

FIRST QUARTERLY REPORT
CENTER FOR THE STUDY OF ALTERNATIVES
TO
IMPROVEMENT IN MAINTAINING
LAW AND ORDER
LEAA GRANT NUMBER
NI 047

FIRST QUARTERLY REPORT

CENTER FOR THE STUDY OF ALTERNATIVES TO PUNISHMENT IN MAINTAINING
LAW AND ORDER

LEAA GRANT NUMBER
NI 047

GRANTED BY

National Institute of Law Enforcement and Criminal
Justice

GRANTEE INSTITUTION

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COVERING PROJECT PERIOD

July 1, 1969
through
September 30, 1969

NOTES

The project described herein is being supported by LEAA Grant #NI 047, awarded through the National Institute of Law Enforcement and Criminal Justice for July 1, 1969 to June 30, 1970. It is being conducted by the Institute for Behavioral Research, Inc., of Silver Spring, Maryland. The views expressed are those of the authors and do not necessarily reflect the views of the National Institute of Law Enforcement and Criminal Justice.

During the first three months of the project, the official title, "Center for the Study of Alternatives to Punishment in Maintaining Law and Order," proved to be overly lengthy in correspondence and conversations with agency and in-house staff. In order to provide a ready reference to the project, a shorter title has been devised. For such purposes, the title "Legal and Educational Alternatives to Punishment" (LEAP) project has been used.

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INTRODUCTION

The major premise of the LEAP project is that through the education and retraining of juveniles, a preventive law enforcement system can be established within a community. To achieve the goal of a preventive law enforcement system, the Institute for Behavioral Research has initiated a community study, (1) to determine the current rates and types of unlawful behaviors among the juvenile population and (2) to determine what relevant programs the various private and governmental institutions and agencies have instituted and what results have been achieved.

In addition, the project has undertaken a followup study of 41 juvenile delinquents. These students were formerly committed to the National Training School for Boys in Washington, D.C. and assigned to an educational demonstration project conducted by the Institute for Behavioral Research (CASE II, 1966-67). Such a followup study will (1) assess the former students/inmates' current economic and social position, and (2) test their academic subject matter retention.

During the first three-month period of the LEAP project, both the community study and the CASE II followup were initiated.

Community Study. During the initial quarter, much of the time was expended in gathering data on the total community and in establishing procedures for coordinating and selecting the many information sources. Following staff hirings and consultant contacts, the research facilities were prepared, and an in-house information gathering procedure and resource library were established. Other tasks included:

- (1) The general community was selected and pertinent information collected.
- (2) This information was reviewed and an area for intensive study was tentatively selected.
- (3) Representatives of various agencies were interviewed and consulted.
- (4) Most of the essential information sources had been located and many contacted.

Efforts during the second quarter will be directed toward the gathering and analysis of baseline data on the juvenile population.

CASE II Student Followup. Efforts have been directed toward the development of procedures and materials needed to conduct the student interviews and toward the gathering of official information concerning the students' current status.

- (1) A review of the CASE II student records was initiated.
- (2) Followup forms and questionnaires were developed and modified.
- (3) Two trial interviews and verifications were conducted.
- (4) The initial student records check was made with outside agencies.

Efforts during the second quarter will be directed toward student contact, interviews, and testing.

Report Preparation. This three-month report was written and prepared by the LEAP project staff;

Principal Investigator -	Harold L. Cohen
Project Coordinator -	John S. Bis
Research Associate -	Mary D. Cohen
Legal Associate -	Saul W. Baernstein
Social Science Associate -	Herman Gewisgold
Environmental Design Assistant -	W.R. Wentworth Jr.
Case Worker -	Thomas S. Flowers
Secretary -	Marion Krock

COMMUNITY STUDY

Geographic area of the feasibility study: Considerations

Prior to the awarding of the current grant, "Center for the Study of Alternatives to Punishment in Maintaining Law and Order" (referred to here-after as LEAP), the Institute for Behavioral Research had established a rapport with the Prince George's County Board of Education. During Spring 1969, a pilot program was established at the Nicholas Orem Junior High School for purposes of initiating a contingency management system with approximately 70 special education students. Based upon this pilot, a full school year program (1969-70) has been implemented. In addition, a second program dealing with the total student population, was initiated at the Highland Park Elementary School. This expansion of the pilot program and establishment of a new program has further developed the Institute's relationship with the County Board of Education.

Information gained from our work in the Prince George's County schools indicates that the County has serious problems with youth. Drastic increase in population, major change in racial composition, increase in juvenile delinquency, and increase in school behavior problems are indicative of the problems of the County. These problems are typical of the nation's urban/suburban crisis. Based on our work with the Prince George's County school system and the apparent problems in the County, it was selected as the geographical area of the feasibility study.

Brief Description of Prince George's County, Maryland.

Prince George's County, Maryland borders the District of Columbia fully to the southeast and almost fully to the northeast. It is located

directly between two of the nation's highest ranking population centers - Baltimore (6th) and Washington, D.C. (9th) (See Plate 1). It covers an area of 486.17 square miles and is the most populous county in Maryland. A population forecast, based on the 1960 census, predicted that the County will exceed 1 million inhabitants by 1990. The 1968 estimates indicate that the County has already exceeded its 1970 population forecast. As of July 1, 1969, it had an estimated population of 650,000. In 1968, 43.2% of the County's population was 17 years old or younger and more than 50% of the population was younger than 24 years. Two age groups, 6 to 11 years and 12 to 17 years, have increased at a faster rate than other age groups in the County. According to Prince George's County Annual Report to the People, about 600 new residents move into the County each week of the year.

The County has 27 municipalities with its boundaries and one which sits in both Montgomery and Prince George's counties. Of these 28 municipalities, 23 are located within the Washington, D.C. metropolitan area.

Analysis of Prince George's County, Maryland.

In order to select a target area within the County for a preventive law enforcement program, the question of "What is Prince George's County?" has to be answered. Some overview of the County has to be presented so that a knowledgeable decision can be made as to a target area.

How is the County managed?

Where do the people live?

What types of services are provided to whom?

What kinds of information are available about the County and what are the sources?

Where do the people of the County work?

How and where do they spend their leisure time?

How does the court system work?

What transportation is available?

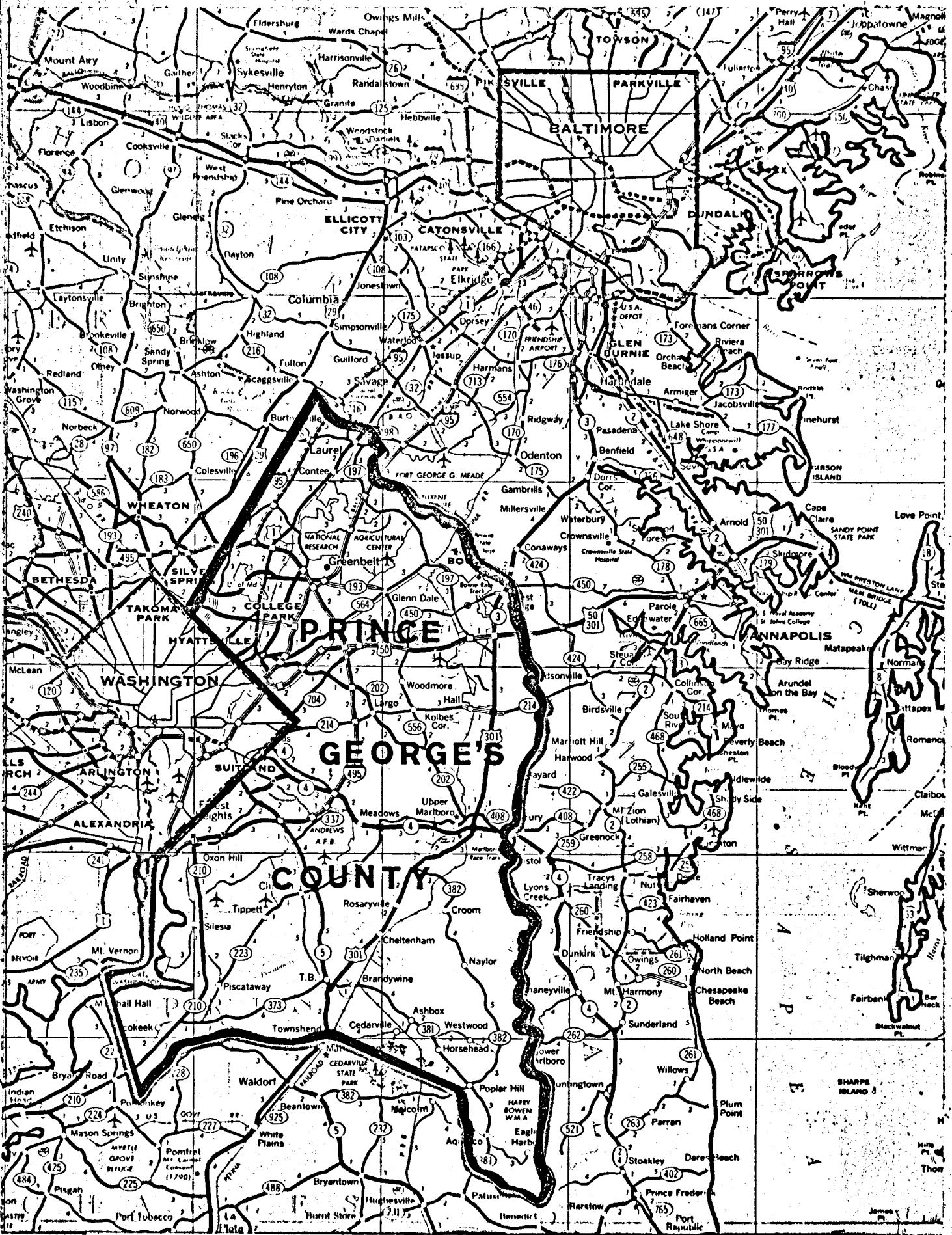


PLATE 1

Location of Prince George's County Between Washington and Baltimore

Initially, a graphic means of gathering and analyzing information was used. A larger map of Prince George's County was mounted in the LEAP project work room. A system for mounting acetate overlays was devised and various information was placed on these overlays: changes in the population, single family and multiple family dwellings, election districts, municipalities, shopping centers, and Maryland-National Capital Park and Planning study areas. Information was gathered from the public and private publications of various agencies with the County and State (See Section III, In-House Resource Library). Interviews were conducted with agency personnel and two consultants (a lawyer and a city planner). County newspapers were subscribed to and a daily reading, clipping, and filing of pertinent articles from these and the major area newspapers was begun.

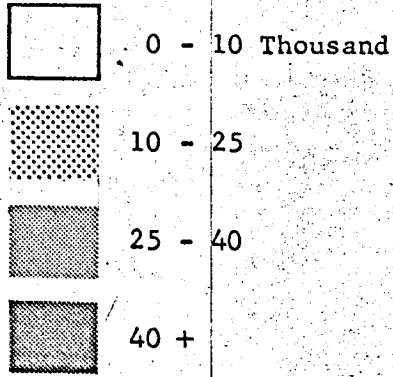
Target Area Selection - Population and Housing.

The area of PGC selected for an intensive study is the northwest section of the County. This area's population exceeds 262,000 people, over one-third of the County's total population (See Plate 2). Much of the County population increase has occurred within this area. The areas of Dodge Park-Palmer Park, the town of Bladensburg, the Greenbelt area, and the vicinity of Prince George's Shopping Plaza are new multi-family development areas. The Chillum-Langley area is one of two areas having the greatest number of apartments within the County (See Plate 3).

From January 1960 to January 1969, the population of 6 election districts -- approximating the study area -- increased 50.4%. Concurrently, multi-family dwelling units increased from a total of 15,259 to 37,576. This increase of 111% for multi-family units is contrasted to an increase of only 21% for 1 and 2 family dwellings. These 1 and 2 family units increased from

Population of Prince George's County

Election Districts



— Approximate Target Area

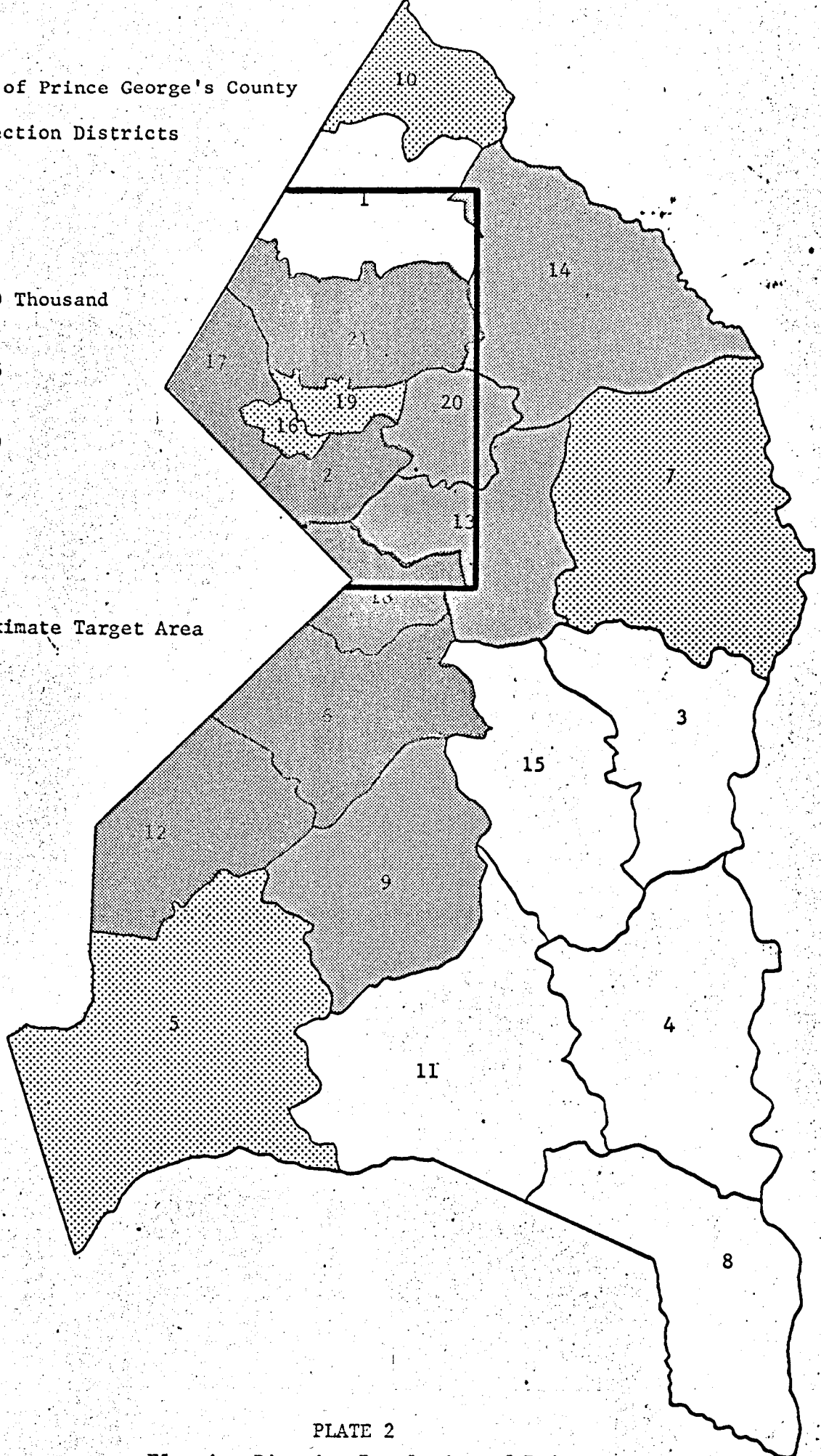


PLATE 2

Election District Population of Prince George's County and Approximate Target Area Selected for Detailed Study.

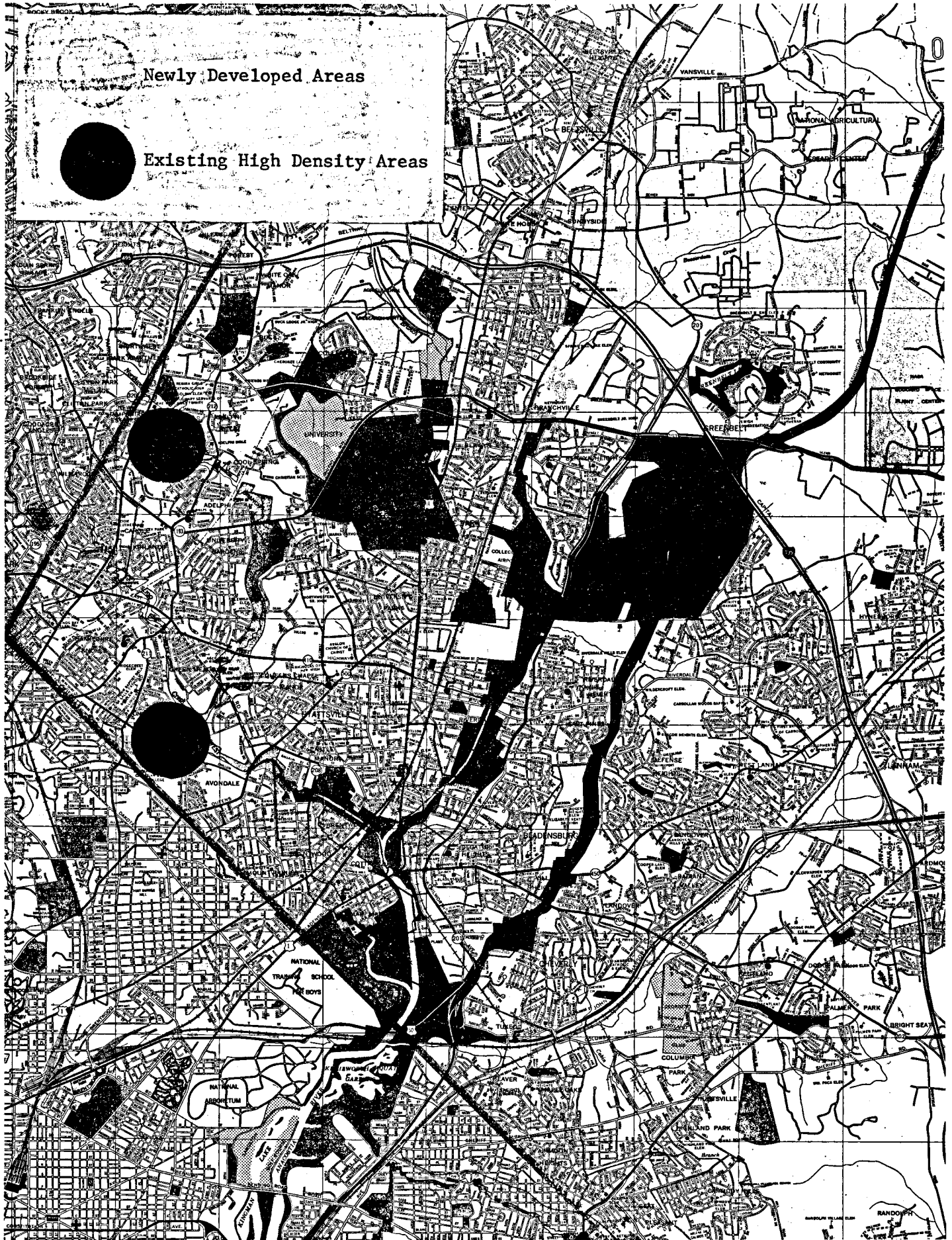


PLATE 3
Multi-Family Unit Areas

35,355 to 42,794 between January 1960 and January 1969 in these same districts. Complete population and housing changes for these 6 districts are shown in figures 1 and 2.

Election District	Population	Housing Units		
		Total	1 & 2 Family	Multi-Family
January 1960				
2	31,033	8,440	7,394	1,046
16	15,966	4,807	3,480	1,327
17	68,583	21,991	10,873	11,118
19	15,895	4,442	3,720	722
20	12,488	3,416	3,405	11
21	30,855	7,518	6,483	1,035
Totals	174,820	50,614	35,355	15,259
January 1969				
2	42,890	13,033	7,899	5,134
16	17,610	5,443	3,567	1,876
17	81,670	27,827	11,286	16,541
19	23,290	7,308	4,208	3,100
20	37,210	10,385	7,211	3,174
21	60,300	16,374	8,623	7,751
Totals	262,970	80,370	42,794	37,576

Figure 1

* Population and total housing units for 6 districts: January 1960 to January 1969.

Election District	Population		Housing Units					
	Increase in number	% inc.	Total inc.	% inc.	1 & 2 Family Unit inc.	% 1 & 2 Family	Multi-Family	% Apts.
2	11,857	38.2%	4,593	54.4%	495	6.7%	4,088	390.8%
16	1,644	10.3%	636	13.2%	87	2.5%	549	41.4%
17	13,087	19.1%	18,923	86.0%	413	3.8%	5,423	48.8%
19	7,395	46.5%	2,866	64.5%	488	13.1%	2,378	329.4%
20	24,722	198.0%	6,969	204.0%	3,806	111.8%	3,163	28,754.5%
21	29,445	95.4%	8,856	117.8%	2,140	33.0%	1,268	122.5%
Total inc.	88,150	50.4%	42,843	84.6%	7,429	21.0%	16,869	110.6%

Figure 2

*Increase in population and housing units for 6 election districts: January 1960 to January 1969

Schools.

Four senior high schools and 13 junior high schools are located in the northwest section of the County. Each of the senior high schools receives students from junior high schools, determined by designated school boundaries. Each senior high school with its feeder junior high schools, therefore, forms a type of student population network. Consideration of this network is one means of determining the actual boundaries of a target area for a preventive law enforcement program. (See Plate 4)

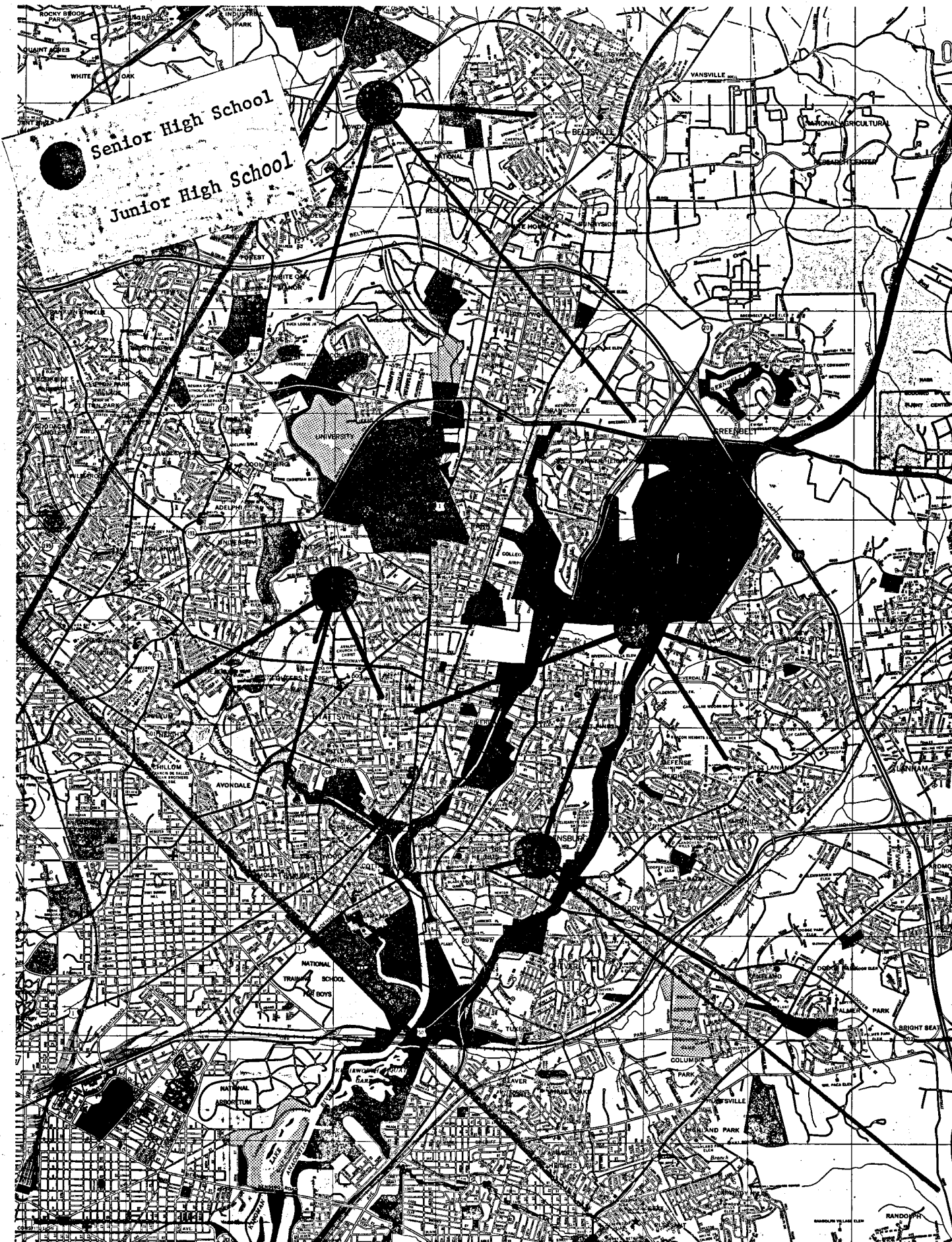


PLATE 4
High School Feeder System

According to the Prince George's County School Board statistics, the following list gives each senior high school's feeder schools and student population:

	Population (June 1969)
Bladensburg Senior High	2130
Bladensburg Junior High	1266
Thomas G. Pullen Junior High	839
William Wirt Junior High	839
Kent Junior High	1202
High Point Senior High	2388
Beltsville Junior High	1234
Buck Lodge Junior High	941
Greenbelt Junior High	1041
Northwestern Senior High	2186
Hyattsville Junior High	717
Mt. Rainier Junior High	813
Rollingcrest Junior High	619
Nicholas Orem Junior High	587
Parkdale Senior High	1655
Charles Carroll Junior High	889
Glenridge Junior High	870
Greenbelt Junior High	1041
Hyattsville Junior High	717
William Wirt Junior High	839

Three junior high schools (William Wirt, Hyattsville, and Greenbelt) assign their 9th grade pupils into two different senior high schools, based upon the home address of the student. For example, students attending Hyattsville Junior High School and living west of Baltimore Avenue attend Northwestern Senior High School. Those students living to the east attend Parkdale Senior High School.

As of June 1969, total school population for the 17 area high schools and junior high schools was slightly over 20,000. The junior high school population was 11, 857 and the senior high school population was 8,359. Current school year enrollment for these schools and for the parochial schools in the area has not yet been gathered. (Non-public schools are also being considered.)

In subsequent LEAP investigations, data concerning daily attendance and truancy from each of the 17 schools will be kept.

Youth Activities.

Determining where and how the youth of the area spend their leisure time is a major concern of the LEAP project. The LEAP staff has made several informal observations of the area during the first three months of the project. For example, shopping centers have been observed during the pre-school summer months, after the start of the school term, immediately after school hours, and during evening hours. A sample student interview was made with one University of Maryland freshman who has worked at the Prince George's Plaza full-time during the summer months and part-time during the 1968-69 school year (See Addendum 3). At the close of a school day, LEAP staff members observed students leaving Northwestern Senior High School. The purpose was to determine where the students went after leaving the school. Also, observations of the general area were made during the evening hours to ascertain where the youthful inhabitants spend their free time.

Information has been gathered from various governmental and private sources concerning youth programs and youth centers. Additionally, the LEAP staff has gathered a listing of private enterprises which cater to the youth in the area. Within the general area, 10 bowling alleys, 6 record stores,

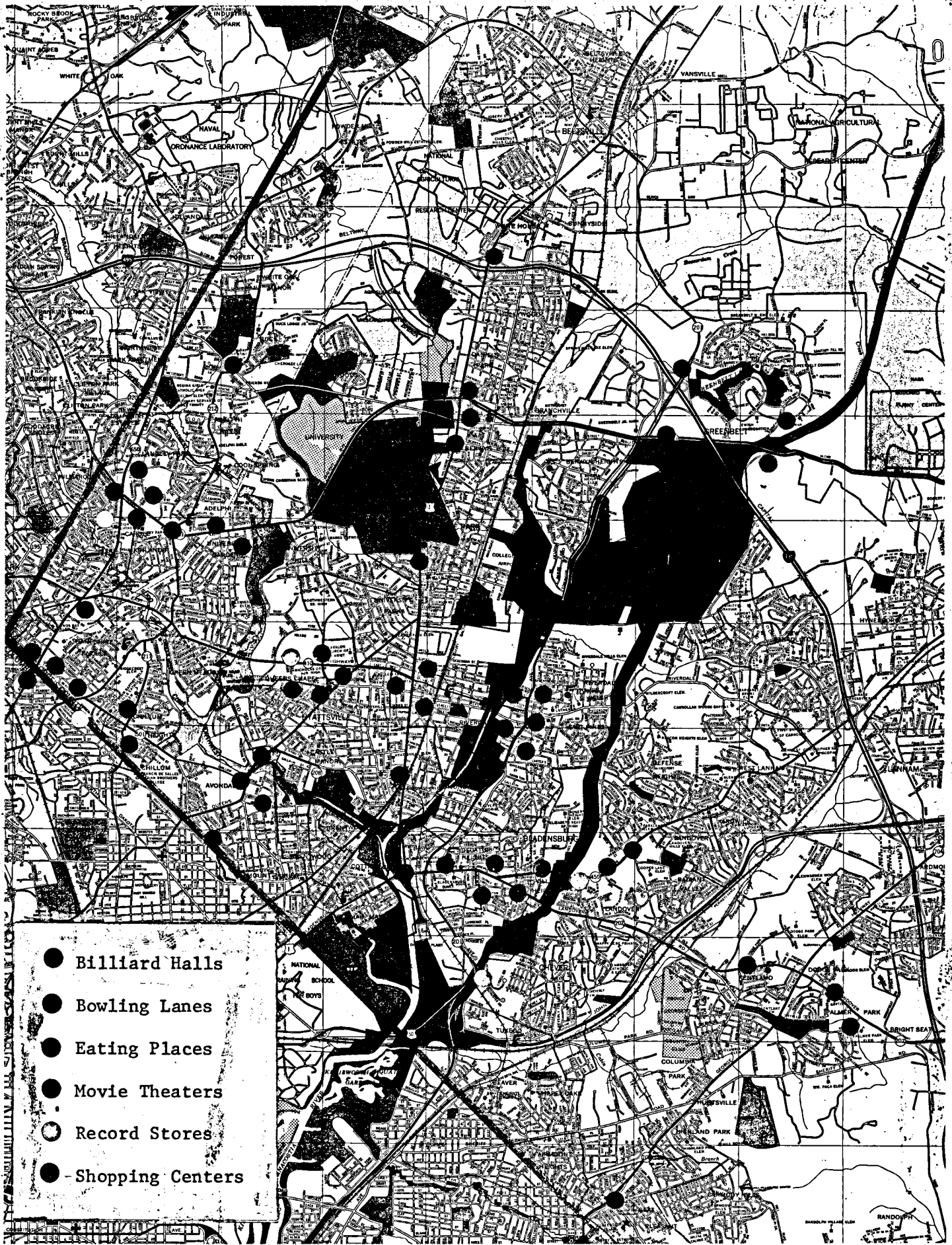
4 billiard halls, and 11 movie theaters have been located. Three of the movies theaters are outdoor drive-ins. The area also contains 32 eating establishments which specialize in drive-in and carry-out service or casual snack meals, and 4 shopping centers (See Plate 5). Other private enterprises will be located as necessary. Dependent upon other factors, these businessmen will be contacted concerning the frequency of use and problems they may have encountered in their servicing of youthful customers.

Available public and private recreation centers have also been researched by the LEAP staff. One community recreation center, operated by the Maryland-National Capital Park and Planning Commission, was in operation in Adelphi, Maryland during 1968-69 with a listed attendance of 130,000. Two additional centers, located in Langley Park and in Palmer Park, are scheduled for opening during 1969-70 with an estimated attendance of 75,000 each. In addition to these, the municipalities of Berwyn Heights, Colmar Manor, Fairmont Heights, and North Brentwood operate recreation centers on a part-time basis. The gathering of specific information concerning attendance and programs from these centers and others, such as YMCA, YWCA, and church sponsored, is in progress.

Police Agencies.

Contact has been made with the PGC police on two separate occasions (See Addendum 3). The primary responsibility of dealing with juvenile offenses rests with the County police. Their jurisdiction includes the municipalities.

The PGC police has a separate juvenile division for dealing with offenders under 18 years of age. However, the juvenile division does not



- Billiard Halls
- Bowling Lanes
- Eating Places
- Movie Theaters
- Record Stores
- Shopping Centers

PLATE 5

Approximate Locations of Enterprises Catering to Youth

normally process juvenile drug offenders or runaways. The former are handled by the regular narcotics division, the latter by any responding police officer. For control purposes, the County is divided into three jurisdictions with each one, in turn, sub-divided into patrol beats. The northwestern section of the County chosen for detailed study almost totally falls into the northern most jurisdiction controlled by the County police headquarters located in Hyattsville. However, it does share a few of its southern patrol beats with the central jurisdiction which operates from a headquarters in Seat Pleasant. These patrol beat areas are to be redefined during the latter part of the month, and this new information will be collected by the LEAP staff during the next meeting scheduled for early October.

Currently, the juvenile division supervision in Hyattsville is posting a daily locational record of juvenile arrest for this sector. This locational posting is done on a wall map with different colored map pins for various offenses. This system, also in effect by the Seat Pleasant headquarters, was started in July 1969. The intent is to maintain this system for a full year. It was acknowledged that the system has some serious faults, such as not being able to conveniently indicate convictions, and that another system using two identical maps is planned for next year. A chart of the arrest data is also kept by the Hyattsville juvenile supervision.

It appears that the LEAP project data needs to go beyond the readily available locational arrest information now being kept by the PGC police. However, these data needs can be met with the cooperation of the County police and, in the process, the data gathered will be of equal benefit to the juvenile officers. Another meeting with the Prince George's police is planned for purposes of establishing such a data gathering system.

The problems of gathering information from the PGC police appears relatively easy when compared with the gathering of information from the municipal police departments. Each of the municipalities within the larger intensive study area maintains a full or part-time police force (See Plate 6). All of the arrest and citizen contact data from each one of these police forces is theoretically channeled to the County police as part of the overall procedure. In fact, however, as related by the County police, it often is not. Municipal police do not always take the time to file reports unless an actual arrest occurs. This may be due to a variety of reasons but, most often occurs in those municipalities having part-time policemen who are reluctant to present reports that may require their appearance during the regular full-time employment hours.

Each of the municipal departments will be contacted by the LEAP staff so as to examine their staffing and operations. With their cooperation, some procedure will be established to gather all police contact made with juveniles.

Those facets of the total data which are available and workable will be further investigated by the LEAP staff.

Laws and the Judicial System.

Information gathering on the courts has just begun. Interviews with personnel and judges of the judicial system are being conducted as one means of determining how and under what circumstances a juvenile offender living within the study area is handled.

Using the Prince George's County, Maryland: Approved Budget 1969-70, LEAP staff summarized the County subsidized court facilities. Municipal courts



PLATE 6
Municipal and Northern PGC Police Jurisdictions

or police courts not using some part of County funds are excluded.

The Circuit Court for the 7th Judicial Circuit of Maryland serves Prince George's and 3 other counties, "Calvert, Charles, and St. Mary's." This is the court of general jurisdiction in Prince George's County. It has jurisdiction in equity cases, civil cases of \$3000 or more, and criminal cases in which a penitentiary sentence could be assessed. It also has appellate jurisdiction over selected decisions of the Peoples Court and over decisions of County agencies.

The salaries of the Circuit Court judges is paid by the state, but the costs of supporting staff to the judge is paid by the counties.

The 7th Circuit has a Master for Domestic Relations Causes who hears all uncontested matters pertaining to divorce, annulment and separate maintenance that are referred to him by the Circuit Court. In addition, the Master hears petitions pertaining to matters concerning children as a result of domestic relations disputes such as "child support, child custody, child visitation."

The 7th Circuit has several Masters for Juvenile Causes. They hear cases which involve persons under the age of 18 and which pertain to the problem areas of delinquency, dependence, neglect or feeble mindedness. The Masters hold a fact hearing and then make recommendations to the judges of the Circuit Court in regard to the care, treatment, and rehabilitation for the youth involved. For 1969-70, 3 full-time Masters and one part-time Master are budgeted.

During fiscal year 1968-69, the Circuit Court conducted an experimental program for juvenile narcotic offenders. This program is expected to be developed more fully during the 1969-70 fiscal year.

The Orphans Court probates wills and supervises the administration of the estates in Prince George's County. It also supervises the guardianships of children under age 21 who inherited property.

The Peoples Court has jurisdiction over motor vehicle cases, civil suits of not more than \$3000, and criminal misdemeanors not punishable by penitentiary sentence. In addition, the Peoples Court provides preliminary hearings on felony charges. Recent state legislation has established for the County one Peoples Court with branches located at appropriate places throughout the County. This replaces the old structure which consisted of four courts.

The office of the States Attorney among other responsibilities presents cases before the Master for Juvenile Causes.

The Sheriff's responsibilities include serving summons, warrants, and the transporting of juveniles.

The Parole and Probation Department among its functions engages in the following activities of special interest to juvenile and youth problems: they supervise parents who are under court orders to support their dependents; they provide counseling service for alcoholic, narcotic, and youthful offenders. In 1968-69, juvenile activity was transferred from this department to the State Agency of Juvenile Causes.

Juvenile Delinquency Processing Procedures.

The procedures as described below indicate attempts at modernizing the juvenile courts. The court's night arraignment procedures reduce the inconvenience to the police, the courts, the youths and their families. The short time period between complaint and arraignment has reduced the need for jail detention of youths and has released substantial police man hours for regular patrolling duties. The emphasis upon rapid processing to final disposition has substantially reduced the court's backlog. The structurally

provided liaison between and among the Juvenile Court, the Department of Juvenile Services, the Board of Education, and the Bureau of Social Services affords a means for studying the post disposition responses of these agencies.

The 7th Judicial Circuit has designated one Juvenile Judge and one alternate Juvenile Judge for the Circuit. For PGC, two Masters in Juvenile Causes and one substitute Master have been appointed. The functional organization of the court effectively delegates to these Masters the major responsibilities for hearing and deciding juvenile cases. There is a legal right of Appeal De Novo to the Circuit Court but this is rarely exercised. In fact, the Masters of Juvenile Causes operate as the Juvenile Judges for PGC.

To assist the Masters, there is a staff of approximately 70 people. This includes a deputy clerk for juvenile matters and 7 assistant clerks, 3 assistant states attorneys, 23 probation officers from the Department of Juvenile Services, 3 probation supervisors, and additional supporting clerical staff. In addition, 2 liaison officers, one from the PGC police department juvenile bureau and one from the PGC Board of Education, are assigned to the Masters. The liaison officer from the Board of Education coordinates the return of detained and committed youngsters to the public school upon their release, assists in the problem areas of truancy and school counseling, and provides the court with restitution demands in cases involving school vandalism.

The procedures by which a juvenile matter is handled from the time of the initial police contact with the youth through final disposition by the Juvenile Masters are relatively new. Much of the present system has been adopted in response to the spring 1967 Gault decision of the United States Supreme Court. Further reforms recommended by a select committee of the 7th Judicial Circuit were established during the summer of 1968. In general, the procedures are as follows:

All major juvenile delinquency matters are handled by the PGC police department, juvenile bureau. When a citizen complains to a municipality police department, that department takes the matter to the county police.

The county police sends an officer to inform and notify the parents and the youth that a complaint has been filed and that they should appear at arraignment. The time and place of the arraignment is given to the parents and the youth. This oral notice is followed by a letter of confirmation from the deputy clerk to the Juvenile Masters.

The county police department after notifying the parents and youth, deliver the complaint and arraignment papers to the Department of Juvenile Services for review by their intake officer. No investigation of the youth and his background occurs prior to the arraignment as he has not yet been formally presented to the court. The intake officer reviews the complaint to determine whether the facts are sufficient to present the petition to the Master. He makes no attempt to determine the validity of the allegations.

Before arraignment, the office of the States Attorney reviews the matter to determine the legal sufficiency of the petition. After this determination, they forward the case to the juvenile clerk who sends out a letter to the parents and to the youth confirming the time and place of arraignment.

Using these procedures, no arrest is required, nor is it necessary for the sheriff to serve summons on the youth and his parents. They permit a youth to be brought before the court within 48 hours, whereas, before their adoption, a delay of 8 weeks was not uncommon.

The arraignments are held at night. The Juvenile Masters travel to different municipalities within the county for purposes of holding arraignment. Every Monday night arraignment is held in Hyattsville. On Thursday

nights, arraignment is held in one of the following communities: Seat Pleasant, Oxon Hill, Bowie, Forrest Hill, District Heights, or Laurel. The particular location is determined by which area has the greatest number of cases to be heard. By holding arraignment at night in the various municipalities, the court had succeeded in obtaining the appearance of both parents with the youth in almost all of its arraignment hearings. Day-time arraignment is held in Upper Marlboro for those cases in which the youth and his parents fail to appear at night arraignment.

No petition is filed against the youth until the arraignment hearing. The intake officer accompanies the Master to the arraignment and reviews all petitions at that time. The youth is informed of the charges and given a copy of them. In addition, he is advised of his rights under the law and he is appointed a lawyer if one is needed. In almost every case a lawyer is presumed to be needed and is appointed.

If the youth denies the charges at the arraignment, a date 10 days from the time of arraignment is set for the adjudicatory hearing. The youth and his parents are informed of this at that time so there is no possibility of later confusion or delay.

If the youth admits charges at the time of arraignment, the disposition hearing is set for 21 days later. The intervening period is provided for the Department for Juvenile Services to carry out their investigations and file their reports with the Juvenile Master.

The adjudicatory hearings are held in Upper Marlboro during the day. The case for the complaining witness is presented by the States Attorney's office. At this time, no background investigation of the youth has been conducted and therefore, the evidence is limited to that which the witnesses present at the hearings. The purpose of the adjudicatory hearing is for the

Master to make a finding of fact as to whether the youth committed the delinquent act as alleged in the petition. If the Master finds that the youth did commit the act, then a background investigation is authorized for purposes of disposition.

The findings of the Master can be appealed within 5 days to the Circuit Court Judge. The process of appeal is simply to fill out a form which is immediately available at the adjudicatory hearing. The appeal to the Circuit Court Judge is De Novo. These appeals are very rare which, in effect, means that most defense council are willing to abide by the findings of the Juvenile Master.

In some instances the Juvenile Master may waive a youth from his jurisdiction to be held for adult Criminal Court. No youth under the age of 14 can be waived. However, the Circuit Court can waive a youth back to jurisdiction of the Juvenile Master. The Juvenile Court has jurisdiction over those up to age 21. The jurisdiction is exclusive until age 18 (although as noted above, they can waive jurisdiction for youths 14 and over). There is concurrent jurisdiction with adult Criminal Court between the ages of 18 and 21.

The Peoples Courts have jurisdiction over juveniles ages 16 and 17 in certain motor vehicle matters. In general, these are limited to traffic violations such as speeding and driving without a license. The recent changes in the law placed most of the serious motor vehicle matters under the jurisdiction of the Juvenile Masters - the unauthorized use of motor vehicles, driving under the influence of alcohol, tampering (damaging) an automobile, man slaughter, and driving under the influence of drugs. There are 3 Peoples Court Judges in Prince George's County.

Preliminary examination of the courts indicates that the juvenile court's updated legal procedures permit the LEAP project to focus more directly on the substantive problems of prevention.

Transportation.

Information concerning the use of public and private transportation within the study area is being gathered. Some questions raised by the LEAP project are:

1. What transportation is available to the youth?
2. How convenient are the public transportation routes and schedules for youth wishing to attend activity centers and programs?
3. What is the rate of use of private autos by the area youth?
4. When private autos are used, do the youth remain in the area or travel outside the area?

Municipalities.

Twenty of the County's 28 municipalities are located within the study area (See Addendum 6). Representatives of these municipalities will be interviewed to determine the extent of their services and responsibilities.

Information will be requested concerning juvenile problems, programs, and activities (See Addendum 4).

Information and data gathering.

During the initial analysis of Prince George's County, the LEAP research staff has been overwhelmed by the difficulties involved in obtaining specific information. It is apparent that no central agency can provide the information needed nor is there any system of information coordination within the County government. For example, a total of 19 phone calls were required to determine if there are currently any federally sponsored programs such as VISTA, within the County. During the course of our early investigations we

learned, in conversation with a staff member of a mental health agency, that a study was currently being conducted, under the auspices of the Maryland-National Capital Park and Planning Commission, concerning this very lack of coordination between the County, the municipalities, and the private and public agencies within the Hyattsville, Maryland area. The problem of information gathering difficulties was confirmed by talking to the Maryland-National Capital Park and Planning study group. Their findings indicate that there is not only a lack of communication between the agencies in the area, but also the lack of a systematic approach to gathering data about the on-going activities of these agencies and their use by citizens.

When our first information gathering interviews concerning the target area began to show uncoordinated and less than satisfactory results, a full analysis of a questioning format was made. The result was agency information gathering outlines which will be used when interviewing personnel from the various public and private agencies working with youth (See Addendum 4).

It also became apparent during our initial interviews that specific data concerning juvenile activities is not readily available. Aside from general statements concerning juvenile activities, little data is readily available concerning the frequency of occurrences of certain events, exact location of occurrences, etc. However, the contacted agencies appear interested in the objectives of the LEAP project and are willing to cooperate.

In order to initiate a program in preventive law enforcement, it is necessary to define and measure the present types and frequency of lawful and unlawful behaviors of juveniles. It may be found that there are a great

number of varying types of unlawful behaviors and it will be necessary to choose specific ones of primary concern.

Certain types of data are readily available, for example, the juvenile arrest data is kept by the PGC police and the daily student attendance data is kept by the schools. However, arrest data from the police tell us nothing about convictions, about the numbers and types of complaints that are reported to the police, or the number of offenses. Absences from the schools do not tell us how many of those absences were excused due to illness or for other reasons. Although this information can be gathered; it is apparent that a system will have to be devised and initiated by the research staff. Such as, how many fights occur at the recreation centers that are not reported to the police but are handled by the center staff? How many unattended children are observed by the public health nurses in their normal duty rounds? How many contacts are made with juveniles by the municipal police that are not reported to the County police? How many vandalism incidents occur at schools that are handled by the school administration or their watchmen? Are these reported to the County police? Are these reported to anyone outside the school system?

Using the agency information gathering outlines (See Addendum 4), information will be gathered from various sources: the court system, the police departments (county and municipal), county and municipal recreation departments, hospitals, mental health clinics, the public health department, and community organizations and churches. This listing is deliberately incomplete. As information found from the agencies is gathered, it will be analyzed to determine whether some agencies should be deleted or added to the list of scheduled interviews.

When the LEAP project determines that the picture of the governmental and agency structure is sufficient to understand the responsibilities of the

various governments and agencies within the area, a review of the information available from each will be made. In some instances, the information gathered by the agencies will be useful as it is presently available. In others, those agencies where it is not useful in its present form, or where some additional information may be needed, a second interview will be scheduled and the details of the information collection system will be discussed and a data collection scheme established.

At present, plans call for all information to be recorded on special forms which will allow for easy transfer to computer punch cards. Periodically this information will be transferred to punch cards and related to census tracts within the area. It is envisioned that a specific program target area will be defined by census tracts. Which tracts are chosen will be determined by sorting the cards according to various categories defined as juvenile program areas. Under such a system of data gathering and analysis it should be possible to see correlations between juvenile problems (unlawful behaviors) and school attendances, community programs, church activities, population densities and juvenile mobility.

CASE II STUDENT FOLLOWUP

Statement of Procedures.

After notification of the grant award, the CASE II project records were searched for information pertinent to the followup. These were placed in the LEAP work room. Before any attempt to interview the student, three steps were taken. First, a followup interview form and a student's rating form were designed. Second, using these newly designed forms, two trial interviews were conducted to ascertain the applicability of these forms. Third, to locate the students, a check was made of the District of Columbia Jail records and of the files of the Bureau of Prisons.

After information is gathered concerning the most recently known location of the former CASE II students, a former CASE II staff member will make an initial contact with the student. Preferably, this contact will be made by telephone and the student will be told of the followup study, and its purposes (including the payment to the student for his cooperation). Also this first contact will provide an introduction for the LEAP staff member who will be conducting the interview and testing. A second telephone contact will then be made by the followup staff member and an appointment made for the initial interview. In those cases where telephone contact cannot be made, an attempt, using the same basic procedures, will be done through the mail.

In those cases where no contact is made with the student through a direct approach, his relatives, friends, and home town law enforcement agencies will be contacted by phone, in order to locate him. The CASE II project records

contain a complete listing of all visitors and correspondents during the student's stay in the project. After contact with the student is made by the followup staff member, interview and testing periods will be scheduled and conducted. For his participation, the student will receive a fee for the interview information and for his correct responses on the testing. The tests administered will be alternate forms of the Gates Reading Survey tests and sections of the Stanford Achievement Test Battery that he was administered during his CASE II post testing.

Followup Questionnaire and Rating Form.

A new format was designed for the CASE II Followup Questionnaire. (See Addenda 1 and 2). This revision format is similar to the form used by the U.S. Board of Parole, Evaluation of Parole Progress, and contains questions concerning the followup factors discussed in the CASE II final report. It is to be used to present chronologically the status of the student during six-month periods since his departure from the CASE II program.

A second questionnaire, The Student's Rating Form (See Addendum 2), was also devised for use during the student followup interview. It is intended as a general evaluation of the CASE II project by the students.

Trial Interviews.

Two former CASE II students, living in Washington, D.C. were contacted by a former staff member of the CASE II project and told of the followup study. They were brought to the Institute for Behavioral Research for trial interviews. Each student was scheduled for a different interview date. He was introduced to the followup staff member, reminded of the purpose of the interview, and told that the interview session was being video recorded.

Subsequently, the student and followup staff member were left alone to go through the followup procedures.

The purpose of these trial interviews was to provide feedback to the staff as to the effectiveness of the interview procedures and forms. In addition to asking for the specific information required for the followup data, the student was asked his opinion of the types of questions asked, what seemed unclear to him, etc. A secondary purpose was to allow the follow-up staff member to meet with a few of the CASE II students so as to determine if he could establish a rapport with them and gain their confidence. Modifications to the forms and procedures were made on the basis of staff and student criticisms of the interview sessions.

Records Search, District of Columbia.

As a first step in locating the local former CASE II students, permission was received from the District of Columbia Jail to search the records office for information on the students. As a detention and holding facility, the District of Columbia Jail has information concerning commitments of all sentenced offenders and pre-trial defendants arrested in the District of Columbia and unable to produce bond. If any former CASE II students had been reincarcerated in the District, the records office would have current information. Copies were made of the files on all former CASE II students known to the D.C. Jail.

Records Search, Federal Bureau of Prisons.

Students released from the National Training School under federal terms were supervised by the United States Probation Officer in their local community until their sentences expired. Periodic probation officer reports

were sent to the United States Board of Parole and the Federal Bureau of Prisons. These six-month reports give personal and social information concerning the adjustment of the student.

Permission has been requested and granted from the United States Board of Parole to allow former students, still under parole supervision, to leave their districts and travel to the Institute for their interviews and testing when necessary.

Permission has been requested and tentatively received from the Assistant Director of the Bureau of Prisons to review the files of all federally committed CASE II project students. A list of these students was sent to the records office and the records of these students' names have been collected.

We were notified that upon receipt of permission from the United States Board of Parole, these records will be available for our review.

LEAP: Legal and Educational Alternatives to Punishment

Resource Library

Reference materials valuable for research in alternatives to punishment are scattered and few. Most of the available information is not found in books, but is found in journals, periodicals, or newspapers.

There appears to be no one source for obtaining extensive information in crime and delinquency. However, The Challenge of Crime in a Free Society: A Report by the President's Commission on Law Enforcement and Administration of Justice (1967) and the Task Force Reports, supporting materials (The Police, the Courts, Corrections, Juvenile Delinquency and Youth Crime, Organized Crime, Science and Technology, Assessment of Crime, Narcotics and Drugs, and Drunkenness) provide general recommendations for improving the operations of the police, the courts, and the correctional agencies.

The Graduate School of Public Affairs of State University of New York at Albany distributes free of charge its Metropolitan Area Digest which publishes relevant studies and articles on metropolitan problems. Its extensive bibliography is particular to current urban affairs.

Upon request, the Joint Commission on Correctional Manpower and Training sends out a mailer concerning survey reports, seminar reports, and consultants' papers from 95 private and public organizations. The information is relevant to the problems of law enforcement and corrections.

Crime and Delinquency Abstracts, published by the National Clearing House for Mental Health Information, U.S. Department of Health, Education, and Welfare, contain brief descriptions of the current published scientific and professional literature and of current ongoing research projects.

The National Council on Crime and Delinquency prepares for its members a publications list of available books and reprints available through its office. LEAP has paid for membership and receives NCCD's listing as well as its weekly and monthly periodicals which discuss current projects.

Science Information Exchange sells computer print-outs. LEAP purchased those print-outs which pertain to crime and delinquency research projects for the years 1967-68.

The Office of Juvenile Delinquency and Youth Development, Social and Rehabilitation Service, U. S. Department of Health, Education, and Welfare has a mailer for its publications, training programs and films available without charge to interested organizations. LEAP is on the mailing list.

The Center for the Study of Crime, Delinquency and Correction at Southern Illinois University maintains a bibliography of its own books, papers, films, film strips and research projects. LEAP keeps a current file.

Other resources for research materials include The Institute for Defense Analysis, the Federal Bureau of Investigation, the National Clearing House for Mental Health Information, Senate Document Room, Superintendent of Documents of the U. S. Government Printing Office, Maryland's National Capital Park and Planning Commission, and the American Foundation of the Institute of Corrections. LEAP is on the mailing list for each of these sources.

LEAP's mailings include annual publications particularly relevant to the feasibility study of Prince George's County:

Prince George's County Annual Report to the People
Chamber of Commerce Guide to Prince George's County
Health, Welfare, Recreation and Other Community Services
Report of the Administrative Office of the Courts of Md.
Five-Year Report, State Director of Parole and Probation
Prince George's County, Maryland's Approved Budget

Journals:

We have subscribed to twenty-three monthly, bi-monthly, tri-monthly, and quarterly journals which are concerned with crime and delinquency, educational innovation, and current trends in sociological and psychological research. We also receive five free periodicals and journals from institutions, courts, law enforcement, and prisons.

The following list includes the twenty-three subscriptions:

American Behavioral Scientist
American Journal of Correction
American Sociological Review
American Sociologist
California Youth Authority Quarterly
Canadian Journal of Corrections
Children
Corrective Psychiatry and Journal of Social Therapy
Criminologica
Designcourse
Environment and Behavior
The Howard Journal of Penology and Crime Prevention
International Journal of Offender Therapy
Journal of Applied Behavioral Sciences
Journal of Criminal Law, Criminology and Police Science
Journal of Research in Crime & Delinquency
Journal of Social Issues
Legal Aid Brief Case
Maryland Law Review
Military Law Review
Mental Health Digest
The Prison Journal
Urban Affairs Quarterly

The following list includes the five free periodicals and journals:

Center for Law Enforcement, Research Information
from the International Association of Chiefs of Police

Federal Probation
from the Administrative Office of the U.S. Supreme Courts

National Prison Statistics
from the National Research Statistics Unit

Newscope
from the Federal Bureau of Prisons

Perspective (U.S.)
from the Department of Institutions

LEAP is building it's file through recent publications in the following categories:

- Alcohol
- Alternatives to Punishment
 - Community Work
 - Half-way Houses
 - Law
 - Statistics and Methods
 - Work
- Architectural Research
- Bail
- Bibliography
- Bibliography: Urban Transportation
- Bibliography: Crime & Delinquency
- Catalogs: Publishers
- Civil Rights
- Correctional Institutions:
 - Education
 - Evaluation
 - Cottage Officers
 - Prison Differential Treatment
 - Youth Work
- Courts
- Courts: Civil Liberties
- Crime
- Crime: Suburbia
- Crime Reports
- Curricula:
 - Area Schools
 - Criminology
 - Law Enforcement
 - Literature & Law
 - Student Participation
 - Trends
 - Urban Planning
- Demonstration Project: Evaluation
- Education:
 - CASE
 - Behavioral Modification
 - Police
 - Training the Professionals
 - University Role
- Educational Resources Information Center
- Emotional Disturbance: Psychiatric
- Federal Aid vs. State Funds
- Government
- Housing: Credit Terms

Juvenile Delinquency:

Policies and Politics
Riots
Work Camps

Law:

City Planning
Community Action Programs
Law Enforcement Assistance
Legal Services to the Poor
The Juvenile Courts

Mental Retardation

Narcotics

Neighborhood Service Centers

Newspapers

Nixon's Welfare Reform

OEO: Research vs. service

Parole

Police

Police & Community Relations

Prisons

Projects:

Work Release

Youth Work

Publications

Public Health

Research Projects:

Casework

Racial Violence

Training Program

Research in Correctional Rehabilitation

Science Info Exchange: Current JD Research Projects

Social Services: Public

Southern Illinois University: Center for Study of Crime,
Delinquency and Correction

Suburbs

Survey: High School Grads & their Occupations

Metropolitan Areas

Education

Population Growth

The Public Looks at Crime & Correction

Taxes

Theorizing: General

Training:

In Service

Practices & Development

Urban Planning: Economic Goals

Violent Offender

Woodstock Folk Fest

Workshops:

Police and News Media

Training Personnel for JD

Newspapers.

We have subscribed to three newspapers so as to maintain daily and weekly coverage of the national scene (The New York Times and The Washington Post) and one particular area paper (Prince George's County News). Separate files are kept on national news, Maryland, Washington, D.C., and Prince George's County.

Film Catalogs.

No one publication lists all films available to the public. Therefore, we have ordered catalogs from each of the area distributors and have categorized them according to audience age group (elementary, jr. or sr. high school, college, or adult) and by whether free or rentable. When possible, these have been further indexed by area of interest within crime and delinquency (narcotics, alcohol, psychology, social studies, literature, etc.)

A list of sources for free films has been made and will be expanded as we become more informed. Those presently collected include the following:

Bureau of Narcotics and Dangerous Drugs
1405 Eye St., N.W.
Room 715
Washington, D.C.
phone: 382-5551 (Miss Nelson's ext. 4315)

U.S. Department of Health, Education and Welfare
Washington, D.C.

Illinois Dept. of Public Health
Bureau of Education
Film Library
505 State Office Bldg.
Springfield, Ill. 60706

International Film Bureau, Inc.
332 South Michigan Ave.
Chicago, Ill.

Joint Commission on Correctional Manpower and Training, Inc.
1522 K. Street, N.W.
Washington, D.C. 20005

Public Information Office
Michigan State Police
E. Lansing, Michigan

National Clearing House for Mental Health Information
National Institute of Mental Health
5454 Wisconsin Ave.
Chevy Chase, Md. 20203

U.S. Public Health Service
Audio-Visual Film Library
Chamblee, Ga.

Film Catalog on Corrections, "Inscape"
Learning Resources Service
Southern Illinois University
Carbondale, Ill. 62901

Book Catalogs.

LEAP has categorized textbook and general book catalogs according to age group and when possible, subject matter. For example, we have catalogs of college texts in psychology, English, social studies, and humanities. General catalogs cover all areas.

Books.

Building a library of full-length books in fiction or non-fiction relative to crime and delinquency is less relevant for our resource center primarily because we are concerned with current and ongoing trends, statistics, and research. Yet, a few highly selected books contribute as reference. Such as:

Manual of Correctional Standards
Washington, D.C.: The American Correctional Association, 1966.

Clark, Kenneth B. Dark Ghetto
New York: Harper & Row, 1965.

Cohen, Sidney. The Beyond Within: The LSD Story
New York: Atheneum, 1968.

Crabtree, Arthur P. You and the Law
New York: Holt, Rinehart and Winston, Inc., 1964.

Israel, Jerold H. & Kamisar, Yale (eds.) Criminal Law and the Constitution--Sources and Commentaries. I. Ann Arbor, Michigan: The Institute of Continuing Legal Education, 1968.

Neiderhoffer, Arthur. Behind the Shield: The Police in Urban Society. Garden City, New York: Doubleday & Co., Inc., 1967.

Nordin, Virginia Davis. (ed.) Gault: What Now for the Juvenile Court? Ann Arbor, Michigan: Institute of Continuing Legal Education, 1968.

Steel, Ronald (ed.) New Light on Juvenile Delinquency, vol.39,no.4 New York: H. W. Wilson Co., 1967.

Each of the publications that is received is read or skimmed by one member of the staff who then writes comments on its applicability to various phases of the LEAP project. Subsequently, it is channeled to another member of the staff who reads it and returns it to the file for future use.

Findings.

It becomes increasingly apparent that no one source of information in crime and delinquency is available. Thus, a great deal of time must be spent in finding relevant sources and determining key sources. It appears, then, that one involvement of the LEAP project could be that of annotating the available sources.

Also, finding relevant journals was time consuming. Despite the vast number of varied periodicals, there is no source for evaluating them or explaining what their contents include. One must read through several copies of each and then determine which are most beneficial to the project at hand. Only one 2-volume source lists all periodicals, journals and magazines with their publishing addresses and costs. Unfortunately, this source, Ulrich's Periodicals Directory does not describe contents or audience.

Through talking with staff at the Federal Bureau of Prisons Library, we saved some time through discussing the various publications that the Bureau uses. Unfortunately, all research projects in crime and delinquency are not located in the Washington, D.C. area and cannot be obtained quickly.

ADDENDA

ADDENDUM #1: CASE PROJECT FOLLOW-UP REPORT TRIAL FORM

Each student will answer an 11-page questionnaire describing his home and family, school history and adjustment, employment history and type of work, use of leisure time, and subsequent arrests and incarcerations. The staff will describe the student's appearance and verify the student's information.

ADDENDUM #2: CASE STUDENT'S RATING, TRIAL FORM

On a 3-part questionnaire, each student will be asked 77 questions to rate the CASE II project on a 6-point rating scale ("was very helpful" to "do not remember"). Attitudes held by the students will be evaluated on (1) the research principles (private rooms, earning points, decision-making, educational system, study conditions, rules, student government, social activities, etc.) and (2) evaluation of staff.

ADDENDUM #3: CONTACTS WITH SOCIAL AGENCIES IN PRINCE GEORGE'S COUNTY

The investigation of a feasibility study necessitates the awareness of other social agencies involved within a projected area. Thus, the LEAP staff has contacted and will continue to accumulate

information on those agencies participating in studies or running programs in that area of the Prince George's County anticipated for our target area.

Each of the following organizations have been contacted for their facilities and areas of responsibility within the Prince George's County target area; such as the Bureau of Mental Health of Prince George's County, Department of Health, U.S. Public Health Service of Langley Park, Maryland-National Capital Park and Planning Commission, and Urban Institute.

Selected interview summaries of discussion are:

- #1 - Lieutenant Grimm, Juvenile Section, Prince George's County Police Records, Seat Pleasant, Maryland
- #2 - Sergeant Shanks, Juvenile Section, Prince George's County Police Records, Hyattsville, Maryland
- #3 - Mr. Bruce Sorter, Maryland-National Capital Park and Planning Commission
- #4 - David Kretmar, student, University of Maryland at College Park
- #5 - Dr. Goring, The Urban Studies Council, University of Maryland
- #6 - Sidney Brower, Chief Comprehensive Planner, Baltimore Planning Commission

ADDENDUM #4: QUESTION GUIDELINES FOR JUVENILE DELINQUENCY RESPONSE AGENCIES

In preparation for interviews with social agencies, such as the Department of Health, the police departments (municipal and county), Department of Social Services, Board of Education, Vocational Rehabilitation Center, the LEAP staff has compiled forms which can direct the interview towards specific information that is obtainable or which could be compiled by the agency or by the LEAP staff.

Two sample formats have been prepared (1) for the police departments and (2) for the courts. Both have been used for trial runs and will be revised within the next three months so as to meet the needs of the LEAP project.

ADDENDUM #5: AGENCY RESOURCES FOR RESEARCH AND DEMONSTRATION PROJECT MATERIALS AND BIBLIOGRAPHICAL RESOURCES

Numerous agencies publish information regarding crime and juvenile delinquency, but a smaller number publish bibliographies, films, texts, research and demonstration project information that are distributed outside the individual agency. The addendum lists those agencies and particular bibliographical resources frequently used by the LEAP staff.

ADDENDUM #6: PRINCE GEORGE'S COUNTY MUNICIPALITIES LOCATED IN THE INTENSIVE STUDY AREA

A listing of the municipalities and their population in the Prince George's County.

CASE PROJECT FOLLOWUP REPORT, TRIAL FORM

Student's Name _____ Registration no. _____

Period covered by this report _____ (not to exceed 6 months)

1. Home and Family:

a. With whom is student residing? (check):

- both parents relative alone
 one parent spouse other (specify):

b. Address: _____ (Street)
_____ (City & State)
_____ (Zip Code)
_____ (Telephone no.)

c. Describe any changes in the family structure during the period of this report.

2. Family Life:

- A. a) No serious economic problem
- b) Some evidence of religious and moral training
- c) Parents live together
- d) Parents are law abiding and frequently active in church groups
- B. a) One parent is dead
- b) Parents are divorced or separated
- c) Some evidence of family discord and poverty
- C. a) Pattern of poverty within family
- b) Evidence of family strife
- c) Drunkenness and other delinquency exists

D. Comments--describe in no more than one typewritten page (200-250 words) the student's family life relating to the above factors.

3. School History:

A. Name of School _____

_____ (street)

_____ (city & state)

_____ (zip code)

B. Current grade level _____

C. Counselor or principal's name _____

_____ (tel. no.)

D. () a) Receiving better than a B average

() b) Involved in at least one extracurricular activity

() c) Popular with other students

() d) Never a behavior problem

() e) Relationships with teachers marked by congenialty

E. () a) Grade average about B

() b) Not involved in extracurricular activity

() c) Has some friends

() d) Relationships with teachers good

() e) Not considered a behavior problem

F. () a) Grade average below C

() b) Has some behavioral problems

() c) Friends are those making similarly marginal adjustments

() d) Relationship with teachers marked by arguments and belligerence

G. () a) Failing most or all subjects

() b) A severe disciplinary problem which resulted in some form of administrative action

() c) Dropping out

H. No information

- I. Comments: Describe in no more than one typewritten page (200-250 words) a history of school adjustment including relationships with teachers, peers, disciplinary action taken by school administration, etc.

4. Employment History:

A. Previous Employer	Address	Date Hired	Date Terminate
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Description of job duties: _____

Salary: _____ Title: _____

B. Previous Employer	Address	Date Hired	Date Terminate
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Description of job duties: _____

Salary: _____ Title: _____

C. Previous Employer	Address	Date Hired	Date Terminate
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Description of job duties: _____

Salary: _____ Title: _____

D. Previous Employer	Address	Date Hired	Date Terminate
----------------------	---------	------------	----------------

Description of job duties: _____

Salary: _____ Title: _____

5. Use of leisure time: (Briefly comment upon the student's use of his leisure time; how he spends his evenings and other non-work time.)

6. Student's appearance: (Briefly comment upon his physical appearance, conduct during the interview, etc.)

7a. Arrests: (for commission of alleged crimes)

Date(s) _____

Offense(s) (student account):

Offense(s): (official account - indicate source of information and
person contacted.)

Disposition: (indicated findings of court, parole board, probation
officers, etc., for each offense.)

7b. Arrests: (for alleged violation of parole)

Date(s) _____

Offense(s) (student account):

Offense(s): (official account - indicate source of information and person contacted.)

Disposition: (indicate finding of parole board, probation officers, etc., for each offense.)

	liked very much				not liked at all.	do not remember
	1	2	3	4	5	6
47. Mr. Faff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Mr. Winters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Mr. Fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Mrs. Clapp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Mr. Martin (part-time worker)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Mrs. Mickhovich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Mr. Freeman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Mr. Hamilton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Mr. Larkin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Mr. Rogerson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Reverend Summers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Mr. Thompson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Mr. McClinton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Mr. Markoe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Miss Mezzie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Father Toohy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Brother Brad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Mrs. Slavin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Meeting with Lieutenant Grimm
Prince George's County Juvenile Section

August 6, 1969

Following an interview with Lieutenant Duncan of the Prince George's County Police Records headquarters in Seat Pleasant, Maryland, LEAP staff met with Lieutenant Grimm of the Juvenile Section to describe our project and to discuss needs of finding unlawful juvenile activities with the County.

Lieutenant Grimm maintains a locational map of juvenile offenses for his jurisdiction of the County. He started the map on July 1, 1969. His jurisdiction, one of three in the County, is the middle sector. All County police records are kept on file at the Seat Pleasant administration building, records division. The northern sector is located in Hyattsville and the southern sector is in Oxon Hill. County records for juvenile and adult offenders are kept separately. Juveniles are defined as those under 18 years of age.

Two suggestions were made as to where the LEAP project could be located.

(1) District Heights has active youth programs but has increasing problems with youths. It is in a typical community in that it is mostly middle and upper middle class and has a very small Black population. (2) College Park is a municipality which contracts for policemen and squad cars from the County police.

Lieutenant Grimm suggested that difficulties in recording keeping exist for several basic reasons: (1) municipal police do not always take the time to file reports unless actual arrests are made. (2) Some small communities have part-time policemen who are reluctant to write up complete information since they might be required to appear in court on their time off. (3) Many of

these policemen have full-time jobs elsewhere and are "moonlighting" on the police force. (4) Municipal police departments may be keeping some records of their own.

An additional meeting was suggested with Sgt. Shanks in the Hyattsville sector of the County police.

Meeting with Sergeant Shanks
Prince George's County Juvenile Squad

September 12, 1969

Sergeant Shanks was very helpful in answering the following questions raised by the LEAP staff for discerning the relationship of the County police department with the various municipalities involved in the area of Prince George's County for our investigation.

1. Who processes those types of arrest that are not included in County police work? (such as kidnapping and murder) The municipal police?
2. Since neither narcotics and runaways are processed through the County police, where are these offense/arrest data available?
3. Would it be more realistic to keep records of the number of offenses as well as the number of arrests so that a more meaningful ratio of the population size versus the number of offenses could be shown?
4. Should we keep data on when the offense was committed as well as when the arrest was made? Both seem pertinent. The July/August 1969 data suggest that more arrests are made during the day than during the night. Yet one would assume that more offenses were made at night.
5. Will we need municipal police records and the County police records for complete data? Since the juvenile squad does not cover narcotics and runaways, it appears that municipal records would be needed.
6. Will we need the County police records for all offenses rather than only the juvenile cases?

Sergeant Shanks also explained that one municipality, College Park, contracts from the County police for its municipal police force at night. Missing children do not come under the investigation of the County police department because there are too many. Thus, missing children are handled by all the police departments. Narcotics is also considered beyond the control of County police.

Data is being collected on the arrests made by the juvenile squad in the County. The following chart shows the County police beats included within our area of investigation and ranks these beats by frequency of arrests. Both day and night statistics are available. Statistics for beats #6 and #11 are incomplete because they extend beyond the physical delimitations of the LEAP Project.

Prince George's County
Arrests by Beat: Juvenile Squad

(JULY)

Beat	Day	Majority	Night	Majority	Frequency rank	
					Day	Night
1	7	assault	6	vandalism	4	3
2	11	larceny	2	--	3	5
3	1	larceny	8	b&e	8	4
4	4	--	2	--	6	5
5	15	larceny	10	un & assault	1	1
6	13	larceny	4	b&e	2	4
8	6	assault	2	--	5	5
10	15	larceny	6	vandalism	1	3
11	2	--	0	--	7	6
16	4	--	9	--	6	2
Total.....	78.....		49			

(AUGUST)

1	23	assault, larceny	4	assault, b&e	1	4
2	9	larceny	1	larceny	3	7
3	7	larceny	8	b&e	4	1
4	1	vandalism	1	--	7	7
5	1	larceny	6	--	7	2
6	6	larceny, vandalism	5	larceny	5	3
8	3	--	3	b&e	7	5
10	21	larceny	8	vandalism	2	1
11	9	larceny	4	vandalism	3	4
16	4	larceny	2	--	6	6
Total.....	84.....		42			

All arrests color-coded by County police map

assault.....red
 breaking & entering.....green
 disorderly conduct.....brown
 larceny.....blue
 robbery.....black
 unauthorized use of auto or larceny of car.....orange
 vandalism.....yellow
 drunk.....pea green (he feels this should be
 combined with disorderly conduct)
 narcotics.....heliotrope-rose beige
 sex cases.....pink

DAY.....solid colors
 NIGHT.....stripes
 (These will be changed on new map)

Interview and frequent telephone conversation

Mr. Bruce Sorter

Maryland-National Capital Park and Planning Commission

The Maryland-National Capital Park and Planning Commission is a regional agency serving both Prince George's and Montgomery Counties in guiding the orderly growth and development of suburban Maryland, including advisory plans for its parks, schools, highways, residential communities, commercial and industrial centers. These plans are sent to the governing heads of both counties as guides for final zoning action by the elected County officials. The Commission also acquires, develops, maintains, and operates a regional (bi-county) park system.

The Commission is made up of two 5-member Planning Boards, one representing each county.

Mr. Sorter has acquainted the LEAP staff with various projects within the state and County, as well as those that have been carried on within the past. He has made suggestions as to whom the LEAP staff should meet so as to learn the types of data being kept within the state.

One pilot study is being conducted of the Hyattsville area. It is concerned with an analysis of the present coordination of state, county, and municipal programs within the area. Two information gathering techniques were used. A questionnaire was randomly distributed to area residents of various age and socio-economic groups. The citizens were asked to respond to questions concerning what they might consider problems within the area. Second, various governmental agencies, civic and church groups were interviewed concerning area problems and their relationships with other agencies, governments, and groups.

After an analysis of the questionnaires and interviews, certain problems were selected and proposed solutions were made. These proposed solutions are now to be sent back to the various municipalities for agreement or criticism and eventual compromise.

The LEAP program staff is interested in this study because (1) it is concerned with an area located within the LEAP study area, (2) it has provided some generalization concerning the difficulties of gathering community information, (3) it will present some broad problem areas as defined by a small sampling of the population.

Interview

University of Maryland Freshman

September 16, 1969

For the purpose of establishing interview questions possibly to be standardized for the junior and senior high school students from the Prince George's County schools, one freshman from the University of Maryland was paid to participate in a casual discussion concerning social activities of adolescents within the metropolitan area. David Kretmar, the student, was asked to describe the different kinds of group activities and unplanned social activities (legal and illegal) as to determine where the adolescents spend their time after school hours.

The following questions were answered during the interview:

1. To what extent is shoplifting an issue in the shoe store where you are employed at the Prince George's Shopping Plaza?
2. Who are the shoplifters?
3. Is there any system whereby merchants can quell shoplifting?
4. What are the various kinds of social activities students can participate in during the summer?
5. Where do the students congregate? shopping centers? food places? service stations? drag strips?
6. Are the available social activities sufficient for adolescents?
7. What recommendations for additional activities should be made?
8. Are the community centers used frequently? Who uses them?
9. Do adolescents frequent drive-in movies? What kinds of movies are popular? dances? where? drinking? where?
10. What are the various social group affiliations?
11. How does a student find out what activities are going on in the area?
12. Do the University of Maryland students influence the high school students? How?
13. What kinds of activities are done after school hours?

14. Who does the vandalism at the schools?
15. What kinds of communication are there between the police and the students?
16. What seems to be the general feeling held by the students towards the police and the courts?
17. Are reform schools helpful?
18. Is the use of narcotics prevalent in the high schools?
19. Do specific groups use drugs? Who? Is there a trend?

David Kretmar considers himself rather a middle-road conformist who has a girlfriend, works at a shoe store on weekends in the Prince George's Plaza Shopping Center, attends the University of Maryland, achieves in his schoolwork, and dresses adequately. He notes that a majority of the students participate in similar social behavior: dating, but complaining about the cost; drinking, despite legal age restriction; riding around in cars, seeing some fellow students stealing hubcaps or shoplifting at the Prince George's Plaza Shopping Center or the Langley Park Shopping Center or the Kleins Department Store, but not participating in the illegal activities themselves.

He discusses the other three types of students who are less legal in their social behavior. These are the "greasers", "hippies", and "jocks". He suggests that these groups can be recognized by their physical makeup:

- (1) The greasers wear baggy trousers, work shirts, black chucks with brightly colored shoe laces, and short hair. They are quite likely to participate in illegal activities such as stealing or shoplifting. They encourage a weekly rumble with the hippie groups at the various community centers or teen centers and hang-out at the shopping centers, bowling alleys. They drag race or hot rod in Seneca, and are beginning to smoke marijuana, but take no hard drugs.

(2) The hippies wear long hair, beards, dirty clothes, smoke marijuana, and use some hard drugs. He considers the hippies to be more intelligent, "more academic types" than the greasers and less participating in vandalism in the schools. (3) He further suggests that much of the destructive vandalism seems to be done by high school students rather than by the junior high school students. For example, the "jocks," the athletic students, have done quite a bit of painting on rooftops of schools or on the sides of buildings. Also they tend to be those students who steal food when in the cafeteria line.

Hearing information about teenage activity comes primarily from word-of-mouth. Several radio stations seem very popular with the age group (apparently crossing all social groups--greasers, hippies, jocks, or regular). These include WEAM (Virginia), WHMC (Gaithersburg, Maryland), WPGC (Prince George's County, Maryland), and one on FM radio (name?). These are progressive rock stations for listening to the current music styles and for hearing short news announcements of the activities interesting to the adolescents, such as what is happening in school sports, where dances are, and what rock programs are performing in the area.

Although the teenagers complain about the costs involved in going to movies, dating, or eating out, apparently, they continue to congregate at movie houses (rather than drive-ins), Hot Shoppes, Mac Donald's. They generally do not complain about the lack of available things to do. "That is what they want, and that's what they get." Dancing while listening to live bands seems to be a popular activity and they would like to have better places to dance.

Drinking seems to be preferred to drugs. In this one person's estimate, probably 60% of the high school student body have tried one of the narcotics or drugs, but they prefer drinking.

When asked about the general feeling of the high schooler towards policemen and the courts, it was evident that they try to stay away from the police because "they set 'em up for reform school." No assembly programs at the schools have policemen coming to talk to the students about their profession. Little relations are established between the community and the police.

When asked if he knew anything about the reform schools or the courts, it was evident that his negative attitudes arise from lack of factual information, rather than from exposure. He has never been arrested, nor does he know where the reform schools are in his county, but he feels they "must be pretty bad though."

When asked about the political interest of high school students, David Kretmar suggested that many greasers tend to follow their parents' viewpoint, to support Wallace. They seem little concerned about the draft issues.

Results of Interview

Less factual and verifiable information can be gained by this type of interview because the student (and questionably any) presents what he considers to be ongoing activity through his own viewpoint. When the student sees the greasers gathering in the shopping centers, he presumes what their activities might be, but he lacks statistical objectivity. Yet, he has a "gut" feeling as to how these groups behave and interact.

The value of further interviewing of this sort is questionable. However, prepared interview questionnaires could be useful in conjunction with professional staff observations.

Telephone Interviews

Dr. Goring

The Urban Studies Council

University of Maryland

The Urban Studies Council is a newly formed academic committee (September 1969) which is to initiate an interdepartmental graduate program for students from the fields of sociology, political science, engineering, and education. Students will be employed in field studies as part of their urban studies course work. The council is interested in establishing liaison with outside research organizations for placing their graduate students in those positions relative to their urban studies. Dr. James and Dr. Kidd (Department of Sociology) are co-secretaries of the Council.

Following discussion with Dr. Goring, a new member of its staff, we raised the following questions, yet to be answered:

- (a) Is the council funded?
- (b) Does it depend upon grants?
- (c) Do they have any projects started?
- (d) Do they have any projects in Prince George's County?
- (e) Will they depend upon outside agency grants?

Interview with Sidney Brower
Chief Comprehensive Planner
Baltimore Planning Commission

September 17, 1969

Mr. Brower was a consultant for the LEAP staff in examining concerns of the city planner which are relative to maintaining law and order in a community.

In answering the question, "Is it possible to recognize those things which are reinforcing the adolescents' social, asocial, and antisocial behaviors?" he suggested that there is a possible usefulness of examining the gang structure as a model of a behavior maintenance system.

Mr. Brower asserts that city planners are hampered by a limited view of defining an area geographically, rather than socially. He suggests that a target area must additionally be summarized through examining the heterogeneous groupings: background and setting; economic, social, and educational status; religious, racial, and peer group values.

Questions to be considered could include:

1. What do community facilities provide? What do they not provide? What are their limitations?
2. What recreation facilities could be focused upon for evaluating adolescent preference (such as, drugstores, shopping centers, dances, cars)?
3. What methods can be used to record what the adolescents do (socially, asocially, antisocially)?
 - (a) Will interviews be helpful?
 - (b) Can we rely upon our objective/subjective observations?
 - (c) Would time lapse photography or video recording be helpful?
4. Can we use the adolescents as recorders of their own activities?
 - (a) Can we provide scrip for spending to determine where, how, and on what they choose to spend funds?
 - (b) Would giving them cameras to record their activities actually reveal proclivities?

5. What proportion of the population is adolescent? What proportion of the environmental resources/activities are available to them? Is there a proportionate amount of choice/option/variability?
6. How mobile or stationary is the population in the target area?
7. Despite the increase in number of population and its mobility, can a sense of community be augmented?
8. What ongoing or recent demonstration projects are concerned with social activities of adolescents?

It was evident throughout the discussion that Mr. Brower considered the city planner approach to investigating a community to be too limited because of a geographic emphasis.

D. Staff:

- (1) number of staff (caseloads)
- (2) training of personnel

E. What follow-up procedures are used:

- (1) internal
- (2) external

JUVENILE DELINQUENCY RESPONSE AGENCY _____ (the courts)

- I. Is there a Juvenile Court in Prince Georges County?
 - a. Is there more than one juvenile court that handles cases from PG?
 - b. Are there other first level courts that handle juvenile/youth cases from PG? (eg., family courts, police-municipal courts)
2. What is the court organization and structure?
 - a. Under what authority is the court established and operating (eg. state, county, local?)
 - b. What are the statutory limits of the court's jurisdiction and authority?
 - (1) Authority over what types of cases and problems?
 - (2) Jurisdiction over what age group of population?
 - c. Is there only one judge and one "court" that is the juvenile court? Or are there (1) several judges and, if so, (2) are they separate courts, jurisdictionally independent of one another?
 - d. How is the judge chosen? (appointed/elected)
 - (1) what is the length of term of office for the judge?
 - e. How is the court funded (state/county/local)? A combination of funds? Who decides the court's budget? (the judge or a government unit -viz. county commissioners?)
3. Court staff
 - a. What type of personnel are on the staff?
 - b. How are the types of personnel needed decided upon?
 - (1) Do the statutes designate the makeup of staff?
 - (2) Do the statutes "authorize" certain special personnel (viz. probation officer)? or do the statutes authorize other government agencies, or the court, to choose its own staff?
 - (3) Do the statutes "authorize" personnel but leave the funding up to other government agencies (eg the court is authorized to have a probation officer if the county chooses to provide the funds)?
 - c. What functions do the various staff members perform for the court?
 - (1) clerical-administrative
 - (2) intake of cases and investigation report preparation
 - (3) supervision of youth -- informal/formal
 - (4) counseling of youth/counseling of family

JUVENILE DELINQUENCY RESPONSE AGENCY

- d. What training and qualifications of the staff?
 - (1) Are there any mandatory qualifications?
 - (2) Has the judge set any qualifications of his own?
 - (3) By what other criteria (rules-of-thumb) are personnel selected? eg. political spoils, willingness to work for low salary, ability to "get along" with other officials
4. Sources of cases - From what agencies and other sources do cases come to the court?
 - a. What are the statutory authorizations of sources of cases (eg. if police decide to take formal action against a youth, they must file the case in the juvenile court)?
 - b. What agencies, by formal authority, (1) refer and (2) file cases with the court?
 - c. From the court's viewpoint, when do the agencies send cases to the court?
 - (1) At what point in the case's development?
 - (2) At what process point within the referring agency?
 - (3) For what purposes and expectations as to what the court will do?
 - d. What agencies, informally and by custom, refer cases to the court?
 - e. Do any cases begin, initially, with the court? If so, by what means do these cases get to the court and what is the intake procedure?
5. What are the types of cases and of youth problems that come to the court?
6. What are the court responses to cases?
 - a. What are the general court operations for processing a case?
 - b. Do the procedures differ according to the following:
 - (1) type of case and problem?
 - (2) Type of youth involved?
 - c. What types of detention are available (where is offender placed before disposition?)
 - d. What alternative dispositions are available to the court?
 - (1) When, for what types of cases and to achieve what purposes are the various dispositions utilized?

JUVENILE DELINQUENCY RESPONSE AGENCY

- e. Who among the staff decides upon the response?
 - (1) Who reviews the decision?
 - f. At what point does a case go formally before the judge?
 - (1) Who decides that the case should be presented to the judge?
 - g. Does the judge supervise and review cases at the processing stages prior to its being formally presented to the judge?
7. Followup to disposition - decisions.
- a. internal (part of the job)
 - b. external (hearsay or planned)
8. What is the volume of cases (work load per judge, probation officer, etc.)
9. What do you think is the biggest juvenile problem confronting your agency?
- a. particular behaviors (trends)
 - b. agency manpower (type/number)
 - c. procedures
 - d. overlapping of agencies with similar activities and areas of responsibility
 - e. other
10. What changes would you like to see in your agency?
- a. changes in data collection
 - b. new data
 - c. changes in authority
 - d. facilities
 - e. other

I. AGENCY RESOURCES FOR RESEARCH AND DEMONSTRATION PROJECT MATERIALS

Mr. Patrick P. O'Carroll
Assistant to the Commissioner
Treasury Department
Bureau of Narcotics
Washington, D.C. 20226

Mr. Charles V. Matthews, Director
Center for the Study of Crime, Delinquency, and Correction
Southern Illinois University
Carbondale, Illinois

Crime and Delinquency Abstracts
National Clearinghouse for Mental Health Information
National Institute of Mental Health
5454 Wisconsin Avenue
Chevy Chase, Maryland 20015

Department of Housing and Urban Development
1626 K Street, N.W.
Washington, D.C.
or
Office of the Secretary
451- 7th Street, S.W.
Washington, D.C.
655-4000

Federal Bureau of Investigation
Department of Justice
Pennsylvania Avenue, N.W.
Washington, D.C.
phone: EX3-7100

The American Foundation
Institute of Corrections
1532 Philadelphia National Bank Bldg.
Philadelphia, Pa. 19109

Institute for Defense Analysis
400 Army Navy Drive
Arlington, Virginia
phone: 558-1000

Learning Resources Service
Southern Illinois University
Carbondale, Illinois 62901

Local Government Studies Center
Graduate School of Public Affairs
179 Patridge Street
Albany, New York 12203

Maryland-National Capital Park and Planning Commission
8787 Georgia Avenue
Silver Spring, Maryland 20907

Mental Health Digest (207-HH)
National Clearing House for Mental Health Information
National Institute of Mental Health
5454 Wisconsin Avenue
Chevy Chase, Maryland 20203

National Council on Crime & Delinquency
34 East 23rd Street
New York, New York 10010

Science Information Exchange
209 Madison National Bank Bldg.
1730 M Street, N.W.
Washington, D.C. 20036

Senate Document Room
U.S. Senate
Washington, D.C.

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

II. BIBLIOGRAPHIC RESOURCES

Annual Report of the Administrative Offices of the Courts of Md.
(1967-68 report. Updated report is to be distributed in January 1970.)
Administrative Office of the Courts
City Hall
phone: 539-6033

Annual Report on Parole and Probation
State Director of Parole and Probation
State Office Bldg.
Baltimore, Maryland
phone: 301-383-2010
(Their 5-year report is at the printers now and will be distributed
November 1969.)

Books in Print - titles and publishers. R.R. Bowker Co.
Public Library
Montgomery County
Silver Spring, Maryland 20910

Cumulative Book Index, H.W. Wilson Co.
Public Library
Montgomery County
Silver Spring, Maryland 20910

Federal Bureau of Investigation Publications
Department of Justice
Pennsylvania Avenue, N.W.
Washington, D.C.
phone: EX3-7100

Federal Bureau of Prisons Library
1st & Indiana Avenue
Federal Home Owners Bank Bldg., 4th Floor
Washington, D.C.
Mr. Hooker, Chief Librarian

International Encyclopedia of the Social Sciences
The MacMillan Co. & Free Press
17 volumes (vol.11 is particularly useful.)

Ulrich's Periodicals Directory - latest edition
R.R. Bowker Publishing Co.
1180 Avenue of the Americas
New York, New York 10036
two volumes and supplement for \$15.00

PRINCE GEORGE'S COUNTY MUNICIPALITIES LOCATED
IN THE INTENSIVE STUDY AREA

<u>Municipality</u>	<u>Population</u>
Berwyn Heights	3,750
Bladensburg	8,550
Brentwood	3,800
Cheverly	7,170
College Park	26,000
Colmar Manor	1,840
Cottage City	1,120
Edmonston	1,600
Fairmount Heights	2,570
Glenarden	3,800
Greenbelt	17,150
Hyattsville	17,710
Landover Hills	1,900
Mount Rainier	10,220
New Carrollton	14,540
North Brentwood	860
Riverdale	6,240
Seat Pleasant	7,000
*Takoma Park	20,210
University Park	3,240

(Population figures from: Prince George's County 1969
Annual Report to the People)

*Located in both Prince George's and Montgomery County