are Spanish dominant. In addition, inmates with special needs are given further individualized testing through the Extended Classification Units. It is in this area where Hispanic inmates require additional services. Downstate Correctional Facility has three bilingual counselors who help in the assessment and classification process. The Elmira Correctional Facility has one bilingual counselor. These counselors are trained to do the regular bilingual educational testing, but are not trained or able to do the specialized testing required for Hispanic inmates with special needs. The tests currently used for inmates with special needs include the Weschler Adult Intelligence Scale and other instruments which should be administered by a psychologist.

*For more information on bilingual education, refer to Appendix Section.

Once inmates are transferred to the facility by the Reception Centers, it is the responsibility of the Program Committee and facility personnel to assign inmates to the appropriate programs. The experience of facility personnel and the Education Committee has been that many inmates, especially those who have been identified for the Bilingual Program, are not correctly assigned for a variety of reasons. Central to this issue is the availability of bilingual personnel who can concentrate on the programming of Hispanic inmates. Some facilities already have bilingual education counselors, correction counselors and teachers. A better utilization of existing staff and the adjustment of staffing patterns at other facilities can ameliorate problems.

There are other issues related to the normal operation of the facility which have impact on the programming and placement of all inmates which need to be addressed by the Department. These include the inmate incentive allowance system, housing and program prerequisites.

The incentive allowance system has become a central issue for many inmates whose sole income comes from their facility program. Many inmates, particularly at maximum security facilities, complain that school assignments do not pay enough. The Department's Incentive Allowance Program was recently implemented but the majority of members of the Committee recommended that the Department look at the pay scale for all work assignments and make the school allowance competitive with many jobs at the facility with a pay grade of three or at least above those which do not have academic prerequisites. Although there should be academic prerequisites for all inmate jobs, this is not the case at present. Many of these higher paying skilled jobs, such as Baker Assistant, Butcher Assistant or Group Leader Assistant and Industry jobs, are in direct competition with those positions with academic prerequisites. A recent facility visit demonstrated that for an ESL Program, there had been 62 drops from 1/85 - 11/85. Of those drops, 31 (50%) went to Industry, 14 were promoted and 17 were transferred. If the academic prerequisites for Industry had been followed, none of these ESL students would have qualified for those positions.

Another serious problem which this Committee identified affecting the programming of Hispanic inmates is that at some facilities, inmates are housed according to the program to which they are assigned. At some facilities, inmates may refuse a school program because they do not want to be housed in the particular cell block which is designated for students. Although the impact of this problem is not clear, the Committee feels that this is an issue to be addressed.

Academic Education

In looking at the specific program areas (academic, vocational, special subjects and libraries), it is clear that these services are more than adequate for inmates who are English dominant and can participate in the variety of programs available in these areas. Hispanic inmates who speak English participate in these programs which are staffed with

about 450 academic teachers, 450 vocational instructors and about 48 special subjects staff. Recommendations of the committee concerning services to Hispanic English dominant students are to increase volunteer tutoring services and provide more one-to-one instruction. In addition, it is essential to have cultural enrichment and Spanish language programs.

Hispanic inmates who are Spanish dominant now number about 3,835 based on extrapolation of last year's Reception Center data. This number is derived from the percentage of Spanish dominant inmates received through reception from 7/1/85 - 9/20/85 (11%) and applied to the entire population (35,184). More significantly, about 9% of the Hispanic inmates tested with the ESLOA scored level 3 or below and are of limited English proficiency. A conservative estimate puts the limited English population at about 3,000 inmates. The number of monolingual Hispanic inmates who cannot function in English at all is estimated to be at least 1,050. More accurate data is needed to identify the target LEP population. Currently, we can gather accurate data on inmates who have gone through reception since January 1985, but there is no accurate information about the under custody population for previous years.

The Bilingual Education Program, which has been formalized since 1974, is the most significant service which the Department has provided for these 3,835 inmates who are Spanish dominant and/or of limited English proficiency. Currently, 46 bilingual education teachers funded by the State and six Chapter I bilingual teachers offer instruction in English-As-A-Second-Language, Spanish ABE, and Spanish GED to over 1,000 LEP inmates at any one time. The academic program with its bilingual education component is now able to offer all Hispanic inmates, regardless of their language dominance, a comprehensive education which takes into consideration the individual needs of the adult learner and his rich cultural heritage. The Bilingual Program is also supplemented by a variety of personal development programs, which are sponsored by the Division of Hispanic and Cultural Affairs, such as the Compadre Helper Program. The Bilingual Education Program is seriously understaffed at 22 facilities which currently have only one bilingual teacher at each of these sites. These are medium security facilities with large Hispanic populations and high enrollments. The bilingual teacher at these facilities is often one of the few bilingual staff and his services are utilized by the Adjustment Committee, Parole Boards and other areas of the facility whenever an interpreter is needed. These additional duties have an adverse impact on the overall program to which the bilingual teacher is assigned if he has to drop his class or spend preparation time for translations or interviews. These teachers are asked to teach all the components of the bilingual curriculum in order to meet the diverse needs of Hispanics of limited English proficiency in a multi-level bilingual environment. The delivery of instruction and the implementation of a quality bilingual program would be greatly improved if we had two teachers in these programs: one to teach ESL only, and the other to teach Spanish GED and ABE.

In the meantime, the Department can proceed to improve the Bilingual/ESL Program by implementing volunteer tutoring and more one-to-one instruction in ESL, Spanish ABE and Spanish GED at those

facilities with only one bilingual teacher. The existing Volunteer Tutoring Program has begun to address this need by providing ESL instruction at some facilities.

The revision of the Spanish GED exam by the State Education Department has added two new requirements for the successful completion of the test:

- (1) Passing a writing subtest in Spanish
- (2) Passing an ESL proficiency test

Students who do not pass the ESL test will be given an annotated diploma. In order to improve the Hispanic inmates' chances to pass the ESL test and the Spanish GED, he/she should be given the opportunity to attend school on an all-day basis.

It is also important to address the educational needs of the developmentally disabled Hispanic inmate: mentally retarded, learning disabled, or sensorially disabled. There is no information at present on the proportion or absolute number of Hispanic persons with these problems. Current data on the scope of the mental retardation problem suggests that, nationwide, almost 10% of inmates are retarded. In New York, the figure given is 3%. This figure is probably an underestimate.

Nonetheless, if the Hispanic inmate population is 9,343 and retardation is found in that population in proportions comparable to that of the inmate population of the Department as a whole, then a minimum of 300 Hispanic inmates are in need of services for the mentally retarded. This figure is, of course, only an estimate. The Department has placed English speaking mentally retarded inmates in a number of settings, the Assessment Program and Preparation Unit at Clinton, sheltered workshops and other places. At the present time, plans are in progress to add a special 24 hour a day service for mentally retarded offenders in New York State correctional facilities. The ability of said program to address the needs of Hispanic inmates is not yet known.

The learning disabled offender, unlike the mentally retarded, may be of normal or higher intelligence. One learning disability is dyslexia, a problem that interferes in the individual's ability to learn. It is necessary to find out how many of the Spanish inmates with little formal schooling are learning disabled. These people may be avoiding school and seeking jobs in industry because of their problem. They may, however, be promising candidates for education programs if their learning disabilities were diagnosed and treated.

The process of meeting the special education needs of the Hispanic inmate must begin with a proper assessment of those needs by trained psychologists at the Reception Centers. In terms of meeting the educational needs of these individuals, the Department will look toward recruiting bilingual teachers who have some background in the field of special education. As the Department establishes regular special education programs through the auspices of the State Education Department, the needs

of the Hispanic inmate in this area will be addressed. Another important issue considered by this Committee is post-secondary education: pre-college, bilingual college programs and independent study. Many students finish their high school equivalency programs and there are no other assignments available to them. Some stay in the Bilingual Program to continue English-As-A-Second-Language; others are admitted by the Bilingual College Program at Fishkill, Green Haven and Sing Sing. There is a need to improve post-secondary education services by increasing bilingual pre-college classes, particularly at Fishkill, Green Haven, Sing Sing, Attica, Clinton and Auburn. These facilities have large Bilingual Programs, and large Hispanic LEP populations which could easily maintain these programs. In addition, these facilities would be able to promote pre-college students to the Bilingual College Program. The bilingual pre-college courses would improve English and Spanish composition skills. They would also serve as a viable program for inmates who have their Spanish GED and do not qualify for other programs (i.e. illegal aliens who cannot attend the college programs).

The Bilingual College Programs at Green Haven, Otisville, Fishkill and Sing Sing must continue to have the support of the Department. These programs provide a much needed progression for inmates who are Spanish dominant and obtain their GED in Spanish. They do not incur costs to the Department and provide a great service for those inmates who qualify. The Department is now helping by providing facility transfers for inmates who qualify for these programs. These services can be improved to ensure adequate numbers of students to maintain the programs.

One very important issue which affects the Bilingual College Program is the large number of Hispanics who have to be refused admission because of their alien status. To date, Marist College has denied admission to over 250 applicants. The provision of higher educational services to illegal aliens is a very sensitive and political issue which has to be positively addressed. Currently, the Department has about 1,600 Hispanics under custody who come from Latin American and Caribbean countries other than Puerto Rico. Many of these individuals have their GED diploma in Spanish and are not able to participate in post-secondary education because their alien status or related warrants disqualified them from the aid available to other inmates. This Committee feels that these individuals are currently neglected in terms of programming. Although some are awaiting deportation, many return to the streets and remain in this country.

The members of this Committee also discussed the role of interpreters in educational programs and expressed their belief that inmate interpreters might be extensively utilized in recruiting Hispanic inmates into available educational programs. There are positive and negative aspects to this idea. On the positive side, it is probably true that inmates rely on other inmates who have participated in programs to provide impressions of those programs. Inmate interpreters, then, would only be doing what has occurred informally in many cases anyway. Furthermore, inmate interpreters might be able to identify inmates not reached by staff through their own recruitment efforts.

While the use of inmate interpreters may be of potential value, the implementation of such a program entails risks. Inmate interpreters have to be screened, trained and carefully supervised. This is not a task that can be done casually by hardpressed facility personnel. It is a major undertaking and adds greatly to the burdens of the facility Education Directors. Because inmates transfer, leave the system altogether, or lose interest in their work, the Education Unit will experience considerable turnover in the ranks of the inmate interpreters under its supervision. Before the Department readily accepts the idea of inmate interpreters, the facility Education Directors ought to be polled; those receptive to the idea should then get together to study how such a program might be put into practice.

The Department is planning to use computer assisted instruction in its programs. This trend will be highly beneficial to Hispanic inmates. Many Hispanic inmates may be ashamed to admit to anyone that they are educationally handicapped. But once taught how to use a keyboard to access a computer program, many Hispanic inmates, in complete privacy, can practice improving their English comprehension, math and other skills. This may reassure the inmates that none of their prison friends or acquaintances can know their true educational attainment and mock them. Given the importance of "face" in oriental cultures and "dignity" in Spanish cultures, these arrangements may be important to overcoming the widely perceived reluctance of Hispanic inmates to resolve their educational deficiencies.

Vocational Education

The members of this Committee voiced a need for expanding bilingual vocational education programs. (See Thomas A. Coughlin, "New York State Innovates in Prison Programming," Corrections Today, June 1985, p. 68, 70, 74.) The vocational education need is vast. Offering bilingual vocational education--though certainly desirable in principle--is a difficult objective to attain. There are numerous obstacles in achieving truly bilingual vocational instruction on the scale necessary. One is the lack of space for additional vocational education shops at facilities that are already overcrowded. A second is the problem of finding qualified bilingual instructors willing to teach at the many facilities located in upstate rural areas.

Additionally, the Committee felt that vocational instruction is not adequately provided for Hispanic inmates of limited English proficiency. LEP inmates at most facilities have very few program options. They are often assigned to the Bilingual Program for a half day and to maintenance jobs for the other half day. Although there are many factors which contribute to this, the Committee concluded that "linguistic prejudice" is perhaps the most significant. Linguistic prejudice is the prevalent attitude that inmates who can not speak English should not be assigned to the vocational shops because of their language barrier. Some feel that these LEP students can pose a danger to themselves or to others in the shop. Others feel that academic prerequisites must be met prior

to vocational training. Although it is true that some shops require certain academic skills (i.e. electronics and drafting), there are many trade areas which can be learned with a minimum of language proficiency. Central Office does not impose academic prerequisites for vocational training, but many facilities do so on their own. There are many Hispanics in our system who have worked as mechanics, small engine repairmen, painters, carpenters, etc., to earn their livelihood on the outside. Upon incarceration, they are relegated to maintenance jobs for the duration of their sentence because they are denied access to the shops. While the Committee has no definitive evidence to support this contention, it is recommended that this issue be researched.

In comparison to other program service areas, however, the Department can still do more to meet the needs of Hispanics of limited English proficiency in the area of vocational training. In academic education, there are 52 bilingual education and ESL teachers and a Central Office Coordinator to deal with the language needs of Hispanic inmates. In vocational education, there are five bilingual instructors and two of these are federally funded. More importantly, there is no Central Office person specifically assigned to deal with the job training needs of Hispanics of limited English proficiency. As the number of Hispanics increases, it is quite clear that the Department needs a bilingual Vocational Curriculum Coordinator to assess the actual needs and develop adequate curricula for the LEP population.

Personal Development

The educational philosophy of holistic education is in agreement with Justice Warren Burger and the current Secretary of Education, William J. Bennett. It clearly states that education should address more than the three R's (reading, writing and arithmetic). Programs of personnel development and social skills will provide an additional opportunity to Hispanic inmates to improve their self-image and gain a sense of belonging.

Many programs offered through the Division of Hispanic and Cultural Affairs are geared to the holistic development of the adult student. Their primary purpose is to supplement basic educational programs and to add the dimension of totality to the curriculum. It is obvious that education is the heart of rehabilitative offerings provided by the Correctional System. We are frequently charged with the responsibility to complete the task of education and development in cases where family, school, neighborhood, church and community have apparently failed. The above statement has great significance when one considers that in New York City, schools are being closed in Bronx, Brooklyn and Manhattan while prisons are opening at an equal rate throughout the State.

Considering the given situation, programs of peer counseling Compadre Helper, Family Enrichment, Personality Plus, Diálogos Con Mi Gente, Self Awareness, Female Assertiveness Training, etc. attempt to fill this gap. These programs attempt to provide opportunities for education, counseling and pre-release while keeping in mind the cultural

perspective of the Hispanic value system. This approach not only takes in consideration the cognitive and affective domain, but also the learning theory of left hemisphere/right hemisphere in relation to the brain. As expressed in the words of Paul V. Delker on Basic Adult Education:*

"We so much better understand cognitive learning--Left Brain Learning--than we do intuitive, and affective learning--Right Brain Learning...Those of us who seek to help undereducated adults learn basic skills and values must not hold back from experimenting with and evaluating new and more effective learning opportunities for those we seek to help."

Special Subjects

In addition to academic, vocational and post-secondary education opportunities, special subjects such as art, music and recreation were discussed.

The Department's Special Subjects Program provides a wide variety of opportunities for inmates to develop their talents and skills in the areas of art and music, to expand their avocational interests and to participate in formal and informal recreational activities.

Although generally less formal or structured than the Academic or Occupational Programs, the Special Subjects Programs, especially the Recreation component, impacts on virtually every inmate in the system.

--Recreation Program

At every facility, the Department provides a variety of physical and sedentary recreational activities. These programs include informal activities in the facility gym or recreation areas; formal instruction in a variety of physical education or health-related areas; intramural sports activities and tournaments; a variety of entertainment activities such as movies, visiting entertainment groups; and, a wide variety of miscellaneous special programs.

In most cases, because the recreation program is available during the inmate's free time, the major program activities operate during the evening hours and on weekends.

*Delker, Paul. "Focus on Competency." Basic Adult Education Conference, Los Angeles, Calif., March 21, 1985.

--Art and Music Programs

The Department's Art and Music Programs have as their general goals the following:

- (a) To provide a mechanism to significantly improve the quality of life of participants.
- (b) To identify talented individuals and assist them in pursuing marketable vocations through training and in-service apprenticeships (the training will be offered by certified Art and Music Teachers).
- (c) To reverse the failure pattern and improve a strong self-image (the hope is that this goal will generate a more productive assessment of "human values").
- (d) To gain formal and applied knowledge of the visual and performing arts.
- (e) To offer an avenue of personal feeling and encouragement of human sensitivity within the constraints of institutional life.
- (f) To provide release preparation which is consistent with the Commissioner's goals. The residents are being trained to develop employable and socially amenable skills which contribute to rehabilitation.

Attempts to meet these broad goals usually include a variety of activities including formal art and music instruction by certified art and music teachers, establishment of facility bands; participation in the Department of Correctional Services' Corrections on Canvass Art Show as well as periodic local shows; handicrafts, and a wide variety of activities in the visual and performing arts.

The Special Subjects area addresses the creativity and cultural expressions found in art work and music which provides for the development of the affective domain. Therefore, this component calls for more representation and expression of the Hispanic spirit than there has been in the past. One area of constant complaint for the inmates is the unavailability of T.V. in Spanish and red tape for them to get Spanish music. The geographical locations of the facilities make it almost impossible to receive Hispanic T.V. and radio stations. There is a need to use the satellite disk to reach these channels.

Library Services

--General Library

The goal of the correctional facility library is to supplement education and recreation programs by making resources available to the students upon request. It can also supplement staff training needs.

Library Services provides materials, resources and programs directed toward meeting the informational, educational, vocational, legal, cultural, and recreational library needs of inmates. Services to meet the needs of employees for their professional information and advancement are also provided.

Resources available include reference and supplementary educational materials, pre-release and vocational information, Spanish language and Black Studies collections, and recreational reading material. Library holdings include books, magazines, newspapers and audio visual materials. Correctional facility libraries are part of co-operative library networks that enable inmate library users to have access to all materials that are available through public libraries. Recent legislation providing funds to public library systems for services to correctional libraries are serving to strengthen these networking functions.

Programs, such as films, exhibits, lectures, workshops and discussion groups, on topics of cultural and ethnic interest are also provided.

At the present time, there is a proposal which has been submitted to initiate Spanish theater groups. These groups will bring to the facilities volunteers from the community who will utilize and concentrate upon the use of drama for the development of skills in the areas of reading, writing and public speaking.

--P.L.A.N. (Pre-Release Liaison Agency Network)

P.L.A.N. is a team effort initiated by the Department's Library/Information Services and coordinated with the Pre-Release Centers. P.L.A.N. provides each facility with a microfiche reader, a dictionary of services, an alphabetic listing of agencies and the service microfiche covering the 19 problem areas. Individual Client Intake and Referral Forms, Feedback Forms, and Follow-Up Letters are also supplied.

P.L.A.N.'s data is gathered, classified and updated at P.L.A.N. headquarters, Otisville Correctional Facility. P.L.A.N.'s listings are rapidly expanding through the efforts of the P.L.A.N. Interagency Coalition. The Coalition is made up of 15 member state agencies sharing human service resource information. As often as possible, these agency-specific data bases will be directly computer-translated into P.L.A.N. This additional information will permit more specific client referrals and help expand coverage of upstate New York.

As stated in the section of Pre-Post Release/Community Services, this program needs to be updated and improved to include Hispanic agencies and community-based organizations.

As a result of the increase of the Spanish-speaking monolingual inmate population and the expansion of bilingual programs, there are numerous requests to increase all kinds of Spanish materials for the libraries.

RECOMMENDATIONS

Assessment and Programming

- (1) Hire three bilingual school psychologists for Elmira, Downstate and Bedford Hills to improve the extended classification system.
- (2) Provide students the opportunity to be part of the classification process by setting educational goals for themselves.
- (3) Provide training for selected bilingual facility staff to administer the Weschler Adult Intelligence Scale in English and Spanish.
- (4) Hire bilingual educational/program staff in proportion to the number of inmates with limited English proficiency.
- (5) A bilingual staff person should be assigned to the Program Committee. This person can be a bilingual teacher, correction counselor or education counselor.
- (6) Conduct a survey to determine if academic prerequisites for various forms of inmate employment are being met.
- (7) Enforce academic prerequisites for Industry and other jobs higher than grade 2 jobs.
- (8) Increase the education incentive allowance rates.
- (9) Assess the extent to which designated housing adversely affects inmate participation in programs. Housing unit assignments should not necessarily be related to school assignments.

Academic

- (1) Increase volunteer tutoring and one-to-one instruction programs in English literacy, ESL and Spanish literacy.
- (2) Hire 22 additional bilingual education teachers. One teacher for each of those facilities with only one bilingual teacher on staff.
- (3) Provide training in special education for bilingual teachers and continue to try to recruit for special education staff.
- (4) Improve post-secondary education programs with pre-college classes at selected facilities.
- (5) Continue to support the bilingual college programs by expediting the transfer procedures.

- (6) Improve services for aliens who do not qualify for college financial aid by providing alternate programs (independent study) and by looking for other means of assistance through foundations, etc.
- (7) Utilize college graduates to assist in education programs in order to provide both college graduates and inmates with meaningful program experiences.
- (8) Utilize long termers and lifers as instructor assistants in pre-college and personal development programs.
- (9) Develop training programs and internships for said instructor assistants to facilitate item #8.
- (10) The Department should encourage those colleges which have extensions of their programs in our correctional institutions to provide some aid for education for the illegal Hispanic aliens. The Department should also provide alternative programs in the form of pre-college courses, independent study or Regents External Degree courses. Financial assistance may be available under the Carl Perkins Act or through foundations concerned with Latin American issues.
- (11) Survey and address the academic needs of inmates in Special Housing and special health units for possible inclusion in educational programs.
- (12) Allow all day school for limited English proficiency students who will need to work more intensively on their academic skills due to the increased requirements of the Spanish GED.
- (13) The Department ought to make a major effort to acquire micro computers for use by inmates wishing to learn English as a second language, business mathematics and other syllabi that can be offered either in Spanish, English or both.

Vocational

- (1) Hire a bilingual vocational curriculum coordinator for Central Office to facilitate improvements in vocational training with regard to the labor market, unions and the issue of apprenticeship.
- (2) Increase the number of state funded bilingual vocational and bilingual pre-vocational instructors.
- (3) Implement pre-vocational classes for monolingual and LEP inmates.
- (4) Survey the actual participation of Hispanic inmates in vocational training and the impact of their language barrier on access to that training.

- (5) Develop English-As-A-Second-Language instructional packets to be used by ESL teachers and vocational instructors. These packets will contain specialized English and Spanish vocational vocabulary and lessons.
- (6) Increase access to vocational training by identifying those trade skills which do not require advanced academic skills and place some LEP students in those shops.

Personal Development

- (1) Increase evening educational program offerings to include personal development, Spanish and culture for English dominant Hispanics, and more diversified education course selections.
- (2) Provide for the English dominant Hispanic inmate, programs that develop and improve Spanish language skills and cultural knowledge in order to improve self-image and strengthen family ties.

Special Subjects

- (1) Provide training to art, music and handicraft teachers in Hispanic culture and history.
- (2) Include the Hispanic culture in art and handicraft classes.
- (3) Involve inmates in recreational projects that are related to their heritage to nurture a personal sense of pride and self-esteem. Family handicrafts are very much a part of Puerto Rican and Hispanic culture. Projects involving inmates and their families would serve as a catalyst for strengthening family relationships. Another type of pilot project could be Hispanic theater with the assistance of the Puerto Rican Traveling Theatre Company of New York City and other such groups. These projects could be of great value in a holistic sense, regarding enrichment of tradition and cultural values.
- (4) Make provisions to offer Spanish T.V. through cable or acquisition of disc antenna.

Library Services

- (1) In-service training for librarians and education directors including specific information on the purchasing and cataloging of Spanish materials.
- (2) Develop a Resource Center for bilingual staff needs.

- (3) Develop a Resource Center for Spanish book donations similar to the Hudson Book Distribution Center.
- (4) Increase funding for purchasing Spanish materials and resources.
- (5) Encourage inmates, community volunteers and businesses to donate Spanish materials for the library.
- (6) Increase recruitment efforts in the area of bilingual library clerks and librarians.
- (7) Include Spanish-speaking vendors in the bid process for Spanish materials.

HISPANIC FEMALE INMATE NEEDS

HISPANIC FEMALE INMATE NEEDS COMMITTEE

Bruno, Nick.....Wyoming Correctional Facility
Delgado, E. Maritza.....Training Academy
Germain, Alton.....Wyoming Correctional Facility
Michaels, Mary.....Washington Correctional Facility
Mitjans, Hilda.....Bayview Correctional Facility
Prieto, Myrna.....Department of Labor
Vélez, Angel.....Taconic Correctional Facility
Vidal, María.....National Conference on Puerto Rican Women
Zaldúa, Carmen.....Bedford Hills Correctional Facility

INTRODUCTION

The situation of Hispanic women and their role in the family cuts across the heart of the Hispanic community, affecting its men, children and the development of Hispanic society itself.

The needs of Hispanic women, however, cannot be understood without an awareness of the problems all women face regardless of their race, language or ethnicity. In addition to problems which women share nationally, Hispanic women must surmount barriers of language, culture and immigration status. We must, therefore, understand the situation of Hispanic women before we can consider the plight of the Hispanic female offender.

What follows is an overview of the Hispanic female in New York State. We have focused primarily on Puerto Rican women, since they comprise the dominant Hispanic group in this State and in this State's prison system. We will progress from the national picture of today's female to that of minority women generally, the Hispanic women, and finally to an analysis of the situation of the Hispanic women in the New York State correctional system.

This section was developed by the Hispanic Inmate Needs Task Force Committee. It is also the result of many hours of labor by concerned women. In particular, this study has benefited from the insights and guidance of Nancy Flowers, Department of State; Dorcas Arocho, State Education Department; Viviana Castro Mosley, Social Services Department; Doris Ramirez, Department of Correctional Services; Sandra Lopez, Division of Parole; Doris Diaz de Powell, Department of Transportation; and Sandra Camacho, Energy Department. Kathy Canestrini from the Office of Program Planning, Research and Evaluation of the Department of Correctional Services, is responsible for having conducted most of the basic research and statistical work which went into the preparation of this section of the report. Special thanks are also due to Linda Loffredo, Women's Division, Governor's Office; Elaine Lord, Superintendent at Bedford Hills Correctional Facility; and Janice Cummings, Superintendent at Albion Correctional Facility. All of these women provided useful insights and suggestions during the development of this study. The result is a richer and, it is hoped, more useful portrayal of the predicament of Hispanic women than could have otherwise emerged without them.

We hope this study will serve as a guide for improvement of the condition of Hispanic women in general, and in particular, for Hispanic women inmates in New York State during and after their incarceration. If it can also guide us in recognizing and correcting some of our many social problems, it may improve the quality of life and provide more opportunities for growth in the community as a whole.

"...on our planet as a whole, women work two-thirds of all working hours, but only for ten percent of the world's total wages, and own only one percent of the world's ownable property."*

Women: Changing Life-Styles, New Responsibilities

It is essential to understand the overall situation of the Hispanic female in our society before we can consider the plight of the Hispanic female offender. Further, it will be very difficult to understand the needs of the Hispanic women in the community without an awareness of the problems females face in this society regardless of race, language and ethnicity.

In general terms, we can say that, until recently, the position of females in the United States has been submissive with their roles as a mother and housewife dictating their future choices to a great extent.

However, the life-style of American women has changed dramatically in the last 20 years. In the early 1960's, 50% of American women were homemakers, but by 1982, only 35% were serving solely in that capacity. Again, in 1960, 37% of this country's women were in the labor force, but by 1982, 55% had entered the job market. Change in the mentality of American women is also reflected in their decision to marry or remain single. Statistics show that in 1950, 67% of United States women were married as opposed to 59% in 1980.

By 1970, couples choosing to marry and have children declined dramatically. In the same period, single-parent households more than doubled with approximately 90% of these households being headed by women.

Between 1950 and 1980, the number of women in the labor force grew from 18.4 to 44.6 million, or from 28.8% to 42.6% of the total labor force. In 1980, single-parent female heads of households worked at least some part of the year. The sharpest increase occurred among women with children. Most of these women were employed in low-paying and unskilled jobs with few or no benefits. The median weekly earnings for families maintained by women with only one worker was \$198 versus \$411 for families headed by a single male and \$473 for married couple families.

Rosemary C. Sarri in her article "Federal Policy Changes and the Feminization of Poverty" expressed the following position in regard to the status of women:

*"Testimony of Joan Swan on the Feminization of Poverty." Presented before the Council of the City of New York Committee on Women. N.Y. Feb. 9, 1984.

"The deteriorating economic conditions of women relative to men is now common knowledge, as frequent use of the term, 'the feminization of poverty,' suggests (Pearce and McAdoo 1981). Since 1980 there has been a dramatic increase, from 30 million to 34 million (13% to 15%), in the number of persons below the poverty level in the United States, but the increase in the numbers of women and children below the poverty level has greatly exceeded that of men or aged individuals. In 1982 nearly 50% of all poor families were headed by women. One out of five children is now being reared in a family whose income is below the poverty level; for minority children, the statistic is one of two, and for female-headed black households, two out of three children are living in poverty (U.S. Dept. of Commerce, Bureau of the Census 1983).

Between 1960 and 1982 the number of female-headed households rose from 4.2 to 9.5 million (9.3% to 15.4% of all families). Among blacks the growth was even greater - from 21% to 42%, and particularly for blacks, being born and reared in a single-parent, female-headed household is associated with long term poverty. Bane and Ellwood (1983) noted that the average black child born into a female-headed household will remain poor for 22 years. Moreover, 75% of all black children lived in a family that received some AFDC income between 1969 and 1978."*

During the seventies, it was recognized that more of the poor were women and that more women became poor. Today, three out of every four Americans who are living in poverty are women. Women comprise two-thirds of all poor adults in the United States today, and that population is rising steadily. Some 2.5 million women and children have been added to the national poverty ranks between 1981 and 1983. Nationwide, the total number of poor people grew from 34.4 million in 1982 to 35.3 million in 1983, indicating the highest level of poverty in 18 years.

*Sarri, Rosemary C. "Federal Policy Changes and the Feminization of Poverty," Child Welfare. Vol. LXIV, No. 3. May/June 1985.

We hear that women have come a long way because they can achieve society's ideal of mother and wife while pursuing an increasing number of career opportunities. But few women really have a choice in the matter.

This, according to Rosemary Sarri, is because:

"Families need working mothers, whether it be for affluence (two middle-class workers), protection from low income (two blue-collar workers) or sheer survival (a single-parent)."*

Inflexible male roles place a great burden on employed wives and mothers who must excel in the work force without assistance in the care of children or maintenance of the home. In addition, lack of financial support from fathers who refuse to pay child support is tacitly upheld by sympathetic male counterparts in policy-making positions.

Minority Women: An Overview

The situation of minority females is more complex and difficult than that of their non-minority peers. They are greater victims of poverty because of the dual system of racism and sexism both in society and in the work force. These women have fewer jobs, lower family income, a higher incidence of poverty and lower levels of educational achievement than either white men or non-minority women.

Approximately half of all females headed by Black and Hispanic women live in poverty. In the early 1980's, about 35% of all minority families were maintained by women and more than half of these families lived below the poverty level despite the 56% of minority women heading households who were in the labor force. Furthermore, 47% of AFDC (Aid to Families with Dependent Children) recipients are minority families.

Some of the factors affecting the high and increasing rate of female-headed Black families are: high rates of births to unwed teenagers (teenage parenting), separation and divorce, high unemployment and underemployment among Black men.

The national employment figures for minority women reveal key reasons for their impoverishment. At 15%, Puerto Rican women had the highest unemployment among Hispanics in the last quarter for women age 16 and over. The unemployment among Blacks in the last quarter for women age 16 and over was 15.7%. In contrast, unemployment among all women age 16

*Child Welfare. Vol. LXV, No. 2. March/April 1986.

and over the same period of 11.7%. This large proportion of individuals in a disadvantaged position in society not only affects them but has a dramatic influence in their family group.

It is evident that the status of the female in this society impacts the quality of life and opportunities for their children. Obviously, the need of future generations to transcend this feminization of poverty issue is very critical.

"Female poverty is different from male poverty, both in its cause and the way it is experienced...female poverty is intrinsically bound to the poverty of children in ways that male poverty is not...the impoverishment of women demands new solutions."*

The percentage of minority children living in poverty in the United States is worthy of note. Fifty percent of Black children are poor. Twenty percent of Native American and Asian children are poor. In the case of children in Hispanic female-headed families, 71.8% are poor. Some 1.4 million Hispanic children live in female-headed households.

It is also important to mention that women and children living in poverty experience more than economic deprivation. Poverty affects not only the quality of life, but also life expectancy. Its permanent effects include overcrowded living conditions, negative role models, lack of survival skills, poor health, lack of awareness of civil rights and community resources.

Hispanic Women: A National Overview

As stated earlier, Hispanic females in the United States share the myriad of problems and needs of all women, and in addition, they share the experience of being a member of an ethnic/racial minority group with her male counterpart. Hispanic females must struggle against multiple oppression based on ethnicity, gender, class and race. As part of the acculturation process of migration, they are exposed to the stress of disintegrating family structures, changing values, poverty and discrimination.

In addition to problems of employment and racial discrimination, Hispanic women face barriers of sex, language and culture. Employment for the Hispanic woman is difficult, especially for those who are not citizens or residents, due to inadequate knowledge of the language and culture. The low educational levels of minority women contribute to

*Verbal Testimony of Helene Kirshner for the State Assemblyman Patrick Halpin in Hauppauge, N.Y. June 13, 1984.

their poor economic status. Young Hispanic women showing the lowest educational achievement for all groups. On behalf of Puerto Rican women, Yolanda Sanchez recently noted:

"...as Puerto Ricans, we must contend with deeply engrained religious and cultural racism, which reinforces the myth of male superiority and intellectual inferiority of women. Underlying it all is the additional burden in the Puerto Rican community of racism within that community."*

Another significant variable in the disadvantaged position of the Hispanic women is their lack of educational skills. As expressed in the Report of the National Council of La Raza:

"Educational attainment rates among Hispanics 25 years and older are especially low. This is the generation especially likely to be parents of today's school children. Mothers of Hispanic origin are less likely to be high school graduates than are non-Hispanic mothers, and 1980 data indicated that only 49.0% of Hispanic mothers had completed high school, compared to 81.9% of White mothers and 62.9% of Black mothers. In fact, 37.1% of Mexican American mothers, 22.0% of Central and South American mothers, and 16.8% of Puerto Rican mothers had completed fewer than nine years of formal education, as compared to only 2.5% of White mothers and 4.8% of Black mothers. Functional illiteracy rates among Hispanic adults have been reported by national studies to be at least 56%, compared to 47% for Blacks and 16% for Whites. Given the importance which reading to children at home seems to have in developing a child's reading skills, and the beneficial effects of parent involvement in the schools, the low education and literacy levels of Hispanic parents severely restrict their ability to play a positive role in their children's education."**

*Verbal Testimony of Yolanda Sanchez, National Puerto Rican Women's Caucus. New York City. June 14, 1984.

**National Council of La Raza Education Network News. November/December 1985, p. 2.

These factors usually translate into feelings of powerlessness, low self-esteem and loss of identity. In addition, traditional Hispanic values concerning sex role differentiation are often in sharp contrast with the rapid social changes taking place today in American society. The traditional values of Hispanic women are consistent and well defined. On the other hand, women in the United States are in the process of redefining their own identities. "This redefinition encourages more assertive and independent behavior with less dependence on the roles of wife and mother."* Thus, changing family roles have led to marital problems among Hispanic women.

"The collective impact of factors priorly cited are most evident in the Puerto Rican women, and consequently, in the Puerto Rican families." While this group encounters many of the same variables as other Hispanic groups, they are generally more economically disadvantaged than other Hispanic groups. When families move from Puerto Rico to the United States, socio-economic forces undermine the established family framework; "...to be male is to be the 'authority' with no power or economic potential and to be female is to be 'submissive' but autonomous financially and overwhelmed by responsibilities. Thus, a cultural pattern at once adoptive and socially symptomatic has become a myth which no longer has a basis in reality and may create, at times, an area of stress among family members who enter into conflicts over their sexually defined roles."**

*Scapicirc in Latina Women and Iruss in Translation, p. 20, 1978.

**Canino, Earleg and Rozler, 1980, pp. 27-28 - Lot 0103.

The Socioeconomic Characteristics of Hispanic Women

The role of Hispanic women in their families must first be examined within the context of their socioeconomic condition. Most Mexican American and Puerto Rican women, who comprise 74 percent of the national total of Hispanic women, live under highly stressful economic circumstances. Their lack of education and job opportunities further limit any possibilities for upward mobility. There are significant differences between these two groups and other Hispanic women, as well as white, non-Spanish-origin women (see Table 1). Mexican American and Puerto Rican women are notably younger, less educated, and suffer from higher unemployment. In terms of earnings, however, all women are remarkably similar in the low levels of median income which characterize each group.

Table 1
HISPANIC WOMEN IN THE UNITED STATES: 1978

	Mexican	Puerto Rican	Cuban	Other Spanish	Non-Spanish Origin
% of total number *	58	16	6	20	
Median age	21.3	22.4	37.7	25.1	31.2
% 15 years of age or under	37.8	39.1	20.2	32.3	23.7
% 25 years or over who completed less than 5 years of school	24.4	15.7	NA ^a	7.4 ^b	2.7
% 25 years and over who completed 4 years of high school or more	32.1	36.0	NA	55.1 ^b	66.3
% 25 years or over who com- pleted 4 or more years of college	3.9	3.6	NA	10.3 ^b	12.5
% of women 16 years & over in civilian labor force who are unemployed	11.4	12.2	4.4	9.5	6.9
Median income (of women with income)	\$3,351	\$4,179	\$3,414	\$4,158	\$3,956

*Estimated total of women of Spanish origin: 6,196,000

^a NA = not available.

^b Includes Cuban, Central or South American, and other Spanish origin.

U.S. Bureau of the Census. *A Statistical Portrait of Women in the United States: 1978*
(Current Population Reports, Special Studies, Series P-23, No. 100). Washington, D.C.: U.S. Government Printing Office, 1980.

It is evident that in addition to the changes in the sex roles, a fundamental change is taking place in the American family today. The Hispanic family is experiencing the great pressures of this change. The most dramatic change to the family is the increase of the single-parent, female-headed household, due, not only to divorce, but also to the growth in the number of single women who bear and keep their children.* The problems of these households are compounded by the deterioration of the extended family support system and the decrease in the cohesiveness of neighborhood and communities. While the problem affects life in general, it is most dramatic for minority families which experience not only social, but also economic isolation. Female-headed families are twice as likely to be poor as male-headed families. "Even Hispanics, long considered immune from these deleterious trends because of their pervasive Catholicism and tradition of extended family ties, have now entered the age of the modern family with 23% of all Hispanic children living with a single parent. In contrast, only 13% of all White children find themselves in this situation."**

In addition, the poverty of the minority family in New York State is apparent in the public assistance statistics (PAS). Blacks constitute 24% of New York City's population but they represent 40% of the public assistance case load. Likewise, Hispanics who represent 20% of New York City's population, constitute 43% of the PAS case load. (For more information on the overall situation of the Hispanic female in the United States, see Tables II and III.)

*Semidei, Joseph. "Closing the Barn Door," The Tarrytown Conference. November 13-15, 1983.

**Ibid, p. 52.

TABLE II



DATANOTE

NUMBER

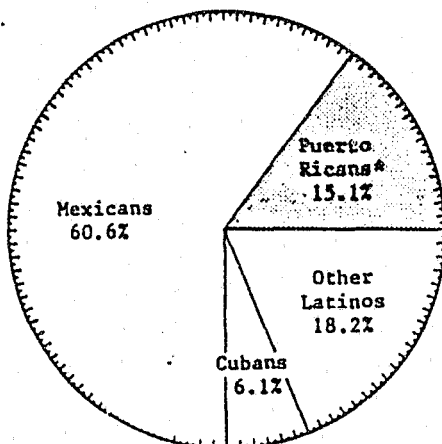
FOUR

March 1986

On the Puerto Rican Community

Institute for Puerto Rican Policy 286 Fifth Ave., Suite 805 New York, NY 10001-4512 (212)564-1075

PUERTO RICANS AND OTHER LATINOS IN THE UNITED STATES, 1985 FINDINGS FROM THE MARCH 1985 CURRENT POPULATION SURVEY (CPS)



U.S. LATINO POPULATION BREAKDOWN

LATINO POPULATION IN U.S. BY SUBGROUP

	Number	%US Pop
Total Latinos	16,940,000	7.2%
Puerto Ricans */	2,562,000	1.1%
Mexicans	10,269,000	4.4%
Cubans	1,036,000	0.4%
Other Latinos	3,072,000	1.3%
Total Non-Latinos	217,126,000	92.8%
Total U.S. Population	234,066,000	100.0%

*excluding Puerto Rico

The statistics presented in this IPR Datnote are extracted from a U.S. Bureau of the Census supplement to their March 1985 Current Population Survey (CPS), a sample survey conducted by direct interview, largely by telephone. The title of this CPS report is "Persons of Spanish Origin in the United States: March 1985 (Advance Report)". This is the first of the CPS reports on persons of Spanish origin to present statistics on Latinos based entirely on post censal estimates of this population group. A final and more detailed version of this report is planned for release later in 1986. For further information, contact: Ethnic and Spanish Statistics Branch, Bureau of the Census, Washington, DC 20233, (301) 763-5219.

	Puerto Ricans	Mexicans	Cubans	Other Latinos	Total Latinos	Total Non-Latinos	Total US Population
1980-85 Population Change	+27.8%	+18.3%	+28.5%	-1.3%	+16.0	+2.4%	+3.3%
Median Age	24.3	23.3	39.1	28.0	25.0	31.9	31.4
Percent Female	53.2%	48.9%	51.3%	51.6%	50.2%	51.6%	51.5%
Median School Years Completed	11.2	10.2	12.0	12.4	11.5	12.7	12.6
% Single Female-headed Households	44.0%	18.6%	16.0%	21.6%	23.0%	15.7%	16.2%
Percent Below Poverty Level	74.4%	43.8%	(-)	46.9%	53.4%	32.7%	34.5%
Median Family Size	3.62	4.15	3.13	3.58	3.88	3.18	3.23
Median Family Income (1984)	\$12,371	\$19,184	\$22,587	\$21,461	\$18,833	\$26,951	\$26,433
% Total Families Below Poverty Level	41.9%	24.1%	12.9%	19.9%	25.2%	10.7%	11.6%
Labor Force Participation Rate							
(Persons 16 years & older)-Tot.	51.2%	66.8%	65.5%	65.9%	64.2%	64.0%	64.0%
-----Males	66.9%	81.5%	74.6%	78.4%	78.5%	74.1%	74.4%
-----Females	39.0%	51.3%	56.9%	54.7%	50.4%	54.1%	54.5%
Unemployment Rate							
(Persons 16 years & older)-Tot.	14.3%	11.3%	6.8%	9.4%	11.3%	7.4%	7.6%
-----Males	15.0%	12.5%	6.9%	9.2%	11.8%	7.5%	7.8%
-----Females	13.3%	10.9%	6.6%	9.6%	10.5%	7.2%	7.4%

TABLE IIISELECTED CHARACTERISTICS OF SPANISH ORIGIN* FEMALES
IN NEW YORK STATE AND NEW YORK CITY - 1980

<u>Characteristics</u>	<u>New York State</u>	<u>New York City</u>
Population	878,944	752,062
Median Age	26.5	26.8
For Persons 25 Years and Over:		
Percent High School Graduate	40.2	37.6
Percent with 4 or more years of college	5.5	4.9
Marital Status of Persons 15 Years and Over:		
Percent Single	31.2	30.7
Percent Married	52.8	53.2
Percent Widowed	7.0	7.3
Percent Divorced	9.0	8.8
Children Ever Born Per 1,000 Women:		
Ages 15-24	437	462
Ages 25-34	1,706	1,706
Number of Female-headed Families	143,820	133,067
Percent of all Families	35.7	38.3
Poverty Rate for:		
Female-headed Families	60.4	61.5
With Children Under 18	69.2	70.3
With Children Under 6	78.8	79.4
Percent of Persons 16 Years and Over in Labor Force	42.5	41.0
Unemployment Rate	11.4	11.8
Percent of Managerial & Professional Workers (of employed women)	12.0	11.4
Median Income for:		
Persons 15 Years and Over	\$4,754	\$4,675
Female-headed Families	\$5,483	\$5,349

*Spanish origin includes all races.

Note: Adapted from the Table which was prepared by the Social and Economic Monitoring Unit of the Community Service Society.

The Hispanic Woman in New York State

The above information on Hispanic females in the United States becomes more meaningful when the picture of Hispanic and, in particular, Puerto Rican women in New York State, is analyzed.

In general terms, the predicament of Hispanic women in New York State parallels their position in society. Already disadvantaged, their socio-economic-cultural trap is made worse by their increasing roles in single-parent households.

Basically, the condition of the Hispanic female in New York State is more precarious than her male counterpart: her expected role in the Hispanic community, in addition to the pressures of acculturation, place her in a double jeopardy situation. This is confirmed by research done by the Advisory Council on Hispanic Affairs and the National Conference of Puerto Rican Women Organization (NACOPRO).

In a symposium "On the Effects of the Feminization of Poverty on the Hispanic Community," Dr. Clara Rodriguez* provided significant information on the status of the Hispanic women and gave a profile based on the following information:

- (a) Hispanic families have significantly lower median incomes than Whites and Blacks in New York State. Hispanic families have to have two workers in order to equal the income of White families with one worker.
- (b) A large proportion of Hispanic families, especially the Puerto Rican, live below poverty level (39% in New York State); Puerto Rican women account for 59% of all Hispanic women in New York State.
- (c) Relatively fewer Hispanic women are in the labor force than either their non-minority peers, or women of other minority groups.
- (d) Female Hispanics with children have the lowest income among Hispanics.

In addition to these impediments, the Hispanic female in New York State is also at a disadvantage in terms of education, health and social mobility.

Some factors to consider as researched and outlined in the NYS Advisory Council on Hispanic Affairs Report of 1985 relevant to this discussion are as follows:

*Sponsored by National Conference of Puerto Rican Women Organization (NACOPRO).
June 25, 1986.

--The fertility rate for this population will remain high because of the young population. Many Hispanic women are entering childbearing years and they tend to bear more children at younger ages than women of other ethnic groups. (See Table IV).

It is also important to mention that the family structure of the Hispanic family in New York State is greatly affected by divorce and separation. Hispanic households are twice as likely to be headed by a woman than other households. In summary, Hispanics are less likely to be living in traditionally married families and much more likely to be in families headed by a single-parent, almost always the mother. (See Tables V and VI for illustrations on marital status and children.)

As emphasized by Dr. Rodriguez' presentation, the other significant variables that need to be considered are education, employment and income levels. They are interdependent and yet related. All information provided by the census data clearly confirms the disadvantaged, trapped status of females.

If we consider education as one of the main keys to economic and occupational upward mobility, the limited access to these opportunities for Hispanic females in New York State is exemplified in Table VII.

The following Tables provide a general overview of the Hispanic female in New York State and address the specific issues of Age Distribution (Table IV), Marital Status (Table V), and Family Type by Presence of Own Children (Table VI). These Tables provide statistical information for integration of the elements that comprise the arena into which Hispanic (Puerto Rican) women enter when incarcerated. They provide clear evidence for the disadvantages that are the daily elements of the Hispanic women's lives. While in prison, these elements are ever present and concentrated by isolation. The information contained in these Tables underscores the precarious situation of women who are often the sole heads of households with many children and who lack educational skills.

TABLE IV

AGE DISTRIBUTION: 1980
TOTAL NYS POPULATION, HISPANICS AND HISPANIC SUBGROUPS

(IN PERCENTAGE)

	Total Population	Hispanic Total Population	Mexican	Puerto Rican	Cuban	Other Hispanic
Total	17,558,072	1,659,300	38,755	986,389	76,942	551,214
Under 5 years	6.5	10.2	10.9	10.7	4.1	10.2
5 to 19 years	23.8	29.8	28.8	32.4	19.7	26.7
20 to 29 years	16.8	18.8	19.4	18.5	14.6	19.9
30 to 39 years	14.0	15.4	14.6	14.8	11.0	17.1
40 to 49 years	10.5	11.0	9.3	10.3	16.2	11.6
50 to 59 years	11.3	7.7	7.0	7.1	17.1	7.6
60 to 69 years	8.9	4.3	5.0	3.9	10.1	4.2
70 years +	8.2	2.8	5.0	2.3	7.1	2.7
Percent under 20 years of age	30.3	40.0	39.7	43.1	23.8	36.9
Percent over 60 years of age	17.1	7.1	10.0	6.2	17.2	6.9
Median Age	31.8	25.1	25.3	23.5	40.4	26.6
				Dominicans (NYC)		25.4
				Colombians (NYC)		29.9

SOURCE: U.S. Department of Commerce, Bureau of the Census, General Population Characteristics: NY Table 23, p. 83, and Mann, E., and Salvo, J., "Characteristics of New Hispanic Immigrants to NYC: A Comparison of Puerto Rican and Non-Puerto Rican Hispanics", paper presented at the annual meeting of the Population Association of America, Minneapolis, Minnesota. May 3, 1984, Table 20.

TABLE V: MARITAL STATUS OF PERSONS 15 YEARS AND OVER: 1980
 NYS TOTAL POPULATION AND HISPANIC ORIGIN GROUPS
 (IN PERCENTAGE)

	Total Population		Total Hispanic Population		Mexican		Puerto Rican		Cuban		Other Hispanic	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Single	34.0	27.7	39.0	31.2	40.7	30.3	41.3	32.7	34.0	27.0	35.7	29.4
Married	56.0	48.8	49.4	42.0	47.2	46.0	46.2	38.7	54.3	47.2	54.0	46.4
Separated	2.8	4.2	5.2	10.8	4.3	6.6	5.8	12.7	4.0	5.3	4.4	8.9
Widowed	3.2	13.6	1.6	7.1	3.3	10.8	1.7	6.8	2.4	11.0	1.3	6.8
Divorced	4.0	5.7	4.8	8.9	4.5	6.3	5.0	9.1	5.3	9.5	4.6	8.5

Source: U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population, Vol. 1, General Population Characteristics: NY, (Washington, D.C. USGPO, 1982), p. 86, Table 23.

TABLE VI: FAMILY TYPE BY PRESENCE OF OWN CHILDREN: 1980
NYS TOTAL POPULATION, HISPANIC POPULATION, AND HISPANIC GROUPS
(IN PERCENTAGE)

	Total Population	Total Hispanic Population	Mexican	Puerto Rican	Cuban	Other Hispanic
Families with own children under 18 years old	50.0	67.0	60.0	69.8	46.2	65.0
Families with own children under 6 years old	20.8	33.5	31.0	34.6	15.3	34.6
Female householder, no husband present	18.4	36.0	25.0	41.3	21.0	29.6
Dominicans (NYC)						42.0
Colombians (NYC)						24.0
-with own children under 18 years	59.0	76.0	70.0	79.3	49.5	70.2
Dominicans (NYC)						45.1
Colombians (NYC)						22.4
-with own children under 6 years	21.6	36.0	31.3	37.4	14.3	33.7

Source: U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population, Vol. 1, General Population Characteristics: NY, (Washington, D.C. USGPO, 1982), p. 86, Table 23, and Mann, E., and Salvo, J., "Characteristics of New Hispanic Immigrants to NYC: A Comparison of Puerto Rican and Non-Puerto Rican Hispanics," paper presented at the annual meeting of the Population Association of America, Minneapolis, Minnesota, May 3, 1984, Table 20.

TABLE VII: YEARS OF SCHOOL COMPLETED BY PERSONS 25 YEARS OLD AND OVER, BY SEX: 1980
 NYS TOTAL POPULATION AND HISPANIC POPULATION
 (IN PERCENTAGES)

	Total Population		Hispanic Population	
	Male	Female	Male	Female
TOTAL	4,896,222	5,824,790	372,027	464,346
Elementary School (1 - 8 years)	17.33	19.13	35.05	40.91
Some High School (1 - 3 years)	15.14	15.66	20.73	18.91
High School (4 years)	30.28	37.24	24.21	25.41
Some College (1 - 3 years)	15.06	13.60	11.69	9.27
College (4+ years)	22.19	14.37	8.32	5.50
Percent High School Graduates	67.50	65.20	44.20	40.20
Percent completed 4+ years of College	22.20	14.40	8.30	5.50

Source: U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population, Detailed Population Characteristics: NY, PC80-1-D34 (Washington, D.C. USGPO, 1983), Section 1, pp. 59, 60, 69, 70, Table 203.

Education

Statistics on education among Hispanic females are disturbing. Only 5.5% of women aged 25 and over have completed a college education, compared with 14.4% among their counterparts in the total State population. Further, while 65.2% of all New York State women of that age are high school graduates, only 40% of Hispanic females have graduated from high school.

The comparatively low educational achievement of Hispanics can be attributed to the fact that large numbers of them are newcomers who have spent their school years outside the United States. The underachievement of those born outside of the United States results from their interaction with the standards and methods of the American educational system, and the ways in which performance is measured in United States' schools.

The Governor's Office has recognized the need for overall improvement in the education level of Hispanics. Considering the fact that Hispanics constitute a very young population, educational issues seem to be of utmost importance to Hispanics' well-being. Owing to their importance in the Hispanic family, educational issues are of particular importance to Hispanic women as well as Hispanic men.

Employment

Important differences between Hispanic males and females are evident in terms of labor force participation and unemployment status: "While Hispanic males had an unemployment rate of 9.7% in 1980, the rate for Hispanic females was 11.4%"* (See Table VIII for an overview of occupational categories.)

In essence, Hispanics are disproportionately concentrated in the peripheral labor market, a source of employment characterized by low wages, limited opportunities for advancement, lower return to education, and lack of unionization. These are the dead-end jobs which other segments of the working population are not likely to seek.

Income

The most economically deprived segment of the New York State population is that of persons in families headed by females. In 1980, 38% of this group lived below the poverty level. In this category, Hispanics show a poverty rate of 62.5%; that is, almost two out of three persons in female-headed Hispanic families were classified as poor in 1980. (See Table IX for illustration.)

*New York State Governor's Advisory Committee for Hispanic Affairs, p. 26.

It is thus not surprising to find large proportions of Hispanics in poverty, since low incomes at the individual, as well as at the household and family levels, are a reality for this group. In 1980, close to 541,000 Hispanics, over one out of three in New York State, were classified as "poor" by the Census Bureau, compared with 13.4% of all persons in the State. Overall, Hispanics as a group are over 2.2 times more likely than all persons in the State to be living in poverty. At the individual level, Hispanics in New York State are more likely to earn lower incomes than the general population at any age, educational level, occupational category, or English fluency level.

In sum, two significant conclusions can be drawn from this section: Hispanic women in New York State confront the same problems women in general experience in the United States, but at intensified levels. These findings indicate that poverty has not only been feminized, but has also been Hispanicized.

TABLE VIII: MEDIAN YEARLY EARNINGS BY OCCUPATIONAL CATEGORIES
NYS TOTAL POPULATION AND HISPANIC POPULATION
(16 Years and Over)

Occupation	Total Population			Hispanic Population		
	Male	Female	% Difference	Male	Female	% Difference
Managerial and Professional	\$23,237	\$15,244	-34.4	\$16,697	\$14,287	-14.4
Technical, Sales and Administrative Support	16,769	10,843	-35.3	12,399	12,513	+ .9
Service	12,952	8,747	-32.5	10,941	8,731	-20.2
Precision Production, Craft, Repair	17,052	10,659	-37.5	13,333	7,931	-40.5
Operators, Fabricators and Laborers	14,918	8,533	-42.8	10,649	7,225	-32.2
Farming, Forestry and Fishing	9,969	5,705	-46.8	10,534	6,600	-37.4
Average % Difference			-38.2			-24.0

Source: U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population, Detailed Population Characteristics: New York, Section 1, pp. 706-741, Table 222 (Washington, D.C.: USGPO, 1982).

TABLE IX: POVERTY BY AGE, SEX, AND TYPE OF HOUSEHOLD. 1979
 NYS TOTAL POPULATION AND HISPANIC POPULATION

	Total Population	Percent	Hispanic Population	Percent
Total below poverty level	2,298,922	13.4	540,909	33.1
Persons under 16 below poverty level	794,890	19.9	236,328	45.5
Persons 65 years and over below poverty level	235,830	11.6	17,626	25.1
Persons in families with female house- holder (no husband present) below poverty level	924,046	38.0	302,370	62.5

Source: U.S. Department of Commerce, Bureau of the Census,
1983 Census of Population, Vol. 1, Detailed Population
Characteristics: NY, (Washington, D.C. USGPO, 1983),
 Section 2, pp. 1444, 1454, Table 245.

Women's Issues: New York State Corrections Overview

"Probably no part of our society has been so exclusively a male domain as the criminal justice system. The criminal law has been codified by male legislators, enforced by male police officers, interpreted by male judges. Rehabilitation programs have been managed by men, primarily for men."*

New York State's prison population has risen steeply in recent years. While this trend is also affecting many other states, the rate of New York's increase in prisoners is above the national average.

It is interesting to note that, although women still comprise a small percentage of the total prison population, their numbers are increasing faster than their male counterparts. Similar to the case of male inmates, they are disproportionately Black or Hispanic. Women prisoners, representing 4.4% of all state prisoners in the United States, increased by 8.4% between 1983 and 1984. In New York, women comprised 3% of the total prison population in 1984.** This marks an increase of 19.9% over the previous year.

Jean Harris gives a telling portrayal of the average female prison inmate:

"If you were to think of an average female inmate in American prisons today, she would be about 27 years old, poor, a member of a minority group, unmarried, the mother to two children of whom she is the sole support. She is lonely, afraid of her responsibilities and ill prepared to meet them. Has an 8th grade education, has a drug or alcohol problem, is emotionally unstable, has attempted suicide at least once and drifted into crime as an alternative way of paying the bills."***

*Chapman, Jane Roberts. Women Employed in Corrections. Center for Women Policy Studies. July 1980. p. 1.

**"Trends and Forecasts," New York State Project 2000, Rockefeller Institute of Government, Albany, N.Y. p. 15, 1986.

***Harris, Jean. (Sept. 1982) "Life in Prison," McCalls.

The above paragraph describes the majority of female offenders better than any statistical chart. In comparison with the male population, the female population is a minority. It is for this reason that they are often at a disadvantage (see Table I).

When we think of addressing the needs of the incarcerated females, it is imperative that we take their children into consideration.

"For them having a mother in prison is devastating, they generally have no relationship with the father.... The children feel shame, loneliness, privation and abandonment."*

In summary, "the hardest aspect of imprisonment for women is not the loss of liberty, but the separation of family and the loss of the maternal role."**

The Needs of Hispanic Female Inmates

In general terms, Hispanic inmates share the same problems other inmates have--economic dislocation, substandard education, and widespread use of drugs. The problems of the Hispanic female inmates are compounded by their inability to communicate and by cultural barriers that limit their ability to deal with the system.

The following profile of the Hispanic female inmate is from data available through the Office of Program Planning, Research and Evaluation of the New York State Department of Correctional Services.

If only 10% of the population in New York State is of Hispanic origin, it follows that Hispanic females in New York State Department of Correctional Services (they represent 23% of the population) are overrepresented. The overwhelming majority (93%) are from New York City, more than the other ethnic groups. The majority, 58%, are between the ages of 21 and 35 years of age.

More than 55% report that they have never been married but 72% report having one or more children. This represents the highest since Blacks represented 69% and Whites 59% in the same category. Moreover, 50% of the women who reported having five children are Hispanic.

In terms of education, 83% have less than a high school education, in contrast with Blacks (76%) and Whites (50%). In terms of occupation, the majority of Hispanic women are blue collar workers (28%) and unemployed (23%).

*Ibid.

**Stanton, Ann M. "When Mothers Go To Jail." Arizona State University, School of Law.

The majority (46%) were committed for drug offenses, in contrast with Blacks (13%) and Whites (18%). It is interesting to note that 65% are first felony offenders.

In addition to the general profile of the Hispanic women, it is relevant to mention that presented in the Report Female Commitments 1982, The Family,* although it does not provide an ethnic breakdown, it highlights the following facts:

- 72% are mothers and the majority had their first child at a young age (mostly teenage pregnancy).
- Most of the women had custody of their children prior to incarceration.
- 16% reported they were physically abused as children.
- 14% were sexually abused.
- 8% were both physically and sexually abused.
- 32% reported being abused by their husbands.
- 95% of those who reported being abused are committed for a violent offense.

Moreover, the Domestic Violence and Incarcerated Women: Survey Results, October 1985, prepared by Jody Grossman, Division of Program Planning, Research and Evaluation, states that 47% of the abused women have attempted suicide in comparison to 14% of non-abused women who attempted suicide. This report is based on a survey conducted in 1985 of 320 women representing 60% of the Bedford Hills population.

See Tables X - XVII for classification and specific statistical information of Hispanic female inmates in New York State compared with other groups.

This confirms our initial assessment that the Hispanic female inmate is in need of the following: improvement of educational skills and intensified therapeutic counseling to deal with drug abuse and drug related problems. It also shows the need for programs specifically developed to respond to the needs of the family and the Hispanic women's role as mothers.

Programs and services directed to children's issues also need to be expanded. Better health services and concentrated skill developing techniques for the betterment of their home environment, and pre-post natal care are services related to this topic. In addition, improved pre-release-transitions and post-release services and programs are needed. These programs must be developed and implemented.

*Grossman, Jody. Domestic Violence and Incarcerated Women: Survey Results. October 1985.

TABLE X: FEMALE INMATES UNDER CUSTODY AT END OF 1985
(DEC. 31, 1985) SHOWING PREDICATE/SECOND
FELONY OFFENDER STATUS CLASSIFIED BY ETHNICITY

Predicate/Second Felony Status	Total		Ethnicity					
			White		Black		Hispanic	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
First Felony	669	63.5	190	72.8	321	58.9	158	63.7
Second Felony	362	34.3	66	25.3	210	38.5	86	34.7
Persistent Felony	23	2.2	5	1.9	14	2.6	4	1.6
TOTAL	1054	100.0	261	100.0	545	100.0	248	100.0

Number of Missing Observations - 3

Source: NYS Department of Correctional Services, Division of Program
Planning, Research and Evaluation

TABLE XI: FEMALE INMATES UNDER CUSTODY AT END OF 1985
(DEC. 31, 1985) SHOWING EDUCATIONAL ATTAINMENT
UPON COMMITMENT CLASSIFIED BY ETHNICITY

Education	Total		Ethnicity					
	Number	Percent	White		Black		Hispanic	
			Number	Percent	Number	Percent	Number	Percent
TOTAL	851	100.0	199	100.0	450	100.0	202	100.0
Sixth Grade or Less	49	5.8	9	4.5	12	2.7	28	13.9
Seventh or Eighth Grade	133	15.6	20	10.0	63	14.0	50	24.7
Ninth through Eleventh Grades	433	50.9	72	36.2	270	60.0	91	45.1
High School Graduate	157	18.4	65	32.7	73	16.2	19	9.4
Some College or Specialized Schooling or more	79	9.3	33	16.6	32	7.1	14	6.9

Missing observations - 206

Source: Division of Program Planning, Research and Evaluation, NYS Department of Correctional Services (Sept. 1986)

TABLE XII: FEMALE INMATES UNDER CUSTODY AT END OF 1985
(DEC. 31, 1985) SHOWING OCCUPATION AT TIME
OF COMMITMENT CLASSIFIED BY ETHNICITY

Occupation	Total		Ethnicity					
			White		Black		Hispanic	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Professional	37	4.1	20	8.8	14	2.9	3	1.4
Managers	21	2.3	12	5.3	6	1.3	3	1.4
White Collar	252	27.6	54	23.8	150	31.4	48	23.0
Craftsmen	16	1.8	2	.9	9	1.9	5	2.4
Blue Collar	358	39.2	91	40.1	177	37.1	90	43.1
Laborer	33	3.6	7	3.1	17	3.6	9	4.3
Not Stated, Homemakers	<u>196</u>	<u>21.5</u>	<u>41</u>	<u>18.1</u>	<u>104</u>	<u>21.8</u>	<u>51</u>	<u>24.4</u>
TOTAL	913	100.0	227	100.0	477	100.0	209	100.0

Source: NYS Department of Correctional Services, Division of Program Planning,
Research and Evaluation.

TABLE XIII: FEMALE INMATES UNDER CUSTODY AT END OF 1985
(DEC. 31, 1985) SHOWING MARITAL STATUS
CLASSIFIED BY ETHNICITY

Marital Status	Total		Ethnicity					
			White		Black		Hispanic	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Never Married	533	54.5	87	36.0	319	63.2	127	55.0
Married	155	15.8	58	24.0	58	11.5	39	16.9
Common-Law	51	5.2	14	5.8	29	5.7	8	3.5
Sep., Divo.	192	19.6	61	25.1	84	16.6	47	20.3
Widowed	<u>47</u>	<u>4.8</u>	<u>22</u>	<u>9.1</u>	<u>15</u>	<u>3.0</u>	<u>10</u>	<u>4.3</u>
TOTAL	978	100.0	242	100.0	505	100.0	231	100.0

Missing observations - 79

Source: Division of Program Planning, Research and Evaluation, NYS Department of Correctional Services.

TABLE XIV: FEMALE INMATES UNDER CUSTODY AT END OF 1985
(DEC. 31, 1985) SHOWING NUMBER OF LIVING
CHILDREN CLASSIFIED BY ETHNICITY

Number of Living Children	Total		Ethnicity					
			White		Black		Hispanic	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
0	288	28.9	95	38.2	141	27.3	52	22.6
1	269	27.0	62	24.9	148	28.7	59	25.5
2	163	16.4	40	16.1	86	16.7	37	16.0
3	126	12.7	26	10.4	62	12.0	38	16.5
4	81	8.1	17	6.8	45	8.7	19	8.2
5	36	3.6	4	1.6	13	2.5	19	8.2
6	15	1.5	1	0.4	9	1.7	5	2.2
7	10	1.0	2	0.8	7	1.4	1	0.4
8	4	0.4	1	0.4	2	0.4	1	0.4
9	2	0.2	0	0.0	2	0.4	0	0.0
10	1	0.1	1	0.4	0	0.0	0	0.0
11	<u>1</u>	<u>0.1</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>0.2</u>	<u>0</u>	<u>0.0</u>
TOTAL	996	100.0	249	100.0	516	100.0	231	100.0

Missing observations - 58

Source: NYS Department of Correctional Services, Division of Program
Planning, Research and Evaluation (Sept. 1986).

TABLE XV: FEMALE INMATES UNDER CUSTODY AT END OF 1985
(DEC. 31, 1985) SHOWING COMMITMENT CRIME
CLASSIFIED BY ETHNICITY

Commitment Crime	Total		Ethnicity					
			White		Black		Hispanic	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Homicides (incl. "Attempts")	255	24.2	65	24.9	143	26.2	47	19.0
Robberies (various degrees)	175	16.6	28	10.7	110	20.2	37	14.9
Sexual Offenses	9	0.8	6	2.3	2	0.4	1	0.4
Assaults	60	5.7	11	4.2	40	7.3	9	3.6
Burglaries	60	5.7	20	7.7	26	4.8	14	5.7
Grand Larceny/ Stolen Property	146	13.9	32	12.3	102	18.7	12	4.8
Drug Offenses	231	21.9	48	18.4	68	12.5	115	46.4
Arson	13	1.2	4	1.5	6	1.1	3	1.2
Kidnapping	7	0.7	5	1.9	1	0.2	1	0.4
All Other Felonies	90	8.5	39	14.9	44	8.1	7	2.8
Youthful Offenders	8	0.8	3	1.2	3	0.5	2	0.8
TOTAL	1054	100.0	261	100.0	545	100.0	248	100.0

Missing observations - 3

Source: NYS Department of Correctional Services, Division of Program Planning, Research and Evaluation (Sept. 1986).

TABLE XVI: FEMALE INMATES UNDER CUSTODY AT END OF 1985
(DEC. 31, 1985) SHOWING REGION FROM WHICH
COMMITTED CLASSIFIED BY ETHNICITY

Region	Total		Ethnicity					
			White		Black		Hispanic	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
New York City	689	65.4	88	33.7	370	67.9	231	93.2
Suburban New York	151	14.3	70	26.8	70	12.8	11	4.4
Upstate Urban	180	17.1	75	28.8	100	18.4	5	2.0
Upstate Rural	<u>34</u>	<u>3.2</u>	<u>28</u>	<u>10.7</u>	<u>5</u>	<u>0.9</u>	<u>1</u>	<u>0.4</u>
TOTAL	1054	100.0	261	100.0	545	100.0	248	100.0

Missing observations - 3

Source: NYS Department of Correctional Services, Division of Program Planning,
Research and Evaluation (Sept. 1986).

TABLE XVII: FEMALE INMATES UNDER CUSTODY AT END OF 1985
(DEC. 31, 1985) SHOWING AGE AT TIME OF
COMMITMENT CLASSIFIED BY ETHNICITY

Age	Total		Ethnicity					
			White		Black		Hispanic	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
16-18 Years	13	1.2	2	0.8	9	1.7	2	0.8
19-20 Years	33	3.1	10	3.8	17	3.1	6	2.4
21-24 Years	164	15.6	37	14.2	93	17.1	34	13.7
25-29 Years	246	23.3	57	21.8	129	23.7	60	24.2
30-34 Years	263	25.0	59	22.6	154	28.3	50	20.2
35-39 Years	154	14.6	30	11.5	69	12.7	55	22.2
40-44 Years	77	7.3	25	9.6	32	5.9	20	8.1
45-49 Years	56	5.3	21	8.0	24	4.4	11	4.4
50-54 Years	24	2.3	9	3.4	7	1.3	8	3.2
55-59 Years	12	1.1	5	1.9	6	1.1	1	0.4
60-64 Years	7	0.7	3	1.1	3	0.6	1	0.4
65 and Over	5	0.5	3	1.1	2	0.4	0	0.0
TOTAL	1054	100.0	261	100.0	545	100.0	248	100.0

Number of missing observations - 3

Source: NYS Department of Correctional Services, Division of Program Planning,
Research and Evaluation (Sept. 1986).

FINDINGS

Approximately 80% of incarcerated women have been victims of violence, incest, rape, domestic violence or other kinds of abuse. These women often bear a double burden of guilt both for their victimization, and for their incarceration. Further, physical and emotional separation from family and children affects Hispanic offenders in a unique way due to the cultural emphasis on family structure and roles.

These values account for a double stigma and the feeling of dependence the female offenders and ex-offenders have, in contrast with the male, who sometimes considers the experience of incarceration and ex-offender status as part of his manhood.

In addressing the needs of Hispanic female offenders, it is important to begin with the development of a positive self-image. Since many of these women are single parents as well as heads of households, an emphasis on programming and experiences that help develop a sense of worth is advised.

At present, there are some programs and opportunities available to the male prison population that are not available to females. For example, the Industry Program, which provides males an opportunity for higher pay, should also be available to females, since many female offenders have sole responsibility for their children.

It is important, also, to consider the needs of Hispanic female offenders as these are shaped by their culture. Hispanic women face the burden of maintaining their identity as Hispanics and as women, in society which discriminates against both groups. Hispanic women share basic psychological and emotional needs with other women which cut across ethnic lines. Yet their priorities, stresses and burdens differ considerably from women of non-Hispanic origins. To the Hispanic female, the family is the single most important social unit. It is usually the core of her thinking and behavior, and the center from which her view of the rest of the world extends. In other words, the identification of self is second to the family since the family provides emotional as well as material security. And the family may sever itself from one of its members if the individual brings shame or dishonor to it.

If we take into consideration the above paradigm, it follows that, the experience of incarceration is doubly traumatic for Hispanic female offenders. The stigma of ex-offender status is greater and makes her re-entry in the community more difficult. Traditionally, Hispanic families have been patriarchal, giving the female the submissive role. As head of the family, the husband is free to make decisions without consulting his wife. His major responsibilities are to protect and provide for the family. He is expected to be dignified, hardworking, and macho. To the Puerto Rican man, machismo (maleness, virility) is a desirable combination of virtue, courage, romanticism and fearlessness.* Yet statistics show that many

*Ethnicity & Family Therapy, p. 170.

incarcerated females have a history of negative experiences with the males in their families.

As Department data on new admissions show, Hispanic female inmates are educationally disadvantaged (see Tables XVIII and XIX). They also lack the type of job related skills that would enable them to earn a decent living and provide for their offspring. Many education programs are available to inmates in general. However, it is not easy to overcome the specific education problems which Hispanic female inmates face.

The Hispanic female population in the New York State correctional system is small. There are approximately 249* Hispanic female inmates in the custody of the Department of Correctional Services. This figure is based on departmental estimates which indicate that of our approximately 1,065 female inmates (March 1986), 23.4% are Hispanic. Nevertheless, the vocational and academic educational needs of these Hispanic female inmates are diverse and, due to their small numbers, may be difficult to meet. An unknown percentage of this population does not speak English. The Department may need to consider the feasibility of bilingual vocational education programming. The Department may also want to examine the feasibility of work release for these females to permit them to obtain vocational education in Spanish at training centers away from the prison. Another consideration for possible implementation would be English language training with an emphasis on the terminology Hispanic women would require on the job.

*As of October 1, 1986, there were 310 Hispanic females in the system.

TABLE XVIII: EDUCATIONAL NEEDS OF HISPANIC INMATES
 UNDER CUSTODY OF THE NEW YORK STATE
 DEPARTMENT OF CORRECTIONAL SERVICES
 COMPARED WITH TOTAL INMATE POPULATION 1976

Educational Need	Total Inmate Population		Hispanic Inmate Population	
	Male	Female	Male	Female
Need to Learn Basic Literacy Skills	45%	55%	55%	65%
Need High School Diploma	77%	79%	89%	92%
Need College Education (Already possess High School Diploma and are otherwise eligible)	8%	6%	6%	3%

The information contained in Table I is currently being updated.
 Even though the percentages have changed, the educational patterns
 reflected can still be considered valid.

TABLE XIX: EDUCATIONAL ATTAINMENT OF HISPANIC INMATES
UNDER CUSTODY OF THE NEW YORK STATE
DEPARTMENT OF CORRECTIONAL SERVICES,
JANUARY 1, 1986, CLASSIFIED BY SEX

Educational Attainment			Sex			
	Total		Males		Females	
	Number	Percent	Number	Percent	Number	Percent
Elementary Educ. to less than High School Educ.	1,861	21.2%	1,817	21.3%	44	21.1%
Some High School to less than High School Diploma	5,733	65.5%	5,603	65.6%	130	62.2%
High School Diploma	935	10.7%	914	10.7%	21	10.0%
Some College or Specialized	225	2.6%	211	2.5%	14	6.7%
TOTAL	8,754	100.0%	8,545	100.0%	209	100.0%

Analysis: Data from 1976 (unpubl. data, NYS Department of Correctional Services) suggests that Hispanic females at that time had even greater needs for basic educational services than males.

NOTE: Due to technical problems in the Department of Correctional Services' MIS Office, the number and percentages of inmates with various levels of educational attainment are not accurate in the Under Custody data for 1985 and 1986. The technical problem appears to have caused a downward bias in estimates of educational attainment of inmates with the number of persons known to have high school diplomas, especially adversely affected. The present data is furnished for reader information.

Summary

Given the information, data, and research findings provided in this chapter on the special needs of the Hispanic female inmates, three major conclusions follow:

- (1) Hispanic females occupy a disadvantaged position in U.S. society.
- (2) Hispanic females, and especially Puerto Rican women, are in a worse condition than other females in the State of New York.
- (3) Hispanic female inmates in the New York State Department of Correctional Services experience and bring with them the same limitations, disadvantages and precarious socio-economic status shown in the Hispanic community of New York State. They are aggravated by enforced confinement, separated from family, and powerless to break the vicious circle of poverty, crime and abuse.

Since the female, as stated earlier, is the heart of the Hispanic family unit, it behooves us to improve conditions to provide women with the best opportunity to break free of the cycle of poverty and crime. There can be no doubt that improving these conditions will have a beneficial impact on their children, their male counterparts, their families, and the community as a whole.

The Department of Correctional Services offers a broad array of services to female inmates. Vocational training in such diverse fields as data processing, food services, cosmetology and building maintenance are now available. General business and printing programs are being developed. Female inmates also participate in academic education from basic literacy training up to baccalaureate level work. An innovative and highly successful program at Bedford Hills Correctional Facility has included a nursery program. Female inmates are allowed to keep their children with them for at least the first year, providing both mothers and their infants time to develop and strengthen their bonds of love. This is an example of programs which promote and strengthen family ties. However, much more can be done to improve the maintenance of family relationship, training and educational opportunities, as well as academic and life skills for the Hispanic female inmate group. These services need to be continued, expanded and adapted to take linguistic and cultural differences into consideration.

The recommendations that follow derive from an understanding of values and cultural inheritance of Hispanic women. In sum, Hispanic female inmates face several critical problems. The members of the Committee on Hispanic Female Inmate Needs of the Hispanic Inmate Needs Task Force singled out classification, orientation, health, special

counseling and pre-post release needs as major problems. We relate that these recommendations will not dissolve the complex of difficulties faced by Hispanic women inmates. We have tried to show that their problems are a corollary of a dual disadvantage, both ethnic and sexual. Any solution must begin, and can only begin, with an exercise in understanding. In the past decade, female crime has nearly doubled. A lesser investment of material and intellectual resources can only increase this alarming trend. The Department of Correctional Services cannot halt the deleterious effects of poverty and unemployment, cultural dislocation and alienation, substance abuse, poor education, or the frequency of one-parent households. But by enacting useful programming for inmates, it can work to strengthen and preserve families and neighborhoods, and thus contribute, in the long run, to the health of communities across the State.

RECOMMENDATIONS

- (1) Establish equal extended classification services for female inmates.
- (2) Establish bilingual vocational programs for females in traditional and non-traditional trades.
- (3) Establish bilingual pre-college and college program offerings for female inmates.
- (4) Establish industry programs at the female facilities.
- (5) Improve health services to include education in female special needs.
- (6) Hire bilingual health staff.
- (7) Establish intensive individual and group counseling for the family during incarceration and pre-release considerate of the need of the Hispanic female inmate to continue child/parent relationships.
- (8) Offer intensive education programs to this group. English-As-A-Second-Language and Personal Development Courses in Assertiveness, Family Enrichment and similar areas of concern.
- (9) Provide educational opportunities that will translate to marketable skills which enable these individuals to obtain financial independence. For example, prepare women for jobs in growth industries such as computers, pharmacy and business. Offer courses in Entrepreneurship.
- (10) Expand specialized counseling like the Sexual Abuse/Incest Survivor Program, Parenting, Child Care and Female Awareness Programs.
- (11) Provide legal education on their rights as parents and involve them in the custody assignment. In cases where the female offender's conviction is not for child abuse related crimes, she should be provided with a vehicle to have a say in processes where the well-being of her children is being discussed.
- (12) Establish a hotline for families of female inmates to provide a mechanism to assist the inmates in this painful process of family separation.
- (13) Provide training for inmates and staff on women awareness and related issues.
- (14) Improve pre-release/transition services by creating an informational network among agencies concerned with female needs. These agencies would include but not be limited to the Department of Labor, Division of Parole, Division for Women and various women's organizations/agencies. A directory of services and resources should be made available to female inmates during their incarceration as well as at the pre-release stage.

- (15) Offer female work release participants the opportunity to utilize Day Care Center facilities. It can be done by sub-contracting services.
- (16) Develop a specialized program of counseling services for those female inmates who have a history of substance and/or alcohol use or abuse. Mandating attendance should be considered.
- (17) Develop more innovative programming that will aid in strengthening family ties such as a library project in which mothers would learn the art of reading stories (writing own stories) to their children.

LEGAL SERVICES

LEGAL SERVICES COMMITTEE

Berger, Don.....Green Haven Correctional Facility
Cursi, Vilma.....Mt. McGregor Correctional Facility
Garica, Paul.....Inmate Grievance, Central Office
Higgins, Richard.....Coxsackie Correctional Facility
Jordan, Howard.....Governor's Advisory Committee on Hispanics
LaBoy, Angel.....Sing Sing Correctional Facility
LaPook, Judith.....Counsel's Office, Central Office
Morgan, Deirdre.....Counsel's Office, Central Office
Pico', José.....Sing Sing Correctional Facility

INTRODUCTION

Considering their legal status, legal service is the most attractive and relevant form of assistance available to inmates. Through appropriate use of this type of service, many inmates are better able to understand their situation. This service aids the inmates in organizing their efforts in gathering additional data regarding their specific case, in preparing appeals, etc. In many instances, this effort means the difference between prison and freedom.

FINDINGS

Department Legal Services

The types of legal assistance available to inmates at no cost are numerous. The principal form of service is the facility law library. Except for the small work release facilities, every correctional facility has its own law library. Work release facilities permit their work release inmates to use nearby law school libraries and facility libraries in the region. To help inmates learn to properly use the law books, West Publishing Company, at its own expense, conducts frequent legal research clinics at the facilities for the benefit of the inmates.

In addition to the law libraries, inmates can retain outside counsel to represent them in habeas corpus, sentence recalculation, and other criminal and civil matters. Prisoners' Legal Services is an agency, funded by the State of New York, which represents indigent inmates upon an inmate's written application. In addition, Voluntary Attorney Assistance Teams (VAST) in the New York City region and Hudson Valley area have also been providing free legal counsel to inmates. The Legal Aid Society, which represents a number of indigent defendants from arraignment through sentencing, also provides some post-incarceration legal services. The Society's Prisoner Rights Project specializes in class action litigation on behalf of inmates and will undertake individual appeals in some cases. Under Section 18B of the Criminal Procedure Law, private attorneys are compensated by the State to represent parolees in parole revocation hearings.

A variety of other services essential to inmates in preparing appeals, civil actions, and other legal matters are also provided for indigent inmates at no cost by the State: notary services, writing paper, pens, carbon paper and envelopes.

There are also situations where "quasi-legal" assistance is provided. For instance, the Department has implemented an Inmate Grievance Program at all correctional facilities. Inmates may file grievances against Department policies and procedures. Grievances are reviewed by a joint inmate-staff grievance review committee. The committee then transmits

the grievance with its recommendation to the facility Superintendent. In some cases, the committee may send a grievance directly to the Superintendent without acting upon it. The inmate, if unhappy with a Superintendent's response, can appeal to the Central Office Review Committee (CORC). Upon an unfavorable decision for the CORC, an inmate may appeal directly to the courts. However, further administrative review may be requested from the State Commission of Correction which may issue its recommendation to the Commissioner whose decision is final.

In disciplinary proceedings, where an inmate is locked up prior to the proceeding, he/she is entitled to the services of a staff person (not an attorney) to collect data pertinent to the inmate's case. The disposition of a disciplinary proceeding can be reviewed by Central Office staff upon request as a control measure. Inmates may also bring the matter to the attention of an attorney after exhausting all administrative appeals.

Therefore, it should be evident that all inmates may avail themselves of many kinds of legal assistance. Though there may occasionally be some problems in the delivery of services, even the types of problems inmates have with the services provided reflect the quantity and variety of services available.

Special Legal Problems of Hispanic Inmates

Hispanic inmates have some legal problems which are common to all inmates and some that are special. Possibly some non-English speaking inmates or inmates who come from foreign countries with fewer protections against official misconduct or inmates who experienced prior negative contacts with the legal system may be reluctant to exercise their right to access to legal assistance. Like all other inmates, Hispanic inmates have problems stemming from the commission of crimes, such as loss of custody of their children, and other penalties they suffer by virtue of being incarcerated.

However, Hispanic inmates also are more likely to experience three special problems that may exacerbate the normal difficulties they have as inmates. First, many Hispanic inmates in New York State facilities are undocumented aliens. Such inmates have fewer rights in comparison with inmates who are American-born. Second, Hispanic inmates, regardless of their citizenship status, coming from countries with different legal systems than our own, have difficulty understanding the American legal system and probably have misconceptions about how and why law enforcement and prison officials perform their official duties. Third, although it is true that Hispanic inmates are not unique in their lack of understanding of prison and the American legal system, it must be especially puzzling to foreign-born persons with a limited command of the English language. The complexity of the system must be grappled with during a stressful period of their lives. Legal terminology is difficult to understand and legal maneuvers and procedures are strange to the inmate. Furthermore, the formal legal system differs from the informal system experienced by most inmates. This last point may need further explanation.

Although the United States and the individual states base their criminal legal systems on the British common law precept that a man is presumed innocent until proven guilty, the informal criminal legal system does not, in fact, operate this way. Plea bargaining is used to settle all but a fraction of criminal cases. This translates into 98% of indicted cases in New York City and almost as many elsewhere. The plea bargain is tolerated by both judges and lawyers, and even has its open defenders, certainly since it is speedy and inexpensive. It probably even results in a more lenient sentence for many criminals who might have been convicted of more serious charges than those to which they pled guilty, had they risked a trial by jury. Non-English speaking inmates, however, may not be informed parties, in every case, to the plea bargain made between their attorney and the prosecutor with the approval of the court.

In a discussion of this type concerning plea bargaining, it would be unfair not to mention that one advantage of it is that in many cases the crime victims are spared the trauma of having to confront their perpetrators in open court.

In rare cases, Hispanic inmates may not have been guilty of anything but confessing to a serious crime at the urging of an overworked attorney appointed by the court to represent them. The implications of their confessions are perhaps not clear to them at the time but will haunt them for years after they have served time for the anti-social acts which they may not have committed.

Probably more common is the case in which Hispanic or non-Hispanic inmates may have been guilty of a crime but not of all charges they face. For instance, in the case of burglary and robbery suspects, the temptation among police is to clear several outstanding complaints with the arrest of a suspect for whom good evidence only exists to sustain one charge. The offender after plea bargaining may then receive a harsher sentence than is actually justified because the judge wants to make sure that this particular robber or burglar does not return to the community anytime soon.

The legal system in the United States is not a static entity. New laws are made all the time while some old laws are repealed or declared unconstitutional. Statutory enforcement varies from community to community and region to region. In the case of people who may not understand the language well, these variations only add confusion. They may see people in their neighborhoods openly peddling "designer" drugs under the indifferent eyes of the police and then find themselves guilty for criminal possession of a controlled substance because they accepted a marijuana cigarette at a party. The system that results in their arrest seems arbitrary and unfair. This is because, to them, the law is what the police do, what judges do, what Corrections personnel do.

Although it is necessary for Department staff who deal with Hispanic inmates to understand the sources of the misconceptions which Hispanic inmates may have about the system, it does not mean that staff must act differently in dealing with Hispanics than they do with other inmates.

It does follow, however, that staff should not presume that Hispanic inmates always interpret staff actions or intentions correctly.

It is important to reiterate that Hispanic inmates have the same access to legal services while incarcerated as do all other inmates. However, since many Hispanic inmates are monolingual and speak only Spanish, they may find it more difficult to exercise their right to access these legal services. Misunderstandings, both spoken and behavioral, can also result from language difficulties. Misunderstandings, in other words, can cause fear and anger unnecessarily and thereby raise the level of tension and violence in prison as well as society in general.

Problems of Undocumented Aliens

The impact upon the Department of having to provide for the custody of alien inmates is extraordinary. It costs the Department approximately \$17,000 per year to retain custody of one such inmate. As of April 1, 1985, there were approximately 2,629 foreign-born inmates in Department custody (see Table I and Table II*). Therefore, it costs the Department approximately \$25 million dollars annually to incarcerate these inmates. The Department believes that about 57% of these inmates are illegal aliens. Approximately 1,500 of the total foreign-born inmates are Hispanic.

Although illegal aliens are immediately subject to deportation, legal aliens are subject to deportation if they commit a crime of moral turpitude within five years of entry and are then committed to Department custody. In the past, difficulties in coordination of continued custody between the Department, the Division of Parole and the U.S. Immigration and Naturalization Service have led to lengthy delays in the initiation of deportation proceedings against many of these inmates.

*Table II figures are as of March 1986.

TABLE I

NUMBER OF HISPANIC FOREIGN BORN IN CUSTODY OF THE
DEPARTMENT OF CORRECTIONAL SERVICES (APRIL 1985)

<u>Birthplace</u>	<u>Number</u>	<u>Percent</u>
Dominican Republic	548	20.8%
Cuba	436	16.6%
Mexico	14	0.5%
Central America	186	7.1%
Colombia	195	7.4%
Other South America	172	6.6%
Spain, Portugal	10	0.4%
All Non-Hispanic	<u>1,068</u>	<u>40.6%</u>
TOTAL	2,629	100.0%

Source: Department of Correctional Services
(Donald Macdonald and Brian McCarthy)

TABLE II

NUMBER OF HISPANIC FOREIGN BORN IN CUSTODY OF THE
DEPARTMENT OF CORRECTIONAL SERVICES (MARCH 1986)

<u>Birthplace</u>	<u>Number</u>	<u>Percent</u>
Dominican Republic	695	21.4%
Cuba	476	14.7%
Mexico	20	0.6%
Panama	137	4.2%
Colombia	292	9.0%
Other Central America and South America	190	5.9%
Spain, Portugal	12	0.4%
All Non-Hispanic	<u>1,422</u>	<u>43.8%</u>
TOTAL	3,244	100.0%

Source: Department of Correctional Services

*NOTE: The number of Hispanic foreign born in custody of the Department of Correctional Services continues to increase. The figures for 1985-86 reflect a growth of 615 inmates.

During the 1985 Legislative Session, the Department proposed legislation which amended Section 259-i of the Executive Law by adding a new paragraph (d) which would expedite the deportation of parole-eligible foreign nationals in Department custody. This proposal was passed by both the Senate and Assembly and signed by the Governor as Chapter 372 of the Laws of 1985. The new statute authorizes the Division of Parole to parole an inmate to Federal authorities, solely for deportation-released purposes. To date, the Division of Parole has for unknown reasons not taken advantage of this new statute.

While inmates who are eligible for deportation remain in Department custody, they must be given the necessities of proper food, clothing, medical attention and shelter. The State should not take the attitude that these persons have no rights since such an approach could complicate the relationships between the United States and the countries from which these people have fled.

RECOMMENDATIONS

- (1) Answer in Spanish as well as in English all Spanish correspondence from inmates to Department officials.

NOTE: This is analogous to what occurs in Canada where there are two official languages, French and English. Also, because this is not currently being done, the Department is unintentionally conferring "power" on inmates who are sufficiently bilingual to do the translating for their monolingual fellow inmates. This is not a desirable situation. While costs are not known, it is a certainty that when an inmate's primary socialization agents within a facility are other inmates, Department objectives of security and rehabilitation will suffer.

- (2) Hire paralegals able to translate statutes and other legal materials from English to Spanish. These persons should be assigned to law libraries in facilities having substantial Hispanic inmate populations.

NOTE: These paralegals could be Spanish-speaking law students or law school graduates who have not yet passed the bar exam or they could be Spanish-speaking persons who were trained in law outside of the continental United States and are therefore unable to practice their profession here. They could also be Department employees who are proficient in Spanish and show an interest and aptitude for paralegal studies.

- (3) Introduce courses for non-English speaking inmates which would familiarize them to the workings of the U.S. legal system.
- (4) Provide an incentive (Grade 4) for bilingual legal clerks that work in the law library.
- (5) Add a collection of Spanish legal resources to the facility law library which would assist the Hispanic inmate in understanding the American legal system. If not available, translate available documents into Spanish.
- (6) Prepare a glossary of legal terms in English and Spanish and make it available through the law library.
- (7) Invite Hispanic lawyers and legal resource persons through the programs, Diálogos Con Mi Gente, to develop legal awareness.
- (8) Develop a guide on legal information concerning parent's rights and child abuse in English and Spanish to assist the female inmate in these two critical areas.

PRE-POST RELEASE/COMMUNITY SERVICES

PRE-POST RELEASE/COMMUNITY SERVICES COMMITTEE

Acevedo, Héctor.....Fulton Correctional Facility
Arocho, Victor.....Fishkill Correctional Facility
Arroyo, Carlos.....Department of Social Services
Berbary, Richard.....Temporary Release, Central Office
Betancourt, Rosa María.....Washington Correctional Facility
Blázquez, Fr. Marcelo.....Coxsackie Correctional Facility
Cueto, Gail.....Division of Probation
Díaz, Carmen.....Eastern Correctional Facility
Flores, José.....Fishkill Correctional Facility
Fraley, Ed.....Great Meadow Correctional Facility
Haines, Richard.....Division of Parole
Hernández, Eduardo.....Coxsackie Correctional Facility
Higgins, Richard.....Coxsackie Correctional Facility
Kilian, Rev. John.....Wyoming Correctional Facility
King, Patricia.....Coxsackie Correctional Facility
Negroń, Ismael.....Facility Operations, Central Office
Paige, Sonia.....Project Stay N Out, New York City
Pérez, Sgt. John.....Coxsackie Correctional Facility
Reyes, Benigno.....Fishkill Correctional Facility
Rivera, Carmelo.....Hispanic Perspectives, WTEN News
Roberts, Sandra.....Project Director, Central Office
Rosario, Héctor.....Clinton Correctional Facility
Schetini, Angelo.....Downstate Correctional Facility
Soto, Oscar.....Edgecombe Correctional Facility

INTRODUCTION

Pre-release services begin from the first day the inmate is received at the Department's Reception Center.

To illustrate the purpose of counseling and the need to improve transition services, the following true story is cited. This incident occurred many years ago. An inmate was released from Sing Sing after a lengthy sentence. He was given a train ticket, put on a New York bound train and told to report to his Parole Officer at Fortieth Street. He never got there. A Parole Officer familiar with the man had a hunch as to where to find him--the Parole Officer went to the Grand Central Station and found the fellow. He had gotten off the train at Grand Central Terminal and sat down. He waited there until the Parole Officer showed up. After many years of being escorted everywhere, this parolee simply had no idea of how to find his own way to the Parole Office--or anywhere else outside the prison. This case serves to demonstrate one purpose of pre-release counseling; that purpose being, to overcome the trained incapacitation in finding one's way "out there" as inmates call the world outside the prison.

It is a widely accepted fact by Criminal Justice System practitioners that only 6% of inmates never return to the community and, further, that the first 90 days after release are the most critical in terms of preventing a return to incarceration. Even so, attempts to ease the transition from custody to freedom is often left to chance. Public sentiment is not conducive to ready acceptance of the ex-offender into the mainstream of society. The present trend is a law and order, hard-line stance. The general public is not aware, as pointed out by the National Alliance of Business, that as many as 45% of the U.S. population have a "record" of some kind. Changing the public opinion regarding the ex-offender, especially if he/she is a member of a minority group remains a difficult task.

FINDINGS

The Department of Correctional Services has offered pre-release counseling since late 1972, when a New York City voluntary agency established a pre-release program at the Green Haven Correctional Facility for inmates who were to be discharged to the New York City area. The voluntary agency program was continued for several years by inmates themselves, when the initial funding had lapsed.

In 1977, the Department directed each facility to establish a Pre-Release Center and to assign a counselor to administer the facility center. Since that time, the Department has concentrated on improving the quality of service offered. Although certain directives have been issued and concessions made to establish pre-release services for each

facility, the reality of the situation is that there are some facilities that still do not have these services. Efforts have been directed at establishing uniform standards of operation. In addition, the Division of Parole has been cooperating with the Department to provide information and resource personnel familiar with the job market both in Buffalo and New York City. The Department of Labor has also assisted in the areas of information, aptitude testing, targeted job tax credit, etc. In 1982, the Department of Labor assisted the Department of Correctional Services in establishing a paraprofessional counseling program at Woodbourne Correctional Facility which provided inmate pre-release counselors with a certificate of apprenticeship after they had successfully completed 2,000 hours of on-the-job training.*

In accordance with the definition provided in the Correctional Services Master Plan 1980-85, pre-release services will be understood to mean "those services designed to assist [inmates] in the transition period immediately prior to release" (Master Plan, p. 44).

Pre-release services encourage two broad types of assistance. One is a group of services carried out for the inmate or with him. This is the service category. It includes such necessities as helping the inmate identify potential employers in the area to which he will return, vocational aptitude testing, helping the inmate to qualify for a driver's license and to assist him in continuing his academic studies.

The second category is counseling. This service aims to equip the inmates with the skills needed to begin to resolve problems on the outside. In the Master Plan, the Department referred to this counseling as "survival education" and "coping skills." (Master Plan, p. 44)

Inmates receive counseling in Department facilities throughout their term of incarceration. Most counseling is intended--and rightfully so--to help the inmates adjust to the facility's rules and procedures. However, as the inmates near their respective release dates, they must be helped to deal with the new set of challenges that they will face upon return to their community.

Pre-release counseling does not differ fundamentally from other counseling. The only difference between pre-release and other types of counseling is the immediate objective and the point during the inmate's incarceration at which they receive formal pre-release counseling.

During 1984 and 1985, the Department placed high salience on pre-release services. A Central Office staff person was assigned to work full time on pre-release services, especially in the area of training facility staff. In addition, a Pre-Release Services Coordinator item was created and staffed in 1985.

*Daniel J. Alexander. "Memorandum," March 28, 1985.

Despite the importance accorded pre-release services, some problems have been identified. For instance, the Department's Pre-Release Centers, as of early 1984, were available at 28 out of 42 facilities operated at the time by the New York State Department of Correctional Services. Several of the Centers in the 28 facilities with pre-release programs were part-time operations. The facilities did not have budgeted items for pre-release counselors and depended heavily on staff borrowed from hardpressed correctional counseling staff to handle additional pre-release duties.

Hispanic Inmate Problems

Hispanic inmates - especially monolingual Hispanic inmates - face several problems. First, when they either do not speak English, or, understand it poorly, they are unable to take full advantage of English language pre-release programming. Second, when they lack English speaking skills, they are unable to take advantage of many programs in the outside community.

Hispanic inmates are in need of many services to be offered in Spanish. Some examples of pre-release services identified by members of the Hispanic Inmate Needs Pre-Post Release Services Committee are:

- (1) Assistance in re-obtaining driver's licenses for persons who had them prior to incarceration.
- (2) Assistance in contacting agencies responsible for the care of inmates' children to restore custody to the natural parent(s).
- (3) Assistance in dealing with the Selective Service System/Military in regard to draft registration, etc.
- (4) Assistance in dealing with the Immigration and Naturalization Services for both resident and undocumented aliens. A special booklet on rights and responsibilities under the law should be provided to affected persons.
- (5) Assistance in handling money and avoiding credit problems.
- (6) Assistance in placing inmates in post-release counseling for substance abuse, alcohol abuse or other related potential problems.

Due to the unique problems facing the Hispanic inmate, they will probably need placement in halfway houses to a greater extent than non-Hispanic inmates. Halfway houses are designed to ease the transition from prison (or hospitals and sanitariums) to community life. In the

case of Hispanic inmates with a language handicap, this may be even more important than for non-Hispanic inmates.

Based on the Committee's report, pre-release and post-release services are viewed as essential if we want to provide opportunities for successful community adjustment. Programs such as Personality Plus, Network and Compadre Helper are additionally suitable for this purpose. The need for these services is made clear to Hispanic inmates during their incarceration. These needs are evidenced by the information provided in Tables I, II and III, which follow.

TABLE I: 1972-1977 RELEASES: ETHNIC GROUP

Ethnic Group	Total Releases		Returned to Custody		Not Returned	
	Number	Percent	Number	Percent	Number	Percent
1977 Releases	6,663	100.0%	2,442	36.6%	4,222	63.4%
Black	3,681	100.0%	1,450	39.4%	2,231	60.6%
White	1,792	100.0%	598	33.4%	1,194	66.6%
Puerto Rican*	1,145	100.0%	386	33.7%	759	66.3%
Other	34	100.0%	7	20.6%	27	79.4%
1972-77 Releases	34,963	100.0%	12,371	35.4%	22,592	64.6%
Black	19,666	100.0%	7,475	38.0%	12,191	62.0%
White	9,585	100.0%	2,974	31.0%	6,611	69.0%
Puerto Rican*	5,560	100.0%	1,878	33.8%	3,682	66.2%
Other	141	100.0%	44	31.2%	97	68.8%

*Includes persons of Puerto Rican birth or parentage.

NOTE: Although the New York State Department of Correctional Services did not make special provisions for maintaining records of non-Puerto Rican Hispanics until 1983, comparison of Tables I and II show evidence that the rate of recidivism among Hispanics is proportionately higher than that of other ethnic groups under custody of the State.

The growth of the Hispanic inmate population in Table II indicates that this pattern is one which has occurred in the past and which maintains its continuum.

TABLE II

Ethnic Group and Year of Release	Number Released	Returned New Commitment		Returned Violation of Parole	
		Number	Percent	Number	Percent
1972-1978	34,769	6,079	17.48%	6,295	18.11%
Black	19,632	3,856	19.64%	3,620	18.44%
White	9,433	1,247	13.22%	1,730	18.34%
Puerto Rican*	5,554	963	17.34%	916	16.49%
Other	150	13	8.67%	29	19.33
1972 Total	5,593	876	15.66%	1,004	17.95%
Black	3,114	552	17.73%	557	17.89%
White	1,634	174	10.65%	314	19.22%
Puerto Rican	824	148	17.96%	124	15.05%
Other	21	2	9.52%	9	42.86%
1973 Total	5,400	946	17.52%	1,017	18.83%
Black	3,170	633	19.97%	610	19.24%
White	1,438	193	13.42%	269	18.71%
Puerto Rican	782	118	15.09%	135	17.26%
Other	10	2	20.00%	3	30.00%
1974 Total	5,222	938	17.96%	921	17.64%
Black	3,024	617	20.40%	513	16.96%
White	1,355	184	13.58%	256	18.89%
Puerto Rican	822	136	16.55%	147	17.88%
Other	21	1	4.76%	5	23.81%
1975 Total	5,546	981	17.69%	990	17.85%
Black	3,197	638	19.96%	587	18.36%
White	1,400	184	13.14%	234	16.71%
Puerto Rican	929	157	16.90%	167	17.98%
Other	20	2	10.00%	2	10.00%
1976 Total	6,345	1,100	17.34%	1,160	18.28%
Black	3,446	662	19.21%	657	19.07%
White	1,814	254	14.00%	317	17.48%
Puerto Rican	1,052	181	17.21%	180	17.11%
Other	33	3	9.09%	6	18.18%
1977 Total	6,663	1,238	18.58%	1,203	18.05%
Black	3,681	754	20.84%	696	18.91%
White	1,792	258	14.40%	340	18.97%
Puerto Rican	1,145	223	19.48%	163	14.24%
Other	45	3	6.67%	4	8.89%

*Under custody, Puerto Ricans represent 18.5%; Puerto Ricans represent 16% of releases; Puerto Ricans represent 17.34% of newcomers

**See Note on following page

****NOTE:** Based on the information in Table II, we can estimate that the Hispanic population was undercounted by approximately 2%. One implication associated with this problem of Hispanic inmates is that of underrepresentation. We can assume that their rate of recidivism particularly in terms of parole violators could be higher. This assumption is based upon two things: (1) that the majority of previously classified Hispanic inmates fell into the White category; and (2) that the proportion of return parole violators in the five years of study between 1972 and 1978 was higher for Whites than for Puerto Ricans.

TABLE III: CHANGE IN INMATE POPULATION BY
ETHNICITY FOR PERIOD OF
NOVEMBER 1, 1983 THROUGH
OCTOBER 1, 1984

Ethnic Group	11/1/83	10/1/84	Numeric Change	Percent Change
Total Inmates*	30,088	32,481	+2,393	+ 8.0%
Black	15,748	16,626	+ 989	+ 6.3%
White	7,099	7,465	+ 366	+ 5.2%
Hispanic - Combined	7,210	8,195	+ 985	+13.7%
Puerto Rican	6,186	6,723	+ 537	+ 8.7%
Other Hispanic	1,024	1,472	+ 448	+43.4%
Other Ethnic	142	195	+ 53	+37.3%

*Excludes parole detainees.

RECOMMENDATIONS

- (1) The Department of Correctional Services' Division of Hispanic and Cultural Affairs prepare and distribute a Spanish/English Directory of Community Services and keep said document updated in a timely fashion.
- (2) Create Spanish-Speaking Pre-Release Counselor positions in all facilities where practical, otherwise, establish several positions as regional items. Pre-Release Counselor will train bilingual Hispanic inmates to assist staff in providing pre-release services. In addition, said counselor will develop a working relationship with community-based programs that will provide needed services to Hispanic inmates upon their release.
- (3) Establish and strengthen a network of communication for mutual benefit between the Probation Department and the Division of Parole.
- (4) Initiate a formalized Pre and Post Release Counselor Training Program with emphasis on job skills and personality development.
- (5) Establish a Post-Release/Job Developer position to aid the Hispanic inmate in coordinating the areas of job training, education and development. This position will also be responsible for developing a network of Hispanic community groups that can help increase the number of potential jobs for inmates returning to the community.
- (6) Establish a model Spanish-speaking section of a facility that emphasizes job preparation and language development.
- (7) In view of recommendations #2 and #5, conduct a survey of Hispanic community groups to determine which are interested in providing support services to inmates in the system as well as those returning to the community. The Governor's Advisory Committee for Hispanic Affairs might be a resource able to conduct this survey.
- (8) Initiate a pilot program for post-release services with a target group of Hispanic inmates to evaluate the effectiveness and value of this approach. It will require coordination and cooperation of the Department of Correctional Services, Department of Social Services and the Division of Parole.
- (9) Increase work release and educational release opportunities by combining efforts of the Education Unit, Temporary Release and Pre-Release Units, and the Counseling Unit in the Department of Correctional Services.
- (10) Increase availability and participation in educational programs designed for personal development such as Compadre Helper, Holistic Development, Survival Skills/Resocialization, Personality Plus, Family Enrichment, Parenting, etc. Develop specialized programs for female offenders. This recommendation is further addressed in the "Hispanic Female Inmate Needs" section of this document.

- (11) Initiate Pre-Post Release awareness and efforts from orientation stage of incarceration.
- (12) Initiate formal family reunion pre-release counseling for the purpose of assisting the inmate and family during the transition from correctional facility to home.

SECTION IV

HISPANICS IN NEW YORK STATE

Hispanics in New York City and surrounding areas totaled over two million persons in 1980.* Slightly under 1.9 million lived in New York City proper. The 1985 Hispanic population in New York City was estimated to increase to 1.6 million and possibly higher.

The Hispanic population of New York State is ethnically diverse. Puerto Ricans comprise 59.4% of the New York State Hispanic population in 1980 (Table I-A). However, other Hispanics--those from the Dominican Republic, Colombia or of Dominican parentage--constituted over a third of the Hispanic population of the State.

In New York City, Puerto Ricans also were the majority of all Hispanic persons comprising 61.2% according to the 1980 census (Table I-B). Persons of other Hispanic origin (Dominicans, Cubans, Colombians, etc.) comprised the other 38.8%.

The growth of the New York City Hispanic population reflects a nationwide trend of Hispanic growth. A Ford Foundation report, Hispanics: Challenge and Opportunities (1984), states:

"The 1980 census figure of 14.6 million Hispanics living on the mainland represents an increase of 61 percent from 1970, when fewer than 9.1 million Hispanics were counted. By comparison, the total United States population grew by 11 percent in the same period, from 203 million in 1970 to 226 million in 1980."

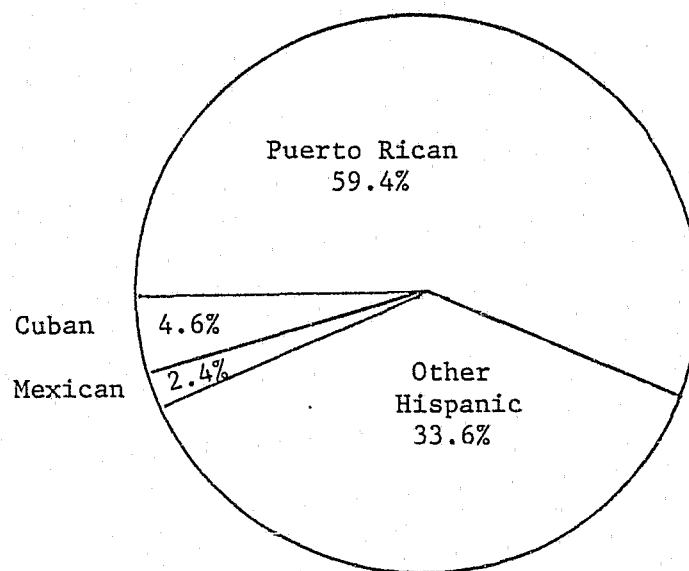
The Hispanic population of the New York metropolitan area is predominately young (less than 23 years) compared to other groups (average 31 years). Hispanic people in the New York City S.M.S.A. have a higher birth rate than native whites of non-Hispanic background; furthermore, the Hispanic population has been swelled by immigration of younger persons from Caribbean countries and Latin America.

The mean and median family income level of Hispanics in the New York City area was lower in 1979 than that of other groups. A high proportion of the Hispanic population was below poverty level for this same period of time.

Hispanics in New York are more economically disadvantaged than Hispanics nationwide. In 1982, the U.S. Bureau of the Census reported that based on national figures, 30% of Hispanics fell below the official poverty level of \$9,866 for a family of four. In contrast, the rate for non-Hispanic white families of four was 12%. Economically, Puerto Ricans have fared poorly with one probable reason being "a sharp increase in the number of female-headed, single-parent households...Between 1960 and 1979, this percentage rose from 15%...to 41%.

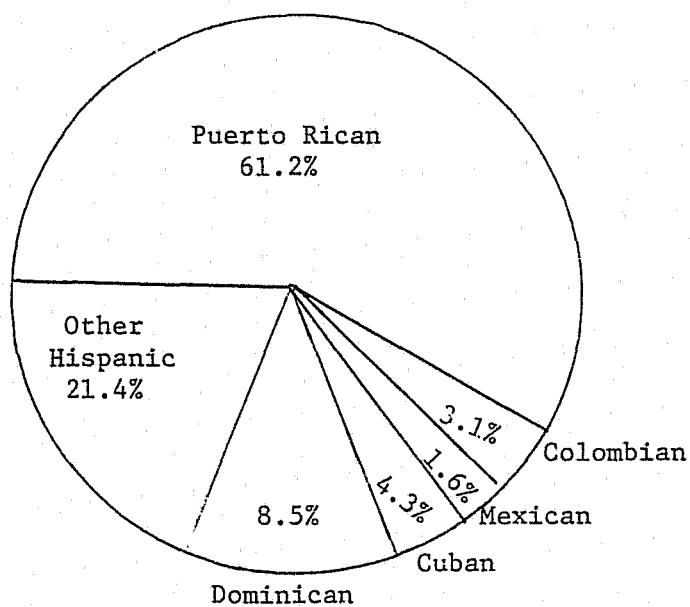
*The Hispanic Almanac, 1984, p. 100.

TABLE I-A: NEW YORK STATE HISPANIC POPULATION 1980 CENSUS



Sources: Bureau of the Census, PC 80-81-7, PC 80-1-D3, PC 80-1-D34,
Mann E. and J. Salvo.

TABLE I-B: NEW YORK CITY HISPANIC POPULATION 1980 CENSUS



Sources: Bureau of the Census, PC 80-81-7, PC 80-1-D3, PC 80-1-D34,
Mann E. and J. Salvo.

TABLE I-C: MEAN AND MEDIAN FAMILY INCOME LEVELS
CLASSIFIED BY ETHNIC GROUPS IN THE
NEW YORK CITY S.M.S.A.

<u>Population Group</u>	<u>Mean Family Income (in 000s)</u>	<u>Median Family Income (in 000s)</u>	<u>Percent of Persons Below Poverty Level in 1979</u>
Whites (non-Hispanic)	27.47	23.20	10.8%
Blacks	16.50	12.41	28.6%
Asians and Pacific Islanders	21.83	18.02	16.1%
Hispanics	13.52	10.35	39.3%
Total Population	23.88	19.79	17.4%

Source: Ford Foundation. Hispanics, Challenges and Opportunities. June 1984.

Nationwide, a similar pattern prevails in Hispanic educational attainment.

The Ford Foundation, citing census data, found that the educational achievement disparity between Hispanics and other groups was "most serious." They report:

"...in 1981...36 percent of eighteen and nineteen year-old Hispanics were high school dropouts, more than double the national figure. School achievement... is a serious problem for all Hispanics but most troublesome for Mexican Americans and Puerto Ricans. The 1976 Survey of Income and Education shows that while whites had the highest level of educational attainment, averaging close to twelve years, Puerto Ricans and Mexican Americans averaged about 2.6 years less, while Cubans and Latin Americans trailed by about one year less."

The Ford Foundation also stated:

"Hispanics...experience high rates of grade-level advancement problems and of school dropout. The problems of Hispanic teenagers are especially severe. While fewer than one out of ten white students fourteen to twenty years old were two years or more behind their classmates, one out of four students of Mexican and Puerto Rican origin lagged this far behind others of their age group."

As the next subsection will show, Hispanic inmates predominately come from the most educationally and economically disadvantaged group of the total Hispanic population of New York State.

According to the Governor's Advisory Committee for Hispanic Affairs:

"Hispanics lag behind the rest of the State population as a whole in average years of school, the key to economic and occupational upward mobility. As Table II shows, among males, for example, Hispanics have almost one-fourth fewer high school graduates than do their counterparts in the general State population. Moreover, while over 22% of all males 25 and over have four or more years of college, only 8.3% of Hispanic males of this age do so." (New York State Hispanics, p. 25)

TABLE II: YEARS OF SCHOOL COMPLETED BY PERSONS
25 YEARS OLD AND OVER, BY SEX: 1980
NYS TOTAL POPULATION AND HISPANIC
POPULATION (IN PERCENTAGES)

Education Completed	Total Population		Hispanic Population	
	Male	Female	Male	Female
TOTAL	4,896,222	5,824,790	372,027	464,346
Elementary School (1 - 8 Years)	17.33	19.13	35.05	40.91
Some High School (1 - 3 Years)	15.14	15.66	20.73	18.91
High School (4 years)	30.28	37.24	24.21	25.41
Some College (1 - 3 Years)	15.06	13.60	11.69	9.27
College (4+ Years)	22.19	14.37	8.32	5.50
Percent High School Graduates	67.50	65.20	44.20	40.20
Percent completed 4+ years of College	22.20	14.40	8.30	5.50

Source: U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population, Detailed Population Characteristics: NY, PC80-1-D34 (Washington, D.C., USGPO, 1983), Section 1, pp. 59, 60, 69, 70, Table 203.

INMATE POPULATION

INTRODUCTION

In the previous section, the problems of the Hispanics in the general population were briefly discussed. In this section, attention is focused on the Hispanic inmates in prison with particular emphasis on inmates in New York State correctional facilities.

Nationwide, Hispanics are overrepresented in the correctional institutions of the United States. They are also overrepresented in the population of persons arrested for violent and/or property crimes of the kind for which incarceration is likely.

The following data succinctly shows this situation:

The proportion of Hispanics in
prisons and jails is greater than
in the total U.S. population*

Fifteen million Hispanics make up 6% of the U.S. population. This number is divided about equally between males and females.

Hispanics (both white and black):

- Accounted for 12% of all arrests for violent crimes and 10% of all arrests for property crimes in 1981.
- Made up 10% (25,005) of the male prison population in 1979 and 11% (15,667) of the jail population in 1978.
- Made of 7% (811) of the female prison population in 1979 and 7% (682) of the jail population in 1978.
- Were more likely than non-Hispanics to be serving time for violent crimes, but overall they resembled whites rather than blacks in the types of crimes for which they were in prison.

*Source: U.S. Dept. of Justice, Bureau of Justice Statistics (1983), Report to the Nation on Crime and Justice, p. 36.

INMATE POPULATION

Table III-A shows that the growth rate for Hispanic inmates in New York State has been steady and pronounced. To date, this growth continues.

The total for White inmates in 1975 was 4,295 or 26.7% of the total inmate population. In 1984, it was 8,621 but only represented 26.2% of the total inmate population.

The total for Black inmates in 1975 was 9,111 or 56.6% of the total inmate population. In 1984, it was 17,225 but only represented 52.3% of the total inmate population.

The total for Puerto Rican inmates in 1975 was 2,622 or 16.3% of the total inmate population. In 1984, it was 6,948 which translated into 21.1%. This definitely shows that the increase of this group is consistent. In May 1986, the Hispanic population (including Puerto Ricans) was 9,551, over 27% of the total inmate population. The difference between this group and the others during the period 1975-1984 is that many Hispanics were missed in the count by virtue of not being counted as Puerto Ricans. These inmates come from Mexico, Central America, South America and Spain. In addition, because of their surnames, some Hispanics are counted as White. It is estimated by persons knowledgeable in the area of Hispanic Affairs that these discrepancies account for approximately another 2% of inmates which are omitted from the total for Hispanics.

In terms of inmates, the New York State Department of Correctional Services is the third largest state adult Correctional Services Department in the United States. Only California with over 52,000 inmates, and Texas with about 38,000, are larger. All the systems have substantial Hispanic populations (see Tables III A-C). The actual number of Hispanics in California and Texas exceed the reported figures in these Tables since those two Departments only count Mexicans or Mexican Americans separately. Many other Hispanics are included under other categories.

NOTE: The actual number of Hispanics can never be known with certainty because of definitional problems. However, the New York State Department of Correctional Services counts as Hispanics persons who meet one or more of the following criteria:

- Spanish language dominant
- Puerto Rican birth or birth in one of the defined "Spanish-speaking countries"
- Puerto Ricans parentage or parents born in a Spanish-speaking country

The Department has not counted as Hispanics all who met their definition because of classification errors. As estimated, 707 Hispanics were under-counted (e.g. counted as other than Hispanic in the under custody population of January 1, 1986). See Tables III D-F.

TABLE III-A: ETHNIC STATUS, INMATES HELD UNDER CUSTODY
ON DECEMBER 31, 1975-1984 - NEW YORK STATE
DEPARTMENT OF CORRECTIONAL SERVICES

Ethnicity	Year									
	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984
White	4,295 (29.7%)	4,593 (25.9%)	5,061 (26.1%)	5,481 (27.2%)	5,823 (27.9%)	6,004 (27.8%)	6,907 (26.9%)	7,415 (26.3%)	7,739 (25.3%)	8,621 (26.2)%
Black	9,111 (56.6%)	9,944 (56.0%)	10,497 (54.2%)	10,657 (52.8%)	10,907 (52.3%)	11,296 (52.2%)	13,425 (52.4%)	14,870 (52.7%)	16,274 (53.3%)	17,225 (52.3%)
Puerto Rican	2,622 (16.3%)	3,123 (17.6%)	3,729 (19.2%)	3,935 (19.5%)	4,013 (19.2%)	4,230 (19.6%)	5,178 (20.2%)	5,781 (20.5%)	6,397 (20.9%)	6,948 (21.1%)
American Indian	45 (.3%)	46 (.3%)	43 (.2%)	49 (.2%)	53 (.3%)	51 (.2%)	64 (.2%)	62 (.2%)	59 (.2%)	55 (.2%)
Oriental*	22 (.1%)	36 (.2%)	49 (.3%)	56 (.3%)	51 (.3%)	50 (.2%)	67 (.3%)	74 (.3%)	74 (.3%)	94 (.3%)
TOTAL	16,095 (100%)	17,742 (100%)	19,379 (100%)	20,178 (100%)	20,847 (100%)	21,631 (100%)	25,641 (100%)	28,202 (100%)	30,543 (100%)	32,943 (100%)

*Includes Japanese, Chinese, and Other Oriental

TABLE III-B: INMATES UNDER CUSTODY AS OF APRIL 30, 1986
IN TEXAS DEPARTMENT OF CORRECTIONS INSTITUTIONS
SHOWING ETHNICITY AND SEX OF INMATE POPULATION

Sex	Total		Hispanic ^o		Ethnicity		Black	
					White			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Males	36,171	94.4%	*	*	*	*	*	*
Females	<u>1,733</u>	<u>4.6%</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
TOTAL	37,904 ^a	100.0%	8,123	21.4% ^b	14,114	37.2% ^b	15,667	41.4% ^b

^oMexican nationals only. All other Hispanics are distributed among white and black.

^a92 missing cases not counted in the total.

^bRow percentage.

*Information unavailable at present time (May 1986).

Source: Telephone conversation with Eileen Boaz, Planning and Development Analyst, Management Services, Texas Department of Corrections, May 20, 1986.

TABLE III-C: INMATES UNDER CUSTODY AS OF MAY 16, 1986 IN
CALIFORNIA DEPARTMENT OF CORRECTIONS SHOWING
ETHNICITY AND SEX OF INMATE POPULATION

Sex	Ethnicity									
	Total		Hispanic		White		Black		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Males	49,047	94.3%	13,747	94.5%	16,552	93.7%	16,705	95.2%	2,043	89.4%
Females	2,987	5.7%	798	5.5%	1,106	6.3%	841	4.8%	242	10.6%
TOTAL	52,034	100.0%	14,545	28.0% ^a	17,658	33.9% ^a	17,546 ^a	33.7% ^a	2,285	4.4% ^a

^aRow percentages

Source: Telephone conversation with Penny O'Daniel, Offender Information Services Branch,
California Department of Corrections, May 20, 1986.

TABLE III-D: ETHNIC STATUS AS IDENTIFIED BY CLASSIFICATION
ANALYSTS OF RECEPTION, CROSS CLASSIFIED BY
ETHNIC STATUS ADJUSTED FOR SPANISH-SPEAKING
PLACE OF BIRTH: POPULATION UNDER CUSTODY
ON JANUARY 1, 1986*

Ethnic Status as Identified by Class. Analysts	Total	Ethnic Status Adjusted for Spanish-Speaking Place of Birth				
		White	Black	Hispanic	Sp. Speaking	Other
Total	34,734	7,693	17,511	3,568	5,813	149
White	8,112	7,693	0	0	419	0
Black	17,793	0	17,511	0	282	0
Hispanic	8,674	0	0	3,568	5,106	0
Other	151	0	0	0	2	149
Unknown	4	0	0	0	4	0

*Excludes 28 missing observations where ethnic status designators were not assigned by classification analysts (0.1%).

TABLE III-E: ETHNIC STATUS IDENTIFIED AT RECEPTION BY CLASSIFICATION ANALYSTS OR BY SPANISH-SPEAKING PLACE OF BIRTH CROSS CLASSIFIED BY PLACE OF BIRTH FOR THE UNDER CUSTODY POPULATION ON JANUARY 1, 1986: SHOWING NUMBER AND PERCENTAGE POINT DISTRIBUTIONS FOR THE TOTAL POPULATION AND EACH ETHNIC GROUP^{a,b,c}

Place of Birth	Ethnic Status Identified at Reception by Classification Analyst or by Spanish-Speaking Place of Birth									
	Total		White		Black		Hispanic		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<u>Total</u>	<u>34,734</u>	<u>100.0%</u>	<u>7,693</u>	<u>100.0%</u>	<u>17,511</u>	<u>100.0%</u>	<u>9,381</u>	<u>100.0%</u>	<u>149</u>	<u>100.0%</u>
<u>United States</u>	<u>31,368</u>	<u>90.3%</u>	<u>7,174</u>	<u>93.3%</u>	<u>16,506</u>	<u>94.3%</u>	<u>7,623</u>	<u>81.3%</u>	<u>65</u>	<u>43.6%</u>
(New York State)	(21,147)	(60.9%)	(6,259)	(81.4%)	(11,491)	(65.6%)	(3,345)	(35.7%)	(52)	(34.9%)
(Other States Specified)*	(3,409)	(9.8%)	(559)	(7.3%)	(2,744)	(15.7%)	(101)	(1.1%)	(5)	(3.3%)
(Other States Unspecified)	(2,581)	(7.4%)	(355)	(4.6%)	(2,186)	(12.5%)	(32)	(0.3%)	(8)	(5.4%)
(Puerto Rico)	(4,129)	(11.9%)	(0)	(0.0%)	(0)	(0.0%)	(4,129)	(44.0%)	(0)	(0.0%)
(Other US Possessions)**	(102)	(0.3%)	(1)	(0.0%)	(85)	(0.5%)	(16)	(0.2%)	(0)	(0.0%)
<u>(Foreign Born)</u>	<u>(2,997)</u>	<u>(8.6%)</u>	<u>(380)</u>	<u>(4.9%)</u>	<u>(827)</u>	<u>(4.7%)</u>	<u>(1,713)</u>	<u>(18.2%)</u>	<u>(77)</u>	<u>(51.7%)</u>
North America	51	0.2%	22	0.3%	3	0.0%	19	0.2%	7	4.7%
(Canada)	(32)	(0.1%)	(22)	(0.3%)	(3)	(0.0%)	(0)	(0.0%)	(7)	(4.7%)
(Mexico)	(19)	(0.1%)	(0)	(0.0%)	(0)	(0.0%)	(19)	(0.2%)	(0)	(0.0%)
Carribean Basin	1,843	5.3%	33	0.4%	719	4.1%	1,088	11.6%	3	2.0%
(Cuba)	(456)	(1.3%)	(0)	(0.0%)	(0)	(0.0%)	(456)	(4.9%)	(0)	(0.0%)
(Dominican Rep.)	(614)	(1.8%)	(0)	(0.0%)	(0)	(0.0%)	(614)	(6.5%)	(0)	(0.0%)
(Jamaica)	(381)	(1.1%)	(1)	(0.0%)	(374)	(2.1%)	(5)	(0.1%)	(1)	(0.7%)
(West Indies)	(192)	(0.5%)	(32)	(0.4%)	(156)	(0.9%)	(4)	(0.0%)	(0)	(0.0%)
(Other)	(200)	(0.6%)	(0)	(0.0%)	(189)	(1.1%)	(9)	(0.1%)	(2)	(1.3%)
Central America	193	0.6%	0	0.0%	3	0.0%	190	2.0%	0	0.0%
(Panamá)	(107)	(0.3%)	(0)	(0.0%)	(0)	(0.0%)	(107)	(1.1%)	(0)	(0.0%)
(Other)	(86)	(0.3%)	(0)	(0.0%)	(3)	(0.0%)	(83)	(0.9%)	(0)	(0.0%)

Continued next page

TABLE III-E - Continued

Place of Birth	Total		Ethnic Status Identified at Reception by Classification Analyst or by Spanish-Speaking Place of Birth							
			White		Black		Hispanic		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
South America	460	1.3%	10	0.1%	44	0.3%	405	4.3%	1	0.7%
(Colombia)	(275)	(0.8%)	(0)	(0.0%)	(0)	(0.0%)	(275)	(2.9%)	(0)	(0.0%)
(Ecuador)	(48)	(0.1%)	(0)	(0.0%)	(0)	(0.0%)	(48)	(0.5%)	(0)	(0.0%)
(Guyana)	(55)	(0.2%)	(8)	(0.1%)	(43)	(0.3%)	(3)	(0.0%)	(1)	(0.7%)
(Other)	(82)	(0.2%)	(2)	(0.0%)	(1)	(0.0%)	(79)	(0.9%)	(0)	(0.0%)
Europe	323	0.9%	270	3.5%	42	0.2%	11	0.1%	0	0.0%
(England)	(56)	(0.1%)	(20)	(0.3%)	(36)	(0.2%)	(0)	(0.0%)	(0)	(0.0%)
(Italy)	(70)	(0.2%)	(70)	(0.9%)	(0)	(0.0%)	(0)	(0.0%)	(0)	(0.0%)
(Other)	(197)	(0.6%)	(180)	(2.3%)	(6)	(0.0%)	(11)	(0.1%)	(0)	(0.0%)
Africa	16	0.0%	3	0.0%	13	0.1%	0	0.0%	0	0.0%
Near East	30	0.1%	30	0.4%	0	0.0%	0	0.0%	0	0.0%
Asia	79	0.2%	11	0.2%	3	0.0%	0	0.0%	65	43.6%
Pacific Basin	2	0.0%	1	0.0%	0	0.0%	0	0.0%	1	0.7%
Unknown	<u>369</u>	<u>1.1%</u>	<u>139</u>	<u>1.8%</u>	<u>178</u>	<u>1.0%</u>	<u>45</u>	<u>0.5%</u>	<u>7</u>	<u>4.7%</u>

a-Excludes 28 missing observations not given ethnic status designators by the classification analysts (0.1%)

b-Percentage reported are correct within +0.1%

c-See text for composition of the ethnic groups reported in this Table

*Includes District of Columbia

**Includes Canal Zone

TABLE III-F: HISPANICS IDENTIFIED AT RECEPTION BY CLASSIFICATION ANALYSTS OR BY SPANISH-SPEAKING PLACE OF BIRTH WHO WERE A PART OF THE UNDER CUSTODY POPULATION (34,762) ON JANUARY 1, 1986: SHOWING PLACE OF BIRTH AND HISPANIC CATEGORY FOR THOSE BORN IN NEW YORK STATE AND ELSEWHERE*

Place of Birth	Total	Percent of Hispanics ⁶	Percent of Total Pop. ⁶
<u>Total</u>	<u>9,381</u>	<u>100.0%</u>	<u>27.0%</u>
<u>United States</u>	<u>7,623</u>	<u>81.3%</u>	<u>21.9%</u>
-New York State	3,345	35.7%	9.6%
(Puerto Rican %)	(3,069)	(32.7%)	(8.8%)
(Puerto Rican Birth)	(101)	(1.1%)	(0.3%)
(Other Hispanics)	(175)	(1.9%)	(0.5%)
-Other States, Specified ¹	101	1.1%	0.3%
-Other States, Unspecified	32	0.3%	0.1%
-Puerto Rico	4,129	44.0%	11.9%
-Other U.S. Possessions ²	16	0.2%	0.0%
<u>Spanish-Speaking Countries^{3,4}</u>	<u>1,684</u>	<u>18.0%</u>	<u>4.9%</u>
<u>Non Spanish-Speaking Countries³</u>	<u>26</u>	<u>0.2%</u>	<u>0.1%</u>
<u>Europe⁵</u>	<u>3</u>	<u>0.0%</u>	<u>0.0%</u>
<u>Unknown</u>	<u>45</u>	<u>0.5%</u>	<u>0.1%</u>

*Excludes 28 missing observations for the under custody population who were not given ethnic designators by the classification analysts.

1-Includes the District of Columbia

2-Includes the Canal Zone

3-Countries in Central or South America and the Caribbean Basin

4-Includes Spain and Mexico

5-Spain is included in Spanish-speaking countries

6-Percentages reported are correct within +0.1%

HISPANIC INMATE PROFILE

HISPANICS IN CUSTODY IN NEW YORK STATE

The Hispanic inmates in the New York State correctional system share many characteristics with other inmates. This is evident when reviewing other sections of this Report. The present section, therefore, is a summary of the characteristics of Hispanic inmates. It reflects how they differ from and compare with other inmates within New York State's correctional institutions.

PROFILE OF HISPANIC INMATES IN NEW YORK STATE CORRECTIONAL FACILITIES*

As of June 1986, there are approximately 9,600 inmates of Hispanic background in the New York State correctional system. This represents 27.4% of the total inmate population. The trend has been one of rapid growth in the past decade. Since 1977, the Hispanic inmate population has more than doubled. In the next decade, the Hispanic inmate population is expected to continue to increase numerically as well as proportionally in relation to the total inmate population.

The "typical" Hispanic inmate is a male of Puerto Rican parentage. He has formal education equivalent to less than a high school diploma at the time of incarceration. He is most likely to have been incarcerated for a violent felony (e.g. robbery), a serious property offense that is drug related, or a serious drug offense.

Over two-thirds of Hispanic inmates come from New York City. At the time of their incarceration, they are likely to be less than 30 years of age, single and have a prior criminal record. Approximately two-thirds are concentrated in the low income strata and working at an unskilled job, while about one-third are unemployed at the time of their arrest.

*For numerical data, see the section on Vital Statistics.

ETHNIC DISTRIBUTION OF INMATES UNDER CUSTODY IN NEW YORK STATE CORRECTIONAL FACILITIES AS OF 5/ 5/86

FACILITIES	TOTAL	BLACK		WHITE		HISPANIC		OTHER	
		COUNT	PCT	COUNT	PCT	COUNT	PCT	COUNT	PCT
** MALE FACILITIES									
MAXIMUM SECURITY	17811	9306	52.2	3800	21.3	4571	25.7	134	0.8
ATTICA	2081	1095	52.6	505	24.3	468	22.5	13	0.6
AUBURN	1679	864	51.5	452	26.9	350	20.8	13	0.8
CLINTON	2297	1169	50.9	474	20.6	644	28.0	10	0.4
CLINTON - A. P. P. U.	252	63	25.0	148	58.7	40	15.9	1	0.4
CLINTON - MERLE COOPER	149	38	25.5	91	61.1	20	13.4	0	0.
COXACKIE	947	565	59.7	146	15.4	232	24.5	4	0.4
DOWNSTATE GENERAL	1043	440	42.2	243	23.3	312	29.9	48	4.6
EASTERN	1120	542	48.4	274	24.5	298	26.6	6	0.5
ELMIRA GENERAL CONF.	1327	740	55.8	224	16.9	358	27.0	5	0.4
ELMIRA RECEPTION	390	215	55.1	61	15.6	111	28.5	3	0.8
GREAT MEADOW	1291	742	57.5	233	18.0	313	24.2	3	0.2
GREAT MEADOW TRANSIT	270	151	55.9	44	16.3	75	27.8	0	0.
GREEN HAVEN	2075	1128	54.4	355	17.1	582	28.0	10	0.5
SHAWANGUNK	398	204	51.3	48	12.1	143	35.9	3	0.8
SING SING	1453	842	57.9	225	15.5	378	26.0	8	0.6
SULLIVAN	626	323	51.6	99	15.8	201	32.1	3	0.5
WENDE	413	185	44.8	178	43.1	46	11.1	4	1.0
MEDIUM SECURITY	13859	6796	49.0	2938	21.2	4057	29.3	68	0.5
ADIRONDACK MEDIMUM	545	240	44.0	117	21.5	186	34.1	2	0.4
ALBION MALE	153	76	49.7	67	43.8	7	4.6	3	2.0
ALTONA	388	179	46.1	76	19.6	131	33.8	2	0.5
ARTHURKILL	691	351	50.8	121	17.5	216	31.3	3	0.4
COLLINS	990	504	50.9	265	26.8	212	21.4	9	0.9
FISHKILL GENERAL CONF.	1686	870	51.6	255	15.1	556	33.0	5	0.3
GREENE	718	349	48.6	146	20.3	222	30.9	1	0.1
GROVELAND	730	347	47.5	213	29.2	164	22.5	6	0.8
HUDSON	473	250	52.9	110	23.3	110	23.3	3	0.6
MID-ORANGE	679	332	48.9	121	17.8	224	33.0	2	0.3
MID-STATE	413	194	47.0	146	35.4	69	16.7	4	1.0
CAMP MCGREGOR	469	229	48.8	119	25.4	118	25.2	3	0.6
OGDENSBURG	543	243	44.8	111	20.4	184	33.9	5	0.9
ORLEANS	717	365	50.9	151	21.1	197	27.5	4	0.6
OTISVILLE	574	283	49.3	85	14.8	202	35.2	4	0.7
QUEENSBORO	33	19	57.6	4	12.1	10	30.3	0	0.
SING SING	449	242	53.9	60	13.4	147	32.7	0	0.
TACONIC	385	178	46.2	83	21.6	123	31.9	1	0.3
WALLKILL	520	239	46.0	135	26.0	144	27.7	2	0.4
WASHINGTON	726	348	47.9	111	15.3	265	36.5	2	0.3
WATERTOWN	567	276	48.7	117	20.6	172	30.3	2	0.4
WOODBOURNE	812	372	45.8	153	18.8	282	34.7	5	0.6
WYOMING	598	310	51.8	172	28.8	116	19.4	0	0.
MINIMUM SECURITY-OTHER	1095	450	41.1	280	25.6	360	32.9	5	0.5
EDGECOMBE	362	133	36.7	134	37.0	92	25.4	3	0.8
FULTON	347	147	42.4	50	14.4	149	42.9	1	0.3
LINCOLN	180	98	54.4	18	10.0	63	35.0	1	0.6
LYON MOUNTAIN	149	58	38.9	39	26.2	52	34.9	0	0.
ROCHESTER	57	14	24.6	39	68.4	4	7.0	0	0.

ETHNIC DISTRIBUTION OF INMATES UNDER CUSTODY IN NEW YORK STATE CORRECTIONAL FACILITIES AS OF 5/ 5/86

FACILITIES	TOTAL	BLACK		WHITE		HISPANIC		OTHER	
		COUNT	PCT	COUNT	PCT	COUNT	PCT	COUNT	PCT
MINIMUM SECURITY-CAMPS	1239	522	42.1	375	30.3	337	27.2	5	0.4
CAMP BEACON	144	54	37.5	30	20.8	60	41.7	0	0.
CAMP GABRIELS	201	75	37.3	70	34.8	54	26.8	2	1.0
CAMP GEORGETOWN	171	80	46.8	59	34.5	31	18.1	1	0.6
CAMP MCGREGOR	263	105	39.9	62	23.6	95	36.1	1	0.4
CAMP MONTEREY	155	77	49.7	54	34.8	24	15.5	0	0.
CAMP PHARSALIA	146	52	35.6	63	43.2	31	21.2	0	0.
CAMP SUMMIT	159	79	49.7	37	23.3	42	26.4	1	0.6
TOTAL MALE INMATES	34004	17074	50.2	7393	21.7	9325	27.4	212	0.6
FEMALE FACILITIES									
ALBION FEMALE	320	179	55.9	82	25.6	58	18.1	1	0.3
BAYVIEW	175	99	56.6	17	9.7	56	32.0	3	1.7
BEDFORD HILLS	513	258	50.3	123	24.0	128	25.0	4	0.8
PARKSIDE	56	13	23.2	27	48.2	15	26.8	1	1.8
TOTAL FEMALE INMATES	1064	549	51.6	249	23.4	257	24.2	9	0.8
CENT. OFF. OUT TO COURT	479	251	52.4	102	21.3	119	24.8	7	1.5
TOTAL STATE INMATES	35547	17874	50.3	7744	21.8	9701	27.3	228	0.6

NUMBER OF HISPANIC INMATES INCARCERATED BY REGION

Table IV shows the number of Hispanic inmates and Hispanic staff by facility. Table IV also indicates the region of the State in which the facility is located.

Two points are made in Table IV. First, the majority of Hispanic inmates in New York State are housed in rural facilities in the northern or western region, far from New York City where the majority of them lived prior to incarceration. This has the following implications:

(1) family ties are more difficult to maintain when inmates are incarcerated far from home. Long trips, frequently requiring overnight stays, can only be undertaken occasionally by immediate family members and other close relatives. This means that inmates can maintain frequent contact with relatives only by phone and letters; and (2) the Hispanic inmates are placed in an alien cultural setting. The staff of these rural facilities are non-Hispanic (few speak any Spanish at all), and as a result, the Hispanic inmates may have difficulty understanding and adjusting to the facility environment.

Second, Table IV also indicates that most Hispanic staff, those presumably most familiar with the language and culture of Hispanic inmates, are in facilities near to New York City.

TABLE IV: HISPANIC INMATES AND HISPANIC STAFF
CLASSIFIED BY FACILITY (MAY 1985)

<u>Region</u>	<u>Facility</u>	<u>Number of Hispanic Inmates</u>	<u>Number of Hispanic Staff</u>
Northern	Adirondack	214	1
	Altona	82	2
	Clinton	648	8
	Clinton Annex	50	2
	Great Meadow	386	11
	Lyon Mountain	41	1
	Midstate	84	6
	Mt. McGregor	240	5
	Ogdensburg	153	2
	Washington	213	2
	Watertown	153	0
	Camp Gabriels	62	0
	Camp Georgetown	41	0
	TOTAL	2367	40
Western	Albion	61	2
	Attica	455	7
	Auburn	344	7
	Collins	226	8
	Elmira	430	10
	Groveland	147	2
	Orleans	111	2
	Rochester	3	2
	Wende	48	1
	Wyoming	140	2
	Camp Monterey	31	0
	Camp Pharsalia	26	2
	TOTAL	2072	45
New York City	Arthur Kill	260	40
	Bayview	54	12
	Edgecombe	91	21
	Fulton	151	28
	Lincoln	75	13
	Parkside	19	1
	Queensboro	157	44
	Sing Sing	620	103
	TOTAL	1167	222

TABLE IV (cont.): HISPANIC INMATES AND HISPANIC STAFF
CLASSIFIED BY FACILITY (MAY 1985)

<u>Region</u>	<u>Facility</u>	<u>Number of Hispanic Inmates</u>	<u>Number of Hispanic Staff</u>
Mid-Hudson	Bedford Hills	123	21
	Coxsackie	212	9
	Downstate	346	55
	Eastern	305	28
	Fishkill	521	49
	Green Haven	563	20
	Greene	233	8
	Hudson	104	4
	Mid-Orange	222	25
	Otisville	195	17
	Shawangunk	46	1
	Sullivan	189	4
	Taconic	124	13
	Wallkill	136	20
	Woodbourne	311	11
	Camp Beacon	44	5
	Camp Summit	48	1
	TOTAL	3722	291

Sex

Table IV-A shows the sex distribution of all inmates under custody at the end of 1983 in New York State correctional facilities. Of the total, 97.2% were males and the balance, 2.8%, were females. The distribution of males and females of Hispanic background is similar to that of the overall population.

As of early 1986, the sex distribution had changed only slightly because of the growth in number of female offenders. (See Table IV-B).

TABLE IV-A: OVERALL AND HISPANIC INMATE POPULATION UNDER
CUSTODY IN NEW YORK STATE CORRECTIONAL FACILITIES - 1983

Sex	Population					
	Overall Population		Hispanic		Non-Hispanic	
	Number	Percent	Number	Percent	Number	Percent
Male	29694	97.2%	7474	97.9%	22220	97.0%
Female	849	2.8%	160	2.1%	689	3.0%
TOTAL	30543	100.0%	7634	100.0%	22909	100.0%

Source: New York State Department of Correctional Services Under
Custody File, December 31, 1983.

TABLE IV-B: PERSONS UNDER CUSTODY IN NEW YORK STATE
CORRECTIONAL FACILITIES ON JANUARY 1, 1986
SHOWING SEX DISTRIBUTION OF TOTAL HISPANIC
AND NON-HISPANIC INMATE POPULATIONS

Sex	Total Population		Hispanic Population		Non-Hispanic Population	
	Number	Percent	Number	Percent	Number	Percent
Male	33,568	97.0%	9,011	97.3%	24,557	96.8%
Female	<u>1,056</u>	<u>3.0%</u>	<u>254</u>	<u>2.7%</u>	<u>802</u>	<u>3.2%</u>
TOTAL	34,624	100.0%	9,265	100.0%	25,359	100.0%

Missing Cases - 138

Source: New York State Department of Correctional Services Under
Custody File, January 1, 1986.

Simply because the majority of inmates are male does not mean that female problems can be slighted. The unique problems of Hispanic females under custody are a cause of some concern. In another section of this Report, the Task Force indicated that in Hispanic society, the female offender and/or ex-offender is stigmatized and often shunned by family and others. This is a serious problem because the family is an essential resource in helping the offender and ex-offender to adjust--whether in prison or on the outside.

The relative youthfulness of the Hispanic population and its high fertility imply that the number of under custody Hispanic females will grow in the next few years.

TABLE IV-C: AGE OF INMATES OF HISPANIC BACKGROUND

<u>Age</u>	<u>Number</u>	<u>Percent</u>
16-18 Years Old	198	2.2%
19-20 Years Old	601	6.6%
21-24 Years Old	1,884	20.6%
25-29 Years Old	2,398	26.3%
30-34 Years Old	1,799	19.7%
35-39 Years Old	1,091	12.0%
40-44 Years Old	565	6.2%
45-49 Years Old	346	3.8%
50-64 Years Old	235	2.6%
65 Years Old and Over	<u>10</u>	<u>0.0%</u>
TOTAL	9,127	100.0%

Source: "Status" File, 6/85, Department of Correctional Services,
Division of Program Planning, Research and Evaluation

EDUCATION AT COMMITMENT

Table I, Section III, shows educational attainment at commitment for the overall inmate population under custody at the end of 1983 (latest year available). The data disclosed that substantial numbers of inmates at commitment lack a high school diploma (or equivalent). This is considered a minimum credential for most jobs in New York's economy. That economy increasingly seeks highly skilled and educated employees for its best paying jobs which are in the service sector. Good paying manufacturing positions that could be filled by persons with minimal skills have been declining sharply in number. Many businesses providing jobs in the manufacturing sector have left New York altogether for lower cost sites.

Especially disturbing are the numbers of inmates (2,015) with sixth grade or less education level. This suggests that many inmates are illiterate at point of system entry--a finding that should be further examined and researched in detail.

Statistics on the educational attainment of inmates passing through the Reception Classification process during the period January 1, 1985 through December 31, 1985 further supports this tentative finding. According to the Department's Education Unit,* 34% of Hispanic inmates were reading below fifth grade level, among those tested in Spanish (N-963). Sixty-one percent of Hispanic inmates tested in Spanish for math proficiency (N-863) were only able to do math at below the fifth grade level. (See Table V).

Among all inmates, Hispanic and non-Hispanic, 19% of those tested (N-9689) for reading level, read below the fifth grade level. Twenty-one percent of those tested for math proficiency (N-8209) performed at less than a fifth grade level.

What is the significance of a math performance level below fifth grade? A person who cannot do math work at the fifth grade level would be unable to solve the following problem:

Product X is available in two package sizes: 6 oz. and 18 oz. "Giant" size. The 6 oz. package regularly costs 30¢ and the 18 oz. "Giant" size package is "on sale" for 95¢. Assuming the buyer can use 24 oz. or more, what should he do?

- (1) Buy one 18 oz. "Giant" size package and a 6 oz. package.
- (2) Buy two 18 oz. "Giant" size packages at the sale price.
- (3) Buy, at least, four 6 oz. packages.
- (4) None of the above.

*Nuttall, John H. "Memorandum," January 29, 1986 to Dr. Cecil Canton.

Clearly, a person who cannot do math at the fifth grade level is not able to comparison shop for loans, food, etc. A person who cannot read at the fifth grade level cannot vote (to vote one must read at the sixth grade level) and cannot earn a high school equivalency diploma in New York State (which requires ninth grade or higher reading level). This person, therefore, is relegated to the most menial low paying jobs or to unemployment.

Among Hispanic inmates under custody at the end of 1983, the percentage with sixth grade education or less is 14.0%. This is more than double the 6.6% for the inmate population as a whole and more than three times the 4.5% for white inmates. Less than half as many Hispanics as whites (17.3% versus 40.4%) have a twelfth grade education. For the overall inmate population under custody at the end of 1983, the percentage of inmates with a twelfth grade education was 27.6%.

The educational attainment of Hispanic inmates at commitment suggests the need for a major effort to upgrade academic skills. Some caveats, however, are in order (see Table V-A). The figures should not be interpreted to mean that Hispanics have lesser academic abilities when compared to others having achieved the same level of education. Hispanic inmates from Latin America were educated in different educational systems. The comparability of their education with American education is not easily determined. These inmates may be more educated or less educated than those educated in American schools with comparable number of years of education.

The data is based on self-report measurement. There are occasions where inmates misunderstand the question or deliberately misstate their answer to tell the State what the inmate thinks the State wants to hear. However, the data reveals an important fact: many Hispanic inmates enter the system with a deficiency in formal educational achievements. The percentage of Hispanic inmates lacking a high school diploma or equivalent is probably well in excess of 50% and may be as high as the 85-90% shown in Table V-A.

TABLE V: CHARACTERISTICS OF INMATES COMPLETING RECEPTION
CLASSIFICATION DURING 1985

General Characteristics

Total No. of Cases	- 11,844
Age	- 19% are under 21 years of age (2,269)
Sex	- 3% female
Reading Level	- 19% below 5th grade level
Math Level	- 21% below 5th grade level
Beta IQ	- 2% below 70
Last Grade Completed	- 24% less than 9th grade
Language Dominance	- 10% Spanish dominant
ESL Level	- 41% of Spanish dominant are of limited English proficiency
Spanish Reading Level	- 34% below 5th grade
Spanish Math Level	- 61% below 5th grade
Academic Priority	- 88% of total show academic education as a high priority
Restrictions	- 28% of total have a medical, intellectual or psychological restriction
Extended Referrals	- 8% of total were referred to Extended (897)
Extended Reasons	- 26 inmates are speech, hearing or visually impaired
	- 66 inmates are mentally retarded
	- 31 inmates are learning disabled
	- 291 inmates are seriously emotionally disturbed (OMH 1-3)
Diploma/Degree	- 70% of total has less than a high school diploma

Source: New York State Department of Correctional Services, Division of Education, "Memorandum", January 29, 1986.

TABLE V-A: EDUCATION ON COMMITMENT OF HISPANIC INMATES
IN NEW YORK STATE CORRECTIONAL FACILITIES

<u>Category Label</u>	<u>Code</u>	<u>Absolute Freq.</u>	<u>Relative Freq. (PCT)</u>	<u>Adjusted Freq. (PCT)</u>	<u>Cum Freq. (PCT)</u>
6th Grade or Less	1.	2015	6.6	6.7	6.7
7th Grade	2.	1340	4.4	4.4	11.1
8th Grade	3.	3937	12.9	13.0	24.1
9th Grade	4.	5809	19.0	19.2	43.3
10th Grade	5.	4931	16.1	16.3	59.7
11th Grade	6.	2827	9.3	9.4	69.0
12th Grade	7.	8439	27.6	27.9	96.9
Some College	8.	928	3.0	3.1	100.0
Missing Data	-9.	<u>317</u>	<u>1.0</u>	<u>Missing</u>	<u>100.0</u>
	TOTAL	30543	100.0	100.0	100.0

Source: New York State Department of Correctional Services: End of Year
Custody File, 1983

Research conducted during the 1970's on Hispanic inmates in New Jersey correctional facilities suggests that Hispanic inmates have a serious literacy problem in both the English and Spanish languages. Lee (1976) conducted a random sample survey of four "representative" New Jersey correctional facilities. He found that half of his sample could not read simple English sentences without some difficulty and some respondents had trouble with reading simple Spanish sentences as well. Lee's results are as follows:

TABLE VI: ABILITY OF LATIN INMATES TO
READ ENGLISH AND SPANISH OUT LOUD*

<u>Ability</u>	<u>Language</u>	
	<u>English</u>	<u>Spanish</u>
No Difficulty At All	50%	72%
Some Difficulty	31%	12%
Only Some Words	6%	6%
Cannot Read At All	13%	10%

*Source: Table XI from Lee (1976). Hispanics: The Anonymous Prisoners. (MS, p. 53).

Lee asserts that:

"Many, if not most, Hispanic offenders have limited language skills in Spanish (emphasis supplied), and consequently have the need to both improve skills in their own language and (emphasis original) learn English."

Lee found that the Hispanic inmates in his sample readily acknowledged their language problem. Three-quarters of the inmates in his sample stated that the single most important problem for the Latin who moves to the United States is the language barrier. Eighty percent of this sample of inmates clearly prefer to speak Spanish and 20% prefer English.

Lee makes the important point that:

"It is a dangerous oversimplification to assume that persons who speak English with some difficulty are able to fully defend themselves in English."

No comparable research exists in New York State but anecdotal evidence is available that suggests Lee's results in New Jersey may be true of New York State as well. This would make such steps as recruiting Hispanic and bilingual staff in facilities with concentrations of Hispanic inmates especially urgent. Teaching conversational Spanish to staff and improving English language communication skills of Hispanic inmates are also necessary.

Drug Use

Table VII presents information on drug use at time of commitment for the under custody population at the end of 1983. More than 60% of all inmates (61.3%) were classified as users. The figures for Hispanics were similar (60.3%). These data show a very high rate; perhaps this is so since the category of "user" is a broad one. Infrequent users, experimenters and others with minimal contact are included in this category. Self report information on drug use would normally be expected to lead to low estimates of drug use. It was decided, therefore, that the figures are probably generally correct in estimating the prevalence of drug users in the inmate population.

Substance use in the inmate population is a serious problem from several vantage points. Certain substances can cause irreversible brain and systemic damage, e.g. cocaine, marijuana and hallucinogens. Many substances can contribute to criminal activity. For example, use of PCP ("angel dust") has led to violent and bizarre behavior in otherwise disciplined individuals. Hallucinogens such as LSD have also demonstrated negative effects. Alcohol, used both alone and in combination with other drugs, is quite dangerous. Wine, for instance

has some 500 identifiable chemical constituents. These include additives that can precipitate asthma attacks in sensitive persons. Repeated use of alcohol in high concentrations over extended periods of time can lead to serious systemic damage--liver damage, brain damage, heart damage.

Table VIII shows the use of drugs by each of the major subpopulations of the inmate under custody population at the end of 1983.

TABLE VII: USE OF DRUGS AMONG ALL INMATES UNDER
CUSTODY IN NEW YORK STATE CORRECTIONAL
FACILITIES AT THE END OF YEAR - 1983

<u>Category Label</u>	<u>Code</u>	<u>Absolute Freq.</u>	<u>Relative Freq. (PCT)</u>	<u>Adjusted Freq. (PCT)</u>	<u>Cum Freq. (PCT)</u>
User	1.	18686	61.2	62.3	62.3
Non-user	2.	11298	37.0	37.7	100.0
Not Stated	9.	<u>559</u>	<u>1.8</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		30543	100.0	100.0	100.0

Valid Cases - 29984

Missing Cases - 359

Source: New York State Department of Correctional Services Under
Custody File, December 31, 1983.

TABLE VIII: DRUG USE OF INMATES UNDER CUSTODY
CLASSIFIED BY ETHNIC STATUS OF INMATES

Drugs	Ethnic Group				ROW TOTAL
	White	Black	Hispanic	Other	
User	4342 63.1%	9340 60.3%	4937 65.9%	64 51.6%	18683 62.3%
Non-User	2537 36.9%	6145 39.7%	2556 34.1%	60 48.4%	11298 37.7%
COLUMN TOTAL	6879	15485	7493	124	29981 100.0

Missing Cases: N = 141
Not Counted

Source: New York State Department of Correctional Services Under
Custody File, December 31, 1983.

Acquired Immune Deficiency Syndrome (AIDS)

The Department of Correctional Services is concerned about AIDS in its inmate population. The very large number of inmates with histories of substance abuse, especially drugs taken by injection, are a population at risk for AIDS which is known to be spread by contaminated syringes.

AIDS is also spread by heterosexual and homosexual relations especially anal sex with infected persons because of the ease of passage of the suspected cause (a virus referred to most often as HTLV-III by American scientists but known by other names elsewhere) through the thin tissues of the rectum into the bloodstream.

Table VIII-A shows the number of confirmed cases of AIDS among inmates under custody classified by ethnicity. Inmates under custody in the period 1976-1985 are included. The largest number of confirmed cases (84 of 175) are Hispanics reflecting the heavy substance abuse problem in this group, though other means of transmission of the disease may have also been important in particular cases.

AIDS is only one of the diseases HTLV-III is linked to. More common is the series of syndromes known as ARC (AIDS Related Complex). ARC is disabling and can apparently lead to AIDS for which a rate of over 50% mortality presently exists within two years of infection.

TABLE VIII-A: CONFIRMED CASES OF AIDS UNDER CUSTODY
1976-1985, CLASSIFIED BY ETHNICITY

Ethnicity	Number	% of total AIDS under custody	Avg. % of total Population under custody
Hispanic	84	48.0%	19.5%
Black	61	35.0%	54.3%
White and Other	<u>30</u>	<u>17.0%</u>	<u>26.2%</u>
TOTAL	175	100.0%	100.0%

A study done by the New York State Commission of Correction* on inmates who died from AIDS (March 1986), shows that:

--92.4% of the 177 cases of AIDS inmate mortalities analyzed were admitted substance abusers.

--Only a little over 10% were homosexual or bisexually oriented.

--Nearly half (46.0%) were Hispanic and 39.0% were Black (other than Hispanic).

The study results suggest that contaminated syringes and other means for introducing drugs into the bloodstream were far more important factors in causing AIDS in these cases than were homosexuality or bisexuality.

Marital Status

In Table IX, data indicates that of the Hispanic inmates under custody in June 1985, nearly half (45.2%) have never been married. An approximately equal number (45.9%) are married or living in common law relationships at the time of their incarceration. However, New York State does not recognize common law relationships as legal.**

The implication is that Hispanic inmates, many of whom are raised in Caribbean societies in which lower income families avoid the expense of a church wedding by simply cohabiting, may have difficulties maintaining their relationships while incarcerated since New York State only permits legal wives to have trailer visits in the Family Reunion Program. This is a situation where the laws regarding marriage and the policy regarding trailer visits may operate at cross purposes with the desire of the correctional authorities to foster family relationships of inmates.

*The Report is based on 177 cases, 156 of whom came from the NYS Department of Correctional Services, 18 of whom came from the NYC Department of Correction, and 3 from other local jails. The sample is comprised of all known AIDS victims in prison who had died on or before October 31, 1985.

**Common law relationships entered into in states recognizing these unions and that can be documented are also recognized by New York State. But these are too few in number to be significant.

Age

The Hispanic inmates' age distribution seems to be fairly comparable to that of other inmates (see Table IV). The majority are between 21 and 34 years of age. While the predominant number are younger males, the age range is broad, extending from 16 to over 64 years of age.

The age data implies several possible needs. Most Hispanic inmates will need to be prepared for productive working lives in the community before they leave the facility. However, a small fraction will spend the remaining years of their lives in custody or, upon release, will need care suitable for elderly and infirm persons.

The percentage of elderly and infirm Hispanic inmates, both as a segment of the Hispanic inmate population and of the total inmate population, may grow in the future as a consequence of (1) longer mandatory sentences meted out to inmates in general; and (2) more Hispanic persons being incarcerated if present trends continue.

TABLE IX: MARITAL STATUS OF HISPANIC INMATES UNDER
CUSTODY IN NEW YORK STATE CORRECTIONAL FACILITIES

<u>Marital Status</u>	<u>Number</u>	<u>Percent</u>
Never Married	4125	45.2%
Married	1720	18.8%
Divorced/Annulled	332	3.6%
Widowed	54	0.6%
Separated	342	3.7%
Common Law	2475	27.1%
Unstated	24	0.3%
Not Coded	<u>55</u>	<u>0.6%</u>
TOTAL	9127	100.0%

Source: "Status" File 6/85, New York State Department of Correctional Services

Minimum Sentence

Minimum sentence data when combined with age data reveals the appropriateness of certain kinds of programming.

According to Table X, the minimum sentences of Hispanic inmates are predominately less than 10 years. This information suggests that most of them will probably be released into society while in the most productive years of their lives. Much of that potential for leading a productive life depends on the educational skills these inmates will possess at the time of their release. Based on information in Table II, a major educational program to prepare inmates for technological service and jobs within New York's economy is a necessity. Manufacturing jobs and low skill manual labor positions are shrinking both as a percentage of the total jobs available in the economy and in absolute numbers due to automation.

Although the numbers are not large in relative terms, there are over a thousand inmates who will be in prison for at least 20 years. Special programming for such long termers is a necessity becoming more urgent as the numbers of such inmates grow.

This last point is emphasized by the number of persons with maximum sentences of 20 years or more (including life). Over a fifth (21.0%) of the Hispanic inmates in Table XI have maximum sentences of 20 years or more. This is in excess of 1,900 inmates.

TABLE X: MINIMUM SENTENCE OF HISPANIC INMATES UNDER
CUSTODY IN NEW YORK STATE CORRECTIONAL FACILITIES

<u>Minimum Sentence</u>	<u>Number</u>	<u>Percent</u>
No Minimum or Unspecified Minimum	39	0.4%
12-29 Months	3355	36.8%
30 Months	488	5.3%
31-59 Months	2241	24.6%
60-119 Months	1858	20.4%
120-239 Months	686	7.5%
20 Years or More	451	4.9%
Not Coded/Other	<u>9</u>	<u>0.1%</u>
TOTAL	9127	100.0%

Source: "Status" File 6/85, New York State Department of Correctional Services

Note: It is important to note that although Hispanics have been associated with a certain level of notoriety in the press, Tables X and XI clearly demonstrate that the majority of convicted felons which make up this group are not serving time for crimes which carry maximum sentencing but rather for those which fall instead into the category of minimum sentencing.

TABLE XI: MAXIMUM SENTENCE OF HISPANIC INMATES UNDER
CUSTODY IN NEW YORK STATE CORRECTIONAL FACILITIES

<u>Maximum Sentence</u>	<u>Number</u>	<u>Percent</u>
3 Years	1024	11.2%
37-47 Months	9	0.1%
4 Years	1047	11.5%
49-59 Months	534	5.9%
5 Years	417	4.6%
61-120 Months	2686	29.4%
121-239 Months	1481	16.2%
20 Years or More	585	6.4%
Life	1335	14.6%
Not Coded/Other	<u>9</u>	<u>0.1%</u>
TOTAL	9127	100.0%

Source: "Status" File 6/85, New York State Department of Correctional Services

Note: It is important to note that although Hispanics have been associated with a certain level of notoriety in the press, Tables X and XI clearly demonstrate that the majority of convicted felons which make up this group are not serving time for crimes which carry maximum sentencing but rather for those which fall instead into the category of minimum sentencing.

PROGRAM PARTICIPATION

There is little data on program participation by Hispanics in New York State correctional facilities. Hispanic participation in Network, a multi-facility staff and inmate peer counseling program, is lower than their percentage of the total facility population program, (Table XII). While data is not available, it is the impression of program staff that Hispanics are over represented in substance abuse and alcohol programs of the Department. Data from elsewhere also indicates no clear pattern. An ESL (English-As-A-Second-Language) teacher at Rahway Prison in New Jersey asserted:

"Hispanic inmate leaders encourage group members to get involved in education programs and counseling."*

Adams also adds that at Rahway the Hispanics were "instrumental in developing rehabilitation programs and in moving the administration to provide education programs."** Adams claims that whereas "10 percent of the total population in Rahway (NJ) Prison is in school at any time...20 to 30 percent of the Hispanic population attends school."***

Adams' generally favorable view of Hispanic program participation is not shared by Aguero. Aguero (Ms. 1980) implies that Hispanic inmates hesitate to seek the assistance of correction officers in solving personal problems. Her data is reported in Table XIII.****

*Adams, Alan L. "Perceptions on Working with Puerto Rican Offenders in New Jersey" in Working with the Hispanic Offender (1985).

**Ibid.

***Ibid.

****Aguero. 1980, p. 73.

TABLE XII: ETHNICITY OF PARTICIPANTS IN
NETWORK PROGRAM DURING 1984

<u>Ethnicity</u>	<u>Network Program Participants*</u>	<u>Under Custody Population As of December 31, 1984**</u>
Hispanic	15.8% (238)	21.1% (6951)***
White	22.4% (337)	26.2% (8631)
Black	61.5% (925)	52.2% (17196)
Other	<u>0.3% (5)</u>	<u>0.5% (165)</u>
TOTAL	100.0% (1505)	100.0% (32,943)

*Unpublished statistics furnished by the Network Program;
New York State Department of Correctional Services.

**Under custody data from "Characteristics of Inmates Under
Custody a Ten Year Trend Study". December 1985.

***As of April 30, 1985, the Hispanic population had grown to 25.9%
of the total due a major spurt in commitments of persons of
Hispanic background.

TABLE XIII: HOW PUERTO RICANS FEEL ABOUT ASKING GUARDS FOR HELP

	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>
A. "A Puerto Rican inmate feels humiliated if he has to ask an officer for help."	69%	6%	25%
B. We Puerto Ricans prefer not to take the risk in bothering an officer with personal problems	76%	8%	16%

Source: Table II (p. 73) in Maggie Aguero. (MS., 1980).

Aguero's respondents cite culturally related attitudes as reasons why the Hispanic inmate will not seek assistance from correction officers in personal matters. It is not known if the attitudes she finds are only applicable to her respondents or more generally true. The importance of the issue cannot be exaggerated. Willingness to approach correction officers with personal problems is a necessity if inmates are to obtain suitable kinds of programming. Correction officers have more contact with inmates than do program staff and, as such, are a necessary link in the referral system to health, counseling, education and related programs.

Mental Health

What happens when inmates with personal problems are unable to seek assistance from staff? Corrections officials are especially concerned that inmates who do not seek assistance for their problem will be at greater risk of assaulting inmates, staff or mutilating themselves. There is some evidence that Hispanic inmates are more prone to violence against themselves and other inmates than are Whites. For instance, Table XIV indicates that Puerto Ricans (who constitute 80% or so of the New York State Hispanic population) were proportionately more likely than Whites to assault other inmates. (There were no differences among ethnic groups on assaults by inmates against staff in the period 1976-1985.)

Tables XV-A through XV-E show inmate participation in "unusual incidents" for inmates of different ethnic backgrounds. During the period 1976-1985, inclusive, proportionately more Hispanics appear to have participated in homicidal assaults on fellow inmates than their proportion of the inmate population would suggest (Table XV-A); likewise they were overrepresented in the population of persons mutilating themselves in the period 1980 - 1985 (Table XV-D). Earlier data collected by Hans Toch (Table XV-F) suggests that this was true in the more distant past as well. Finally, in suicide attempts, the Hispanics also appear overrepresented though in number of completed suicides, they are perhaps underrepresented (though the difference is too small to draw any conclusion).

It is not a simple matter to draw conclusions from this data about the mental health status of Hispanics versus other inmates. As indicated elsewhere in this Report (see section on suicide), some of this behavior is manipulative rather than indicative of true mental illness. Nonetheless, when the totality of evidence is considered, it appears that Hispanics are less able to cope with the stresses of prison than Blacks though perhaps no more likely to engage in unusual incidents than Whites. It is probable, however, that an increase in the number of Hispanics under custody without a corresponding increase in services to them will lead to elevated levels of unusual incidents in the future given the difficulty Hispanics have communicating their desire for help to staff because of language problems and a culturally related unwillingness to seek help from authority figures.

TABLE XIV: UNUSUAL INCIDENTS CLASSIFIED BY
ETHNICITY SHOWING OVERREPRESENTATION
OF PUERTO RICANS AMONG INMATE
ASSAULTERS 1981 - 1983

<u>Year</u>	<u>Total Inmate Population</u>			
	<u>White</u>	<u>Black</u>	<u>Puerto Rican</u>	<u>Total</u>
1981	6709 26.0%	13425 50.2%	5178 20.2%	25510 100.0%
1982	7415 26.3%	14870 52.7%	5781 20.5%	28066 100.0%
1983	7739 25.3%	16274 53.3%	6397 20.9%	30410 100.0%

<u>Year</u>	<u>Inmates Committing Inmate Assaults</u>			
	<u>White</u>	<u>Black</u>	<u>Puerto Rican</u>	<u>Total</u>
1981	47 15.7%	151 50.5%	99 33.8%	297 100.0%
1982	44 11.6%	215 56.7%	120 31.7%	379 100.0%
1983	45 10.9%	235 56.9%	132 32.2%	412 100.0%

Source: New York State Department of Correctional Services Unusual
Incident File

TABLE XV-A: PERSONS COMMITTING HOMICIDAL ASSAULTS
AGAINST OTHER INMATES DURING 1976-1985
SHOWING ETHNICITY OF ASSAULTERS AND
PERCENTAGE OF TOTAL INMATE POPULATION
OF THAT ETHNICITY

Ethnicity	Inmate Homicidal Assailants		Avg. Percent of Total Inmate Population
	Number	Percent	
Hispanic	12	29.0%	19.4%
Black	24	57.0%	54.2%
White and Other	<u>6</u>	<u>14.0%</u>	<u>26.4%</u>
TOTAL	42	100.0%	100.0%

TABLE XV-B: SUICIDE ATTEMPTS 1980-1985 BY ETHNICITY

Ethnicity	Number	Percentage of Total Suicide Attempts	Avg. Percentage of Total Pop. Under Custody
Hispanic	258	30.1%	20.5%
Black	301	35.1%	52.3%
White and Other	<u>299</u>	<u>34.8%</u>	<u>27.2%</u>
TOTAL	858	100.0%	100.0%

TABLE XV-C: COMPLETED SUICIDES 1976-1985 BY ETHNICITY

Ethnicity	Number	Percentage of Total Suicide Attempts	Avg. Percentage of Total Pop. Under Custody
Hispanic	8	14.0%	19.4%
Black	27	47.0%	54.2%
White and Other	<u>23</u>	<u>39.0%</u>	<u>26.4%</u>
TOTAL	58	100.0%	100.0%

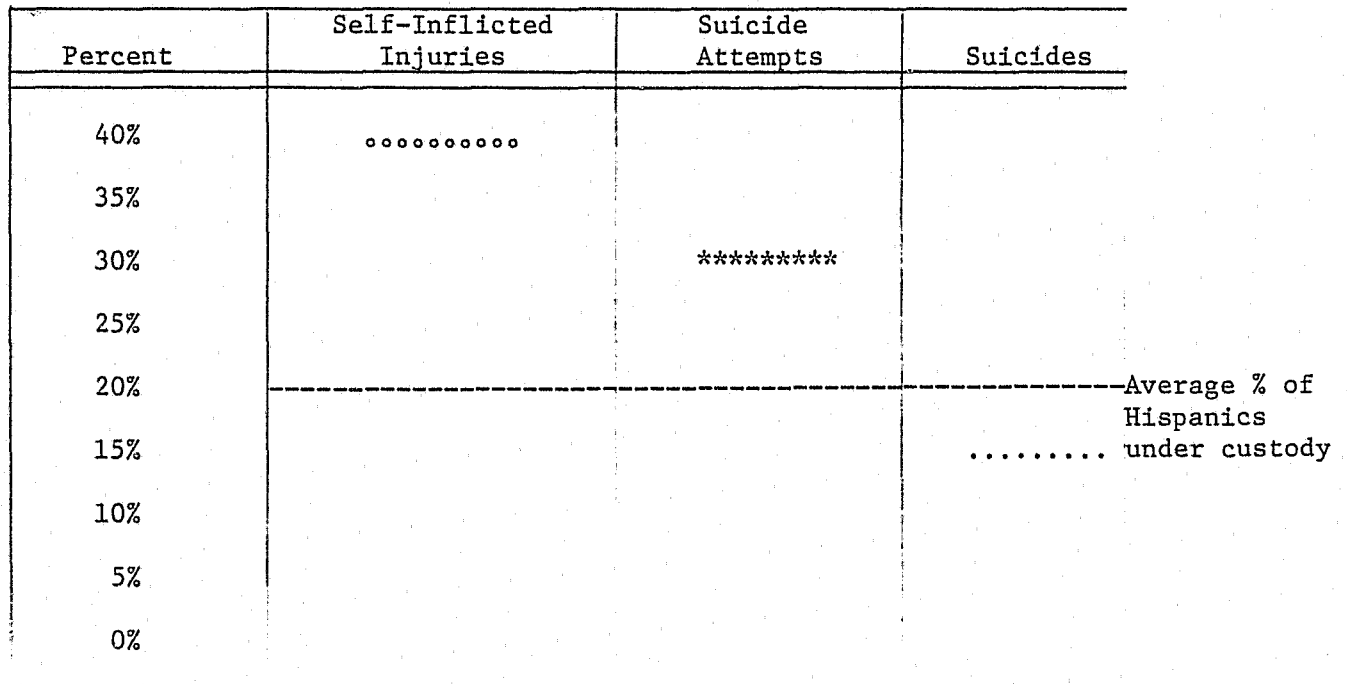
Source: Unusual Incident File, 1976-1985, New York State Department of Correctional Services (David Aziz)

TABLE XV-D: SELF INFLICTED INJURY 1980-1985 BY ETHNICITY

Ethnicity	Number	Percentage to Total Inflicted Injury	Avg. Percentage of Total Pop. Under Custody
Hispanic	264	38.0%	20.5%
Black	202	29.0%	52.3%
White and Other	<u>229</u>	<u>33.0%</u>	<u>27.2%</u>
TOTAL	695	100.0%	100.0%

Source: Unusual Incident File, 1976-1985, New York State Department
of Correctional Services (David Aziz)

TABLE XV-E: INFORMATION ON THE PRECEDING THREE TABLES INDICATES A DEFINITE PATTERN, A CONTINUUM OF SEVERITY FROM SELF INFLICTED INJURIES TO SUICIDES. THIS TREND IS MANIFESTED ON THE FOLLOWING GRAPH



----- Average % of Hispanics Under Custody = 19.4%

oooooooo Self-Inflicted Injuries = 38%

***** Suicide Attempts = 30.1%

..... Suicides = 14%

Source: Unusual Incident File, 1976-1985, New York State Department of Correctional Services (David Aziz)

TABLE XV-F: ETHNICITY OF INMATE SELF-MUTILATORS*

<u>Ethnicity</u>	<u>Self-Injury Group</u>	<u>Prison Population</u>
Black	24%	58%
White	53%	28%
Latin	22%	13%

*These data are taken from H. Toch, Men in Crisis, 1975, p. 129.

Crime of Commitment

Table XVI shows the crime of commitment of persons of Hispanic background and custody in June 1985. Burglary and robbery, combined, account for 42.9% of the total commitments. This suggests that a high proportion of Hispanic inmate crime was "utilitarian" -- an attempt to overcome poverty and lack of opportunity.

The crimes of murder and homicide combined accounted for 17.6% of the total. This is less than for dangerous drug offenses (2.19%) -- to some extent a utilitarian crime since even users committed for possession will sell drugs to obtain money for their habits. The crimes for which Hispanics in New York have been incarcerated are primarily the kind committed by disadvantaged, low income persons who are at heightened risk.

TABLE XVI: CRIME OF COMMITMENT OF HISPANICS UNDER
CUSTODY - JUNF 1985

<u>Crime</u>	<u>Number</u>	<u>Percent</u>
Murder	857	9.4%
Homicide	744	8.2%
Robbery	2790	30.6%
Burglary	1127	12.3%
Assault	284	3.1%
Grand Larceny (Not Auto)	102	1.1%
Grand Larceny (Auto)	47	0.5%
Rape	211	2.3%
Sex Offenses Except Rape	105	1.2%
Dangerous Drugs	1998	21.9%
Forgery	11	0.1%
Dangerous Weapons	476	5.2%
All Other Felonies	287	3.1%
Youth Offenders	77	0.8%
Not Coded	<u>11</u>	<u>0.1%</u>
TOTAL	9127	100.0%

Source: "Status File", 6/85, New York State Department of Correctional Services

Conclusion

This section provided basic data on the Hispanic adult inmate population of New York State correctional facilities. The data shows:

- Hispanics currently constitute more than a quarter of the adult inmate population of the State. Their numbers are growing more rapidly than that of other ethnic groups at the present time.
- Hispanic inmates, like others in New York State facilities, are primarily younger persons (between 16 and 34 years of age) and overwhelmingly male (over 96%).
- Hispanic inmates in New York State facilities are primarily Puerto Rican either by birth or parentage. Puerto Ricans in New York State have a lower median and mean income than Blacks or Whites. Most inmates are believed to be from economically disadvantaged backgrounds.
- Hispanics are the most educationally disadvantaged inmates in the New York State correctional system. Hispanic new admissions during 1985 had high rates of illiteracy: over 60% tested in Spanish could not perform at the fifth grade level in math. Over a third tested in Spanish could not read at the fifth grade level. Among all new admissions tested in English, 19% could not perform at the fifth grade level in math and 21% could not read at the fifth grade level.
- Hispanics constituted proportionately more of the population of inmate assaulters of other inmates, attempted suicides, and self mutilators in the period 1980 - 1985.
- Hispanic inmates and non-Hispanic inmates are equally likely to be substance abusers. About 60% of each group are substance abusers. Given the limited English proficiency of many Hispanic inmates, special substance abuse services in Spanish probably are required.

NEW YORK STATE HISPANIC POPULATION

NEW YORK STATE HISPANIC POPULATION

National Origin

New York's Hispanic national origin distribution pattern is different from the national one. In New York State, Hispanics of Puerto Rican descent are the most numerous group. There are 986,389 Puerto Ricans in New York State, constituting 6% of the State's general population and 59% of the total Hispanic population (1980 Decennial Census, Table 16). Dominicans are the second largest group, with a total of 119,540 in New York City alone (Mann and Salvo, Table 20).^{*} There are 76,942 Cubans; 38,755 Mexicans; and 545,674 other Hispanics^{**} (1980 Census, Table 44).

The national, State and New York City distributions can be seen in Table XVII. The proportion of Dominicans and Colombians is available only for New York City.

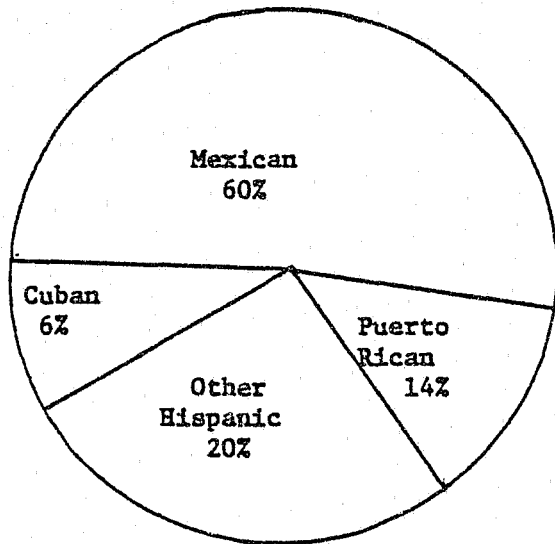
As Table XVIII shows, Puerto Ricans are the largest Hispanic group in every county, except Queens and Westchester, but other Hispanic groups are also present in almost every New York State county.

^{*}The 1980 Census does not report figures for Dominicans or Colombians for New York State.

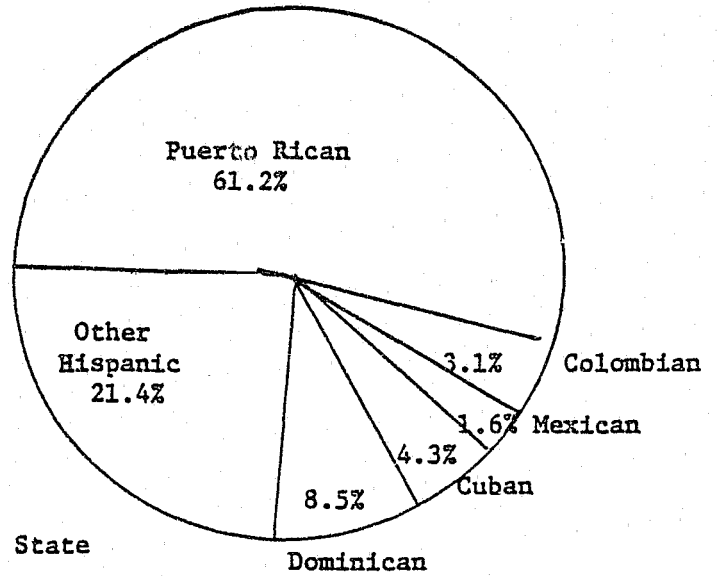
^{**}Other Hispanic groups include Colombians, Ecuadorians, Argentinians, Peruvians, Hondurans, Salvadoreans, and representatives of every Spanish-speaking Central and South American nation. The Dominican group in New York City has been subtracted from this figure.

TABLE XVII: HISPANIC POPULATION: 1980

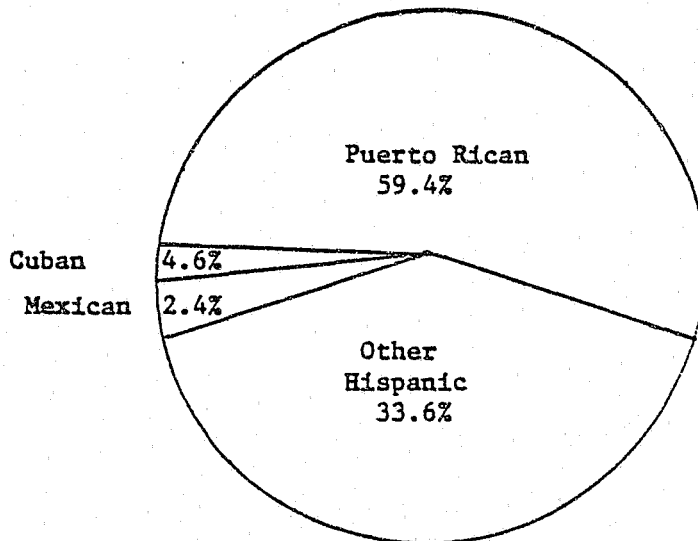
United States



New York City



New York State



Sources: Bureau of the Census, PC80-81-7, PC80-1-D3, PC80-1-D34,
Mann, E. and J. Salvo.

TABLE XVIII: NEW YORK STATE COUNTIES WITH LARGEST
HISPANIC POPULATION BY NATIONAL ORIGIN: 1980

	Total Hispanic Population	Puerto Ricans (%)	Other Hispanic (%)	Cuban (%)	Mexican (%)
Total	1,659,300	59.4	33.5	4.6	3.4
Bronx	396,353	80.8	16.2	2.0	1.6
Kings	392,118	71.0	24.0	2.4	7.0
New York	336,247	49.5	42.5	6.1	1.9
Queens	262,422	31.8	58.0	8.5	1.6
Suffolk	58,689	61.2	31.4	4.3	3.1
Westchester	45,566	39.0	44.7	11.0	5.0
Nassau	43,286	32.3	54.5	9.6	3.6
Richmond	18,884	58.5	34.2	4.7	2.5
Monroe	16,738	70.5	17.2	5.2	7.1
Erie	14,390	59.3	25.4	2.4	12.9
Rockland	11,772	54.5	37.9	5.0	2.6
Dutchess	5,853	56.5	30.4	6.1	7.0

Source: U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population, General Population Characteristics: NY, PC 80-1-B34 (Washington, D.C. USGPO, 1982) pp. 59-60, Table 16.

Citizenship

As Table XIX shows, Hispanics are less likely to be native born than the total population of the State (44.3% vs. 83.7%). However, individuals born in Puerto Rico are considered native born by virtue of their American citizenship at birth.

It must be noted that while 68% of the other Hispanic groups are first generation, only 48% in the Puerto Rican group falls into the category. In addition to Puerto Ricans who are citizens by birth, 32% of the other Hispanic groups are also citizens by birth, being second generation. Of the foreign born group, about one in three is a naturalized citizen, a proportion considerably smaller than in the general population, whose foreign born component has well over one half in the naturalized category (56.52%).

TABLE XIX: NATIVITY AND CITIZENSHIP: 1980
NEW YORK STATE TOTAL POPULATION AND
HISPANIC POPULATION: 1980

	Total Population	Percent	Hispanic Population	Percent
All Persons	17,558,072	100.00	1,660,901	100.00
Native Born	14,695,386	83.70	735,904	44.31
Born in Puerto Rico	473,748	2.70	468,929	28.23
Foreign Born	2,388,938	13.61	456,068	27.46
Not Citizen	1,038,715	43.48	297,679	65.27
Naturalized Citizen	1,350,223	56.52	158,389	34.73

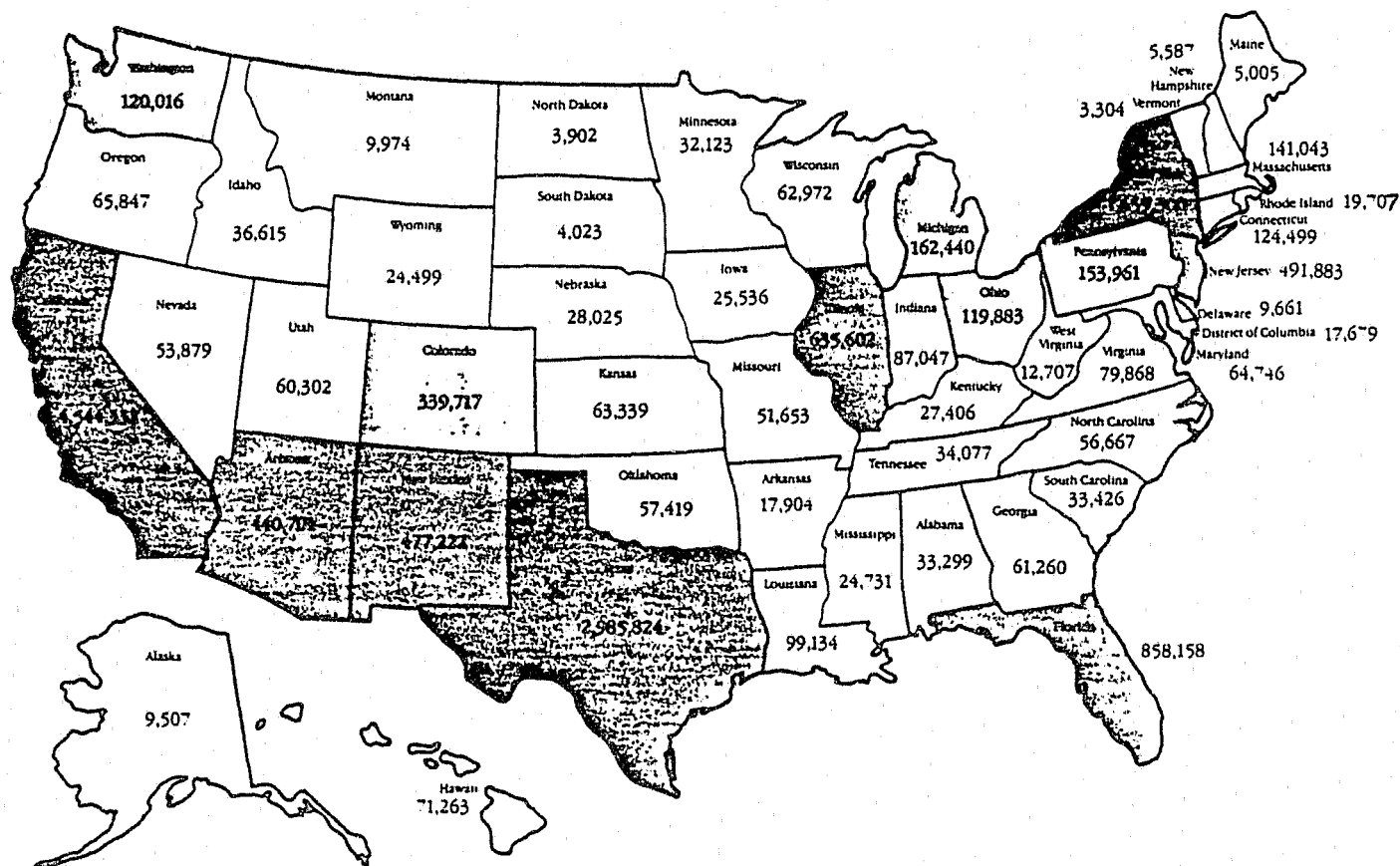
Source: U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population, Vol. 1, Detailed Population Characteristics: NY, (Washington, D.C. USGPO, 1983) Section 1, pp. 7-8, Table 194.

UNITED STATES HISPANIC POPULATION

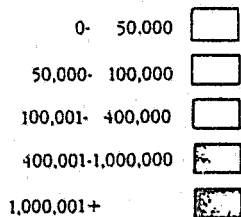
UNITED STATES HISPANIC POPULATION

The following information on the "United States Hispanic Population" has been taken from The Hispanic Almanac, Washington, D.C., 1984.

CONCENTRATION OF THE TOTAL HISPANIC POPULATION IN THE UNITED STATES



Legend



The Number of Hispanics by State
Numbers Included Within State
Boundaries Are 1980 Census Counts of
Hispanics

Source: Data from Census Report PC80-S1-7

GROWTH OF THE HISPANIC POPULATION BY STATE, 1970-1980

State	Hispanic Population 1980	% Increase	Increase/Decrease Hispanic Population	State	Hispanic Population 1980	% Increase	Increase/Decrease Hispanic Population
Alabama	33,299	-14.3%	-5,549	Montana	9,974	57.2%	3,630
Alaska	9,507	105.6%	4,882	Nebraska	28,025	34.9%	7,257
Arizona	440,701	66.3%	175,695	Nevada	53,879	162.8%	33,374
Arkansas	17,904	-26.5%	-6,454	New Hampshire	5,587	144.9%	3,306
California	4,544,331	91.8%	2,175,583	New Jersey	491,883	70.5%	203,395
Colorado	339,717	50.6%	114,211	New Mexico	477,222	54.8%	168,882
Connecticut	124,499	90.2%	59,031	New York	1,659,300	22.7%	306,998
Delaware	9,661	14.0%	1,184	North Carolina	56,667	30.5%	13,253
District of Columbia	17,679	17.0%	2,571	North Dakota	3,902	56.6%	1,410
Florida	858,158	111.9%	453,121	Ohio	119,883	-7.8%	-10,113
Georgia	61,260	35.3%	15,971	Oklahoma	57,419	12.0%	6,135
Hawaii	71,263	186.6%	46,399	Oregon	65,847	194.8%	43,509
Idaho	36,615	127.6%	20,529	Pennsylvania	153,961	41.4%	45,068
Illinois	635,602	61.6%	242,255	Rhode Island	19,707	159.4%	12,111
Indiana	87,047	-22.6%	-25,425	South Carolina	33,426	136.9%	19,315
Iowa	25,536	21.8%	4,514	South Dakota	4,023	37.4%	1,094
Kansas	63,339	16.9%	9,154	Tennessee	34,077	-31.3%	-15,511
Kentucky	27,406	-38.8%	-17,352	Texas	2,985,824	62.2%	1,144,962
Louisiana	99,134	40.5%	28,559	Utah	60,302	77.8%	26,391
Maine	5,005	105.7%	2,572	Vermont	3,304	105.1%	1,693
Maryland	64,746	42.4%	19,285	Virginia	79,868	98.6%	39,646
Massachusetts	141,043	113.2%	74,897	Washington	120,016	109.2%	62,658
Michigan	162,440	7.5%	11,370	West Virginia	12,707	44.7%	3,297
Minnesota	32,123	-13.8%	-5,134	Wisconsin	62,972	0.1%	94
Mississippi	24,731	56.4%	8,916	Wyoming	24,499	-6.3%	10,605
Missouri	51,653	-14.0%	-8,438				

Sources: CTI calculations based on census counts from "Supplementary Report, Persons of Spanish Ancestry, 1970" and Census Report PC80-S1-7.
 American Demographics Magazine Editors, State Demographics: Population Profiles of the 50 States: Dow Jones-Irwin, Homewood, Illinois.

MEXICAN AMERICANS

Characteristics of the Mexican American Population

Socioeconomic Status

Perhaps the Hispanic group most difficult to categorize, due to size, geographic distribution, and long history, are the Mexican Americans—Hispanics of Mexican origin. They consist of recent arrivals as well as families who lived in what is now the United States well before the arrival of Europeans. Predominantly a rural and agricultural people through the early 1900s, Mexican origin persons now are more urbanized than the general U.S. population. This rapid transformation, over a period of four to five decades, has changed the nature of this group.

Prior to World War II, most Mexican Americans were relegated to a low socioeconomic status. A great number of the group's labor force were seasonal migrant workers. Over time, many Mexican origin persons became part-time residents in small to medium-sized towns (particularly along the U.S.-Mexico border) and part-time seasonal migrant workers. This pattern was significant because it provided a relatively stable site for the integration of new migrants and immigrants from Mexico. The next step, from small town to large city, was accelerated by the mechanization of agriculture and by the demand for labor to construct the growing metropolitan areas of the Southwest.

Some Mexican origin families who had traveled the migrant flows through the agricultural Midwest and Pacific Northwest "settled out" and became permanent residents of some area, held usually by the availability of more stable industrial jobs. This helped create emerging populations in Chicago, the Yakima Valley, and other locations outside the Southwest where job opportunities were found in railroad construction and the cattle industry. Many Mexican Americans also began to migrate to California, and over the past 30 years, California's Mexican American population has continued to increase relative to the Mexican origin populations in Texas, New Mexico, and Colorado.

An important feature of the Southwestern states, where most Mexican Americans are found, is their

proximity to the U.S.-Mexico border. The two countries share twin cities, binational markets, and a long history of economic interdependence.

The Southwest traditionally has been a low-wage area, compared to other parts of the United States, and the fact that Mexican origin persons are concentrated in this region reduces their overall national income. For the near future, the large over-supply of labor in the border countries is likely to have a depressing effect on wages in those areas. However, the outlook is somewhat brighter in that the Southwestern states have gained industries and capital investment, relative to other parts of the nation. The growing Sun Belt economy must depend, to some extent, on the increasingly Mexican American labor force.

Concentration

The Mexican American population is highly concentrated in two states: California and Texas. As the map *Concentration of Mexican Americans in the United States* indicates, 3,637,466, or 41.6 percent of the total group, resided in California as of 1980. Texas had a total of 2,752,487 Mexican Americans, adding another 31.5 percent of the total. Thus, fully 73.1 percent of the nation's Mexican Americans were concentrated in these two states in 1980. Illinois contained 4.7 percent; Arizona contained 4.5 percent. Thus, 82.3 percent of U.S. Mexican Americans resided in these four states in 1980.

Statistical Summary

In 1980 there were 8,740,439 Hispanics of Mexican ancestry living in the United States. This represented a tremendous increase—93 percent—from 1970-1980, due to a combination of immigration and the group's high fertility (although part of the apparent increase may in fact be due to the 1970 Census undercount). Since both the immigration and fertility rates are expected to persist into the near future, the Mexican American population is projected to again greatly in-

crease between 1980 and 1990, reaching 12,797,620 by 1985 and 16,854,802 by 1990.

In 1980 Mexican Americans comprised 59.8 percent of all Hispanics in the United States. (The 59.8-percent figure denoting those U.S. Hispanics who are Mexican Americans may be another kind of undercount. In the 1980 Census some 192,275 Texas Hispanics, 241,235 New Mexico Hispanics, and 126,778 Colorado Hispanics identified themselves as Other Hispanics, although a large number could be termed Mexican Americans.) Because of the relatively rapid growth of the group, the Mexican American population is projected to comprise 68.8 percent of all U.S. Hispanics by 1990.

As noted, this rapid growth is in part due to the group's fertility. The median age of the population is 21.4 years, compared to a median age of the overall U.S. population of 30.1 years. Whereas 57.6 percent of the total U.S. population is under 35, fully 75.1 percent of the Mexican American population is under 35.

The median family income of Mexican Americans for 1979 was \$15,200. This placed the group significantly below the national median family income of \$19,908. Some 29.2 percent of the Mexican American population earned under \$10,000 per year, 37.5 percent earned between \$10,000 and \$20,000 per year, and 33.3 percent earned in excess of \$20,000 per year.

Compared to the total U.S. population, the occupations of the Mexican American labor force reflect a relatively low concentration in white-collar jobs and relatively high concentrations in blue-collar jobs, farm work, and service occupations. The 31.2 percent of Mexican Americans holding white-collar positions compares to 51.9 percent of the total population. Some 47.9 percent of the group are blue-collar workers, compared to 31.9 percent of the total population.

In summary, the Mexican American population, though increasingly dispersed, is still highly concentrated geographically, is growing rapidly, is youthful, has a relatively low income, and is concentrated in blue-collar occupations.

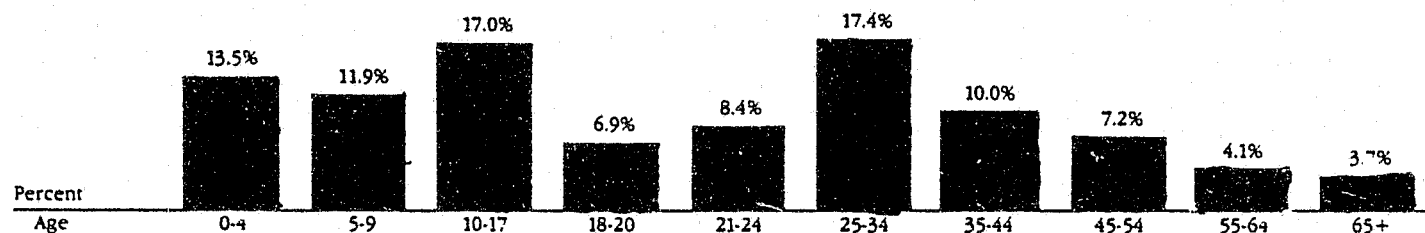
Statistical Profile of Mexican Americans

POPULATION

SIZE	1980	1985	1990
	8,740,439	12,797,620*	16,854,802*
GROWTH RATE	9.3%/Yr.		
	PERCENT OF TOTAL HISPANICS, 1980 59.8%		
CONCENTRATION	California	41.6%	
(Percentage of Total Group Concentrated in Selected States)	Texas	31.5%	
	Illinois	4.7%	
	Arizona	4.5%	
	4 State Total	82.3%	

AGE

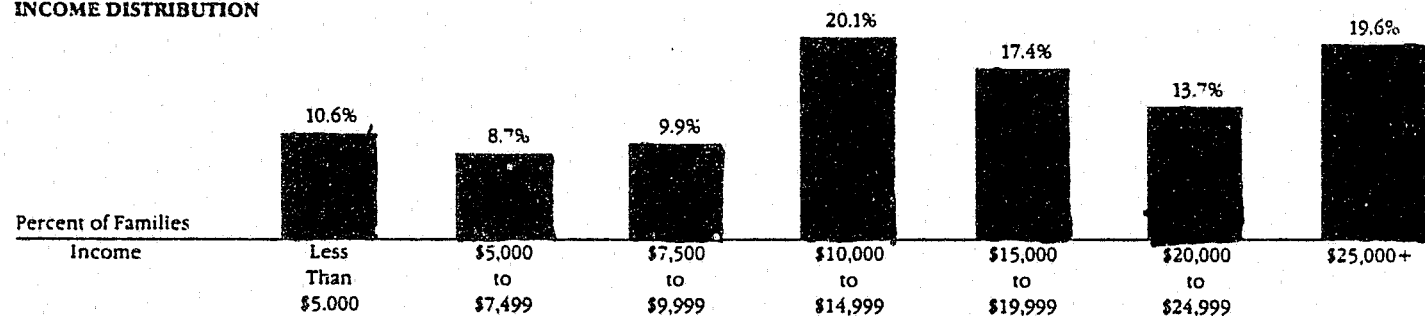
AGE DISTRIBUTION



MEDIAN AGE 21.4 Years

INCOME

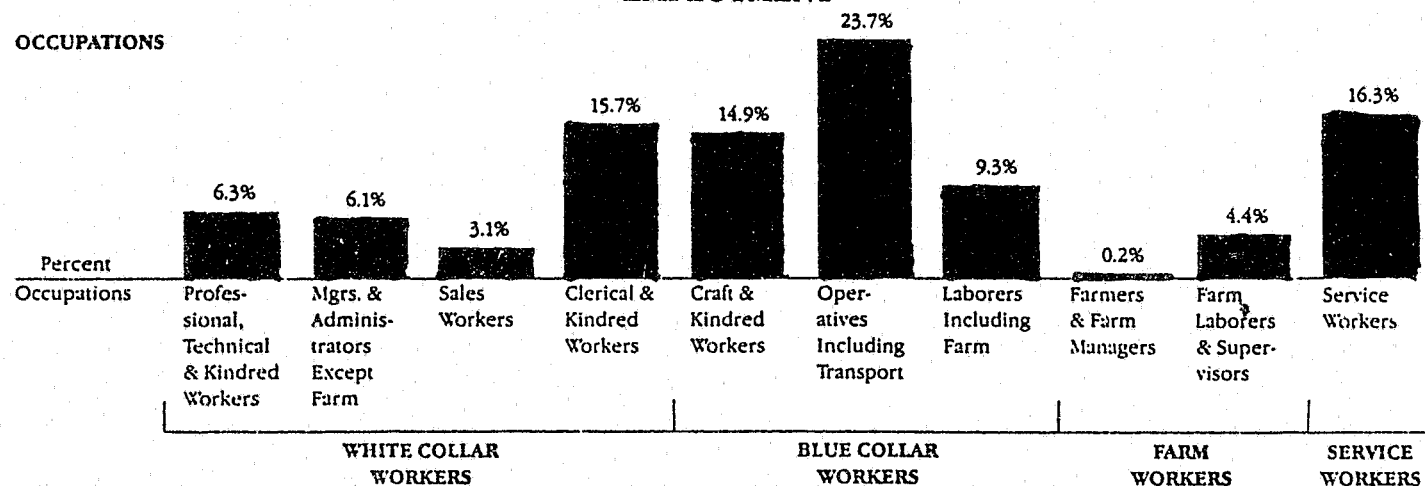
INCOME DISTRIBUTION



MEDIAN FAMILY INCOME \$15,200/Year in 1979

EMPLOYMENT

OCCUPATIONS



Source: 1980 Census data unless denoted by an *, in which case generated by CTI projections.

PUERTO RICANS

Characteristics of the Puerto Rican Population

Socioeconomic Status

Puerto Ricans are the most metropolitan of Hispanic populations in the United States, and New York City has been their center since the early 1900s. Historically—and currently—migration to the mainland has been a search for employment, particularly employment in unskilled jobs. U.S. citizens by birth, Puerto Ricans have free access to the United States. But it was not until the post-World War II period that Puerto Rican migration and settlement made them visible among the nation's diverse European ethnic groups.

Mainland Puerto Ricans are not easy to categorize. Some are recent arrivals from the island. Some, as migrant workers, move back and forth between the island and the mainland. Still others are U.S. born. Each of these groups is distinct.

One of the characteristics of the Puerto Rican population is its pattern of migration. While many Puerto Ricans have moved to cities in New Jersey and Connecticut within the New York metropolitan area, others have chosen to jump from New York to Philadelphia, Boston, Cleveland, Chicago, San Francisco, and other locations.

A second characteristic of the population is its poverty. Socioeconomic indices for Puerto Ricans generally are the lowest of all Hispanic groups; the numbers of inner city Puerto Ricans statistically overwhelm the smaller, better educated Puerto Rican population. According to the 1980 Census, 50.5 percent of mainland Puerto Rican families have annual incomes of less than \$10,000, and nearly half of those families have incomes under \$5,000—figures related to the fact that large numbers of mainland Puerto Rican families are headed by women.

Finally, Puerto Ricans must be viewed as a dynamic population. Despite a 30-year decrease in net immigration, one should not underestimate the magnitude of their movements between the island and the mainland. These flows continually change the character of the Puerto Rican population, on the island as well as in the United States.

Puerto Rican migration peaked during the 1950s and has decreased steadily since that time. Today, however, the growth of the U.S. Puerto Rican population is no longer dependent upon the island-to-mainland migration, but is largely the result of natural increase. Puerto Ricans, originally a migrant population, are increasingly a native-born U.S. population.

Concentration

Concentration of Puerto Ricans in the United States shows where Puerto Ricans resided according to 1980 Census counts. New York was by far the state with the most Puerto Rican residents. Almost half (49 percent) of the group's total population of 2,013,945 lived in that state, and the vast majority of these were concentrated in the New York SMSA.

The bordering state of New Jersey also has a large Puerto Rican population, accounting for another 12.1 percent of the total in 1980. Over 60 percent of all Puerto Ricans in the 50 states lived in New York and New Jersey in 1980. Illinois, Florida, and California also had relatively large Puerto Rican populations; in 1980 an additional 15.7 percent of all mainland Puerto Ricans resided in these three states. Thus, three of every four (76.8 percent) Puerto Ricans in 1980 lived in the five states of New York, New Jersey, Illinois, Florida, and California.

Statistical Summary

Summary statistics for the Puerto Rican population living on the mainland are presented in *Statistical Profile of Puerto Ricans*. The 1980 total of 2,013,945 mainland Puerto Ricans represented an increase of 41 percent over 1970. This growth was largely the result of the group's youth and high fertility. As these characteristics of the population will persist into the near future, a similar growth rate between 1980 and 1990 is expected, bringing the Puerto Rican population to 2,425,479 by the end of 1985 and to 2,837,012

by 1990. In 1980 Puerto Ricans represented 13.8 percent of all Hispanics living in the 50 states.

The youthfulness of the Puerto Rican population is striking. The median age of the group is 20.7 years, compared to 30.1 years for the total U.S. population, and 75.1 percent of the group is under the age of 35, compared to 57.6 percent of the total U.S. population.

The Puerto Rican population is a low-income group. The \$9,900 median family income reported for 1979 was substantially below the median family income of all Americans, \$19,908. A very high 50.5 percent of Puerto Rican families earned less than \$10,000 per year; 28.1 percent earned between \$10,000 and \$20,000, and 21.4 earned \$20,000 or more.

The four most common occupational categories of the Puerto Rican labor force are clerical and kindred workers (19.1 percent), craft and kindred workers (10.4 percent), operatives (29.8 percent), and service workers (18.6 percent). Fully 77.9 percent of all Puerto Ricans employed held a position in one of these occupational categories. Overall, compared to the total U.S. population, the group is less concentrated in white-collar occupations and farm work, and more concentrated in blue-collar positions and service work.

In summary, the Puerto Rican population in the 50 states is youthful, is growing at an impressive rate, has a relatively low income, and tends to be employed in blue-collar and service occupations.

Statistical Profile of Puerto Ricans

POPULATION

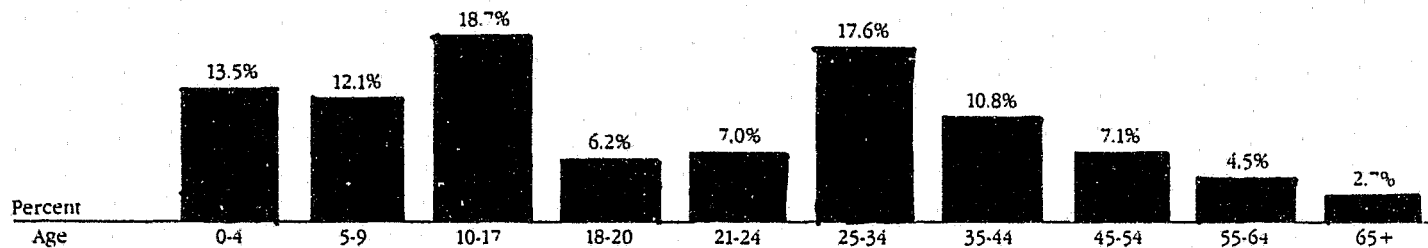
SIZE	1980	1985	1990
	2,013,945	2,425,479*	2,837,012*

GROWTH RATE 4.1%/Yr. **PERCENT OF TOTAL HISPANICS, 1980** 13.8%

CONCENTRATION	New York	49.0%
(Percentage of Total Group	New Jersey	12.1%
Concentrated in Selected States)	Illinois	6.4%
	Florida	4.7%
	California	4.6%
	5 State Total	76.8%

AGE

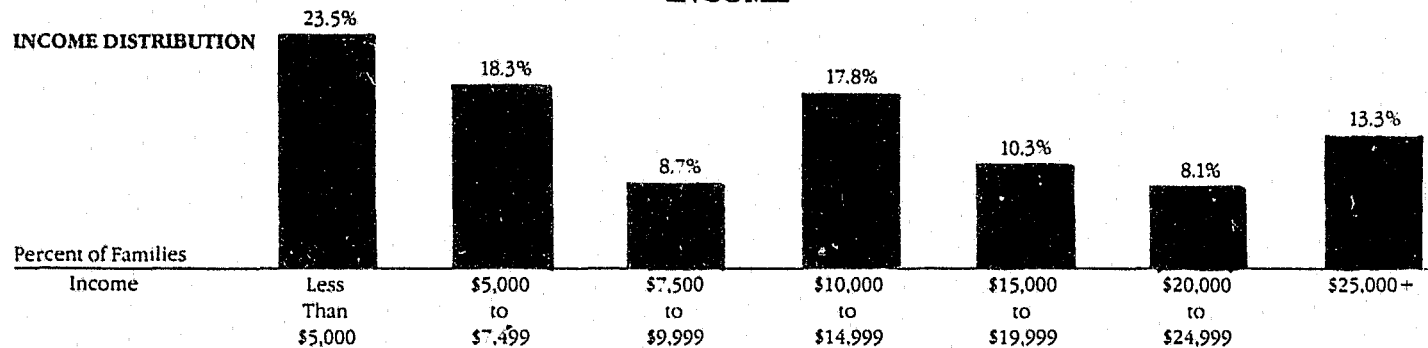
AGE DISTRIBUTION



MEDIAN AGE 20.7 Years

INCOME

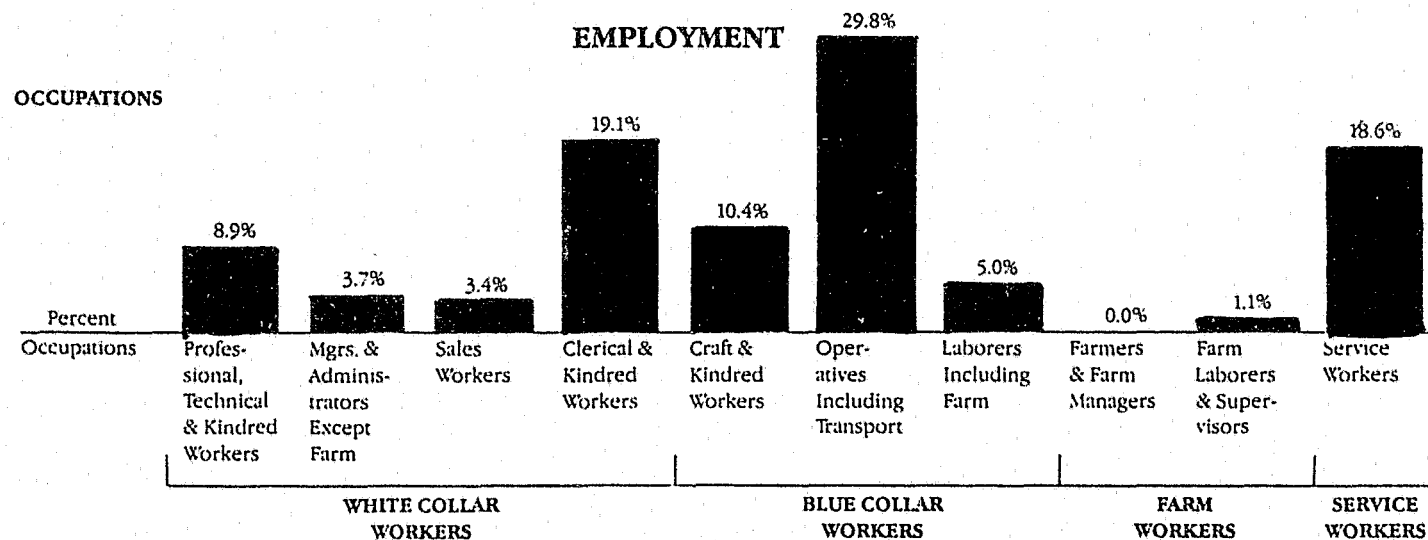
INCOME DISTRIBUTION



MEDIAN FAMILY INCOME \$9,900/Year in 1979

EMPLOYMENT

OCCUPATIONS



Source: 1980 Census data unless denoted by an *, in which case generated by CTI projections.

CUBAN AMERICANS

Characteristics of the Cuban American Population

Socioeconomic Status

Cuban Americans are not a homogeneous or easily understood population, although the vast majority arrived in the United States within the last 20 years, and 85 percent of them live in Florida.

For descriptive purposes, the U.S. Cuban population can be divided into several groups—the Cuban refugees, excluding the Mariel entrants; the Mariel entrants themselves; those born in the United States; and those who live outside Florida. Obviously, however, some of these groups overlap considerably.

The Cuban refugees have received a great deal of attention because of their industriousness and determination. From a tenuous economic foothold in the early '60s, the group has launched many social and economic initiatives over the past two decades, in the process producing a major economic revitalization of Florida's Miami area.

Compared with other Hispanic subgroups, the Cuban refugees are characterized by a relatively high proportion of elderly persons, high levels of educational attainment, and relatively high levels of income, business ownership, and affluence. They tend to be active in community affairs, politically conservative, and strongly linked with Latin America. Overall, the Cuban refugees appear to be a group striving for, and to a great extent achieving, the American dream.

The second group is composed of the children of the refugees, either U.S.-born or brought into the United States at an early age. One positive characteristic of this fully bilingual second group is its higher-than-average educational level, which should lead to significant social and economic advances.

Both groups—the earlier refugees and their children—are in transition. By virtue of its age, the older generation will decrease in size dramatically over the next decade, and the U.S.-born generation will be challenged to assume the same levels of influence and to achieve the same levels of success as did the older generation.

As for the Mariel entrants, the vast majority of these 125,000 immigrants of the 1980 boatlift have adjusted fairly well to life in the United States, notwithstanding

negative media coverage, some erroneous reports of violence in the relocation camps, and actual crimes committed by some of them. Their adjustment is not as successful or salient as that of the 1960 Cuban immigrants. But their arrival process was more disorganized, occurred over a shorter time span, and took place during a period of economic crisis in the United States.

Cuban Americans who live outside Florida—mainly in New Jersey, New York, and California—in many cases live where they do because of the U.S. Cuban relocation program; others have found the educational and employment opportunities in these areas more appealing.

It must be noted that although Cubans generally fare better, compared with Mexicans and Puerto Ricans, they are behind Other Hispanics with respect to socioeconomic indices, and they are always behind non-Hispanic Whites in socioeconomic achievements.

Concentration

As the map, *Concentration of Cuban Americans in the United States* shows, this Hispanic subgroup is highly concentrated in a few states, and more evenly dispersed over the remainder of the 50 states. A full 85.8 percent of the nation's Cuban Americans live in four states: Florida, New Jersey, New York, and California. Some 470,250 or 58.5 percent live in Florida. New Jersey accounts for another 10.1 percent, New York 9.6 percent, and California 7.6 percent. More striking, however, is the fact that 50.7 percent of all Cuban Americans in the United States live in the Miami SMSA (Dade County, Florida). This makes the Cuban American population the most geographically concentrated of the Hispanic population subgroups.

Statistical Summary

Statistical Profile of Cuban Americans provides summary data on Cuban Americans in the United States. As may be seen, the size of the Cuban American population in 1980 was 803,226. This

represented a 47-percent increase from 1970, a much more rapid growth rate than those experienced by the total U.S., the White, and the Black populations. A continuation of this growth rate will bring the total population of the group to 993,920 by 1985 and 1,184,613 by 1990. Cuban Americans comprise 5.5 percent of the total U.S. Hispanic population.

The age statistics show that Cuban Americans are a relatively aged population group. The group's median age is 33.5 years. Although Hispanics as a whole tend to be youthful, the median age of Cuban Americans is higher than the 30.1 years of the total U.S. population or the 31.3 years of the White population. Some 30.9 percent of all Cuban Americans are 35-54 years of age, compared to 22.0 percent of the total U.S. population. The concentration in this age range is due to the immigration of younger Cubans during the early '60s.

Income statistics gathered by the Census for 1979 revealed that Cuban Americans have the highest median family income of the major Hispanic subgroups. The group's median family income was \$17,500, and a relatively high 29.8 percent of all Cuban American families had annual incomes of \$25,000 or more.

Cuban Americans are more concentrated in the blue-collar occupations and less concentrated in white-collar, farm, and service occupations compared to the total U.S. population. However, compared to other Hispanic population subgroups, the group's labor force is more concentrated in white-collar occupations. Overall, 41.7 percent are in white-collar occupations, 46.9 percent are blue-collar workers, 0.2 percent are farm workers, and 11.3 percent are service workers.

In summary, Cuban Americans are the oldest, highest earning, most geographically concentrated, and most white-collar-employed of the major Hispanic population subgroups.

Statistical Profile of Cuban Americans

POPULATION

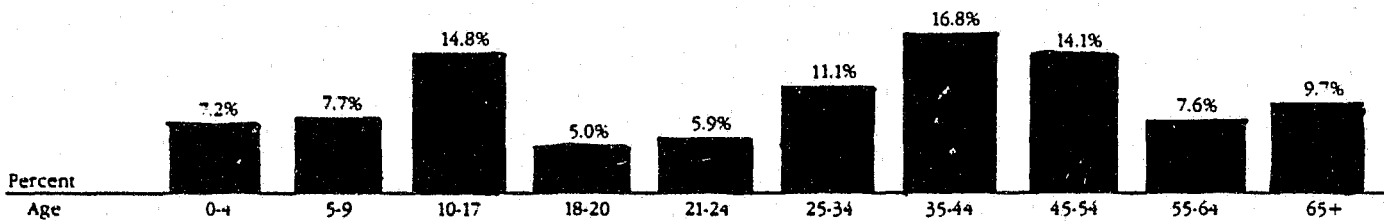
SIZE	1980	1985	1990
	803,226	993,920*	1,184,613*

GROWTH RATE 4.7%/Yr. **PERCENT OF TOTAL HISPANICS, 1980** 5.5%

CONCENTRATION	Florida	58.5%
(Percentage of Total Group	New Jersey	10.1%
Concentrated in Selected States)	New York	9.6%
	California	7.6%
	4 State Total	85.8%

AGE

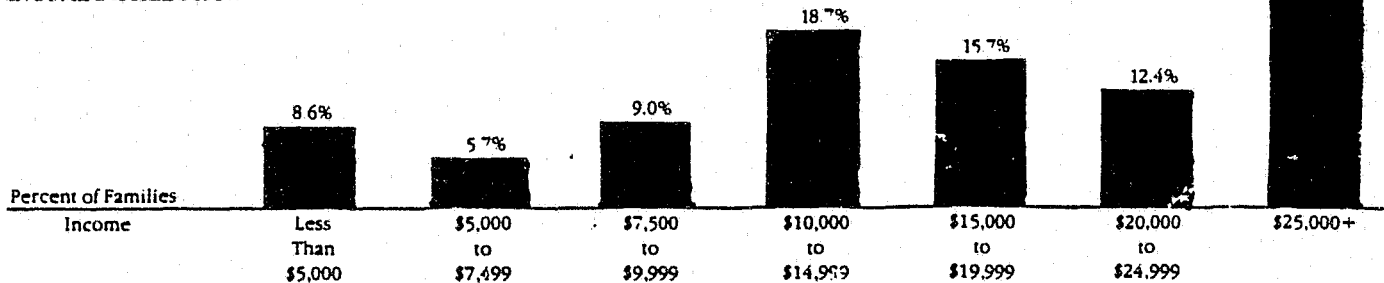
AGE DISTRIBUTION



MEDIAN AGE 33.5 Years

INCOME

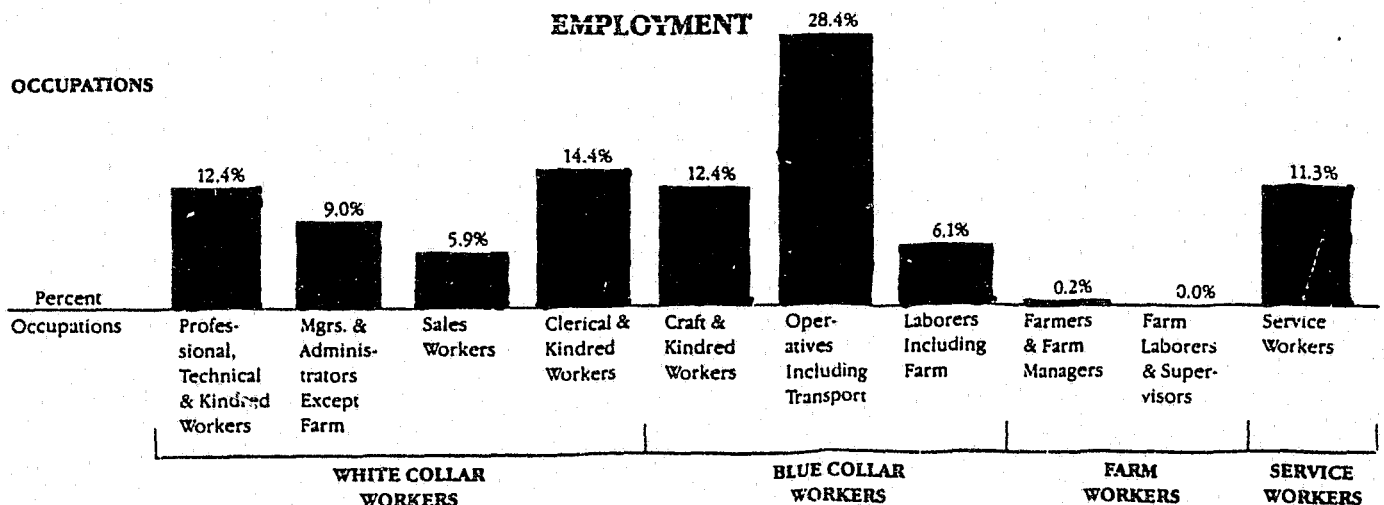
INCOME DISTRIBUTION



MEDIAN FAMILY INCOME \$17,500/Yr. in 1979

EMPLOYMENT

OCCUPATIONS



WHITE COLLAR WORKERS

BLUE COLLAR WORKERS

FARM WORKERS

SERVICE WORKERS

Source: 1980 Census data unless denoted by an *, in which case generated by projections.

OTHER HISPANICS

Characteristics of Other Hispanics

Socioeconomic Status

Other Hispanics was originally assumed to be a minor category needed to classify Hispanics other than Puerto Ricans or those of Mexican or Cuban ancestry. That is, it was established for the classification of Hispanics from Central and South America, Spain and the Canary Islands. It was also designed to include *part-Hispanics* (i.e., the children of a marriage between a Hispanic and a non-Hispanic) and *mixed-Hispanics* (the offspring of marriages between members of Hispanic subgroupings).

The size of the Other Hispanics category is such that it presently ranks second among the major Hispanic subgroupings. Its varied composition, however, makes it difficult to consider as a single entity. As illustrated below, there are few identifiable patterns regarding this category.

Other Hispanics represents a newly-arrived as well as long-term resident population. The fact that this population is concentrated in states receiving substantial immigration (California, New York, Florida and Texas) confirms the general consensus regarding the concentration of the Latin American population. Other Hispanics are also a significant population group in New Mexico. Most observers, however, agree that the concentration of Latin Americans in this area is relatively small. The Other Hispanics in New Mexico appear to be long-term (five or more generations) residents who fail to identify with the label "Mexican," preferring the term *Hispano*. Since Other Hispanics is similar to this label, it would appear to be selected by preference.

While the age structure of the Other Hispanics reflects a youthful population, close examination shows a distinct pattern with relatively fewer children, fewer working-age (22-44 years) persons, and a higher proportion of elderly adults. Other Hispanics are also more likely to be white-collar workers than any other Hispanic subgroup and reflect the highest educational attainment as well.

The Other Hispanics category combines very disparate groupings. At least six of these groupings, however, can be distinguished.

Highly Skilled Latin American Immigrants.

These young, skilled workers originate usually from South America or Costa Rica. College-educated and often trained in specialty areas (engineering, law, architecture, etc.) these immigrants find their country's local economy unable to absorb them into the job structure. They migrate to the United States in search of opportunities to utilize their training.

Refugee Professional Class. Well-trained like their counterparts above, these individuals, once employed in universities or government, are impelled to leave their native countries due to a change in political leadership. These exiles and refugees may have access to the job structure in the United States if they find a sympathetic support group upon arrival.

Central American Economic Refugees. These individuals, often from small towns in rural Nicaragua, Guatemala, and El Salvador, come to the United States seeking work. Their educational levels are lower. Should they find steady work, their presence in the United States is particularly felt in the service and operative occupations; should they fail to locate employment, their lives become a constant struggle for survival.

Part-Hispanics. "Part-Hispanics" are the children of a marriage between a Hispanic and a non-Hispanic. The "part-Hispanic" is normally a U.S.-born person whose Hispanic parent either has lived in the United States for a long period of time or is a well-educated immigrant from South America. The "part-Hispanic" has the advantage of understanding the U.S. system and possesses relatively easy access to alternatives for advancement.

Mixed-Hispanics. "Mixed-Hispanics" are the offspring of marriages between two members of different Hispanic subgroups. The "mixed-Hispanic" usually lives in a major metropolitan area where contact among Hispanic subgroups is possible. Some "mixed-Hispanics" are the offspring of couples with low socioeconomic status, while others result from marriages of middle or upper-class individuals who share commonalities other than their origin.

Hispanos in the Southwest. "Hispanos" are long-term residents of the Southwest whose origins are from Spanish and Mexican/Indian stock. Until the late 19th century this group lived in relative obscurity. Over time, "Hispanos" have acquired a unique identity which distinguishes them from the other Mexican-origin populations of the Southwest. They are likely to work in mining, agriculture, or related occupations, in stark contrast to the more urbanized populations found in the Other Hispanics category. Others are urban residents spanning the full spectrum of occupations. As a whole, "Hispanos" have an older age structure and contribute heavily to the elderly component found in the Other Hispanics category.

It is difficult, if not impossible, to generalize about the Other Hispanics category. The category is presently too all-encompassing, and the continued inflow of immigrants from Latin America, the trend of increased inter-ethnic marriage, and the political instability of some countries will merge an even greater diversity of individuals into this already amorphous category.

Concentration

The Other Hispanics category includes all Hispanics living in the 50 states other than Puerto Ricans and those of Mexican or Cuban ancestry. This group is less geographically concentrated than the other Hispanic subgroups; whereas the Mexican American, Cuban American, and Puerto Rican populations are highly concentrated in a few states, this is not so true of the Other Hispanics group. Overall, however, the group in 1980 was most greatly concentrated in the Northeastern and Southwestern United States.

Some 24.7 percent of the group was found to reside in California in 1980. New York followed with 18.3 percent. Thus, 43.0 percent lived in these two states, but the remainder of the population was more widely dispersed, although New Mexico, Florida, and Texas

accounted for an additional 21.3 percent of the total. Thus, these five states in 1980 held 64.3 percent of all Other Hispanics.

Statistical Summary

Statistical Profile of Other Hispanics presents population, age, income, and employment data for the group. The population statistics show that there were 3,051,063 Other Hispanics in the United States in 1980, an increase of 19 percent from 1970 to 1980. A continuation of this relatively modest growth rate will yield a total group population of 3,339,163 in 1985 and 3,627,263 in 1990. In 1980 Other Hispanics represented 20.9 percent of all Hispanics living in the 50 states.

The Other Hispanics are a youthful population. Their median age is low, 23.3 years, compared to 30.1 for the total U.S. population; 67.3 percent of the group is under 35, compared to 57.6 percent under 35 for the total U.S. population.

The income level of Other Hispanics is slightly higher than that of Hispanics nationally. The median family income of the group in 1979 was \$15,500 compared to \$14,711; 28.1 percent of the group had annual family incomes under \$10,000, 35.0 percent earned between \$10,000 and \$20,000, and 37.0 percent earned \$20,000 or above.

Compared to the national averages, the occupational distribution of the Other Hispanics reflects lower concentrations in the white-collar and farm work categories and higher concentrations in the blue-collar and service occupations. Some 43.6 percent of the group works in white-collar occupations, 38.0 percent works in blue-collar jobs, 1.7 percent in farm occupations, and 16.6 percent in service positions.

Overall, the Other Hispanics population is youthful, is growing at a modest rate, and is lower-income and more blue-collar oriented than the total U.S. population.

Statistical Profile of Other Hispanics

POPULATION

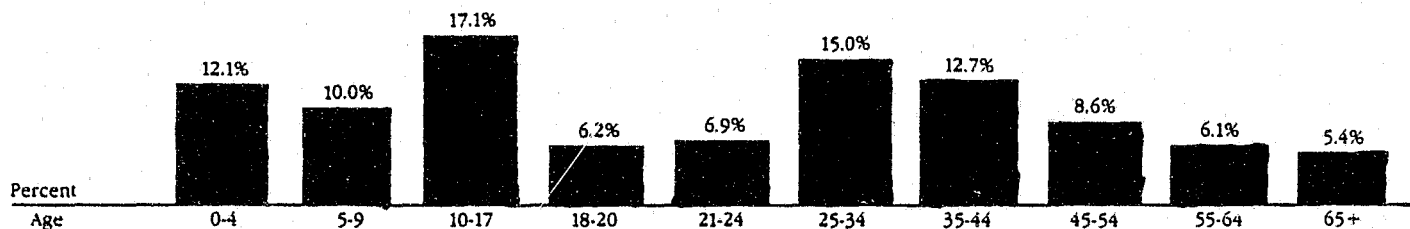
SIZE	1980	1985	1990
	3,051,063	3,339,163*	3,627,263*

GROWTH RATE 1.9%/Yr. PERCENT OF TOTAL HISPANICS, 1980 20.9%

CONCENTRATION (Percentage of Total Group Concentrated in Selected States)	California	24.7%
	New York	18.3%
	New Mexico	7.9%
	Florida	7.0%
	Texas	6.4%
	5 State Total	64.3%

AGE

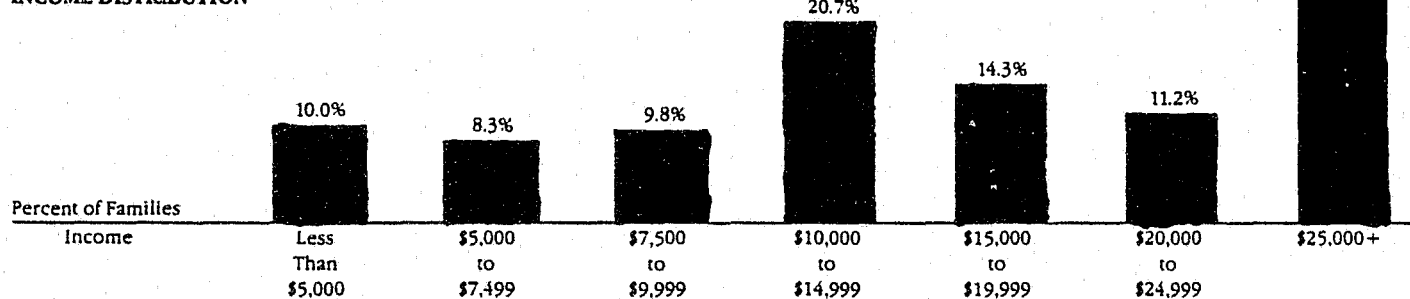
AGE DISTRIBUTION



MEDIAN AGE 23.3 Years

INCOME

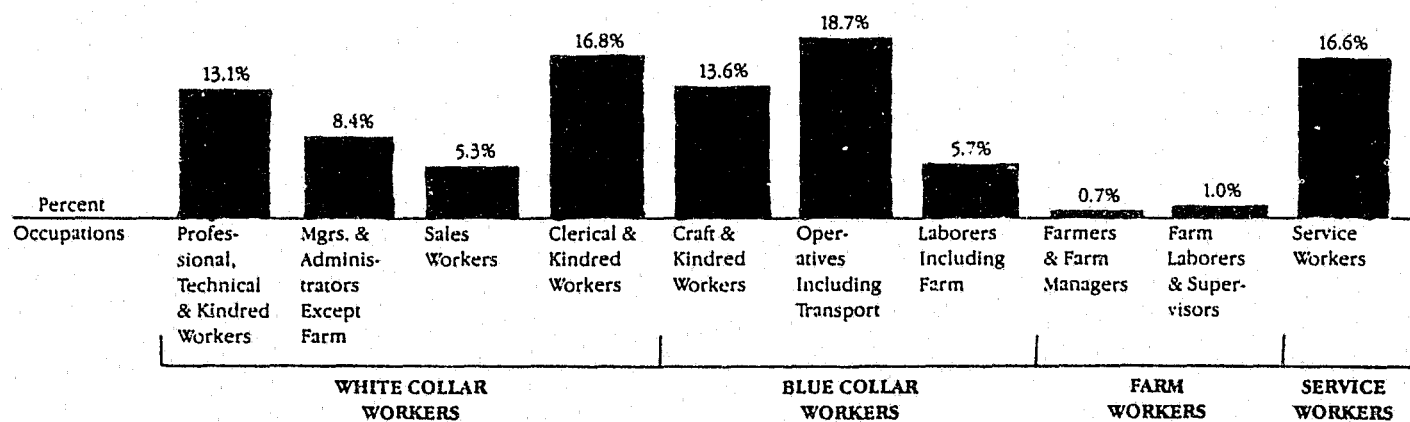
INCOME DISTRIBUTION



MEDIAN FAMILY INCOME \$15,500/Year in 1979

EMPLOYMENT

OCCUPATIONS



WHITE COLLAR
WORKERS

BLUE COLLAR
WORKERS

FARM
WORKERS

SERVICE
WORKERS

Source: 1980 Census data unless denoted by an *, in which case generated by CTI projections.

SECTION V

CLOSING REMARKS

The New York State Department of Correctional Services is making a serious effort to improve services and opportunities for the development of the Hispanic offender. This document provides clear direction and establishes realistic goals for the improvement of the correctional system in its attempt to accommodate ethnic differences.

This document not only provides recommendations relative to the correctional system, but also serves to analyze just who is a Hispanic in the United States. Our analysis suggests that the theory of Ecological Succession of Ernest L. Burgess is the best explanation we can provide on the present situation of Hispanics in New York and their representation in the criminal justice system.

Like other ethnic groups such as the Polish, Italians, Germans, Irish, etc., Hispanics are experiencing the pains of becoming part of the American dream. The theory states that newcomers to urban societies enter at the bottom of the social structure. Many of their problems are correlated with housing and economics. Newcomers must learn respect for property and living space of others as well as the rules of the new milieu. However, the situation of the Hispanics has other factors which must be considered. In addition to their socio-economic status as newcomers, Hispanics are not a homogeneous group in terms of racial, educational and class values. Hispanics come in all colors and from different social classes. Light skin Hispanics tend to be accepted more readily as well as those with middle class status from their country of origin. However, the situation of Puerto Ricans differs from that of other New York State Hispanic groups. They are American citizens and for that reason are able to travel to the United States without any problems. It follows that it is easier for lower socio-economic groups of migrants from the island to come to the U.S. in search of a better economic future. Due to their economic and educational disadvantages as well as racial mixture, many times they end up at a greater disadvantage than other Hispanics. Puerto Ricans represent 85% of Hispanics in New York State correctional facilities.

Hispanics, unlike other immigrant groups who came in large waves during a period of 5 to 20 years, keep coming to this country and returning to their native country. This not only creates a constant disadvantaged "newcomer" group, but it also retards their assimilation into the mainstream.

"The most obvious of these factors--and ones that differentiate Puerto Ricans from previous immigrants--are the proximity of the native land (allowing for frequent returns to, and visits from, the Island), the unabating influx of more Puerto Ricans into areas of high Hispanic concentration,

and the increasingly circulatory character of the migratory movement. All tend to replenish the presence and influence of Spanish in all aspects of social life. At a more fundamental level, the conditions of colonial oppression have accompanied the entire process of displacement."*

This previous statement has tremendous implications for the criminal justice system. The probability of Hispanics continuing to increase and becoming the largest group in the Department of Correctional Services is very high. It is necessary to make adjustments in our system in order to facilitate the transition of this group into the mainstream of society.

In order to begin to combat this situation, concerted efforts must be launched to correct the conditions and circumstances at the root of these problems. This can best be accomplished by attention and resources from established public and private agencies aimed at providing the means of transition to a life-style in which dignity, self-determination and productivity can be attained. Not everyone has the capability, nor the will, to change criminal or negative activity; however, all should have the option of choosing and should have ready alternatives to destructive or illegal behavior.

This effort will be less than complete if our plan of action does not inspire a crime prevention philosophy. Enrico Ferri, an Italian legal scholar, in Criminal Violence, Criminal Justice, states: "...punishment prevents the criminal for a while from repeating his criminal deed. It is evident that the punishment is not imposed until after the deed has been done. It is a remedy directed against effects, but it does not touch the causes, the roots, of the evil...that which has happened in medicine will happen in criminology."** "The discovery that Malaria is transmitted by mosquitoes led not only to the development of new medicines to cure those already infected, but to the draining of swamps to prevent people from incurring the disease in the first place."***

*Flores, Juan, John Atinasi and Pedro Pedraza, Jr. "La Carreta Made a U-Turn: Puerto Rican Language and Culture in the United States," Daedalus Journal of the American Academy of Arts and Sciences, Spring 1981.

**Silberman, Charles E. Criminal Violence, Criminal Justice. Vantage Books, New York, 1978.

***Ibid, p. 229.

"Since Blacks, Mexicans, Puerto Ricans and members of other racial minorities now constitute the majority of American prisoners,"* it is imperative that intensive social programs be established in disadvantaged communities, ghettos and barrios which are specially designed to develop positive attitudes and social interest in their youth.

Hispanics, regarded as a new element in our social structure, are a unique mixture of the Spaniards, the Native Indians and the African slaves. They can contribute much to the diversity of this nation, if given the opportunity.

*Jacobs, James B. "Race Relations and the Prisoner Subculture," Crime and Justice. University of Chicago, 1979, p. 1.

CONCLUSION

This short section summarizes the central themes and findings of this study. Its purpose is to provide the reader with an overview of the mass of material that has been presented.

Hispanic inmates are a diverse group with some common cultural, linguistic and traditional characteristics and values. Most are economically and educationally disadvantaged. Most, also, are not highly competent in verbal or written English. Many are verbally bilingual while at the same time basically illiterate in both Spanish and English. In addition, Hispanics share in all of the basic needs of non-minority prisoners.

Hispanics, however, possess many personal and cultural qualities that, once understood, can be utilized to assist them in overcoming their educational handicaps, in positively adjusting to their present institutional environment, and in gaining the necessary self-confidence to successfully re-enter into the greater society, "the outside."

Hispanics have come to America (the U.S.A.) with the same dreams and with the goals of every other immigrant group: for opportunities to better themselves and their children. They brought with them strong backs and a willingness to work, believing in the dignity of their labor; of that which is to be won by the sweat of their brows. By and large, Hispanics believe in the proverbial "American Dream," and this, in spite of the nightmare of urban life.

The Hispanic character has been formed by the Spanish language and cultural tradition with elements (according to region) of African and Native American influence. It is the Spanish language, however, together with the rich cultural and literary tradition of Spain, that has formed the frame of reference peculiar to Hispanics. In addition to the Spanish language, the Catholic Church has played a large part in defining the Hispanic ethos. The belief in the dignity and individual worth of every man and woman, the efficacy of prayer and the belief in the intercession of the saints and the cult of the Virgin Mary are typical of the Hispanic Roman Catholic tradition.

There is evidence to suggest that within our facilities, the most respected Hispanic inmates continually encourage their fellow Hispanics to improve themselves through academic and vocational training. The concept, "Saber es poder" (knowledge is power), is integral to the Hispanic tradition.

Two separate insights may be derived from the above observations. The first is that the principle of the leader (el caudillo, el jefe, el patrón) is an important one among Hispanics and that through the identification of these leaders the Hispanic population may be motivated into taking greater advantage of educational opportunities. It should not be lost upon security personnel that much tension can also be eased

within the institutional setting (when it exists) by working through its leaders. The second insight that knowledge is power is to be interpreted through the twin concepts of "pride and shame." In many cases, it is pride that prohibits Hispanics from admitting to their educational shortcomings. An admission that they are "less than" proficient in education (or in any other area) would result in shame or loss of face. And, shame, to the Hispanic, is as important a part of social psychology as guilt is to the Anglo-Saxon.

Bilingual education programs are particularly efficient in motivating the Hispanic inmate for the following reasons:

- (1) Such programs appeal to the sense of cultural and linguistic pride native to the Hispanic character.
- (2) They allow the inmate to improve basic skills, while at the same time acquiring English language skills.
- (3) The learning situation is structured so that mispronunciation, syntactical errors or heavy accents do not become a source of derision and shame.

The diversity of the Hispanic population cannot be ignored. While the vast majority of New York's Hispanic inmates are of Puerto Rican parentage and/or birth, there are large numbers of Dominicans, Cubans, Colombians and smaller numbers of other national as well as ethnic groups. While they share a common linguistic and cultural heritage by way of the Spanish motherland, there are differences which must be taken into account. These differences, linguistically speaking, are analogous to the differences in the English spoken by the British, Americans, Canadians, and Australians, with further variation caused by regional accent, degree of education, social class, colloquial usage, and borrowed words, i.e. from native American languages, English, etc.

Depending on the region from which they come, differences in the racial/ethnic composition may be included. The bulk of Hispanic America, with the exception of those nations either in the Caribbean basin or regions of those nations bordering the Caribbean, are of Spanish/Indian (mestizo) descent, with sub-populations of European or Indian descent. Within the Caribbean basin (or bordering it), the racial composition includes Hispanics of African descent, of mulatto descent, and of European and Indian descent. The nature of colonialism, the plantation system and the intolerance of fair skin for the tropical sun has caused the following general distribution of racial types. Blacks will be generally found in the coastal regions where the sun is hottest (and where the climate was conducive to the cultivation of sugar cane). European types, on the other hand, will be found at higher (cooler) altitudes and engaged in the cultivation of coffee and tobacco. The native American population has traditionally (at least until very recently) been based in the interior of the country. This is particularly true of those nations in and around the Caribbean.

Finally, questions about social and economic class and the attitudes that these may engender, ought to be considered. It is here that divisions not only among different countries but within the same country are most marked. We can, however, virtually dispense with questions of socio-economic class, since nearly all Hispanics in the New York State prison system are representatives of the working (poor) class. It must be borne in mind, nevertheless, that many Hispanic Americans identify the interests of their native (usually oppressive) ruling classes with those of the U.S. The frequent military interventions of America in Latin American affairs has left an aura of suspicion about American motives and mores.

In practical terms, what the diversity of Hispanics implies is that cultural sensitivity training is necessary for any and all staff hired to service inmate needs. Even staff of Hispanic background cannot be presumed to be sensitive to Hispanic inmate needs and the vagaries of culture and ethnicity in an environment as dynamic as that of Hispanic America.

The report makes clear, that while a great deal has been learned about the Hispanic offender, much more still needs to be learned, documented and interpreted. One of the collateral objectives of this Report is to stimulate needed research on the Hispanic offender by criminal justice professionals and scholars. It is essential that accurate data be gathered, workable programs be designed and implemented, and personnel be sensitized in order to address the needs of this subpopulation and to avert the conditions which led to mass uprisings at Attica, Sing Sing and New Mexico.

It has been our hope and intention to answer some of the questions about the Hispanic offender in New York State, and to a lesser degree, throughout the rest of the states. This Report is only a beginning. Much more work still remains to be done. In the interim, we hope that more and better programs to advance the needs of Hispanic offenders will be available for publication in the next annual report of the Division of Hispanic and Cultural Affairs, that more accurate and reliable data will be gathered and interpreted on which to base these programs, and finally, that interest in the Hispanic offender will generate improved understanding of all offenders and of the conditions which have led them to incarceration.

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APPENDICES

RACE, COLOR AND CRYPTOMELANOPHOBIA*

For many peoples in the United States, the word Americanization has an ugly connotation. "Americanization" for children of the many native American peoples means being torn away from parents for months at a time and put in "Indian schools" where they are taught English and punished for speaking their native language. While this brand of Americanization is no longer a reality, many Hispanic people can still remember schools where only English language instruction was given, and pressures were exerted to make the children forget their culture and especially their Spanish language heritage.

This process of Americanization can be explained, though not justified, as the zealous and naive effort of Americans of good will to "help" Indian and Hispanic peoples to participate in the broader contacts of American society. Clearly, English language skills were, and are, necessary for anyone wanting to enter the professions, or to adopt other routes to success in America.

But the "Americanization process" was not a route to upward mobility in America for millions of "Americanized" people. America would not permit people of color to reap the benefits of this system. Either through explicit laws (such as the "Jim Crow" laws of the South) or through subtler forms of segregation practiced in the North and West, Hispanics and others have been denied opportunities to enter decent schools, join craft unions, and the professions. These barriers are weakening, but they have hardly disappeared. One has only to look at the percentage of Blacks entering college in the United States, one has only to look at the widening gap in income of the (overwhelmingly White) richest fifth of American society and the poorest fifth, or the percentage of wealth owned by the Whites versus non-Whites in American society, to know that the barriers are still there. These barriers, perhaps less obvious than the old Jim Crow laws, are no less effective in denying people of color--people who have endured "Americanization"--an opportunity to share in American prosperity.**

Why is it that even today, in the United States, being Black (or brown, red or yellow) automatically places an individual at a social and economic disadvantage relative to "White" America? This is true no matter how "Americanized," i.e. fluent in English and accepting of the values and mores of white American society--these persons might be.

*Rojas, J. Rodrigo. Adapted from unpublished monograph "Race, Color and Cryptomelanophobia." 1985.

**The barriers today may be "class barriers" but since non-White people have historically been working class, they bear a considerable amount of the pain caused by "class" barriers.

As in Latin America, the racial categories in force in the North American social structure are cultural categories, inculcated and supported by consensus and force. Their function is to limit the number of persons that have access to social benefits, whether these benefits are power, prestige or property. The North American learns to assume as a social racial credential what Dr. Marvin Harris of Columbia University has designated as the "infradescent criteria." He describes this North American myth in this manner: "The infradescent rule is an invention that we've made in the U.S. in order to ensure that biological facts do not cloud our collective racist fantasies. We have created Blacks in the style of Alice in Wonderland, about whom (Blacks) people will say: "But he certainly doesn't look Black." Such was the case of Harry S. Murphy, the young man that announced that it was he and not James Meredith that had been the first Black to attend Old Miss.*

Briefly, the infradescent criteria states: "One drop of black blood makes you black, never mind that you may look like the prototype for the Aryan superman. Or, for that matter, never mind that I who judge you appear to be less racially 'pure' than you the judged."

This attitude may appear ludicrous to some, or highly scientific and, therefore, correct to others. But why the furor? What is so important? Being an amateur social scientist, I have sought to find/create a word that would define this condition: Cryptomelanophobia, that is, an irrational fear of finding that somewhere in your family's past there is some hidden Black descent.

Could there be any basis in fact to this notion? The answer is simply, yes. This is not a new finding, this fact has been known for decades by American social scientists and needless to say it has been very quietly disputed. According to Robert Stuckert** more than one out of every five "White" Americans is not White (according to the infradescent criteria). John Burma*** estimates that 2,500 Black Americans pass or cross the color line every year. Drake and Horace Cayton**** estimated that in 1900, 25 to 30 thousand passed.

*Bonilla, E. Seda. Requiem por una Cultura, 1972.

**Stuckert, Robert. Race Mixture: The African Ancestry of White Americans, Physical Anthropology and Archeology. Edited by Peter Hammond, McMillan and Co., 1964, pgs. 192-197.

***Burma, John. "The Measurement of Negro Passing," Journal of American Sociology, 1962, pgs. 18-22.

****Cayton, Drake and Horace. Black Metropolis, 1900, pg. 159.

NOTE: The literature available on this subject, both scientific and literary, is quite voluminous.

THE PROPORTION OF BLACKS IN THE POPULATIONS OF
SEVERAL STATES AS IT IS REDUCED BY DECADES

State	1910 %	1920 %	1930 %	1940 %	1950 %	1960 %
Mississippi	56.2	52.2	50.2	49.3	45.4	42.3
So. Carolina	55.2	51.4	45.6	42.9	38.9	34.3
Georgia	45.1	41.7	36.8	34.7	30.9	28.6
Alabama	42.5	38.4	35.7	34.7	32.1	30.1
Louisiana	43.1	38.9	36.0	33.9	36.0	32.1
Virginia	32.6	29.9	26.6	24.7	22.2	20.8
.....						
Puerto Rico	34.5	27.0	25.7	23.4	20.3	

Source: Stuckert, Robert. Race Mixture: The African Ancestry of White Americans, Physical Anthropology. Edited by Peter Hammond, McMillian and Co., 1964, pgs. 192-197.

As every American knows, the states cited on the chart represent the deep South, historically the bedrock of "Jim Crow" institutionalized American intolerance. Where did they (Blacks) go? Did they all go north? It is certain that some lighter skinned Blacks went north and "passed" but most that passed stayed home. One of the consequences of racial amalgamation is that the traits of the numerically dominant group will prevail in time. In this case, a bleaching out process has taken place, so to speak. I provided the stats for Puerto Rico for purposes of comparison. It is evident that the very same process of bleaching out (blanqueando) has taken place in both instances; the states and Puerto Rico.

The folk wisdom relative to race of Puerto Ricans is perhaps best captured in the following refrains: "Y tu abuela, ¿dónde está?"* And your grandmother, where is she? Or "Aquí el que no tiene dinga tiene Mandinga,"** common in Puerto Rico, which means here whoever hasn't Indian blood, has African blood. The Cuban version is "Y Aquí el que no Tiene de Congo Tiene de Carabalí," here the one that does not have Congo blood has Carabalí, referring to "another type of African." In the Dominican Republic, it is stated "Aquí todo el mundo tiene el prieto detrás de la oreja." Here everyone has (the) Black behind his ear.

The question of racism based upon color (and/or racial descent) is not absent in Puerto Rico or the rest of Latin America. However, race did not automatically bring with it a connotation of ignominious inferiority or arrogant superiority. Class, rather than race, has been the bane of Hispanics. And, the class to which one belonged, may very well determine the racial category into which one fits.

Some have used the term caste to define the social structure of Latin America with reference to both class and race. This, however, implies little, if any mobility and describes (in Latin America) a social hierarchy based upon gradation of skin coloration. Although adequate as a rule of thumb, this approach can be misleading.

Puerto Ricans and other Latin Americans have not had problems in recognizing the contributions made by non-Europeans to the general welfare of the people. Black and Indian "heroes" abound in our literature. Perhaps the best way to describe the racial and color attitudes of Hispanic Americans is this: "I have a dream that someday my children will not be judged by the color of their skin but by the content of their character," Martin Luther King.

His dream for a future North America is the reality of today for most Latin Americans.

*This common saying is derived from a poem well known to Hispanics. The poem, "Y Tu Agüela, ¿A'ónde Ejta?" is included at the end of this article.

**Dingai from: indígena/indigenous; a native American.
Mandinga: from Mandinka/mandingo; Black African.

¿Y TU AGÜELA, A'ONDE EJTÁ?

Ayé me dijite negro
Y hoy te boy a contejtá:
Mi mai se sienta en la sala,
¿Y tu agüela, a'onde ejtá?

Yo tengo el pelo'e caíyo;
El tuyo ej seda namá;
Tu pai lo tiene bien lasio,
¿Y tu agüela, a'onde ejtá?

Tu coló te salió blanco
Y la mejiya rosá;
Loj lábioj loj tiénej finoj...
¿Y tu agüela, a'onde ejtá?

¿Dísej que mi bamba ej grande
Y mi pasa colorá?
Pero dijme, pot la bingé,
¿Y tu agüela, a'onde ejtá?

Como tu nena ej blanquita
La sácaj mucho a pasia...
Y yo con gana'e gritatte
¿Y... tu agüela, a'onde ejtá?

A tí te gujta el fojtrote,
Y a mí brujca maniguá.
Tú te laj tiraj de blanco
¿Y... tu agüela, a'onde ejtá?

Erej blanquito enchapao
Que déntraj en sosiedá,
Temiendo que se conojca
La mamá de tu mamá.

Aquí, el que no tiene dinga
Tiene mandinga...! ja, ja!
Por eso yo te pregunto
¿Y tu agüela, a'onde ejtá?

Ayé me dijiite negro
Queriéndome abochoná.
Mi agüela sale a la sala,
Y la tuya oculta ejtá.

La pobre se ejtá muriendo
Al belse tan maltratá,
Que hajta tu perro le ladra
Si acaso a la sala bá.

¿Y bien que yo la conojcol
se ñama siña Tatá.
Tú la ejconde en la cosina
polque ej prieta de beldá...

In order to do justice to the poem "Y tu agüela, a'onde ejtá" a poem written in what may be called "Black Spanish," an attempt at rendering it into "Black English" must be made. Because the poem derives much of its satirical power from the repetition of the refrain and from its rhyme pattern I've sought to maintain both. I invoke the right of poetic license for the liberty I have taken with both languages, especially with "Black English." Any limitations found in this translation are attributable only to the translator and not to the work in question. The same is true, of course, for my version of Black English. JRR

AN' YO' GRANMA, WHERE SHE BE?
(Y tu agüela a'onde ejta?)

Yestuhday yuh call mee niggah, today ah'ma speak yuh see
Mah momma sit with the famlie...an' yo' granma, where she be?
Mah hair be coarse an' nappy, yo' combs silkily
Yo' daddy got sum good hair...an' yo' granma, where she be?
Yo' complekshun come out white an' yo' cheeks shine rosily
Yo' lips be dhin an' fine...an' yo' granma, where she be?
Yuh say I got big lips an' a red an' kinky cap
But for the good lawd's sake do tell where you keep yo' granma at.
Your baby girl is white so yuh stroll her ceaselessly
An' ah be dyin' to shout...an' yo' granma, where she be?
Y'all be doin' dat "fox trot", ah'ma 'bout some jitterbug jive
Y'all be actin' like white folks...an' yo' granma, where she hide?
Y'all just a "white plated" whitey tryin' to move up so-shu-ly
Scared dat they fin' yo' momma's momma is not-quite-so-white yuh see.
Now, ovah heah if you ain't injun yo' part niggah jus' like me
An das why ah keep axin'...an' yo' granma, where she be?
Lissen, you call me black as if trying to embarrus me
But my momma sits in the livin' room...an' yo' granma, where she be?
Po' old lady be dyin' fron neglec' quite natcherly
An' even yo' dog won't let her hangout wit' the rest of the family
An' yuh know ah know her story an' frum which side of the track
Yo' granma miz Nanny* be frum, Though yuh hide her in the kitchum,
Cause yo' granma is sho' nuff black...

Translation by: Juan Rodrigo Rojas
June 29, 1986

*Miz Nanny: from "SINÁ TATA," a term identified almost exclusively with black female slaves, usually older women. The origin of the word is uncertain but it is roughly equivalent to "auntie" or miz, terms often used to denote household slaves. It is probably derived from the word "señora," a lady. The word "TATA," on the other hand, is closer to grandma or nanny. Overall the image that's suggested is that of a black nanny. The author, Fortunato Vizcarrondo, a black Puerto Rican from the town of Carolina, a town identified with black people and black culture/custom on the island, is satirizing the "blanco con rajas" attempts at "passing." He tells the individual that merely by the name that she is called, "Sina Tata," his grandmother is identified as being black, truly black--and a slave. So, why hide her? Why doesn't he allow her into the living room where the family traditionally gathers (and where guests are received) instead of keeping her in the kitchen where guests would think that she was the cook, unless he was trying to hide his black descent?

My People Made It Without Bilingual Education What's Wrong With Your People?

By SAMUEL BETANCES
Professor of Sociology, Northeastern Illinois University

I eagerly embraced the question. There was strong reason to believe that history would be on the side of the proponents of bilingual education.

But it was not meant to be. The critics were correct. A careful search of the historical record clearly indicates that immigrants on the eve of the 20th century and before did not have anything that can remotely be compared to bilingual education in the educational diet. When the critics argue that "my folks made it without bilingual education," they are correct!

As I pored through the dusty records of history and the socio-economic political arena facing the brave newcomers of yesterday, however, I realized that the absence of bilingual education for that generation of future Americans was related to something bigger than just the language issue. The whole history of immigrant education lay before me and I could now put the issues of yesterday's newcomers in its proper perspective.

Yes, it is true that the newcomers of yesterday did not get bilingual education; but, that is because they did not get *any* education. Entry into the economic system was possible without formal education. When the immigrants came from Europe they did not need middle class English language skills and high school diplomas or college degrees, to get into the economy. Those brave souls, transplanted into what they labeled as the "new world" came with the basics: strong backs and a willingness to work.

When Swedes ran out of farmland on their native soil, they came to the land which had belonged to American Indians and which, through conquest, became available to these Scandinavian Lutherans. They transplanted themselves into a terrain and geography not unlike the one they left behind, and on the very day they arrived, Swedes began to work. They could speak to those cows in Swedish and the cows would give milk. Germans in Pennsylvania could speak to the corn in German and it would grow. In effect, the newcomers would have success in the economy, build their homes, their centers of worship, and later on, schools were

established. Several generations would pass in the process. The society did not need to build schools to prepare the first generation of non-English speakers and their children for productive lives in the economy. That generation confronted the cow and the corn. Today's newcomers confront not the cow nor the corn, but the computers.

While the generations of yesterday could wait one, perhaps two, and even three generations before their offspring could enter high school and then college, the newcomers of today have to leap-frog, from the agricultural period well over the industrial period of strong-back and willingness-to-work to the age of information.

Most people who today sit on boards of education administer school programs and teach in the classrooms are the third or fourth generation descendants of immigrants. Their parents may have earned a high school diploma; but their grandparents did not. The farther back they go, the less formal schooling. In fact today's education professionals represent, for the most part, the first generation of college graduates in their individual families. It is not accurate to say "we made it without bilingual education" when history says that public education did not exist at all or simply did not figure in any significant way in the progress of immigrants in an economy that required, for the most part, the strong backs, the farming skills, the entrepreneurial skills of the merchant, the traders, and the fishing skills of newcomers. America was built by non-English speaking people, without formal education.

At the turn of the century the dropout rate for everyone was about 94 percent *but there was no dropout problem*. Schools were irrelevant to the bulk of newcomers. When schools did not absorb the children of the immigrants, to the degree that public schools existed at all, the economy did.

The dropout rate is a *problem* only if the lack of a diploma is combined with the inability to get into the economy without such certificates. The newcomer of

yesterday faced a large dropout rate but a low dropout problem. Today, we have a low dropout rate, about 30 percent overall, but a high dropout problem. Why? Because to get into the economy, the workforce needs success in high school and post-high school education.

The newcomers of today come to the U.S. with a strong back and willingness to work, with the same intelligence of those farmers of old but at the *wrong time*. They cannot get into the economy and expect a real future for their children, in the age of computers, by growing corn and milking cows. They cannot have success in the economy until they have success in schools. Latinos, along with the Asians, Pacific Islanders and limited English proficient groups, some native to the soil of the Americas, must do what no other group had to do before in the history of American education: attend middle class institutions, compete with mainstream classmates, and achieve success in classes which transfer information in English. That's a tall order. Knowing how to transfer information in English is basic to such expectations. As Moore and Pachon wrote in *Hispanics in the United States*:

"It is hard for some critics to understand why other immigrant groups managed without bilingual instruction. Actually, arrivals did not manage. Young children left school in such large numbers and at such an early age that failure was scarcely noticed. Furthermore, the dropouts survived by fitting themselves into a much less demanding economy. A high school diploma is now a bare minimum for many jobs. A wider range of children are now expected to remain in school — not just a chosen few from upper income groups."

However, we must not fall into the trap of teaching Limited English Proficient (LEP) students English at the expense of their education. That happened to me. When I first went to public school in New York City, I didn't know any English and there were no programs to help me understand what the teacher was saying to our class. So I would look around and imitate my classmates.

One day the teacher asked a question. I heard the noise pregnant with meaning fill the classroom and looked on to see the response of my classmates. I was prepared to follow the lead of my peers. But something strange occurred. I panicked as I witnessed only 50 percent of the class raising their hands. What was I to do? With which group should I vote? I always tended to do what the majority of the students did. But I was

trapped, since the response was not very clear. I listened intensely as the teacher made the same series of noises, and I watched for the response. This time about 60 percent of my classmates raised their hands. And then more. When about 80 percent responded with raised hands, I did so, mindful of the fact that mine was hidden in the masses of hands. My response to what I could not understand was at least keeping pace with what everyone else was doing.

I ran home. My feet pounded the concrete sidewalk. I ran up the stairs of my apartment building and I pushed the door open. "Mamy, mamy," I asked. "¿Que significa la palabra 'finish'?" ("Mom, mom, what does the word 'finish' mean?") She said, "Terminates la tarea, mi hijito?" (Did you finish your task, my son?) So that's why only 50 percent raised their hands, I thought. Only 50 percent were finished! I now understood what the teacher was asking, and why the class responded as they did.

That evening at the dinner table, I noticed a long pause between the bites by my older brother Charlie. I asked him, "Charlie, are you finished?" I felt good about how quickly I put my new vocabulary to work. I felt proud that I knew what the word "finish" meant. I now knew the word "finish," but I *had not finished my task*. I was learning English at the expense of my education.

Bilingual education is the process whereby LEP students can learn English and finish their task. The issues are separated to create a positive transition of both empowering newcomers to the language with new verbal skills; but learning in the language they know the important curriculum tasks. Bilingual education is an important legitimate education reform for today's youth.

Bilingual education programs respond to the real problem of making instruction understandable. Anyone who argues that one can get along without English in the U.S. is a fool! English has replaced German as the language of science and French as the language of diplomacy. English is the *lingua franca* of the world. The world's commerce largely takes place in international settings in English. When most of the world studies a foreign language, it tends to be English. That's reason enough for us to insist that newcomers who come to the U.S. schools must learn English. But there is even a more powerful reason. English is the common language of American citizens. It must be taught, required, strengthened and perfected in our schooling initiatives.

At their core, all bilingual educational programs

worth their salt aim to teach English to LEP students. But, while those LEP students are learning English so they can learn *in* English, they can be learning their math and science in the language they know.

Monolinguals who have never had to learn a second language to compete in a new and different environment, but who have an appreciation for history, know that the conditions facing us on the eve of the 21st Century are very different from conditions faced by those who came on the eve of the 20th century.

We must realize that not only do these newcomers need our enlightened policy; but we may go one step further. Not only must these newcomers learn English, it might be good if we didn't move in too quickly and tell them to forget Spanish or Vietnamese, or Chamorro, or Togalo. Maybe we can come of age and realize that we

cannot, in the name of turning out good Americans, limit the freedom of speech of those new to our shores and/or tell people to forget what they know. In the name of education we cannot argue that it is better to know less than more. Bilingual education enriches our best hopes for a democratic society, making it safe for differences as well — powerful, practical reasons why we need it today; even though such programs did not exist for yesterday's arrivals. ■

Editors Note: We are pleased that Dr. Betances agreed to contribute his viewpoints on bilingual education to this issue. Dr. Betances was a popular speaker at our December Annual Conference '85 where his topic was *"Diversity, Equality and Reform in American Education in the Age of Technology"*. Tapes of this speech are available through Photo and Sound Company (see advertisement, inside back cover).



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OVERVIEW OF HISPANIC POPULATION IN NEW YORK STATE

A BIBLIOGRAPHIC AND STATISTICAL SURVEY

Paper presented at The State of New York Department of Correctional
Services, Hispanic Inmate Needs Task Force Conference (Phase II)

Paper Presented by:

H. Bruce Pierce, PH.D.
Chair, African-American Studies
John Jay College of Criminal Justice

November 1985

OVERVIEW

This presentation will attempt to survey the critical definition of Hispanics; the comparative statistics on current and projected Hispanic population size; and a review of source material for analyzing important similarities and differences among Hispanics.

PAPER THRUST

An analysis of the Hispanic inmates and their needs is in fact an analysis of the people of which they are a part and so I have elected to understand the Hispanic inmate by attempting to understand the people from where they come.

PAPER ORGANIZATION

The paper is divided into the following three sections:

- I. Hispanics: How and Who Defines Them?
- II. Statistics: What They Mean?
- III. Books: What's worth reading?

SECTION I

HISPANICS: HOW AND WHO DEFINES THEM?

The Harvard Encyclopedia of American Ethnic Groups says the following:

The term Hispanic has been increasingly employed in the media and in general discussion as an easy way to refer collectively to a growing number of Spanish-origin or Spanish-speaking people in the United States. At one time it most often designated Mexican Americans in the Southwest and Puerto Ricans in the East. Later it was applied across the country to people whose connection to Spain or to a former Spanish possession was distant or recent. In local, national, and church politics it helped forge a common sense of purpose and unity among groups that differ widely among themselves. (See Central and South Americans; Cubans; Dominicans; Mexicans; Puerto Ricans; Spaniards; Spanish; see also Spanish-Surname)

The term Hispanos, along with Tejanos and Californians, properly refers to the fourth-and fifth generation descendants of the colonial Spanish largely concentrated in New Mexico and Texas.

SECTION II

STATISTICS: WHAT THEY MEAN?

Statistics fall into two categories, descriptive, which implies that they tell us what the numbers of anything are and inferential, which implies that they tell us what the numbers of anything mean.

In the area of Hispanic descriptive statistics we note the following:

- Of more than 226 million people counted in the 1980 census, more than 118 million traced their origins back to one foreign nation, while nearly 70 million listed multiple ancestry.
- From 1970 to 1980, the number of Hispanics increased by 60.8% to 14.6 million persons and the number of Asians grew 120% to 3.5 million. In contrast the number of whites grew by 6.4% and the African-American population grew by 17.4%.
- The national numbers for Hispanic groups were as follows:
 - Mexican: 7,692,619
 - Spanish-Hispanic: 2,686,680
 - Puerto Rican: 1,443,862
 - Cuban: 597,702
 - Dominican: 170,698
 - Colombian: 156,276
- During the 1980-81 school year, nearly a half-million children in all states participated in federally supported bilingual programs in 91 languages.
- The Census Bureau reports that 23 million residents, one tenth of the population speak a language other than English at home and 11 million speak Spanish.
- Advertisers are setting up separate divisions to attract Hispanic customers, who according to one survey, use more consumer products than non-Hispanics. Spanish-language television and radio commercials, billboards and print advertisements are ubiquitous and Latino models are in demand.
- Almost 80% of the U.S. population are white non-Hispanics, 11.7% are African-American, 6.4% are Hispanics and 2% are Asian and other races.
- According to projections in the year 2000, white non-Hispanics will make up 71.7% of the population; African-Americans 13%; Hispanics 10.8%, and Asians and other races 4.3%.
- By the year 2080, non-Hispanic whites will make up 49.8 of the population; African-Americans 14.7%; Hispanics 23.4%, and Asians and other races 12%.
- Within New York State, the Hispanic population is said to number 1,512,895 with specific distribution as follows:
 - Puerto Ricans: 703,072
 - Spanish/Hispanics: 359,574

THE AMERICAN EXPERIENCE

TABLE I

ETHNICITY	*1969 FAMILY INCOME	**1977 FAMILY INCOME
Jewish	172	**
Japanese	132	---
Polish	115	119
Chinese	112	---
Italian	112	114
German	107	111
Anglo-Saxon	105	113
Irish	103	110
National Average	100	100
Filipino	99	---
West Indian	94	---
Cuban	80	88
Mexican	76	73
Puerto Rican	63	50
Black	62	60
Indian (American)	60	---

Source: U.S. Bureau of the Census and National Jewish Population Survey¹⁶.

* Median family income of each ethnic group divided by the median family income of the U.S. population as a whole.

** Comparable data for Jews are not available for both periods, but using Russian-American data as a proxy for Jewish data, as is commonly done in the literature, shows an income percentage of 146 for 1968, 140 for 1970 and a 1977 income percentage of 143.

THE ECONOMICS AND POLITICS OF RACE

TABLE II

ETHNICITY	MEDIAN AGE		
	Entire Group	Income Earners	Family Heads
Jewish	46	--	59
Polish	40	--	--
Irish	37	--	--
Italian	36	--	--
German	36	--	--
Japanese	32	41	46
Chinese	27	39	44
Filipino	26	37	43
Black	22	41	43
American Indian	20	38	42
Puerto Rican	18	34	36
Mexican	18	--	--
West Indian	--	43	45

Source: U.S. Bureau of the Census and National Jewish Population Survey.

ARREST RATE ANALYSIS

Nowhere can the officer-offender relationship in the past, now and in the future be more graphically presented than in the Uniform Crime Reports of 1980. Significant are the categories of Total Arrests by Age Groups and National Crime Rate and Percent Change.

TOTAL ARRESTS BY AGE GROUPS, 1980

<u>Age</u>	<u>Arrests</u>	<u>Age</u>	<u>Arrests</u>	<u>Age</u>	<u>Arrests</u>	<u>Age</u>	<u>Arrests</u>
under 15	603,927	18	589,996	22	447,045	30-40	905,411
15	377,972	19	575,105	23	413,528	35-39	584,122
16	493,073	20	531,092	24	378,315	40-44	417,202
17	550,921	21	490,597	25-29	1,392,514	45-49	316,799

<u>Age</u>	<u>Arrests</u>
50-54	257,349
55 and over	378,393
TOTAL	9,703,181

NOTE: Based on reports furnished to the FBI by 12,042 agencies covering a 1980 estimated population of 208,194,225.

SOURCE: Department of Justice, Federal Bureau of Investigation, Uniform Crime Reports for the United States, 1980.

TABLE III

Median earnings (in dollars) by years of schooling and sex of Spanish-origin groups, 1969.

	Schooling (years)	Mexican	Hispano	Puerto Rican	Cuban	Central and South American	Non-Spanish white
Men	Under 12	4,460	4,940	5,080	4,980	5,050	5,850
	12	6,070	6,610	5,960	5,810	6,530	7,730
	13-15	6,310	6,380	5,920	6,640	6,630	7,920
	16+	8,990	9,620	9,820	8,590	10,360	11,620
	Total	4,970	5,800	5,430	5,710	6,140	7,290
Women	Under 12	1,670	1,600	3,170	2,920	3,090	2,230
	12	2,930	2,950	3,880	3,470	3,960	3,400
	13-15	2,940	2,820	4,060	3,570	3,600	2,870
	16+	5,590	5,710	6,090	4,550	4,660	6,000
	Total	2,100	2,350	3,420	3,260	3,470	3,090

Source: A.J. Jaffe, Ruth M. Cullen, and Thomas D. Boswell, Spanish Americans in the United States -Changing Demographic Characteristics (New York, 1976), p.64.

TABLE IV

Number of earners per Spanish-origin family, 1970, in percentages; median income of Spanish-origin families, 1969.

Earners	Mexican	Hispano	Puerto Rican	Cuban	Central and South American	Non-Spanish white
0	7.7	8.9	20.7	6.0	6.3	8.7
1	41.4	42.3	43.1	33.0	39.5	40.3
2 or more	50.9	48.8	36.2	61.0	54.2	51.0
Median income	\$6,960	\$7,860	\$6,230	\$8,690	\$8,920	\$10,100

Source: A.J. Jaffe, Ruth M. Cullen, and Thomas D. Boswell, Spanish Americans in the United States -Changing Demographic Characteristics (New York, 1976), pp 60, 421.

TABLE V

Percentage of foreign-born Spanish-origin 12th year of school or higher completed, 1970.

	Age	Mexican	Puerto Rican*	Cuban	Central and South American
Men	20-24	38.3	37.1	70.3	65.7
	25-29	27.9	29.2	66.2	69.5
	30-34	21.9	23.0	47.7	
	35-44	15.3	21.5	45.3	64.1
	45-54	17.1	19.1	46.7	56.9
	55+	9.1	11.7	40.9	42.5
Women	20-24	32.1	37.1	65.5	40.9
	25-29	26.0	28.8	57.9	60.5
	30-34	19.4	23.1	43.4	
	35-44	16.7	19.4	46.4	55.0
	45-54	15.7	14.7	42.3	49.3
	55+	8.6	9.8	24.9	36.3

Source: A.J. Jaffe, Ruth M. Cullen and Thomas D. Boswell, Spanish-Americans in the United States-Changing Demographic Characteristics (New York, 1976), pp 382-387.

a. Island-born Puerto Ricans.

TABLE VI

Native-born persons of Spanish origin who have completed 12th year or higher of school, 1970 (%)

Men	Age	Mexican	Hispano*	Puerto Rican*	Cuban	Central and South American	Non-Spanish white
	20-24	56.0	68.1	58.8	81.8	83.1	82.0
	25-29	49.8	61.5	54.3	77.3	76.3	77.8
	30-34	40.7	55.9	55.4	68.4	72.0	72.9
	35-44	30.2	43.9	45.9	66.7	65.6	64.7
	45-54	20.1	39.5	34.7	44.2	57.8	56.3
	55+	8.8	19.4	11.8	14.5		33.7
Women	20-24	53.3	66.8	64.3	81.2	83.9	82.4
	25-29	45.1	56.6	53.9	74.5	77.4	77.6
	30-34	38.2	50.7	52.0	65.8	76.0	73.2
	35-44	25.0	40.2	46.5	60.2	53.4	67.3
	45-54	16.2	32.7	36.4	39.6		59.3
	55+	9.3	23.2	15.8	20.3	51.2	37.4

Source: A.J. Jaffe, Ruth M. Cullen, and Thomas D. Boswell, Spanish Americans in the United States -Changing Demographic Characteristics (New York, 1976), pp 382-307.

- a. Hispanos are native of native parentage, most of whose ancestors have been in the United States for a number of generations.
- b. Puerto Ricans born in the mainland United States.

TABLE VII

Spanish-origin persons 16 years of age and over, by broad occupational groups, 1970 (in percentage)

		Mexican	Hispano	Puerto Rican	Cuban	Central and South American	Non-Spanish white
Men	White-collar	18.6	30.5	23.2	37.4	40.4	42.7
	upper	9.6	16.5	8.8	20.6	24.5	27.4
	lower	9.0	14.0	14.4	16.8	15.9	15.3
	Craftsmen	20.5	21.9	15.5	18.0	18.9	21.7
	All other	60.9	47.6	61.4	44.5	40.8	35.6
Women	White-collar	39.6	53.7	42.9	41.5	45.4	65.4
	upper	8.5	13.7	8.9	10.9	12.6	20.5
	lower	31.1	40.0	34.0	30.6	32.8	44.9
	Craftsmen	2.4	1.6	2.4	2.6	2.1	1.9
	All other	58.0	44.8	54.7	56.0	52.4	32.8

Source: A.J. Jaffe, Ruth M. Cullen and Thomas D. Boswell, Spanish Americans in the United States-
Changing Demographic Characteristics (New York, 1976), p 66.

SECTION III

BOOKS WORTH READING

This final section is based on the premise that, when searching for answers to critical questions, the written word when accurate is a good starting point. Keeping that in mind, I have started my literature search into significant insights into the Hispanic experience with a quote from Dr. Judith Kramer's classical work on The American Minority Community:

"The dominant group by definition embodies the prevailing way of life; it controls access to values that are now desired by others but which are still too scarce to be shared, by defining criteria of social eligibility. By declaring ineligible those with differing characteristics, the dominant group limits their life chances, and thereby, creates a minority situation. The exercise of such categorical exclusion permits the dominant group to maintain a monopoly on its way of life."

In reviewing the literature on Hispanic peoples, one work consistently stood out. That work is the Harvard Encyclopedia of American Ethnic Groups published in 1980 which focuses on the following characteristics for the groups analyzed:

1. Origins
2. Migration
3. Arrival
4. Settlement
5. Economic Life
6. Social Structure
7. Social Organization
8. Family and Kinship
9. Behavior and Personal Individual Characteristics
10. Culture
11. Religion
12. Education
13. Politics
14. Intergroup Relations
15. Group Maintenance
16. Individual Ethnic Commitment
17. Bibliography

Specific to our concerns with Hispanic peoples, the Encyclopedia has analyzed the following groups:

Central Americans, which include:

Costa Rica, El Salvador, Guatemala, Honduras, Belize (British Honduras), Nicaragua, Panamá.

South Americans, which include:

Argentina, Brazil, Chile, Colombia, Ecuador, Guyana, Perú, Paraguay, Uruguay, Surinam, French Guyana, Bolivia and Venezuela.

Cubans, Dominicans, Mexicans, Puerto Ricans, Spaniards, Spanish Surname.

These eight chapters are a "must have" for any serious student of Hispanic peoples, and I would recommend ownership of the Encyclopedia itself.

Finally works of less encyclopedic range but of value in exploring the general area of Ethnic Relations and Hispanic concerns are as follows:

The American Minority Community by Dr. Judith R. Kramer

Kind & Usual Punishment by Jessica Mitford

(The Prison Business)

Down These Mean Streets by Piri Thomas

Correctional Psychology: Themes and Problems in Correcting the Offender
by Robert J. Wicks

Ethnic and Racial Groups: The Dynamics of Dominance, by Richard M. Burkey

Ethnic America: A History, by Thomas Sowell

Racial and Ethnic Groups, by Richard T. Schafer

Strangers to These Shores: Race and Ethnic Relations in the United States
by Vincent N. Parillo

Statistics and books aside, my final observation for ourselves as an "ethnic people" and for our incarcerated brothers and sisters, is the last paragraph to a poem by Edgar A. Guest by which I and other "people of oppression" live our lives. The poem is entitled It Couldn't Be Done.

"There are thousands to tell you it cannot be done,
There are thousands to prophesy failure;
There are thousands to point out to you, one by one.
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start to sing as you tackle the thing
That "cannot be done", and you'll do it.

LOOKING AHEAD

FUTURE TRENDS AND THEIR IMPLICATIONS FOR EDUCATION

"Historians may conclude that ours was a failure not of opportunity but of seeing opportunity; a failure not of intellect but of understanding trends (and their implications)."

Those words were spoken in the year 1980 by former Secretary of State Cyrus Vance as he reflected upon world affairs in the decade of the '70s. My question tonight is: What will historians say in the year 2000 about American education in the decades of the '80s and '90s? (Pause) For the next few minutes, let's consider some possible answers to that question.

Several concerns surface every time we think about future trends and their implications for our society.

Demographics is one. People are saying at the same time that the U.S. is a nation of immigrants, an aging nation, a nation on the move. All of these perceptions are true.

More than most other factors, shifts in population have defined, and will continue to define, our country. Obviously, the impact will be great. Consider these factors:

- The Aging of the Baby Boomers. This great bulge in America's population will continue to shape and strain our institutions. Through the '80s, the 35-44 age group will grow by 40%. Then starting in 1990, seniors will begin a rapid rise, probably doubling their numbers between 2000 and 2050. They will be the most educated, most politically active group of older Americans in the history of this country.

- The Baby Boom Echo in the '90s. At the same time we are starting to feel the smaller but significant "echo" of the post WW II baby boom. The drop in school enrollment is turning around this year for K-4 students, and in some parts of the country will begin to refill high schools and colleges by the late 1990's--but not in the "Frost Belt" where population outmigrations will offset the baby boom "echo". Both, the very young and the very old will be important parts of our population by the year 2000.

- Shift to the Sun Belt. While overall growth of our population is slowing, Americans are rapidly moving south and west. Those regions grew over 20% in the '70s, with no end in sight, at least until water shortages develop. It has been called "the most pronounced demographic shift of this century." In addition, the flight to suburbs and "close-in" rural areas continues unabated.

- Growth of Minorities. This growth has not been a "boom" - rather, it is a steadily increasing wave. Though black growth has slowed somewhat, the Hispanic population is soaring - up 60% over the last 10 years. Hispanic-Americans will be the largest minority group in this country by the mid 1990s. Simultaneously, we are absorbing the second biggest immigration wave in our history, largely of Asian and Pacific Island peoples. By the year 2000, New York City and 52 other major cities will have "minority" majorities.

What are the implications of these demographic trends for education?

Broadly stated, the major challenge for educational policy-makers will be to provide and increasingly diverse nation with consistent learning opportunities across ethnic groups, geographic regions, and age brackets as well.

That's a broad generalization. Here are some particulars for your consideration:

1. Adult education will become increasingly important as workers re-train and as older Americans exercise their educational rights. Government, industry and voluntary organizations are now the main providers. Because turf battles are inevitable, we must use our good offices to encourage and facilitate practical, cost-effective compromises.

2. In areas that have had population decline, future school closings will have to be evaluated carefully. In some states there will be an up-turn in elementary enrollment. New York is not likely to be one of those states, and upstate New York will probably have zero growth in school age children because of the continued outmigration of job seekers in the 25-40 age range. Another possibility is "merging schools with other services, so that through merging, public buildings can remain open.

3. Facilitating the movement of teachers and resources to regions where they are needed will be a major challenge.

4. The needs of minorities must be met. We have to target both, early childhood education and pre-college education for student groups at risk. A great challenge for the late '80s will be raising Hispanic recruitment and retention for 2 year and 4 year colleges.

5. AND FINALLY, the decisions we make today about language education - both English and other languages - will dictate how well we communicate as a society tomorrow.

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The second trend involves economics.

We may not know what will happen to the economy tomorrow, but there are some sobering long-term trends we can identify. Most of them are driven by the demographics I have just discussed.

- Changing Dependency Ratio. As our population ages, the number of active workers paying for retirees will grow smaller and the burden will fall on younger minorities to support an aging white population. By the year 2000, 52% of the work force paying for Social Security will be composed of ethnic minorities. That projection makes it imperative for us to recruit and retain minority students in our high schools and colleges right now.

- More Women in the Work Force and More Single-Parent Families. The participation of women in the business and industry will continue to ap-

proach the rate for men, and the number of two-earner families will rise accordingly. At the same time, the number of single-parent families will increase. Almost half of the children born in this decade will basically be raised by a single parent. This trend has existed among black families for years: over 40% of them are female-headed. In short, there will be expanded multiple roles for women.

- Retraining Obligations for the Business and Education Communities. Retraining the work force will be a major task. Because of demographics, 90% of the 1990 work force is already on the job. Also, new technologies will cause dislocations which retraining will have to mitigate.

- Regional and Urban Disparities. As the South and West continue to attract hi-tech and energy industries and post income gains, regional imbalance will increase. The decline of the infrastructure in many cities, as well as in the older suburbs, will be another major problem; and that problem will exist in overrun Sun Belt cities as well as in the North.

What are the implications of these economic factors for education?

1. The "dependency ratio" problem will force us to find viable solutions. Providing equal educational opportunity for women and minorities - in all fields: business, professional, technical - is a matter of national survival. These people will comprise a majority of tomorrow's work force. Motivation and retention of able women and minority students in all pre-business and pre-professional programs must be a high priority for high schools and colleges.

2. The changing place of women at work and home will place great demands on day care programs. Equally important, recruiting workers for the underpaid, lower status jobs traditionally held by women will become difficult unless action is taken to equalize pay scales for comparable jobs and activities.

3. Business and industry are well aware of the need for an educated work force and the importance minorities will have in it. The challenge for public education is to be flexible in accepting collaborations or partnerships with the private sector--and active in fostering them. We have to work together to solve the current shortages in mathematics, science and language teachers, and the coming shortages in English and Social Studies teachers as well as school counselors.

4. AND FINALLY, across the nation and in New York State, our educational systems will have to respond to increasing disparities among regions and between cities and suburbs. The challenge will be to assure equitable financing - within the context of limited resources, soaring retirement and health costs and federal budget deficits.

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Undeniably, the high-technology revolution is all around us. Yet its future effects are uncertain.

There is disagreement about the types of new jobs that will be created, and there is disagreement about how far technology will change future lifestyles. But certain trends are obvious.

- Short-Term Jobs. The shortage of technical professionals will continue through the '80s. But the revolution in computers and related technologies may produce fewer skilled jobs and replace more jobs than once thought. Many new jobs in the foreseeable future will be: clerical, sales, fast food and custodial. By 1990, more than 80% of all American workers will use an electronic terminal, but this figure includes cash registers and word processors. The high-tech revolution is part of a shift to a wide variety of information service and personal service activities.

- Long-Term Jobs. As computers take on routine tasks, some jobs will require more specialized skills and higher-level thinking, placing a greater premium on education. However, another scenario is a bi-level work force, with many operators and few controllers. The reality is probably somewhere between, with many jobs being enhanced but many others remaining routine.

- Short-Term Lifestyles. The impact of computers and computer-aided technology is inevitable. Experts predict that 80 million home computers will be in use by the year 2000. That's one for each home that now has a TV. Possibilities for shopping, working and learning at home are great; but how much will we want to forego "getting out" into larger group environment?

- Long-Term Lifestyles. Working more at home--a return to cottage business--could lead to changes in employment pattern. The traditional cycle of work and retirement could yield to cycles of work, education, leisure and retraining. On the plus side, later or even part-time retirements, which are becoming popular, could reduce social service expenditures, as well as pension costs for the public and private sectors.

What are the implications of these technological trends for education?

Despite different and even contradictory scenarios, one conclusion is obvious. Schools and colleges will have to prepare students to adapt to change as never before. The ability to learn to conceptualize and solve problems will become as important as the ability to remember facts and figures.

1. As I said earlier, future jobs will require continuous retraining. It is now estimated, for example, that an engineer's or technician's knowledge becomes either obsolete or computerized every five to seven years. Also, as patterns of work and leisure change, education will help people make creative use of their time. These trends, together with the aging population, will surely move schools and colleges into more vigorous roles in continuing education.

2. A more immediate problem for educational systems is what to do with the revolution in their own backyard. The computer is still a newcomer in the classroom, but its use must not lag. Computers will, arguably,

be the most important teaching and learning tool of the next decade and next century.

3. The standard typing class approach will be irrelevant to computer classes, because the technology is changing and becoming more user-friendly all the time. Computers will be used as educational tools across the spectrum--from helping elementary students learn writing and mathematics to helping high school students learn economics and history. Meanwhile, the changes in classroom organization and teaching methods will be substantial. Schools and colleges, as much as businesses, must adapt to and the new technologies - lest we fall permanently behind.

4. Local initiative for acquiring computers and introducing them into school classrooms and students' homes appears strong, at least in more affluent districts. My concern is about the less affluent districts. Educators will have to forge alliances with business, labor and political leaders to:

- assure for all students equal access to this expensive technology
- assist with purchases of the best hardware and software
- advise schools, colleges, libraries and parents on how to exploit computers to the fullest.

5. AND FINALLY, home computers and cottage businesses will revolutionize not only education and training practices but also leisure-time lifestyles. Community leaders, including business, industry and labor leaders, must join educators in making certain that Americans do not become insular, self-centered and anti-social.

Political and social values are the least certain areas for prognostication because the process of detecting shifts in politics and values is extremely subjective. Having made that disclaimer, I now suggest some basic trends.

- Special Interests. Politics seems to be following the lead of social trends; it is becoming diverse, multiple and fragmented. The number of independent voters continues to rise, indicating a wait-and-see attitude with particular issues superceding party loyalty. Advocacy groups and political action committees are exerting great power. Even though the two-party system shows signs of adaptation, I do not foresee its total collapse.

- Individualism. Citizens are actively pursuing their own special interests themselves. They are not waiting for traditional action groups, such as political parties, to take the lead. Referenda, tax revolts, class action suits and litigation of all kinds can be expected to remain with us for some time.

- Decentralization. Decision-making has become more and more decentralized, reflecting not particular ideology as much as the fact that increasingly disparate regions of the country have different needs. Therefore, major issue to be decided in Washington and state capitals will be the distribution of resources among regions. Greater congressional representation

from the South and West, due to population shifts, will be a factor in this debate.

- Limited Resources. Social programs can be expected to absorb cuts in the federal budget for the foreseeable future; defense spending probably will not be sacrificed; and Social Security and Medicare payments will continue to soar. States and localities will have to struggle to pick up the dropped services; and local school districts will be deeply involved in the struggle.

What are the implications of these political and social factors for education?

1. The political trend toward special interest advocacy and individualism will necessitate defining and consolidating the roles of state and local boards in relation to other policymakers, and examining their actual function within the total education community. Close links must be fostered with policymakers at all levels, especially elected officials who control the purse strings.

2. Frequent hearings, sharp disputes and threatened litigation will continue to be problems for the state and local boards and college trustees and for community leaders, as well as professional staff, parents and students affected by the disruption.

3. Another manifestation of the trend toward political fragmentation and decentralization will be the exercise of choice in schooling--the rise of home schooling and enrollments in fundamentalist and other private schools. Public school personnel and policy-makers will have to maintain support for public education while fostering better relations with established, responsible private schools in order to avoid unnecessary conflict.

4. AND FINALLY, as decisionmaking becomes increasingly local and regional, and as the percentage of voters with children in school continue to decline, public and private education will be faced with the challenge of building a support base from which to compete for limited state and federal resources. That may be the biggest challenge of all.

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Summarizing is not easy. But lawyers are used to making summaries; so here's mine.

The four trends I have mentioned have significant implications for our society, generally, and for our educational system, specifically. If we don't identify those trends and understand their implications, they will overwhelm us and force us to play "catch-up" (a sports euphemism for responding after the fact).

In short, professional educators, school and college policymakers and concerned citizens will have to be pro-active, not reactive. We must anticipate problems affecting education and develop solutions which are appropriate to our states and localities.

And we will have to do something else. We must share our concerns and our visions with other members of the educational community, as well as with parents, business, industry and labor leaders, the media and perhaps most importantly, governors, mayors and legislative leaders. We have to communicate with other people who shape and implement public policies.

Two thousand years ago, Cicero, the Roman lawyer-philosopher, said something that we should heed today; "There is nothing better that we can contribute to the future of our Republic than to teach and instruct our youth."

The best contribution which you and I can make to the future of our Republic is to anticipate the future needs of all our youth, regardless of race, color, creed, sex or economic status--and then make certain that they receive the teaching and instruction which they will require to be productive, responsible citizens in the 21st Century.

Emlyn I. Griffith, Regent
The University of the State of New York

NEW YORK HISPANIC POPULATION

ORIGIN	TOTAL	%	%
Puerto Rico	1,125,000	34.32	
Dominican Republic	500,000	15.25	
Cuba	450,000	13.732,075,000..63.3*
Mexico	60,000	1.83	
Panama	65,000	1.98	
Costa Rica	15,000	0.46	
Nicaragua	18,000	0.55	
Salvador	27,000	0.82	
Guatemala	40,000	1.22	
Honduras	28,000	0.85253,000.. 7.7**
Venezuela	16,000	0.49	
Colombia	300,000	9.15	
Ecuador	180,000	5.49	
Peru	87,000	2.66	
Bolivia	36,000	1.10	
Chile	62,000	1.89	
Argentina	120,000	3.66	
Uruguay	32,000	0.98	
Paraguay	17,000	0.52850,000 25.9***
Spain	100,000	3.05100,000 3.1

Total Population 3,278,000

3,278,000

* Caribbean Population in New York

** Central America Population In new York

*** South America Population in New York

**** 2,278,000 Strategy Research Corp.

ADI-1,000,000 Estimated Undocumented

REFLECTIONS ON A TRIP TO RIKERS ISLAND

Adapted from a speech given by Robert Gangi at a Reception
Honoring Judge Morris Lasker.

I vividly remember my first visit to Rikers Island in the summer of 1982. The most disturbing thing about the place for me was the racial composition of the prisoner population. I knew the statistics: that about 95% of the City's inmates were Black and Latino; but seeing the reality first-hand still unnerved me. Confronting cell after cell of black or brown faces, I could have easily mistaken Rikers for a South African penal colony, rather than identified it as the corrections system of America's greatest city.

While driving home that night through East Harlem, I saw young Black and Latino men hanging out on the streets and flashed on the terrible thought: enjoy yourselves while you can, fellas, because tomorrow you may wind up in jail.

More painful were my memories of the young Black and Latino people I knew as a youth worker on Manhattan's west side in the late 1960's. How most of them were locked up for some period of time during the less than two years I worked with them. How I came to understand their aspirations, loves, joys and fears. How I came to realize that prison and jail were almost inevitable stopping off points for them, just like high school and college were for my friends and me. How they were born into a social environment -- consisting of poor medical care, substandard housing, broken homes, dirty and violent streets, lousy schools, drugs and joblessness -- that provided them with few alternatives to a criminal lifestyle and with little hope of leading stable, satisfying and productive lives.

I also realized that while 15-20 years ago society had been making some effort to rectify this harsh injustice, in the 1980's almost no one in a position of power was trying to change things. The prevailing attitude of white society seemed to be: let poor minority people fend for themselves and if their environment drives some of them to crime, then we'll make sure to have enough jail space to incarcerate them. Regarding this issue, we had lost our moral voice.

As Director of a criminal justice public interest organization, I resolved to eventually address this hard truth: that prisons and jails are the slag heap of society into which we dump the consequences of the failures of our other institutions and systems and that this approach to "solving" our problems has a disastrous effect on the lives of our most powerless class: low-income inner city Black and Latino people.

Last month, while walking my son to school, I met one of the young men I use to know as a youth worker. He had just returned from his second prison term upstate and told me about what had happened to some of the other people I had worked with, people who were his family and friends.

- Linda, who had a singing voice as full and as lovely as any Motown star, was a single mother of six children and on welfare.
- Tiny, a bright, energetic and quick-witted young woman, was murdered by an unknown hand.
- Richard and Gerald, two friendly and ostensibly easy-going young men, were junkies.
- Sam, who almost always tried to do the right thing, was killed by Willie, a family man with a regular job and a hot temper who is now doing 25 years to life upstate.
- Charlie, who was wild and charismatic, was serving a 25 year minimum and Larry who was the neighborhood clown and inclined toward mischief, was doing 8 1/3 to 25 years.

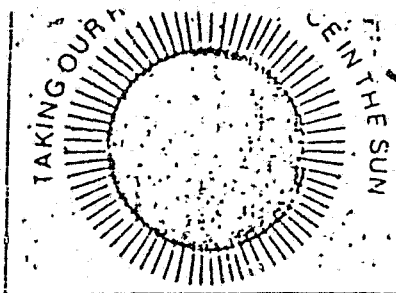
Multiply that litany of hard or wasted lives by hundreds of thousands, and you can get a picture of what's happening to many poor Black and Latino people in New York City today. We must begin taking steps to reverse current harmful trends or face the judgment of history that we passively watched a class of people be destroyed.

Some people cautioned me about giving this kind of speech. It was based too much on an appeal to conscience and such appeals carry little force in today's political climate, they reasoned.

Some of the most eloquent words I've read since entering the criminal justice field were written by Judge Morris Lasker. In an 1974 opinion about a city jail, the Judge wrote:

"The dismal conditions which still exist at the institution manifestly violate the Constitution and would shock the conscience of any citizen who knew of them."

The Judge clearly felt that if people were aware of certain outrageous circumstances, they would be moved to improve matters. The spirit behind those words guided my remarks tonight.



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By Dr. Marco A. Mason

The current immigration phenomenon represents a significant change of historical dimension, considering the fact that U.S. immigration policies from the beginning of the 19th century favored the overwhelming wave of immigrants from Northern and Western Europe, as an effort to preserve the European character of the nation.

However, the 1965 United States Immigration Reform Law, dramatically reversed this trend, whereas the current bulk of immigrants are from the Third World, namely from the Caribbean, Latin America and Asia. For example, during the peak period from 1900 to 1920 the majority (85.2%) of immigrants were from Europe, with 3.9% from Asia (note that the 1917 Immigration Act excluded Asians) and with only 10.4% from the Western Hemisphere. Contrastly, during the period 1960 to 1984, only

Immigration And The Ethnic Composition Of The Nation

22% were from Europe, with 30.3% from Asia, basically from the Philippines, Korea, China and India. The majority of current new immigrants, 45.2% are from the Western Hemisphere, dominated by immigrants from the West Indies with 15% and Mexico with 13.7%. The charts below outline the levels and rates of U.S. immigration 1980 to 1979; U.S. Gross Immigration, 1976 to 1981; the Five Countries with Highest Level of Immigration to the U.S. by decade, 1821 to 1978.

THE IMPACT OF THE NEW IMMIGRATION WAVES TO THE UNITED STATES HAVE RESULTED IN A DEVASTATING BRAIN DRAIN AND A CORRESPONDING ECONOMIC AND SOCIAL DEFORMATION IN THE THIRD WORLD.

Demographic projections indicate increased worldwide population growth, from 4 billion to 6.35 billion in the next 15 years by the year 2000, with 92% of this increase in developing countries. Two-thirds of the world's immigration is to America. Immigration from developing countries to the United States will also increase tremendously by the

year 2000. This new immigration phenomenon is dramatically and indelibly transforming the demographic patterns, the cultural mix and ethnic fabric of the nation.

The current level of immigration poses a challenge to American foreign policy towards the Third World. U.S. foreign policy towards the Third World is a major contributing factor of the social and economic deformations in these sending countries, which in turn serve as a push factor of out migration from these countries to the United States. However, considering the emerging interdependency between the United States and the Caribbean, Latin American and Pacific markets, the handwriting on the wall calls for bold U.S. policy initiatives prioritizing the strategic Third World.

invigorating the economic growth of the nation.

These immigrants come with a solid sense of purpose -- to seek a better life. In this context, a generalized immigrant profile includes: hope, courage, determination, hard work among other similar positive success oriented traits which are injected into America's esprit de corps and constantly revitalize it.

The cheap immigrant labor tends to create new jobs and increase productivity, thus having a positive impact on the economy. It is also noteworthy that the low U.S. birth rate in the 1960s has reduced the growth in the American labor force, thus, the country will need more immigrants to fill the gap, in order to propel the growth of the nations economy in the future.

Excerpts from the introduction of a paper on The Caribbean American Community In New York City: The need for research as an approach to improve Library Documentation, by Dr. Marco A. Mason, delivered as Salalm XXX, the Thirtieth Annual Seminar on the Acquisition of Latin American Masses and Minorities: Images and Realities; panel on, Migration and Overseas Communities, Princetown University's Woodrow Wilson School of Public and International Affairs, Princeton, New Jersey.

The impact of the new immigration waves to the United States have resulted in a devastating brain drain and a corresponding economic and social deformation in the Third World sending countries. However, these new immigrants have radically and permanently changed the face of America. These immigrants are enriching the cultural diversity and

PHILOSOPHY OF CRIME

When the Rich steal from the Rich, it's called Good Business;

When the Rich steal from the Rich for the Poor, it's called
Noblesse Oblige;

When the Middle Class steal from the Middle Class, it's
called Corruption;

When the Rich and the Middle Class steal from the Poor,
it's called Fiscal Responsibility;

When the Poor steal from the Rich and Middle Class, it's
called Crime;

When the Poor steal from the Poor, it's called Tough Luck.

Luis D. Pérez
from Massachusetts
Department of Corrections

II. COMMON HEALTH BELIEFS AND PRACTICES OF PUERTO RICANS LIVING IN THE NEW YORK/NEW JERSEY AREA

This booklet on the health beliefs and practices of Puerto Ricans living in the New York/New Jersey area is divided into four major sections. The first deals with concepts of disease and illness, the second with the use of home remedies and traditional healing practices, the third with attitudes toward and use of mainstream health providers and the fourth with implications for effective treatment of Puerto Ricans by mainstream providers.

As discussed above, information for the booklet was gathered from three sources; the booklet is an attempt to integrate the information gathered from these sources and to provide NHSC practitioners with information they can use to provide culturally sensitive health care to Puerto Rican patients. A caution is worth repeating at this point: providers should not assume that all, or even most, Puerto Rican patients ascribe to the beliefs and practices discussed in the following pages. Rather, the information should point to conditions that they might watch for. In addition, the results of the focus groups JSI held with NHSC sites' patients and staff members lead us to conclude that patients are more likely to follow the treatment recommendations of providers who have shown some interest in and consideration for their cultural beliefs and practices.

A. CONCEPTS OF DISEASE AND ILLNESS

Puerto Ricans, like members of many other cultural groups, may have a holistic conception of health and illness. Many feel that the physical and mental functioning of the body cannot be separated; what affects one will affect the other. Thus, a person's health is subject to feelings, other peoples' actions, significant events, natural forces and spirits. A logical extension of this holistic approach is the belief that faith in God and the healer are vital to being healed. This belief was also confirmed by the members of the Puerto Rican patient groups convened for this study.

Some Puerto Ricans believe that illness is the result of either natural or supernatural causes. A natural illness is caused by "cold," "empacho" or any other similar event, or is seen as having been permitted by God. A belief in the supernatural causes of illness, or spiritism, is based on a belief that spirits can enter the visible world and influence human behavior. A person affected by spiritism is not considered sick but is seen as suffering from a "causa" and is not blamed for the condition (Comas-Diaz, 1981). Witchcraft is a general term which covers a range of supernatural factors causing illness or some other negative occurrence. Jealousy frequently plays an important role in witchcraft, "daño" (harm) may be the result of another person's envy and is particularly important as a cause of "nervios." For example "mal de ojo" (evil eye) is explained as the rapid onset of an illness in children and is believed to be caused by an adult who covets an attractive or clever child.

Discussions with Puerto Rican patients, nonpatients, and staff indicated that although beliefs in spiritual causes and cures of illness do exist to a certain extent and particularly among people who have recently arrived in the United States, they are not prevalent among Puerto Ricans living in the New York/New Jersey area. Providers should not assume that their patients believe in spiritual causes of illness or that patients are imagining their illnesses.

Practitioners who deal with the effects of spiritism and with witchcraft will be discussed in Section B. In addition to the beliefs and practices that would be recognized both by holders of mainstream and traditional beliefs, the following theories and illnesses may be recognized by Puerto Ricans living in the New York/New Jersey area.

1. The Hot-Cold Theory Of Disease

The following discussion is based primarily on Harwood's 1971 article: "The Hot-Cold Theory of Disease." The Hot-Cold Theory of Disease is one which is considered to be prevalent in almost all Latin American cultures. It has been found among Puerto Ricans in the New York area and, for those who practice it, has significant health care implications. The hot-cold system is derived from the Hippocratic humoral theories of disease which were brought to Latin America by the Spanish and Portuguese in the 16th and 17th centuries. According to the Hippocratic theory, there are four bodily humors (blood, phlegm, black bile and yellow bile) and these humors vary both in temperature and moistness. Health is considered to be a state in which all four humors are in balance in a wet and warm body. Disease is a state in which one or more of the humors are out of balance. Foods, herbs and medications are classified as wet or dry, hot or cold and are used therapeutically to restore the body to its natural balance. In the Puerto Rican variation of the Hot-Cold Theory, diseases are classified as either hot or cold, but food and medicines are categorized as either cold, cool or hot.

The classification of foods is not related to the temperature at which they are normally ingested. For example, lima beans and steaming hot linden tea are classified as "cold" foods. An ice cold beer, on the other hand, is considered a "hot" food. Temperature is important, however, in the believed etiology of the disease. Illnesses classified as "cold," for example, are often thought to be caused by the person being chilled. The common cold is often believed to be caused by drafts, and upset stomachs and may be attributed to eating too many "cold" foods which chill the stomach.

The system can be individualized so that if a food or medicine that is typically classified as "cold" causes symptoms that are classified as "hot," the individual may classify it a "hot" food for himself/herself.

Table 1 gives categorizations of illnesses, medications, foods according to the hot-cold theory and Table 2 elaborates on the expected behavior of patients who adhere to the hot-cold theory.

Treating patients who believe in the hot-cold theory of disease can be a challenge for health providers. One dilemma that may arise is that

TABLE 1

THE HOT-COLD CLASSIFICATION AMONG PUERTO RICANS

	<u>"Frío" (Cold)</u>	<u>"Fresco" (Cool)</u>	<u>"Caliente" (Hot)</u>
Illnesses or Bodily Conditions:	Arthritis Colds ("Frialdad del estómago") Menstrual period Pain in the joints ("Pasma")		Constipation Diarrhea Rashes Tenesmus Ulcers
Medicines and Herbs:		Bicarbonate of soda Linden flowers ("Flor de tilo") Mannitol ("Mans de Manito") Mastic bark ("Almácigo") MgCO ₃ ("Magnesia boba") Milk of magnesia Nightshade ("Yerb Mora") Orange-flower water ("Agua de azahar") Sage	Anise Aspirin Castor oil Cinnamon Cod liver oil Fe tablets Penicillin Rue Vitamins
Foods:	Avocado Bananas Coconut Lima beans Sugar cane White beans	Barley water Bottled milk Chicken Fruits Honey Raisins Salt-cod ("Bacalao") Watercress	Alcoholic Beverages Chili Peppers Chocolate Coffee Corn Meal Evaporated Milk Garlic Kidney Beans Onions Peas Tobacco

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TABLE 2

EXPECTABLE BEHAVIOR OF PATIENTS WHO ADHERE TO THE HOT-COLD THEORY

<u>Patient's Condition</u>	<u>Expectable Behavior</u>
Common cold, arthritis, joint pains	Patient will not take cold-classified foods or medications, but will accept those classed as hot.
Diarrhea, rash, ulcers	Patient will not take hot-classified medications and uses cool substances as therapy.
Requires a diuretic as part of a treatment regimen and has been told to supplement his potassium intake by eating bananas, oranges raisins, or dried fruit.	Patient will not eat these cold-classified foods while he has a cold or other cold-classified condition. (For female patients, this includes the menses.)
Requires penicillin or any other hot medication, particularly on an ongoing basis.	Patient will stop taking hot medicine when he suffers any hot-classified symptom (e.g., diarrhea, constipation, rash).
Infant requires formula, which contains hot-classified evaporated milk.	Mother will put baby on cold-classified whole milk or will, after feeding formula, "refresh" the baby's stomach with various cool substances, some of which are diuretic.
Pregnant	Avoids hot medicine and hot foods and takes cool medicine frequently.
Postpartum and during menstruation.	Avoids cool foods and medicines, particularly those which are acidic.

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pregnancy may be thought of as a "hot" condition requiring the avoidance of items classified as "hot" and the frequent ingestion of "cool" items. Vitamins and iron pills are considered "hot" items and may not be taken by a pregnant patient adhering to hot-cold concepts. Another common problem is found in infant feeding practices. Evaporated milk, which is used in infant formulas, is classified as a "hot" substance. Rashes, which are common in young babies, are also classified as a "hot" condition and are attributed to the intake of evaporated milk. One study found that over 40 percent of new mothers curtailed the use of evaporated milk upon coming home from the hospital. These mothers either switched completely to whole milk which is classified as "cold" or used the neutralization principle by giving their babies a cool substance along with the evaporated milk. Some of the cool substances used are barley water, magnesium carbonate (a cathartic) and mannitol (a diuretic). They are believed to neutralize the harmful effects of the evaporated milk. Providers might want to reinforce the use of harmless substances such as barley water to mothers who are using this principle.

The neutralization principle is an important one because it can be used by practitioners to improve compliance in patients who believe their prescribed therapy to be counter to the hot-cold theory. For example, providers might suggest that their pregnant patients take vitamin and iron tablets ("hot") with fruit juice or herb tea ("cool") to neutralize the "hot" effects. Puerto Rican patients do not refer to this as "neutralizing" but rather as "refrescando el estomago"--refreshing or cooling the stomach.

Many principles of the hot-cold theory are in accord with orthodox medical practice and thus, the hot-cold theory need not be viewed as a major obstacle in patient care. In fact, the hot-cold system is, more often than not, consistent with the practice of good medicine. Examples of this are that the bland diet typically recommended for patients with ulcers fits into the hot-cold system very easily and aspirin ("hot") is a readily accepted treatment for colds and arthritis ("cold").

It is possible that, because of the influence of the hot-cold theory, Spanish speaking cultures in general tend to feel that diet is a very important component of any treatment modality. For this reason, they may often expect suggestions about the proper diet that persons with their condition should follow. The typical Puerto Rican diet includes rice, beans, fatty meats, salted fish, milk and limited amounts of vegetables. Iron, green vegetables and fruits may be lacking in the diet. "Tonicos" (tonics) such as eggnogs or malted drinks may be taken for extra strength. The Puerto Rican concept of a healthy diet may involve more calories and, as a result, a higher body weight than an American physician might recommend.

2. Illnesses Specific To The Puerto Rican Culture

There are several illnesses or conditions which researchers have found to be specific to the Puerto Rican culture (Harwood, 1981 and Azziz, 1981). Some of these are given below:

a. Empacho (obstruction or upset stomach) is caused by excessive food intake, particularly heavy or starchy food. According to Azziz (1981) it is consistent with gastroenteritis.

b. Mal aire (bad air) is the result of exposing an overheated body to a cold wind or to cold water. Symptoms include back pain, muscle contractions (spasmo), and eventual muscle paralysis.

c. Caída de mollera (fallen fontanel) is caused by a "dislodgement" of the fontanel and results in a baby becoming anorexic and lethargic. The symptoms are consistent with the symptoms of dehydration which may be the result of excessive vomiting or diarrhea.

d. Susto (fright) is the result of a frightening event that causes a person's spirit to leave his or her body. Symptoms include paleness, listlessness, withdrawal, anorexia and weight loss.

e. Ataques (attacks) sometimes known as the Puerto Rican Syndrome is a type of hysterical reaction with symptoms that include seizures, acute stress and anxiety.

f. Malhumor (bad humor) is used in a number of contexts. It describes a blood condition that causes ongoing skin conditions. It is also said that menstruating women have malhumor and cause babies to have diarrhea if they handle them.

Some terms for certain illnesses and conditions also have a high potential for being misunderstood in translations. Table 3 provides a list of these potentially misleading terms.

One area of common medical concern and of high potential for confusion is blood pressure. Discussions of blood pressure problems can easily be misunderstood when dealing with a Puerto Rican persons because they have several terms which, when literally translated, are "high blood pressure" and "low blood pressure" though their meaning in the Puerto Rican culture is quite different than that intended by a practitioner of western medicine. Alta presion (high blood pressure) is generally interpreted as too much blood or polycythemia. Baja presion (low blood pressure) generally means anemia. It is important for the practitioner to carefully explain his/her meaning when diagnosing high or low blood pressure. Cancer and tuberculosis also evoke a strong emotional response in many Puerto Ricans. This has implications for how the practitioner should present the diagnosis to the patient and his or her family. Tuberculosis has a strong stigma attached to it and because of this, patients may sometimes refer to it by another name, such as anemia.

3. Concepts of Mental Illness

There appear to be two basic categories of mental illness in the Puerto Rican culture: locura (insanity, craziness) and nervios or enfermedad de los nervios (sickness of the nerves) (Harwood, 1981). Either

TABLE 3

POTENTIALLY MISUNDERSTOOD SPANISH TERMS FOR
DISEASES OR PHYSICAL CONDITIONS

<u>Spanish Term</u>	<u>English Gloss</u>
"Acidez en el (del) estómago"	Stomach acidity, sour taste in mouth and throat after eructation.
"Alta presión"	High blood pressure
"Anemia en los huesos"	Literally, anemia in the bones, considered by many to be a form of tuberculosis.
"Asma"	Asthma, can also refer to shortness of breath from any cause.
"Ataque de alferecía"	Convulsions in infants, thought to be caused by sudden fright ("susto").
"Ataque cerebral"	Stroke
"Ataque de nervios"	Nervous attack
"Baja presión"	Low blood pressure, anemia
"Catarro"	Cold, usually refers to one localized in the chest.
"Ceguera"	Conjunctivitis, any inflammation of the eye with exudate.
"Deficiencia en la sangre"	"Weak blood," blood deficiency
"Empacho"	Upset stomach, nausea, attributed to a bolus of food in the intestine.
"Falfayota" (also "farfayota")	Mumps
"Fatiga de ahogo"	Asthma
"Fiebre palúdica"	Malaria, sometimes used to refer to yellow fever.
"Flujo"	Discharge, flow, particularly from vagina.
"Glandulas"	Glands, swollen salivary glands

TABLE 3
(continued)

POTENTIALLY MISUNDERSTOOD SPANISH TERMS

<u>Spanish Term</u>	<u>English Gloss</u>
"Golondrino"	Small underarm tumor or cyst, said to occur in multiples.
"Jaqueca"	Very bad headache, sometimes accompanied by nausea; migraine.
"Mala circulación"	Bad circulation, may be caused by "sangre gruesa."
"Nube en los ojos"	Cataract
"Oriama" ("aneurisma")	Aneurysm
"Pasma"	Spasm of clonic or tonic variety, particularly facial paralysis. Thought to be caused by chills or drafts.
"Quebraduras"	Hernia
"Raquitis(mo)"	Rickets; tuberculosis in children.
"Resfriado"	Cold, usually refers to one localized in the nose.
"Reuma"	Rheumatism, used as a synonym for arthritis.
"Sangre gruesa"	Literally, "thick blood," blood overly rich in red corpuscles, polycythemia.
"Sapo"	Thrush
"Septicemia"	'Pus,' or 'poison' in the blood, often associated with leukemia.
"Soplo en el corazón"	Heart murmur
"Tuberculosis en los huesos"	Tuberculosis of the bone, sometimes equated with rickets.

Reprinted by permission. Source: Harwood, Alan, Ethnicity and Medical Care, Harvard University Press, 1981.

of these conditions may be the result of biological or spiritual causes or of particular occurrences. People who suffer from locura behave unpredictably and/or aggressively (this includes homicidal and suicidal behavior) and may harm themselves; there is generally a stigma attached to suffering from this condition. Nervios is identified by a number of possible conditions including ongoing agitation, inability to concentrate, pacing, excessive crying or brooding and is best treated, according to tradition, by rest, relaxation, talking or medication.

One research team (Gaviria and Wintrob, 1976) report that the causes of locura nervios can be divided into two categories: natural and supernatural. The natural biological causes include alcohol and drug abuse, heredity, malnutrition and head trauma. The natural psychological causes include "desgaste" (weakness of the brain) due to such factors as sexual excess, excessive worrying, thinking or obsessing, family problems, and social problems--such as poverty or difficult working conditions. Spiritism was found to be the most important supernatural cause of nervios and locura. Witchcraft, bad luck, fate, "dano" (harm) and envy were also found to be important factors.

B. USE OF HOME REMEDIES AND TRADITIONAL HEALING

Our research indicated that there is a significant amount of variation in traditional health beliefs and practices among Puerto Ricans living in the New York/New Jersey area. Overall, it appears that home remedies and herbal medications are widely used and respected but that few people believe that spirits cause or can cure illnesses. As mentioned in the previous section, a very important distinction can and should be made between the "natural" and "supernatural" traditions in Puerto Rican culture. The two traditions are quite distinct; an individual can use home remedies and go to traditional healers for "natural" illnesses without believing in or practicing witchcraft or sorcery. A mainstream provider should not assume that the use of home remedies or traditional healers means that a Puerto Rican patient is involved in witchcraft.

1. Home remedies

Home remedies are often used in conjunction with mainstream medicine; mainstream providers should be aware that this is a possibility and should provide patients with an opportunity to explain what remedies they are using. Discussions with Puerto Ricans living in the New York/New Jersey area suggest that patients are likely to believe that doctors will disapprove of their use of home remedies; they may feel more comfortable being questioned by staff. Staff members, in fact, may be very knowledgeable about home remedies and traditional healers. In some cases they may be dispensing information to patients and in almost all cases they are a valuable source of information for the NHSC provider.

Oils and herbs are frequently used for home remedies and in traditional healing practices. They may be obtained at a "botanica" or sent directly from Puerto Rico. Botanicas are neighborhood herb shops that stock herbal and spiritist remedies. The herbs sold for other than

spiritist reasons tend to be used for nervios and digestive, respiratory, rheumatic, and genitourinary problems. The treatments supplied by botanicas are often used in conjunction with treatments supplied by mainstream providers. The following list includes commonly distributed herbs:

Beneficial or neutral:

- a. Aqua de azahar: orange-flower water (for nerves);
- b. Tilo: linden tea (for nerves);
- c. Yerba buena: peppermint (for digestive disorders);
- d. Anis estrella: star anis (for digestive disorders);
- e. Manzanilla: chamomile (for digestive disorders);
- f. Pasote: a laxative;
- g. Glycyrrhiza glabra: licouce (a laxative);

Potentially harmful:

- a. Ajenjo artemisa: wormwood, mugwort;
- b. Laurel: laurel;
- b. Correquila, Sanguinaria: bloodroot.

In addition to the herbs mentioned above, the following herbal remedies were discussed at the focus groups held by JSI as part of this study.

- a. A mixture of several types of oils and onions is used in a bath to cure a bad cold.
- b. Watercress, ground and mixed with milk and sugar, is used to treat tuberculosis;
- c. The peel of bitter orange is mixed with salt and cooking oil, left outside overnight, and eaten to treat malaria;
- d. Aqua Benditas with Flores Blancas is used in a bath for pains in the bones;
- e. Lukewarm water, salt, and sugar are mixed together to make a serum that is used to treat nerves;
- f. A piece of grass or the leaf of a tree is moistened, sprinkled with salt and placed on a snake, spider or rodent bite;
- g. Cooking oil is used to massage away an empacho;
- h. A mixture of wheat flour, lemon, and sugar is used for "pujo" (abdominal cramps which are similiar to the pain that preceeds diarrhea);
- i. Oils are used for ear infections;
- j. Lemon and ginger teas are used to treat a cold;

k. Palode carajkon is a herb used to treat empacho;

l. A mixture of ground orange leaf, ginger, milk, and butter is used to treat colds.

2. Traditional Healers

There are two basic types of traditional healers, those who deal with supernatural illness and healing and those who treat natural illnesses. Within these two classifications, the following traditional healers can be identified:

a. Espiritista, bruieras and santeros treat illnesses that are the result of spiritual causes or some combination of spiritual and natural causes. Treatment may include purchasing candles, bathing with special solutions and using protective fetishes and herbs to ward off evil spirits. Most of the care provided by these healers is crisis oriented and lasts a relatively short time. Common reasons for seeking this type of care include insomnia, depression, nightmares, frequent crying, repeated ataques, suicidal tendencies, problems concerning puberty, marriage, menopause, chronic or terminal conditions, or other problems that another type of provider has not been able to cure. Although some researchers have drawn a parallel between psychotherapy and treatment by spiritual healers, an important difference is that traditional psychotherapy is based on the idea that individuals are responsible for and should take charge of their behavior while espiritismo is based on the idea that individual problems are the result of outside forces. Individuals effected by this type of illness are not responsible for their illness and are expected to be passive instruments of the treatment. Behavior that might appear to the psychotherapist to be the result of an inability to cope may be a culturally appropriate response for a Puerto Rican who has been influenced by traditional health beliefs (Comas-Díaz, 1981).

b. Curandero is a general term used to describe healers who treat natural illnesses such as dislocations, empacho (indigestion, blockage), and mild digestive, respiratory, and rheumatic problems. Curanderos use herbs (see above section), "ventosas" (cupping), and massage. Massage, and touch in general, are important healing techniques in Puerto Rican culture. Massage is used as part of home treatment and by traditional healers, often with special mixtures of oil. A skilled provider of care is said to have a gift for healing, or a way of touching that is particularly effective.

c. Santiguadores are similar to chiropractors in that a great deal of their activity is based on massage and other manipulations of the body. Although the word santiguador means "someone who blesses", the term has come to be independent of interactions with spirits. "Santiguadores" treat natural illnesses, particularly chronic and intestinal and orthopedic problems (Azziz, 1981).

C. ATTITUDES TOWARD AND USE OF MAINSTREAM HEALTH CARE PROVIDERS

Discussions with Puerto Rican patients, staff, and nonpatients suggest that, not suprisingly, Puerto Ricans living in the New York/New Jersey area

who seek care from mainstream providers would prefer to be treated by Puerto Rican or Hispanic providers. This preference is both because of language issues and because they feel that Puerto Rican or Hispanic providers are more likely to understand and accept their belief systems and use of home remedies.

We found that language barriers are common, even when native speakers are available to translate. Misdiagnoses can occur because of mistranslations (support staff may not always know how to translate medical terminology) or because of cultural prejudices. Treatments may be improperly followed because the patient did not understand and prescriptions may be improperly used because the instructions were written in English rather than Spanish.

There are a number of aspects of Puerto Rican culture which are directly related to how Puerto Ricans living in the New York/New Jersey area may view and utilize the mainstream health care system.

The family plays a central role in health practices and healing in the Puerto Rican culture. Illness is a family affair and not just a problem of the individual (Assiz, 1981). The family is an extended one including the grandparents, godparents, in-laws and even special friends. Decisions about whether a person is ill, what remedies they should use, whether they should seek the services of a traditional or mainstream healer, and whether they should follow that person's advice are all influenced by the opinions of family members. An example of this family influence is seen in the infant feeding practices of Puerto Rican mothers. The mother of a Puerto Rican woman who is expecting a child often plays a major role in the decision-making process surrounding infant feeding practices (Bryan, 1982). Oftentimes, the new mother will live with her mother during the perinatal period and the grandmother is the most important consultant in infant feeding matters. The use of advice about infant feeding from these individuals lessens with subsequent children. Still, a more subtle kind of communication and influence will occur.

Another important aspect of the Puerto Rican culture is the concept of "respeto" (respect), although this idea is a pervasive one in the culture and is not important exclusively to health care. To treat others with respect and to be treated with respect oneself are deeply held values. The value of self is held very highly and lack of respect on the part of others may be taken very seriously and have more pervasive consequences than the offender would imagine. "Personalismo" is another related important concept in Puerto Rican culture. Personalismo involves treating the patient as an individual and building rapport before beginning the business of the medical encounter. Puerto Rican patients expect a provider to show his or her respect for them through the questions that are asked, the tone of voice used and the way the provider touches the patient. A touch of the arm, a pat on the back, or an embrace may be highly valued, although warmth should not be exhibited in a casual or informal way. While most Puerto Ricans will respect a doctor because of his or her training and experience, they will also expect the doctor to project the image of a doctor. A provider should be well groomed and well-dressed and it should be obvious that he or she is a doctor (white coat, black bag). The image the physician projects should require and deserve respect.

One area where it may be particularly important for a provider to show respect to the Puerto Rican woman is during exams for gynecological problems. Puerto Rican women may have great feelings of shame and embarrassment associated with sex and the female organs. In one study concerning the contraceptive methods of several ethnic groups, Puerto Rican women refused to label any parts of the female body between the navel and the thighs (Scott, 1975). Members of the Puerto Rican patient discussion groups held as part of this study reiterated this feeling of great shame and embarrassment when undergoing pelvic exams. They expressed appreciation for physicians who tried to put them at ease during the exam by explaining what procedures they were doing and the reasons for them.

The same aforementioned study found that Puerto Rican women are more likely to be using no contraceptive method at all, and if they are, it is more often sterilization by tubal ligation. This use of tubal ligation for contraception has been found by other authors among the New York Puerto Rican population and anecdotally by family planning personnel and researchers in the New England area. One reason given for the pervasive use of tubal ligation is that it is only "sinning" once, whereas most other methods involve sinning with each sexual act. The research of the contraceptive study also found that methods that alter the monthly flow, such as the pill and IUD, are not as acceptable because a normal monthly flow is believed to rid the body of "unclean" blood and is therefore healthy and desirable. An interruption or change in this flow is considered unhealthy and potentially harmful.

Another way that mainstream providers can show their respect for Puerto Rican patients is to show interest in the patient's opinion about his or her illness. Mainstream providers may find that Puerto Rican patients have had and may be acting upon a preliminary diagnosis which is based on a family member's opinion or the advice of a traditional healer. Although Puerto Rican patients may expect providers to listen to their opinion, they will not necessarily expect the provider to agree with the diagnosis. A physician should work hard and earn the fee by ordering tests and medicines; asking questions is not enough. Conversely, some Puerto Rican patients will think that a provider who asks a lot of questions is incompetent. Most Puerto Rican patients often want to talk about a range of issues that may not be directly related to the problem that they are seeing the provider for but which are viewed as critical by the patient. The mainstream provider may feel that the peripheral issues are irrelevant. Nonetheless, if time is available, listening to the patient's concerns may increase the patient's respect for the provider and thus improve the patient's compliance with the provider's treatment plan.

Some research has shown that Puerto Rican patients and more generally, Hispanic patients, may experience and present symptoms differently than members of other cultures. When experiencing an illness, they may perceive more symptoms and express a greater diversity of complaints than do cultural groups of western and northern European origin (Weaver and Sklar, 1980). The mainstream provider may view this behavior as dramatization of the illness and therefore as illegitimate illness behavior. The behavior may confuse a mainstream health provider who may think that the patient has an emotional problem when, in fact, the behavior can be attributed to cultural norms.

A related issue that was raised in our discussion groups with Puerto Rican staff members was that Puerto Rican patients may have difficulty describing the type of pain that they are experiencing. This, of course, may make it difficult if not impossible for the provider to accurately diagnose the problem. The staff felt that the communication problem went beyond a language barrier to a different perception of the various types of pain and of how that pain can be communicated.

D. IMPLICATIONS FOR PROVIDERS TREATING PUERTO RICAN PATIENTS OR WORKING WITH PUERTO RICAN STAFF

As previously stated, it would be inappropriate for a NHSC provider working with a Puerto Rican population to assume that all, most, or even the majority of his or her Puerto Rican patients' health beliefs and practices are described in the preceding pages. With this point in mind, and recognizing that each provider has an individual style of practice, the following list includes examples of situations or issues that might arise when providing health care services to Puerto Rican patients or working with Puerto Rican staff members.

1. A Puerto Rican patient may be already treating an illness before coming to the mainstream provider and may continue to use a variety of providers while being treated by a mainstream provider. Treatment may be based on the opinion of family members or on a diagnosis made by a traditional healer. Information about other remedies should be solicited directly by the provider or with the assistance of a staff member.
2. If a mainstream provider is hesitant or unsure about a patient's illness, that patient may seek care from a traditional healer.
3. Mainstream providers should be aware that the family plays an important role in diagnosing and treating illness. It is likely that any diagnoses that are made and any treatments that are prescribed will be discussed and interpreted by more people than just the person being treated. In some cases it may be appropriate to include the important family member in the diagnosis and treatment sessions or to include traditional remedies such as massage or herbal teas in the treatment plan.
4. Mainstream providers might make an effort to touch the patient several times during the medical encounter. A handshake and a touch on the shoulder may go a long way toward improving the quality of the encounter. In addition, learning and using a few words of Spanish will lead to greater rapport between the NHSC provider and the Puerto Rican patient.
5. A Puerto Rican patient may expect that a thorough physical examination be given for any problem.

6. Puerto Ricans may be distrustful if a lot blood tests are ordered. In any event, providers should explain what laboratory tests are being given, and why.
7. The provider may want to make sure that instructions for treatment are given and written down in Spanish if the Puerto Rican patient is not fluent in English.
8. A provider may want to determine whether an individual practices the hot/cold system. This may be particularly important for pregnant or lactating women.
9. The provider should not assume that his or her Puerto Rican patients believe in the spiritual causes or cures of illness. In most cases, the provider should not raise the issue directly unless the patient has expressed such a belief. Staff members may play a useful role in acting as intermediaries in such cases.
10. Providers should be aware that the way that they are dressed and their cleanliness will influence the seriousness with which their Puerto Rican patients take their advice.

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RESOURCES - ORGANIZATIONS

RESOURCES / DIRECTORIES

Introduction

This section provides a list of resources and directories specifically developed for the Hispanic Community. The first part has the National Organizations; the second part, the New York State Organizations, and the third section provides a list of directories.

At best, these lists are only superficial. The resources available to Hispanics are increasing annually. However, what has been included in this section should provide enough information to assist in most projects which attempt to deliver special services to this target population.

RESOURCES

American GI Forum of the United States
5959 Gateway West - Suite 201
El Paso, TX 79905
(915) 772-1442

Asociación Nacional Pro-Personas Mayores (ANPPM)
2727 West Sixth Street
Suite 270
Los Angeles, CA 90057
(213) 487-1922
(202) 393-2206

Aspira of América, Inc.
114 East 28th Street
Suite 300
New York, NY 10016
(212) 889-6101

Association of Hispanic Arts (AHA)
200 East 87th Street - 2nd Floor
New York, NY 10028
(212) 369-7054

Centro de Información Latino Americano
P.O. Box 11735
190 East Liberty Street
Reno, NV 89510
(702) 786-6003

Chicano Correctional Workers Association
P.O. Box 1433
González, CA 93926
(408) 675-3551

Coalition of Cuban Professionals
2742 S.W. Eighth Street
Suite 205
Miami, FL 33135
(305) 858-3433

Congressional Hispanic Caucus
House Annex 2
Room 557
Washington, DC 20515
(202) 226-3430

Congressional Hispanic Caucus Institute, Inc.
504 C Street, N.E.
Washington, DC 20002
(202) 543-1771

Cuban American Committee
1346 Connecticut Avenue, N.W.
Suite 1032
Washington, DC 20036
(202) 296-2978

Cuban American Legal Defense and Education Fund (CALDEF)
2119 Webster
Fort Wayne, IN 46804
(219) 745-5421

Cuban National Planning Council (CNPC)
300 S.W. 12th Avenue - 3rd Floor
Miami, FL 33130
(305) 642-3484

Hispanic National Bar Association
1701 18th Street, N.W.
Washington, DC 20009
(215) 563-0650

Hispanic Policy Development Project
717 Fifth Avenue - 24th Floor
New York, NY 10022
(212) 644-6866

Latino Institute
53 West Jackson Boulevard
Suite 940
Chicago, IL 60604
(312) 663-3603

League of United Latin American Citizens (LULAC)
400 First Street, N.W. - Suite 721
Washington, DC 20001
(202) 628-8516
(202) 628-0717

Mexican-American Women's
National Association (MANA)
1201 16th Street, N.W.
Suite 420
Washington, DC 20036
(202) 223-3440

National Hispanic Leadership
Conference
2590 Morgan Avenue
Corpus Christi, TX 78405
(512) 882-8284

National Hispanic Psychological
Association (NHPA)
c/o Dr. F.H. Martinez
2415 West 6th Street
Los Angeles, CA 90057
(213) 738-4801

National Hispanic Scholarship
Fund
P.O. Box 748
San Francisco, CA 94101
(415) 892-9971

National IMAGE, Inc.
317 S.W. 4th
Corvallis, OR 97333
(503) 753-5007

National Institute for Multi-
Cultural Education (NIME)
3010 Monte Vista, N.E.
Suite 203
Albuquerque, NM 87106
(505) 262-1515

National Neighborhood Coalition
20 F Street, N.W. - 2nd Floor
Washington, DC 20001
(202) 628-9600

National Puerto Rican Coalition,
Inc. (NPRC)
701 North Fairfax Street
Suite 310
Alexandria, VA 22314
(703) 684-0020

National Puerto Rican Forum, Inc.
450 Park Avenue South
New York, NY 10016
(212) 685-2311

Puerto Rican Legal Defense and
Education Fund (PRLDEF)
99 Hudson Street - 14th Floor
New York, NY 10013
(212) 219-3360

National Alliance of Spanish
Speaking People for Equality
1630 R Street, N.W. - Suite 126
Washington, DC 20009
(202) 234-8198

National Association for Bilingual
Education (NABE)
1201 16th Street, N.W. - Suite 407
Washington, DC 20036
(202) 822-7870

National Association for Chicano
Studies (NACS)
Division of Social and Policy
Sciences
University of Texas at San Antonio
San Antonio, TX 78285

National Association of Cuban
American Women and Men of the
United States, Inc. (NACAWM-USA-
INC)
P.O. Box 11012
Washington, DC 20008
(202) 686-6505

National Association of Hispanic
Publications (NAHP)
P.O. Box 54307
Los Angeles, CA 90054
(213) 222-1349

National Association of Puerto Rican
Civil Rights
175 East 116th Street
New York, NY 10025
(212) 348-3573

National Coalition of Hispanic Mental
Health and Human Services Organi-
zations (COSSMHO)
1030 15th Street, N.W. - Suite 1053
Washington, DC 20005
(202) 371-2100

National Clearinghouse for Bilingual Ed.
Rosslyn, Virginia 22209
(703) 522-0710

National Concilio of America
55 Sutter Street - Suite 67
San Francisco, CA 94104
(415) 421-7682

National Conference of Puerto
Rican Women
P.O. Box 471
Ben Franklin Station
Washington, DC 20044

National Council of La Raza (NCLR)
20 F Street, N.W. - 2nd Floor
Washington, DC 20001
(202) 628-9600

National Hispanic Council on Aging
(NHCA)
2713 Ontario Road, N.W. - Suite 202
Washington, DC 20009

National Hispanic Institute of
Public Policy
2727 West 6th Street - Suite 270
Los Angeles, CA 90057

SER-Jobs for Progress, Inc.
1355 River Bend Drive - Suite 350
Dallas, TX 75247
(214) 631-3999

U.S. Catholic Conference/Secretariat
for Hispanic Affairs
1312 Massachusetts Avenue, N.W.
Washington, DC 20005
(202) 659-6875

U.S. Hispanic Chamber of Commerce
829 Southern Boulevard
Kansas City, MO 64108
(816) 842-2228

New York State Organizations

Aspira of America, Inc.
205 Lexington Avenue - 12th Floor
New York, NY 10016
(212) 899-6101

Casita Maria, Inc.
928 Simpson St.
Bronx, NY 10459
(212) 589-2230

Centro de Estudios Puertorriqueños
Hunter College
695 Park Avenue
New York, NY 10021
(212) 489-5260

Commonwealth of Puerto Rico
Migration Division - Dept. of Labor
& Human Resources
304 Park Avenue, So.
New York, NY 1001-
(212) 260-3000

East Harlem Community Corporation
105 East 106 Street
New York, NY 10029
(212) 427-0500

Hispanic World's Fair
80 Varick St. 3-F
New York, NY 10013
(212) 431-5844

Ibero American Action League, Inc.
954 Clifford Avenue
Rochester, NY 14621
(716) 544-0450

El Museo del Barrio
1230 Fifth Avenue
New York, NY 10029
(212) 831-7272

La Casa Neighborhood Services
Center
167 Columbia Street
Brooklyn, NY 11231
(718) 852-7260

National Puerto Rican Forum, Inc.
450 Park Avenue, South
New York, NY 10016
(212) 685-2311

Promesa
1776 Clay Avenue
Bronx, NY 10457
(212) 299-1100

Puerto Rican Family Institute, Inc.
116 W. 14th Street
New York, NY 10011
(212) 924-6320

Puerto Rican Legal Defense and
Education Funds
95 Madison Avenue
New York, NY 10016
(212) 532-8470

Samaritan Village Half Way Society
Inc.
118-21 Queens Boulevard
Forest Hill, New York 11375
(718) 897-4500 - 657-8010

South 40, Inc.
Ex-Offenders Services
275 7th Avenue
New York, NY
(212)

Spanish Apostolate
397 Louisiana Street
Buffalo, NY 14204
(716) 852-1925

Westchester Hispanic Coalition
200 Mamaroneck Avenue
White Plains, NY
(914) 948-8466

RESOURCES - MATERIALS

HISPANIC INTEREST PUBLICATIONS

The following items are not in Spanish but may prove interesting to your Hispanic population:

NUESTRO

\$ 22/year

P.O. Box 40874
Washington, D.C. 20016

English language periodical targeting second generation and other English speaking Hispanics. General interest material.

LECTOR

\$ 40/year

Hispanic Information Exchange
P.O. Box 4273
Berkeley, N.Y. 94704

Review journal for Spanish language and Hispanic interest materials. The materials have a heavy Latin American and Chicano emphasis. Titles reviewed in Lector are available through COPAS/I.A.D. complete with descriptive cataloging in MARC format. This periodical is an excellent source for information on current Hispanic affairs.

CIVIL RIGHTS UPDATE

free

U.S. Commission on Civil Rights
Distribution Center
612 Payne Street
Alexandria, VA 22314

HISPANIC LINK WEEKLY REPORT

\$96.00 Annual Subscription

Mr. Héctor Erickson Mendoza
Hispanic Link Weekly Report
1420 N. Street N.W.
Washington, D.C. 20005

"A Growing Voice of Hispanic Americans"

free

Ms. Daisy Hernández
LULAC
Suite 721
400 First Street N.W.
Washington, D.C. 20001

Hispanic Interest Publications (cont.)

HISPANIC ORGANIZATIONS

free

Philip Morris USA
120 Park Avenue
New York, N.Y. 10017

75 page booklet listing 131 Hispanic organizations.

ESTRELLITAS

\$ 16/year

Consolidated Publishers Corporation Ave
Jesús T. Piñero
No. 1000
Río Piedras, San Juan P.R. 00936

Spanish language entertainment magazine, arrives biweekly.

LA LISTA

\$ 15/year

c/o El Paso Public Library
501 N. Oregon
El Paso, Texas 79901

Review journal of Spanish language materials. Provides bibliographic information, annotation, title translation, publisher's addresses, Dewey classification and price for 100 titles each issue.

SPANISH LANGUAGE VENDORS:

The following is a list of vendors who responded to a recent request for catalogs and samples and vendors who have been used by the compiler of the list. More complete listings can be found by using the Book Trade Directory.

Associate Technical Services, Inc.

Dictionary & Book Division

855 Bloomfield Avenue

Green Ridge, NJ 07028

(Technical Materials)

Baker & Taylor

Books in Spanish

380 Edison Way

Reno, NV 89564

(Limited number of titles, mostly popular English materials translated uniformly; good bindings, some permabounds) 38% discount.

Bernard H. Hamel Spanish Books

Books & Records from Spain & latin America

2326 Westwood Boulevard

Los Angeles, CA 90064

(312) 475-0453

(Books & Language courses, texts and dictionaries, novels, poetry and self-improvement)

Bilingual Educational Services

1607 Hope Street

P.O. Box 669

So. Pasadena, CA 91030-0669

(Classics by Latin American authors.)
(Latin American Authors are not particularly popular since patrons are largely Puerto Rican, Caribbean or Nuyoric)

Bilingual Publications Co.

1966 Broadway

New York, NY 10023

(Relatively inexpensive source for popular paperbacks in Spanish. Willing to act as a jobber...providing titles from a number of publishers, also provides vocational materials in Spanish)

The Bookery

DeWitt Building

Ithaca, NY 14850

(Spanish, Latin American and Brazilian Books)

Books on Islam - Zahra Trust

P.O. Box 899

Blanco, TX 78606

(Limited number of Islamic materials in Spanish)

California Spanish Language Data Base

P.O. Box 4273

Berkeley, CA 97484

(Publishers BILINDEX Spanish language subject headings to aid in cataloging Spanish materials consistently and understandably)

Colton Book Imports

P.O. Box 526

San Francisco, CA 94101

(Good source for cheap hardbound editions of Spanish & Latin American classics)

Cultural Hispana
1413 Crestridge Dr.
Silver Spring, MD 20910
(301) 585-0134

(Inexpensive hardback and paperback editions, including comic books and fotonovelas)

Ediciones Huracán
Avenida González 1002
Río Piedras, PR 00915

(Small house specializing in Puerto Rican & Nuyorican authors)

Ediciones Universal
Librería & Distribuidora Universal
P.O. Box 450353
Shenandoah Station
Miami, FL 33145

(Spanish Text Books/Elementary-College and some English as a Second language)

Editorial Mensaje
125 Queen Street
Staten Island, NY 10314

(Spanish Materials largely Puerto Rican, generally inexpensive)

Fiesta Publishing
6360 N.E. 4th Court
Miami, FL 33138

(Excellent and inexpensive source for popular paperback books in Spanish, including Executioner, Destroyer, etc., Good quality binding in comparison to most Spanish items and fantastically fast service, 12 days from order to delivery on my first order)

The French & Spanish Book Corp.
115 5th Avenue
New York, NY 10003
(212) 673-7400

(Large assortment of titles, high prices)

Garrett Park Press
Garrett Park, MD 10760

(Directory of Special Programs for minority group members: Career Information Services, Employment Skills, Financial Aid Services (English only))

International Book Centre
P.O. Box 295
Troy, MI 48099
(313) 879-8436

(Dictionaries and language courses)

Lectorum Publications
137 West 14th Street
New York, NY 10011

(Spanish translations of popular English works. Expensive and poorly bound)

Librería La Latina Discoteca
2548 Mission Street
San Francisco, CA 94110
(415) 824-0327

(Inexpensive popular and classic titles)

Librería Las Americas Inc.
2075 Boulevard St. Laurent
Montreal
P.Q. H 2x W3 Canada
(514) 844-5994

(Spanish language texts, films and acts as a jobber for Spanish publications)

SPANISH PERIODICALS

This is a listing of papers and magazines that have proved popular in our collection:

CANALES
215 W. 92nd Street
New York, NY 10025

Spanish Language general interest. Unlike English periodicals, tends to arrive on, or after the cover month.

DIARIO
El Diario-La Prensa
143 Varick Street
New York, NY 10013

Major Spanish daily.

HOMBRE DE MUNDO
American Distributor Magazines
10100 N.W. 25th Street
Miami, FL 33172

Spanish language men's magazine similar to Esquire.

LATIN NEW YORK

No address or response, despite repeated queries.

EL MUNDO Newspaper
Box 2408 G.P.O.
San Juan, Puerto Rico 00936

Six days a week.

TEMAS
1650 Broadway
New York, NY 10019

Spanish language general interest.

VANIDADES
American Distributor Magazines
10100 N.W. 25th Street
Miami, FL 33172

Spanish language women's magazine, similar to McCall's.

VOCERO DE PUERTO RICO
Apartado 3831
Viejo San Juan, Puerto Rico 00904
(809) 721-2300

The New York Post of Puerto Rico

Prepared by: Valerie Chism/Sr. Librarian
Auburn Correctional Facility

Librería Selecta
35-57 82nd Street
Jackson Heights, NY 11372
(718) 507-2574 (Popular series titles, reference & biographies)

Midwest European Publications
915 Foster Street
Evanston, IL 60201
(312) 866-6262 (Language texts, reference works and classics)

National Textbook Company
4255 West Touhy Avenue (Spanish Commercial texts and English as a
Lincolnwood, IL 60646 Second Language materials)

New York Public Library
Office of the Branch Libraries
455 Fifth Avenue (Connections - Bilingual guide to New York City
New York, NY 10016 Services - \$26.00)

Schoenhof's Foreign Books
76A Mt. Auburn Street
Cambridge, MA 02138 (Source for materials from Spain, Argentina,
(617) 547-8855 México, Puerto Rico)

Select Spanish Books
1149 SW 27th Avenue #205
Miami, FL 33135
(305) 642-1602 (Spanish-Spanish American and World Literature)

Spanish Book Co. of America
115 Fifth Avenue (Basically Spanish translations of popular English
New York, NY 10003 books. Bindings are poor and books are expensive)

La Tertulia Inc.
Amalia Martín esq. Avenida González
Río Piedras, Puerto Rico 00925
(Source for Técnicas Para el Personal Bilingüe
en el Area Legal, also Caribbean and Central
American materials)

Waterfront Press (Another Spanish language vendor with a Puerto
52 Maple Avenue Rican emphasis. Good source for works by Puerto
Maplewood, NJ 07040 Rican and Nuyoricans authors)

Prepared by: Valerie Chism/Sr. Librarian
Auburn Correctional Facility

SPANISH LANGUAGE VENDORS - UPDATE

COPAS/LAD

see separate sheet for descriptive information

HISPANIC BOOKS DISTRIBUTORS, INC.

Spanish Language Books and Periodicals for Adults

Hispanic Books Distributors, Inc.

240 E. Yvon Drive

Tucson, Arizona 85074

(602) 887-8879

A relatively new vendor, Hispanic Books features Book Approval plans based on a library profile you submit. They also market paperbacks and periodicals on a package basis. Best of all, they rebind many of the items they provide for better shelf life.

SUGGESTED FICTION -- SPANISH LANGUAGE

A. Hailey	Aeropuerto
P. Benchley	Tiburón
E. Segal	Love Story
A. Corman	Kramer Contra Kramer
S. Sheldon	Más Allá de la Medianoche
J. Susann	Una Vez No Basta
M. Cain	El Cartero Llama Dos Veces
K. Follet	La Isla de las Tormentas
H. Wouk	Vientos de Guerra
A. Haley	Raíces
T. Caldwell	Capitanes Y Reyes
I. Wallace	Fan Club
J. Clavell	Tai-Pan
F. Forsyth	La Alternativa del Diablo
H. Fast	Los Inmigrantes
H. Fast	Segunda Generación
J. Krantz	Princesa Daisy
F. Forsyth	Los Perros de la Guerra
F. Forsyth	Chacal
V.B. Ibanez	Los Cuatro Jinetes del Apocalipsis
A. MacLean	Los Canones de Navarone
F. Forsyth	Odessa
R. Ludlum	El Pacto de Holcroft
I. Shaw	Hombre Rico, Hombre Pobre
L. Sanders	El Primer Pecado Mortal
L. Sanders	El Sexto Mandamiento
M. Puzo	El Siciliano
M. Puzo	El Padrino
I. Wallace	El Premio Nobel
I. Wallace	El Proyecto Paloma
S. Sheldon	Venganza de Angeles
H. Robbins	Adiós, Jeanette
K. Follet	La Clave Esta en Rebeca
T. Harris	El Dragón Rojo
H. Robbins	El Predicador

SUGGESTED FICTION -- SPANISH LANGUAGE

Page 2

R. Ludlum	El Enigma de Parsifal
J. Collins	Esposas de Hollywood
S. Conran	Secretos
A. Hailey	Medicina Peligrosa
A. MacLean	El Río de la Muerta
S. Sheldon	El Amo del Juego
C. Sterling	La Hora de los Asesinos
V.C.Andrews	Semillas de Ayer
H. Fast	El Extranjero
T. Green	La Novia del Oficial
G. Greene	El Décimo Hombre
C. Irving	Tom Mix y Pancho Villa
W. Kennedy	Legs Diamond
S. King	Cementerio de Animales
J. McDonald	Un Nuevo Domingo
P. Mann	Falcon Crest
A.J.Quinnell	La Sangre del Hijo
S. Sheldon	Si Hubiera Mañana
D. Steel	Encuentro Decisivo
L. Uris	El Peregrino
A. Walker	El Color Purpura
J. Michener	Centenial
J. Michener	Espacio
J. Michener	Hawai
H. Robbins	Avenida del Parque 79
H. Robbins	Aventureros
H. Robbins	Dama Solitaria
H. Robbins	Herederos
H. Robbins	No Amarás a un Extraño
H. Robbins	Nunca me Abandones
H. Robbins	Pirata
H. Robbins	Sueños Mueren Primero
H. Robbins	Traficantes de Sueño

CLASSICS:

SHAKESPEARE, WILLIAM

MELVILLE, HERMAN

TOLSTOY, LEO

CERVANTES

ALIGHIERI, DANTE

CAMUS, A.

DARWIN, C.

DOSTOIEVSKI, FYODOR

DUMAS, A.

GIBRAN, KAHLIL

HEMINGWAY, ERNEST

HESSE, HERMAN

HOMERO

HUXLEY, A.

KAFKA, FRANZ

POE, EDGAR ALLEN

STOKER, BRAM

ROMEO Y JULIETA

MOBY DICK

GUERRA Y PAZ

DON QUIXOTE

LA DIVINA COMEDIA

EL EXTRANJERO

EL ORIGEN DE LAS ESPECIES

CRIMEN Y CASTIGO

LOS HERMANOS KARAMAZOV

EL CONDE DE MONTE CRISTO

LOS TRES MOSQUETEROS

EL PROFETA

EL VIEJO Y EL MAR

SIDDHARTHA

LA ILIADA

LA ODISEA

UN MUNDO FELIZ

METAMORFOSIS

NARRACIONES EXTRAORDINARIAS

DRACULA

SERIES & CATEGORY AUTHORS:

GREY, ZANE

CHRISTIE, AGATHA

L'AMOUR, LOUIS

LOGAN, JAKE

KING, STEPHEN

GARDNER, ERLE STANLEY

DOYLE, ARTHUR CONAN

PENDLETON, DON

SAPIR & MURPHY

ROSENBERG, JOSEPH

BENTEEN, JOSEPH

BOLSILIBROS & FOTONOVELAS IN ALL GENRES

WESTERNS

MYSTERIES

WESTERNS

ADULT WESTERNS

HORROR

(COOL & LAM DETECTIVE SERIES)

SHERLOCK HOLMES

(EL VERDUGO ADVENTURE)

(EL DESTRUCTOR ADVENTURE)

EL MERCADER DE LA MUERTE ADVENTURE

(FARGO WESTERN)

Prepared By: VALERIE CHISM/SR. LIBRARIAN
Auburn Correctional Facility
Auburn, New York 13021

NONFICTION SUGGESTIONS:

BUSCAGLIA, LEO

BERLITZ, CHARLES

CASTANEDA, CARLOS

BERSTEIN & FAST

KISSINGER, HENRY

STERLING, CLAIRE.

HOLZER, HANS

PRACHAN, JEAN

DE LAFFOREST, ROGER

FERRAN DE LOS REYES, ENRIQUE

FENKER, RICHARD M.

DIAGRAM GROUP

HUMBERT, JUAN

FROMM, ERICH

HARO VERO, ANDRES

BLAS ARITITIO, LUIS

SAGAN, CARL

SER PERSONA

VIVIR, AMAR Y APRENDER

LA ATLANTIDA, EL OCTAVO CONTINENTE

EL DON EL AGUILA

LAS ENSENTANZAS DE DON JUAN

RELATOS DE PODER

EL SEGUNDO ANILLO DE PODER

UNA REALIDAD APARTE

VIAJE A IXTLAN

EL FUEGO INTERNO

QUIMICA SEXUAL

INFORME DE LA COMISION PRESIDENCIAL
BIPARTITA DE LOS ESTADOS UNIDOS SOBRE
CENTROAMERICA

LA HORA DE LOS ASESINOS

SUPERVIVIENTES DE LA MUERTE

BERMUDAS: BASE SECRETA DE LOS OVNIS

SUERTE SUPERSTICION

ATLAS DE ANATOMIA

COMO ESTUDIAR

ENCICLOPEDIA COMPLETA DEL EJERCICIOS

MITOLOGIA GRIEGA Y ROMANA

EL ARTE DE AMAR

EL MIEDO A LA LIBERTAD

ATLAS DE BIOLOGIA

ATLAS DE ZOOLOGIA

COSMOS

RESOURCES - MEDIA

PRESS & COMMUNICATION

EL DIARIO LA PRENSA
Att: Carlos Ramirez
143-155 Varick Street
New York, NY 10013
(212) 807-4600

Manuel de Dios Unanue, Editor

NOTICIAS DEL MUNDO
Att: Luis Patino
401 Fifth Avenue
New York, NY 10016
(212) 684-5656

José Cardinale, Director

THE LATIN NEWS IMPACTO
Att: Carlos Carrillo (Director)
853 Broadway - Suite 811E
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Philip Morris U.S.A.
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1985

Guide to Resource
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Published by Greenwood Press
Westport, Conn. 1985

GLOSSARY OF TERMS

GLOSSARY

Acculturation - The process by which one culture begins to take on traits from another culture. When this condition exists, both cultures in a contact situation are usually changed, although the change may be more significant for one culture than it is for the other. p. 19.

Affirmative Action - Actions to recruit minority group members or women for employment, promotions and educational opportunities.

Ahí estas - There you are. p. 30.

Albarazado - Describes a reddish black complexion. p. 30.

Alien - A foreign born individual who has not been naturalized. p. 173.

Ay bendito! - A common saying that encompasses a total line of values in the configuration of the cooperative idiosyncrasy of the Puerto Rican. Literally means "Oh Blessed One." p. 27.

Bilingual Education - An educational program designed to allow students to learn academic concepts in their native language while they learn a second language.

Bilingualism - An attempt to use two or more languages in places of work or in educational facilities and to treat each language with equal legitimacy.

Bodega - Neighborhood grocery store. p. 32.

Bolita - The Spanish term for the numbers racket. It is illegal betting which is done in the streets of most large metropolitan areas. p. 32.

Botánica - A store which specializes in the sale of religious articles which are used mainly by "espiritistas," such as special prayers, perfumes, candles, "collares," saints, etc. p. 32.

Bravado - Pretended courage of defiant confidence when there is really little or none. p. 23.

Brujería - A cultural form of sorcery (witchcraft). p. 23.

Burnout - A feeling of stress that leads to manifestations of indifference at the work place. p. 71.

Calpan - Mulato - Refers to an individual of various mixed breeds. p. 30.

Cambujo - Refers to a black complexion comprised of half-Black half-Indian. p. 30.

Cannabis - Botanical name for hashish and marijuana. p. 92.

Castizo - Refers to an individual who is 3/4 Spanish and 1/4 of Indian descent. Pure or chaste (from casto). p. 29.

Caudillo - The leader, boss, chief. Often military or political.

Chicano - A second or third generation Mexican American, usually English dominant, closely identified with the specific cultural values of the "barrio." p. 11.

Chino - According to the racial categories, it is a mixture of Salta atras and Indian. p. 30.

Chlamydia - A venereal infection that is the principal cause of pelvic inflammatory disease in females. p. 88.

Collares - Necklaces made of colored beads, for which each color represents a particular saint. p. 26.

Compadrazgo - A cultural addition to the extended family equal to and including the role of a godparent. p. 20.

Culture - The sum total of learned behavior traits and beliefs characteristic of the members of a particular society. The key word is "learned," which distinguishes culture from behavior that is the result of biological inheritance.

Culture Clash - An individual who is merged in two cultures, and the cultural group to which he/she belongs to, sanctions conduct which violates the mores of the laws of another group to which he/she is also subject to. p. 48.

Curandero - Mexican terminology for a faith healer. p. 26.

De Color - Colored, a person of negro ancestry. p. 28.

Delta Hepatitis - A form of hepatitis that results from the joint action of a hepatitis virus and usually a benign second virus. p. 88.

Deportation - The removal from a country of an alien whose presence is unlawful or prejudicial. p. 173.

Dignidad - Dignity. p. 21.

Discrimination - The process of denying opportunities and equal rights to individuals and groups because of prejudice or other arbitrary reasons. p. 26.

El Barrio - A proper name signifying a particular neighborhood, East Harlem, where Puerto Ricans first migrated and many still live in New York City.

English-As-A-Second-Language - The cornerstone of bilingual education funding; it emphasizes bilingual, but not bicultural education. p. 108.

Espiritismo - The belief that the visible world is surrounded by a dimension inhabited by good and evil spirits who influence human behavior. p. 25.

Ethnic Group - A group of individuals who share certain cultural characteristics such as language, religion, and nationality. Ethnic groups may be distinguished from racial groups by the cultural characteristics that its members share and not by their physical appearance. A racial group is a classification based upon biological characteristics, while an ethnic group is a classification based upon cultural characteristics.

Ethnicity - The condition of belonging to a particular ethnic group.

Ethnocentrism - The belief that one's culture and way of life is superior to all others. p. 29.

Facultades - Spiritual powers. p. 26.

Ghetto - A section of a city to which an ethnic or economically depressed minority group is restricted, as by poverty or social pressure. (From ghetto: the Jewish quarter in Italian cities during the middle ages.)

Grifo - A person of mixed racial parentage. (From griffin, griffon, gryffen: a mythological beast half eagle and half lion.) p. 30.

Haptics - Relating to or based on the sense of touch, characterized by a predilection for the sense of touch. p. 42.

Hispanic - Of or relating to the people, speech, or culture of Spain, Portugal, and Latin America.

Hispanidad - Hispanism, a movement reasserting the cultural unity of Spanish (Portuguese) speaking people. p. 54.

Iatrogenic - An illness that is induced by medical intervention. p. 90.

Indio - A term used to describe a person possessing Indian features. p. 30.

Jíbaro - An uncultured person predominately from rural areas of Puerto Rico. A peasant or "campesino." p. 14.

Kinesics - Body movements and gestures. p. 43.

La Madre Patria - The mother country, usually in reference to Spain. p. 10.

La Reata - A lasso or lariat used by cowboys to rope cattle and horses. p. 12.

Lariat - Anglicization of "La Reata." p. 12.

Legionellosis - An acute pneumonia often producing renal, intestinal, neurological, and hepatic symptoms. It is better known as Legionnaires Disease. p. 88.

L.E.P. - Designates individuals of Limited English Proficiency. p. 119.

Lobo - According to racial categories, it is a mixture of Mulato and Jibaro. p. 30.

Machismo - A strong sense of masculine pride often accompanied by an exaggerated sense of masculinity, aggressive verility, and sensitivity to real or perceived slights.

Mal de ojo - A term used to describe the evil eye. p. 25.

Mestizo - Refers to individuals of mixed races. p. 29.

Migration - General term used to describe any transfer of population. p. 12.

Minority Group - A category of individuals who are somehow distinguished from a larger population of which they are only a small part. A subordinate group with less power or control than members of the dominant (majority) group.

Moreno - A moor or swarthy complexioned individual. (From the "Mauri," or inhabitants of Mauritania, an Islamic people of Berber stock.) Among most Spanish-speaking people "moreno" means dark haired, dark eyed. The term, however, is often used as an euphemism for Black, particularly among Puerto Ricans. p. 28.

Morisco - Mixture of Mulato and Spanish. p. 30.

Negra/Negrita - Black female/little Black female, a term used often as an endearment. p. 28.

North American Melting Pot - A social concept which posits a place where racial amalgamation and cultural assimilation are going on. The phrase "melting pot" was coined by M. R. Berube in his description of "the myth of the public schools as the melting pot." The (North) American experience, however, while accepting cultural assimilation to the degree that is closer to acculturation, rejects racial amalgamation, that is, intermarriage between different racial groups. Cultural pluralism, or the accommodations by which different racial or ethnic groups live together, each maintaining their own customs, while at the same time accepting the other's way of life is closer to the (North) American reality. p. 11.

No te Entiendo - I do not understand you. p. 30.

Novena - A prayer that is done for nine consecutive days. p. 25.

Nuyorricans - Puerto Ricans born or raised in New York City whose cultural values are in transition, who are usually English dominant, perhaps acculturated, often assimilated, and whose cultural complex exhibits traits (often in conflict) of American/Anglo-Saxon and Puerto Rican/Hispanic cultures. p. 16.

Pelo Malo - A term used to describe hair texture of negro characteristics, kinky hair. (From the Spanish, "bad hair.") p. 29.

Proxemics - One's personal non-invasive distance. p. 32.

Race - 1. A category of individuals who through generations of inbreeding share certain physical or biological characteristics. 2. A family, tribe, people, or nation belonging to the same stock. 3. A class or kind of people unified by a community of interests, habits, or characteristics.

Rehabilitation - The process by which a person is restored to a former capacity. A term (as used in counseling) that implies a reformation of character based upon an acceptance of societal behavioral norms.

Respeto - Respect. p. 12.

Rodeo - 1. A round-up of horses and cattle into a corral in preparation for market (early definition). 2. Public performance featuring bronco riding (later definition). p. 12.

Sacando en Cara - A phrase used when an individual constantly reminds another of past favors and believes he is owed. p. 52.

Salta atrás - To take a step backwards. p. 30.

Sevillana - A razor, or razor sharp knife. (From: Sevilla, a City in southern Spain famous for its steel foundries.) p. 48.

Spaniard - An individual who is a native of Spain. p. 10.

Spanish ABE - Designates Adult Basic Education with emphasis on Basic Literacy and Math conducted in the Spanish language. p. 115.

Spanish GED - The Graduate Equivalency Diploma course conducted in the Spanish language. p. 116.

Spiritualist - A cultural faith healer. p. 26.

Tente en el Aire - Sustained in midair. p. 30.

Transcultural Medicine - A new discipline which teaches health-care workers to deal with conflicts of cultural origin. It analyzes the socio-cultural dimensions of an illness. p. 86.

Triguëño - Wheat colored. Used to designate people of olive complexion. Also, among Puerto Ricans, an euphemism for Black. p. 30.

Vaqueros - Spanish term for a cowboy. p. 12.

Yoruba - Referring to African tradition. p. 26.

*Bibliographical study and other sociological definitions by J. Rodrigo Rojas.