

U. S. COMMISSION ON CIVIL RIGHTS
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Meet.
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CALIFORNIA STATE ADVISORY COMMITTEE
to the
UNITED STATES COMMISSION ON CIVIL RIGHTS

Los Angeles Asian American and
Pacific Peoples Public Hearing

November 30 and December 1, 1973

VOLUME I

BOULEY, SCHLESINGER, PROFITT and DICURTI
OFFICIAL COURT REPORTERS
187 North Church Avenue
Tucson, Arizona

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CALIFORNIA STATE ADVISORY COMMITTEE
to the
UNITED STATES COMMISSION ON CIVIL RIGHTS
Los Angeles Asian American and
Pacific Peoples Public Hearing
November 30 and December 1, 1973

THOSE PRESENT:

MR. HERMAN SILLAS, JR., Chairman

MS NADINE HATA	MS. HELEN DAVIS
MR. ROBERT SMITH	MR. GORDON LAU
MS. FRANKIE JACOBS	MR. WILLIAM ROGERS

WESTERN REGIONAL OFFICE:

MR. PHILIP MONTEZ, Regional Director

MR. JOSEPH BROOKS	MS. SALLY JAMES
MR. CHARLES ERICKSON	MR. THOMAS PILLA
MS. RAMONA GODOY	MS. GRACE DIAZ
MR. MICHAEL ISHIKAWA	MS. IRENE GARCIA

THE ABOVE ENTITLED HEARING was held in the Los Angeles
County Board of Supervisors Hearing Room, Los Angeles, Cali-
fornia, on November 30 and December 1, 1973, commencing at
the hour of 9:00 a.m. on said day, and the following pro-
ceedings were had, to wit:

PROCEEDINGS

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THE CHAIRMAN: This hearing will now come to order.

I am Herman Sillas, Chairman of the California State Advisory Committee to the U.S. Civil Rights Commission. The other members of the Committee in attendance are Gordon Lau, Frankie Jacobs, both of San Francisco, Helen Davis of Culver City, Nadine Hata from Gardena, Robert Smith from San Diego, and William Rogers of Los Angeles. Also with us today from the Western Regional Office of the Commission on Civil Right are Phillip Montez, Regional Director, Joe Brooks, Charles Erickson, Ramona Godoy, Mike Ishikawa, Sally James, Tom Pilla, Grace Diaz and Irene Garcia.

This meeting is being held pursuant to rules applicable to State Advisory Committeess and other requirements promulgated by the United States Commission on Civil Rights. The Commission on Civil Rights is an independent agency of the United States Government, established by Congress in 1957 and authorized by the Civil Rights Act of 1957, 1960, 1964 and 1973 to do the following: First, investigate complaints alleging that citizens are being deprived of the right to vote by reason of their race, color, religion, national origin or sex.

Second, to study and collect information concerning the legal developments which constitute a denial of equal

1 protection of the laws under the Constitution.

2 Third, to apprise federal laws and policies with
3 respect to equal protection under the law.

4 Fourth, serve as a national clearing house for civil
5 rights information.

6 And fifth, to investigate allegations of voter fraud.

7 I would like to emphasize at this time that this is an
8 open meeting, not an adversary-type of proceeding. Individuals
9 have been invited to come and share with the Committee, in-
10 formation relating to the subject of today's inquiry. Each
11 person who will participate has voluntarily agreed to meet
12 with the Commission. Every effort has been made to invite
13 persons who are knowledgeable about the problem and progress
14 in the areas to be dealt with here today.

15 Any individual may offer information which points up
16 differentials in the treatment of minority group persons.

17 In an effort to get a well-balanced picture of the
18 situation in this state, we have invited individuals and
19 representatives of organizations of seven Asian American and
20 Pacific People's Communities. Chinese, Filipino, Guamanians,
21 Japanese, Koreans, Samoan and Thais as well as federal, state
22 and county and city officials, and others with direct re-
23 sponsibility in this area.

24 Since this is an open meeting, the press, radio, tele-
25 vision stations as well as individuals, are welcome. Any

1 person discussing a matter with the Committee, however, may
2 specifically request that they not be televised. In this
3 case it will be necessary for me to comply with their wishes.
4 We are very concerned that we get all of the information re-
5 lating to the matter under investigation. We are, however,
6 concerned that no individual be the victim of slander or
7 libelous statements.

8 As a precaution against such a happening, most persons
9 making a statement here or answering questions have been
10 interviewed prior to this meeting. However, in the unlikely
11 event that such a situation should develop, it will be
12 necessary for me to call this to the attention of the persons
13 making the statement and request that they desist in their
14 action. If the testimony a person is offering, however, is
15 of sufficient importance, it may be necessary for the Committee
16 to hear the information in a closed session.

17 The person against whom the allegations are being made
18 will have ample opportunity to make a statement in closed
19 session before the Committee, if he so desires. In any event,
20 prior to the time that the Committee submits its report to
21 the Commission, every effort will be extended to get a com-
22 plete picture of the situation as it exists in the community
23 now. At the conclusion of the scheduled meeting should anyone
24 else wish to appear in open session before the Committee, they
25 should notify the Western Regional Office staff before Saturday

1 afternoon. And they are here in the names of the persons that
2 I mentioned earlier.

3 As some of you may be aware, this Committee held
4 hearings in San Francisco, June 22nd and June 23rd, of this
5 year, of the concerns of five Asian American communities in
6 the Bay Area. We found that many problems facing those com-
7 munities have resulted in inequities in many areas, including
8 employment, housing and education. We hope that our combined
9 findings and recommendations from the San Francisco effort
10 and our hearing here during the next two days, will be a first
11 step toward alleviating these inequities. We will be hearing
12 approximately from 70 witnesses in the next two days. It
13 will be a difficult situation for the Chair, in many instances,
14 because I will be concerned about time, and at the same time,
15 the strong desire on my part and the Committee, to have
16 everyone have ample opportunity to present their testimony.

17 So, I ask witnesses that are here who will be waiting
18 be patient, we will get to you. And at the same time, I will
19 ask witnesses who will be testifying to be, and remain, as
20 relevant as you can on the issues that we will be dealing
21 with this morning and this afternoon.

22 Videotape is being provided for by the California
23 State College, Dominguez Hills and the OEO office, the Office
24 of Economic Opportunity.

25 Also want to commend the City of Gardena who has pro-

1 vided -- which has provided two buses for the Asian American
2 Communities and the Pacific People to attend these hearings
3 here today.

4 It is my understanding that our first presentation
5 today will be made by the Samoan Community.

6 At this time, I would ask Mr. Amani Magalei to step
7 forward.

8
9 (The following statement was made through an inter-
10 preter.

11
12 MR. AMANI MAGALEI: Members of the Committee, Asian
13 American Communities, Ladies and Gentlemen. On behalf of the
14 Samoan Community, we bring to you at this time, our traditions
15 in which we wish to acknowledge the presence of everybody with
16 singing our Samoan National Hymn, after which Reverend Mawea
17 will bless us with a few words as an invocation.

18
19 (Hymn sung and invocation given in Samoan.)

20
21 THE CHAIRMAN: Our first witness this morning is the
22 Mayor of the City of Los Angeles, the Honorable Thomas Bradley.

23
24 (Applause.)

25

1 MAYOR THOMAS BRADLEY

2
3 A Mr. Chairman, Members of the State of California
4 Advisory Committee to the United States Civil Rights Commis-
5 sion, to our representative Congressman, Glenn Anderson, to
6 my colleage, Ken Nakaoka, Mayor of Gardena and to you, Ladies
7 and Gentlemen, I extend a word of welcome to you on behalf
8 of the people of the City of Los Angeles.

9 I think that it's not only timely, but I think quite
10 appropriate that the Commission has come here to Los Angeles
11 for the purpose of this meeting. Because, surely, in this
12 city, we have the largest collection and the greatest diversity
13 of people who have come from the Asian Nations and the Pacific
14 Islands and Communities, and have come in large numbers in the
15 course of the last few years. And have come bringing special
16 problems.

17 I think far too long, because of culture practices and
18 because of our own insensitivity, some of the problems which
19 now plague the members of the Asian Community and the Pacific
20 Peoples have been compounded because we simply have not re-
21 sponded. We have assumed, I think, too often, that because
22 such communities have always taken care of their own problems,
23 whether they be welfare or problems of child delinquency or
24 health or whatever, that we could go on ignoring such problems
25 and letting those small communities and small family units

1 assume that responsibility. That can no longer be done. And
2 I'm pleased that some of the younger element in these com-
3 munities have now begun to speak up, they have become the
4 squeaking wheels and I hope that their problems are going to
5 receive the attention, the grease of government and community,
6 which they deserve.

7 I have found, for example, that in the problems dealing
8 with employment, that has become one of the more critical
9 areas of interest. The language barrier has compounded this
10 problem, the question of professional admittance standards
11 have exacerbated this problem, professionals, doctors, nurses
12 and others, have come to this community with skills which
13 were tested and developed in their own states and in their
14 own countries. And they come here with the same kind of
15 skills but somehow our standards, our examination procedures
16 have made it difficult and in many cases impossible for them
17 to begin their practice here.

18 They have, therefore, been thrown to the mercy of this
19 community. I would hope that out of these hearings, that
20 some of these matters will come out, and that appropriate
21 legislative and governmental action can be taken to relieve
22 them.

23 The language barrier in the schools has presented a
24 problem of some who come seeking help, but because of a
25 language barrier and because of a lack of sensitivity or equipped

1 teachers, are not getting help as quickly as they need it.

2 In the field of employment, some discriminatory prac-
3 tices have weighed against them and I think that we, in
4 government in particular, can take the lead in helping to
5 resolve some of these problems, helping to give attention,
6 helping to focus the necessity of all of the community under-
7 standing and getting involved in it.

8 Let me cite a couple of examples that we have been
9 engaged in in the City of Los Angeles. The first executive
10 order which I issued upon taking office was one dealing with
11 an affirmative action plan. Now, there are going to be some
12 in government at every level, and I'm sure we'll see it in
13 Los Angeles, who will say well, the Civil Service requirements
14 guide us, they don't permit this kind of flexibility to give
15 attention to minorities who have been frozen out, who have
16 not been able to get entry level jobs or supervisory or
17 middle management or management positions. And so my clari-
18 fying document going to the department heads is, don't tell
19 me about Civil Service restrictions, I want you to comply
20 with the spirit of the executive order as well as the language
21 of such an order. We've got to look for new ways of pro-
22 viding this kind of help.

23 We have established an Asian Employees Association which
24 has been instrumental in bringing to the attention of the
25 Council and Mayor, some of the problems felt by some of these

1 employees. We have had to take specific action dealing with
2 some cases where minority employees, and in particular
3 Asian Community employees, were overlooked or bypassed under
4 our so-called Rule of Three. One of the other actions which
5 I have taken in city hall is to say that though the charter
6 provides that you may appoint any one of the first three who
7 are certified to you for an opening, that if you are going
8 to overlook the first person on any list, when you make an
9 appointment, that the general manager of that department
10 must come to me and report in person to justify overlooking
11 the first person on the list. Now, in the past they've simply
12 sent a written communication and they've gone blithely on
13 their way, and I'm sure that having to come in each time they
14 want to do this, they're going to get the message that we
15 mean business by what we say.

16 And we're intent upon trying to create opportunity
17 for everybody, we don't want fairhaired people by favoritism
18 or by the color of their hair to get an advantage over some-
19 body who may be second -- who may be first on the list. We
20 have been cooperating with the Council of Oriental Organizations
21 to help in some of their problems. We've been trying to get
22 assistance and I think we have in some cases been successful
23 in getting additional funding for some of the poverty programs.

24 We have had the staff representatives and the police
25 department begin some special efforts in Chinatown dealing

1 with gang problems there. These are just some of the things
2 that we're doing, but I think that if we are really going
3 to effectively do the job, the public needs to know about it
4 and we intend to publicize this effort, we intend to establish
5 staff coordinators who are going to deal primarily with the
6 problems that have arisen in the Asian Community and with
7 the Pacific Peoples.

8 I think that if we set the best example possible, the
9 community will be willing to follow us. The private sector
10 will have the goal to which they can shoot, so I want to
11 pledge to you, on behalf of the City government that my
12 office, at least, is going to do everything within its
13 power to improve the problems that we are now faced with.

14 Again, my commendations to you for coming, my welcome
15 to you. I hope that you have a fruitful and productive
16 session here the next couple days.

17 THE CHAIRMAN: Thank you very much, Mayor Bradley.

18
19 (Applause.)

20
21 THE CHAIRMAN: Our next witness is the Honorable Glenn
22 Anderson, Congressman to the United States, member of the
23 United States Congress.

24
25

1 CONGRESSMAN GLENN ANDERSON

2
3 A. Thank you, Mr. Chairman.

4 Mr. Sillas, Members of the State Advisory Committee
5 to the United States Civil Rights Commission, I first want
6 to commend you for holding these hearings, because I think
7 most of us are aware that what these hearings do is bring
8 public attention to our problem and public attention is what
9 we need if we're going to solve these particular problems.

10 I do want to commend Mayor Bradley for what he is
11 doing in this field, I want to commend Mayor Nakaoka from
12 Gardena and the help that he has given me and everyone in
13 the fight that I'm having back in Washington on this par-
14 ticular issue.

15 I was listening to the Samoan group from my district,
16 incidentally, a few moments ago, and I want to commend them,
17 too. Every time I hear them sing that Samoan National Anthem
18 and give us that kind of a welcome, it can't help but bring
19 tears to one's eyes and I have a rather unusual special
20 district in that I have a -- one of the nicest and best di-
21 versified districts in the nation. There probably isn't any
22 kind of peoples that I don't have in that area, it makes
23 a wonderful district to represent and, of course, the Samoan
24 Community is basically located in my congressional district.

25 In New York Harbor stands our symbol of liberty, beckoning

1 the newcomer to our land, and it says, "Give me your tired,
2 your poor, your huddled masses yearning to breathe free, the
3 wretched refuge of your teeming shore. Send these, the home-
4 less, tempest-tossed to me, I lift my lamp beside the Golden
5 Door".

6 The Swedes, the Irish, the Poles, the Italians, the
7 millions who have entered this country, were met at first
8 with aggression, which later subsided as the people assimilated.
9 But here on the west coast, the Asians, Pacific People who
10 yearn to breathe free, who came seeking a better life, were
11 met with a hostility and aggression that has not subsided, but
12 rather has continued to this day.

13 However, the attitude towards Americans of Asian
14 descent, vary from blatant racism bred by ignorance to a
15 mythical concept of the model citizen, the myth that the
16 Asian American and Pacific People, that he has it made, and
17 obviously these stereotypes deter reasoning and rational
18 thinking in dealings with the specific problems which
19 confront the Asian Americans. But there is a saying that
20 the past is prologue to the future. And as a result, the
21 inequitable practices and victimization by prejudice are not
22 merely a phenomenon of years gone by, but are still very much
23 alive today. And our duty as inheritors and caretakers of
24 the American experiment is to assure that attainment of the
25 ideal of life, liberty and the pursuit of happiness is not

1 denied a person simply because the color of the skin may be
2 different or the customs and the language unique. It is our
3 duty, yours as private citizens, mine as a public official,
4 to insure that in the case of Asian Americans, the past of
5 racial prejudice is not prologue to a future of discrimination.

6 And in the final analysis to overcome prejudice, change
7 must come from within individuals, from with individual co-
8 operation and with independent interaction.

9 Let me describe some of the problems that must be
10 confronted and overcome if we are to attain a truly equal
11 and democratic society. First, the government, at all levels,
12 must take the lead in abolishing old policies which discriminate
13 against Pacific Peoples, the Asian Americans and in estab-
14 lishing new programs which are designed to bring all the
15 advantages of this society to all people. The first step must
16 be an awakening to the fact that Americans of Asian descent
17 do, in fact, have problems. Unique problems, problems unlike
18 those encountered by other groups that must be met. Let's
19 take the elderly. Elderly Asian Americans perhaps face the
20 most severe problems in the community. According to the White-
21 house Conference on the Aging, elderly Asian Americans are
22 suffering from unprecedented problems that are devastating
23 the lives of these aging people. That's a quote. Because
24 of the language barrier, the lack of bilingual staff and
25 social service agencies and the failure of the government to

1 to publicize the availability of programs, the elderly Asian
2 American is not acquainted with the available benefits such
3 as Social Security, old age assistance, health care, housing
4 and recreation. When we realize that the suicide rate among
5 Asian American elderly in certain areas is three times the
6 national average, when we realize that studies show that 34%
7 of Asian American elderly have never had a medical or dental
8 examination, it should be obvious that their problems, again
9 according to the White House Conference, are overwhelming to
10 the point that it is impossible for Asian American aged to
11 look only to their families for help.

12 The problems in the Asian-Filipino Americans are par-
13 ticularly acute, since the first entrance to this country
14 were made, and the laws prohibited marriage to White women.
15 As a result, the elderly males who never married have no
16 family to help them, the median age of Filipino -- of the
17 Filipino American is 40.9 years, almost 41 years, compared
18 to 26.6 for Whites. And the Federal Government has not
19 offered the kind of assistance needed to solve these problems.
20 For example, between 1969 and 1971, grants to communities to
21 aid the aged totaled 32 million dollars and yet not one dollar
22 was given to Asian American communities for their aged problems.

23 And the reason, as documented by the White House Con-
24 ference, is that according to government officials, Asian
25 Americans do not have problems. How about employment? Of all

1 employers, the government should be a model in equality.

2 But unfortunately that is not the case.

3 A five-member task force appointed by the Los Angeles
4 Board of Supervisors, here in January, 1973, found that the
5 Asian Americans were not advanced in county jobs in accor-
6 dance with their skills and ability, and the task force
7 accused county officials of racial and ethnic bias against
8 Asian Americans. But the Federal Government is not any
9 better. Of some two and a half million federal employees,
10 5,712 people are in top positions, that's the G.S. 16, 17
11 and 18, and yet of those, almost 6,000 people, only 23 are
12 Americans of Asian descent and in the very top positions.

13 The G.S. 17 and 18, of some 1,657 employees, only
14 six are Asian Americans.

15 Our youth. As in all countries, the hope of the
16 future rests with the younger generation. Yet in the Asian
17 Community the young are not receiving the special attention
18 that should be accorded to the leaders of the future. Like
19 other communities, the Asian American Community has been
20 wracked by drugs. In a recent year, in one section of Los
21 Angeles alone, at least a dozen deaths of Asian American
22 youths were attributed to the overdose of drugs.

23 In order to meet the needs of rising expectations,
24 Asian American children must receive a quality education,
25 an education designed to bring the Asian American economic

1 and social success. And this has not been the case in the
2 past. According to a 1965 study by the California Department
3 of Industrial Relations, the median school years completed
4 by Filipino Americans was 8.7 years, just roughly the eighth
5 grade. Perhaps the reason for this, a large dropout rate, is
6 the language barrier. Obviously, it is difficult, if not
7 impossible, to compete if the language is not understood.

8 The New York City Chinatown Planning Council, estimates
9 that 90% of the new arrivals to the United States do not
10 understand spoken English, and in San Francisco Chinatown,
11 over 70% of the new population lacks a knowledge of English.
12 Here in Pasadena, California, 15% of the Japanese Americans
13 in the school system identified Japanese as their first
14 language. But the myth that Asian Americans do not have
15 problems persists. Programs are not aimed at helping Asian
16 Americans. Research has not been conducted to determine the
17 depth of these problems. In fact, from 1969 to 1971, the
18 Department of Health, Education and Welfare, authorized 30.7
19 million dollars in research and demonstration grants to
20 minority communities for child welfare, rehabilitation, and
21 special health projects, but none of these grants were made
22 available to Asian American Communities.

23 No doubt, the Asian American has been discouraged and
24 frustrated by the lack of government empathy. They see
25 federal programs helping other minorities but they are neglected.

1 They see the special college programs designed for minorities
2 from disadvantaged areas are not available to Asian Americans.
3 While in a recent year, only five Filipino Americans from the
4 Seattle area graduated from the three local universities.
5 The government, at the same time, continues to turn its
6 back on the needs of the Asian American student, largely due,
7 again, to that myth that all Asian American students do well
8 in school, and thus do not need government help. It is par-
9 ticularly disturbing when we realize that the Emergency
10 Desegregation Act as recommended by the administration in
11 1970, by definition, excluded Asian American Communities from
12 the benefits of this act.

13 Despite the fact that the schools in the Asian American
14 Communities are in desperate need of federal assistance.

15 Fortunately, the Congress corrected this oversight,
16 and allowed federal funds to aid the schools in the Asian
17 American Communities.

18 What are our conclusions? Well, a major problem that
19 has stifled the efforts to recognize, investigate, isolate
20 and correct the inequities relating to the Asian American
21 Community has been a lack of information. And that's why
22 I commended this Committee earlier on the fact that you're
23 holding these hearings.

24 In fact, more often than not, when seeking factual
25 data, Americans of Asian descent are listed as, "Others",

1 and as others, it's easy to get lost in this crowd of over
2 200 million people, it's easy to close our eyes, forget and
3 ignore their problems, but action is needed and now.

4 What we need is a beginning, and the place to start
5 as I see it, is with a federal cabinet level committee,
6 established to pinpoint the problems and recommend action
7 to eliminate the inequities and the injustices. This committee
8 would have the specific task of identifying areas of dis-
9 crimination, areas of need, and developing solutions.

10 On the state level, I favor an Asian American advisory
11 council, similar to the one created in the State of Washington
12 to find solutions and offer recommendations to short and long
13 term problems of the Asian American Community.

14 While it is true that many Asian Americans have sur-
15 mounted legal, economic, political and social barriers, the
16 facts show that in all too many instances, the remnants of
17 prejudice and bigotry still pervade our society and continue
18 to confront Americans of Asian descent. It should be clear
19 that if one man's rights are denied, the rights of all are
20 in danger. That if one man is denied equality, we can not
21 be sure that we enjoy our fundamental rights. History has
22 placed us all within a common border. All of us, from the
23 weakest to the most powerful, share one possession, the name
24 Americans. To be an American means to have been a stranger
25 to the new land, either yesterday or yesteryear, and to deny

1 the stranger, to reject his human dignity and rights, is to
2 reject America and our ideals.

3 Let us remember the words engraved on the Statue of
4 Liberty and begin to live them in our daily lives. And
5 again I want to commend this Committee on these hearings.

6 Thank you.

7
8 (Applause.)

9
10 THE CHAIRMAN: At this time, I would like to read
11 into the record, a letter that this Committee has received
12 from the office of United States Senator, John Tunney.

13 "Dear Mr. Chairman: Present legislation in Washington,
14 D.C. prevent me from attending your hearing related to
15 Americans of Asian descent. Nonetheless, I would like to
16 express my concern for the Asian American Communities. There
17 is a common misperception that these communities throughout
18 our country do not suffer from either virulent discrimination
19 or the vast social, economic problems faced by other minority
20 groups in our nation. A myth persists that Asian Americans
21 are participating fully in the opportunities and benefits of
22 American society.

23 "This myth not only has excluded Asian Americans but
24 has resulted in a lack of concern for them on the part of
25 the Federal Government.

1 "In 1971, the Japanese American Citizens League re-
2 ported consistent patterns of exclusion of Asian Americans
3 and their communities from most of the federally-supported
4 research and demonstration projects as well as the educational,
5 vocational training and social rehabilitation programs.

6 "From 1969 to 1971, the Department of Health, Edu-
7 cation and Welfare, authorized over 30.7 million in grants
8 to minority communities for child welfare, rehabilitation
9 and special health programs. None of these grants went to
10 Asian American Communities. The underlying rationale behind
11 such action on the part of the Federal Government, has been
12 that as a model minority Asian Americans do not need the
13 assistance of the Federal Government.

14 "Instead of being problem-free, as the myth would
15 have us believe, many Asian American Communities are facing
16 difficulties of growing magnitude. Due in part to the recent
17 lack of immigration barriers and concomitant influx of Asian
18 Americans and in part to the traditional neglect of these
19 communities. Many problems confronting Asian Americans are
20 reaching crisis proportions.

21 "It is past time now for the Federal Government to
22 meet its obligation to its Asian American citizens. Conse-
23 quently, I will continue to work towards a more equitable
24 form of federal resources and to encourage all colleagues
25 in the Federal Government to recognize the pressing social,

1 economic and political condition of Americans of Asian
2 descent."

3 Signed, John B. Tunney, United States Senator.

4 At this time, I would ask the Mayor of the City of
5 Gardena, our next witness, the Honorable Kiyoto Ken Nakaoka.

6

7

8

MAYOR KIYOTO KEN NAKAOKA

9

10 A Good morning.

11 Mr. Chairman, Herman Sillas, and Members of the Cali-
12 fornia State Advisory Committee to the United States Commission
13 on Civil Rights. It's a pleasure for me this morning, to
14 be here, I'd like to preface my remarks by certainly expressing
15 my appreciation as an Asian American to both Mayor Bradley,
16 for his remarks, and to Congressman Glenn Anderson, for his
17 very warm and detailed and deep concerned remarks.

18 It's been my pleasure to have known and to have
19 worked with the Congressman for a number of years, it seems
20 only yesterday but it was 19, -- I think either '66 or '68,
21 I guess it was 1966, to be exact, that within a mile from
22 here at the Filipino American Center on Temple Street, we had
23 an Asian American gathering in his behalf. When he was then
24 the Lieutenant Governor of the State of California.

25 So, really, in a way, it's a fine get-together here of

1 Asian Americans and Americans from the Pacific Islands.

2 I'd like to start by reading into the record, a procla-
3 mation of the City of Gardena, and I'd like to say that this
4 has the unanimous approval of the Council of the City of
5 Gardena, and on the Council, besides myself we have another
6 Asian American on the Council, Dr. Donald T. Hata, Jr.,
7 who also happens to be professor at California State College,
8 Dominguez Hills.

9 The proclamation: "Whereas the United States Commission
10 on Civil Rights is an independent, bipartisan agency estab-
11 lished by the Congress under the Civil Rights Act of 1957
12 to investigate complaints alleging denial of rights because
13 of race, religion, national origin or sex, and submits reports
14 of its activities and findings to the President, and the
15 Congress; and whereas the California State Advisory Committee
16 to the United States Commission on Civil Rights has been con-
17 ducting an investigation into civil rights-related problems
18 of California's Asian Americans for the past six months; and
19 . whereas state committees do much of the investigative work
20 for the Commission within individual states; and whereas the
21 first hearings on concerns of Asian Americans in the Los
22 Angeles County and Orange County areas, where 250,000 Asian
23 Americans reside, are being held on November 30th and December
24 1, 1973, in the hearing room of the Los Angeles County Board
25 of Supervisors; and whereas the Committee's meeting will focus

1 on the concerns of Koreans, Samoan, Chinese, Guamanian
2 Filipino, Thai and Japanese Communities; and whereas the
3 City of Gardena has one of the largest populations of Asian
4 Americans in percentage in the continental United States;
5 and whereas issues to be heard by the Committee are of
6 relevance to all Asian Americans in the area of immigration,
7 housing, employment, youth, and the aged; and whereas follow-
8 ing the Los Angeles meetings a report will be prepared with
9 specific recommendations for presentation to the U.S. Com-
10 mission; and whereas the City of Gardena recognizes the
11 goals of the hearings and that the Committee is taking new
12 and bold steps to accomodate the legitimate problems, sensi-
13 tivities and desires of Asian Americans, now therefore, I,
14 Kiyoto Kenneth Nakaoka, Mayor of the City of Gardena, Cali-
15 fornia, do hereby proclaim November 30, and December 1, 1973,
16 as Asian American Days, throughout the Community, and pledge
17 the city's support of the efforts being made at various
18 levels of government and urging specifically, cognizance of
19 the goals and objectives of this group."

20 And signed by me, this -- November 27, 1973.

21 I'd like to, and I will not be long, I'd like to add
22 a few more remarks to the proclamation, perhaps to give you
23 a little background of Gardena.

24 We have, on the planning commission, one Asian American,
25 on the recreation and parks commission we have one Chicano,

1 Martin Almaraz, and for department heads we do have two
2 Chicanos and two Asian Americans, and as we review our per-
3 sonnel and employment practices, within the City of Gardena,
4 we do have an affirmative action procedure now being outlined
5 for the city, and two other things I might point out. You
6 people may have knowledge or may not have knowledge, our
7 fire department has eliminated all height requirements for
8 hiring, it's been on the basis of agility, agility tests.

9 Our police department has lowered the height require-
10 ment to five-feet-six.

11 Those are two specific things that I can think of at
12 the present, that will tend to make employment practices
13 more fair to those who may not be as tall and have the
14 physical requirements that some past practices have required.

15 I want to wind up my remarks by confirming the state-
16 ments made by Mayor Bradley and Congressman Anderson, that
17 as people in local and national politics, we certainly
18 appreciate the fact that this Committee is holding hearings
19 in Los Angeles and southern California, and I certainly hope
20 that as a result of your hearings, that you will be in
21 position to make specific recommendations that will alleviate,
22 lessen, and eliminate the problems that do exist among those
23 people of Asian American and from the Pacific Islands.

24 Thank you very much.

25 (Applause.)

1 THE CHAIRMAN: Thank you very much.

2 You can rest assured, as well as Congressman Anderson
3 and Mayor Bradley, that our Committee will have recommenda-
4 tions and will be working very closely with you in your
5 cities and respective offices.

6 At this time I would ask Michael Ishikawa to present,
7 for the record, staff overview before we commence our first
8 topic pertaining to the Asian American and Pacific Peoples
9 Communities on immigration.

10 Mr. Ishikawa.

11

12

MICHAEL ISHIKAWA.

13

14 A. Thank you, Mr. Chairman.

15 Mr. Chairman, Members of the California State Advisory
16 Committee, in June of this year, as you mentioned earlier,
17 the Committee -- Mr. Chairman and Members of the California
18 State Advisory Committee, in June of this year, the Committee
19 held the first public hearings on Asian American concerns
20 and affairs, specifically ~~in~~ -- in the area^{the} of San Francisco
21 ~~and the~~ Bay Area. You will recall, during the two-day
22 hearing, you received testimony covering five Asian American
23 and Pacific People Communities. There were 54 -- excuse me,
24 43 witnesses and nine representatives of public agencies.

25 Today and tomorrow, you will be hearing from seven

1 Asian American Communities, Asian American and Pacific Peoples
2 Communities of southern California. During the two days
3 similarities as well as differences of issues facing the
4 Asian American and Pacific Peoples will become very clear
5 from the witnesses' testimony.

6 ~~Similarly~~ ^{Similarities}, such as language barriers and immigration
7 problems will be ~~explained~~ ^{explained}. ~~But~~ ^{Distinct} differences such as
8 employment problems, youth problems and cultural adaptations
9 will also be covered.

10 The staff of the Western Regional Office has conducted
11 ~~the~~ necessary field investigation ~~necessary~~ for this hearing.

12 The field investigation included the attendance of staff to
13 many community organizations ^{meetings} for the past three months. And
14 slightly under 200 individual interviews with members of the
15 seven communities.

16 From this investigation, approximately 70 witnesses
17 have been invited to testify before this Committee today and
18 tomorrow.

19 The issues that you will be hearing about will be
20 immigration, social services provided by the Department of
21 Public and Social Services, the Department of Human Resources
22 Development, the Social Security administration, and the
23 Department of Rehabilitation. Asian American and Pacific
24 Peoples youth problems, the State of California licensing
25 of foreign-educated professionals, through the Department of

1 Consumer Affairs, and the community redevelopment project
2 currently going on in the Little Tokyo area.

3 Statistically, southern California has the largest
4 concentration of Asian American and Pacific Peoples popula-
5 tion in the continental United States. Approximately, figures
6 that the staff obtained for Los Angeles and Orange Counties
7 are 110,000 for Japanese Americans, 46,000 for Chinese
8 Americans, 55,000 for Korean Americans, 51,000 for Filipino
9 Americans, 26,000 for Samoan Americans, 10,000 for Thais,
10 10,000 for Guamanians. The staff would like to point out some
11 discrepancies that we found in terms of agreement on what the
12 population figures for Asian American and Pacific Peoples for
13 this area. According to 1970 census population these figures
14 that we obtained, the Korean population was shown at 8,650,
15 compared to the 55,000 figure that we received. As well as
16 with the 33,400 figure for the Filipino Americans compared
17 to the 51,000 figure that we have.

18 I think that the testimony that you will receive will
19 clarify why there are discrepancies and why the census does
20 not accurately reflect the number of Asian Americans and
21 Pacific Peoples in the southern California area.

22 So, without further ado, Mr. Chairman, and Members of
23 the Committee, I think we can get into the issues.

24 THE CHAIRMAN: Thank you very much, Mr. Ishikawa.

25 The first topic that we will look into this morning,

1 is immigration. We have a series of witnesses who the
2 various communities, some of whom will testify by way of
3 an interpreter. Our first witness from the Samoan Community
4 is Mr. Tialavea Morris.

5
6
7 LAUVALE TIALAVEA MORRIS

8
9 A Mr. Chairman, Members of the State Committee of the
10 Civil Rights, Officials of the Government, County, State
11 and Mayors of the concerned cities, Ladies and Gentlemen.
12 On behalf of the Samoan Community, I'm going to speak to
13 the issue assigned to me about the services of the Immigration
14 and Naturalization Department that involved the Samoan people.
15 Problems, problem number one is petitions for travel visas,
16 this is one of the problems we are facing now in our community.

17 For example, in order for us to file a petition for
18 student visitor, visiting or a permanent visa, we have to
19 apply to the office of the American Ambassador in Wellington,
20 New Zealand. For the people of Western Samoa. And at the
21 office of the governor in Pago Pago for the American Samoan
22 people. It shows and proves in this way, that our brothers
23 and sisters in Western Samoa have to ask and sometimes beg
24 the American Ambassador in New Zealand in order to share with
25 them the yearly quotas assigned to the people of the New

1 Zealand Government by the United States Immigration and
2 Naturalization Department.

3 Let me remind you that there is quite a number of the
4 Western Samoan people who are already became citizens of the
5 United States, who live here for many years, serve in the
6 armed forces, pay taxes, contributed a lot to the progress
7 and the welfare of our nation. But yet, when they try to
8 bring their relatives from Samoa, then they have to ask New
9 Zealand if they would share their quotas allocation for the
10 year with them. We therefore ask the United States Govern-
11 ment to establish a better relationship with Western Samoan
12 self government by appointing someone to represent the American
13 Government in Western Samoa. We are going to ask and do the
14 same to the Western Samoan Government to have someone to
15 represent the American Government in the land.

16 We also find that before the visa is approved for some-
17 one to come to the United States, some of them were told by
18 these two offices in New Zealand and Pago Pago, that unless
19 a certain amount of money, like \$400.00 and so on, was shown
20 to them, the visas would not be issued to the applicants.

21 At this point, we experienced many more problems
22 such as, longer periods of separations of parents and their
23 loved ones, their children, who are trying to bring them from
24 the islands. B, financially, most of these cases, traveling
25 plane fares were paid from people who are here in the United

1 States, and when the extra \$400.00 was needed to show by
2 the applicant to the immigration officer in Pago Pago, or
3 New Zealand, then again such extra amount is paid by someone
4 who is here.

5 C, this kind of exercise may affect our people mentally
6 as well as physically, especially the older parents who
7 need their children to be with them. We can ask our immigra-
8 tion department to have a better way to solve this kind of
9 practices.

10 When visas are issued to our people in the island,
11 we apply for a period of six months visiting visas, they left
12 Samoa with that knowledge of coming to visit for such a
13 length of time as applied, but when they arrive in Hawaii,
14 the visiting times were cut way down, even to a month, for
15 some of them. Most of these are done without any explanation
16 at all to the travelers, the immigration offices and port of
17 arrivals just filled the I-94 forms, clipped it together with
18 the passport and hand it back to the traveler, without any
19 explanation. Most of these people who traveled from the
20 island do not speak English at all, and there you can see,
21 the way it was carried on, filling of the form and putting it
22 in the passport and put it together, the traveler would just
23 put it back to safety, then continue over to the mainland.

24 Again, I want to remind you, Ladies and Gentlemen,
25 that some of these travelers from Samoa do not speak English

1 at all, and so, when they arrived here without knowing what
2 happened with their six months visas, as they thought that
3 the visas were, they immediately carried out by different
4 things in our country that they had never before experienced,
5 until close to the six months time, and they found out that
6 visas were expired about two to five months back. Some of
7 these people went back without reporting what happened, but
8 some tried to discuss with this -- this with the immigration
9 department, but were ordered to leave the country within
10 ten days or else would have to be deported, accusing them
11 that they stayed here illegally.

12 In order to solve these problems, we recommend Samoan
13 bilingual workers may be employed in these positions in
14 port of arrivals, like Hawaii, so that they could communicate
15 with our people who travel, and explain to them why the visas
16 have to cut down from six months to one or two months, if
17 it's necessary according to the law. We also feel that the
18 immigration officer who is telling the port of arrival is not
19 only a representative of our government to protect the law
20 of the land, but he or she is also representing us to greet
21 and make sure that travelers will know what they're supposed
22 to do when they arrive here in the United States.

23 Problem number two, permanent visas applied by our
24 people who are already immigrated into the United States. We
25 also experienced some difficulties in this category, in some

1 cases some of our people who came on visiting visas, married
2 to United States citizens or permanent residents, when applied
3 for adjustments of ~~status from visiting visas to permanent~~
4 visas, they were advised that they have to go back to Samoa,
5 then come right back, before Permanent visas could be issued
6 to them.

7 It seems to us that this is a kind of a punishment,
8 just go back to Samoa, then come right back, knowing very well
9 that this would cost more than \$600.00 for a plane return
10 ticket and some pocket money.

11 Ladies and Gentlemen, we do not question the validity
12 of the law, but the service done to our people.

13 Special hearings. Some of these permanent visas appli-
14 cations are ended up in special hearings, to which we do not
15 object, but the point is some of our people had never before
16 experienced any courtroom session while they were in the
17 island. So when they are called to a special hearing, conducted
18 in a special room which to us is a courtroom, and sitted by
19 a judge and lawyers, and in a different language, then to a
20 poor, excited Samoan, this is a very big thing to him. So,
21 therefore, some of the answers he may give would be liable
22 to be wrong due to the fact that he does not fully understand
23 some or most of the questions plus that he is very scared
24 at the time of the hearing. This also ended up to more fi-
25 nancially problems to our people, for they have to go through

1 lawyers costing them a great amount of money, even though
2 that there are interpreters available for such cases furnished
3 by the immigration department.

4 Problem number three, citizenship. About half a
5 century ago our people started immigrating to Hawaii and the
6 mainland, most of these people came because of the service
7 in which they were involved with the government of the United
8 States of America. At the beginning of the second World War,
9 more young men from both American Samoa and Western Samoa
10 enlisted in the armed forces of the United States, they
11 left our islands with their loved ones and came to perform
12 their loyalties to protect this land and the government.

13 After the war, the families joined them and lived here,
14 from then on even now Samoan people keep on sending their
15 sons and fathers to serve in different fields of our military
16 departments. Many of our men and women lost their lives in
17 the protection of this country in time of wars.

18 In the whole United States there are about 45,000 to
19 48,000 Samoans who donated their share to our nation and
20 contributed a lot to the welfare of America and the progress
21 of the country. Same as any other race or group of people
22 living in this country. But when we come to citizenship or
23 the right to vote, then we are cut off. This gives us a
24 feeling of lost, unwanted discrimination.

25 We and the Guamanians have lived and served under this

1 same flag for so many years, but why the American Government
2 granted the citizenship to our brothers and sisters in
3 Guamanian Islands and Puerto Rico? Since Samoa is a territory
4 of the United States, the Samoan people do not enjoy the same
5 rights and privileges as those enjoyed by the citizens of
6 the United States, or even privileges enjoyed by a territory
7 such as Guam and Puerto Rico. as mentioned.

8 Examples are: Samoan Nationals in the United States
9 are subject to citizenship examinations and other legal
10 requirements.

11 Number two, they are subject to literacy tests in the
12 English language.

13 Number three, they are subject to a filing fee of
14 \$25.00 in order to become a citizen.

15 So therefore, we demand that right, we want to become
16 citizens of this government to which we serve and donated
17 almost everything, even our lives. We do not ask for our
18 Samoan people who are still in the island, but for the
19 Samoans who are here so that we may be credited with such
20 privileges of citizenship as Guamanians and Puerto Ricans
21 without going through naturalization systems.

22 Number four, in closing we strongly recommend that
23 Samoan workers must be placed in immigration and naturalization
24 departments so that they can serve the needs of the Samoan
25 Community with the understanding both of the language and

1 and the culture.

2 Ladies and Gentlemen, unfortunately, we assigned some-
3 one to read the translation in our language, but he's not
4 here, he couldn't be here. I was told that he couldn't make
5 it. So please forgive me and allow me that I will read it
6 in our own language, translation of what I've just said.

7 In conclusion, I would like to emphasize the fact,
8 even though that we are so glad, this is the first time that
9 Samoan Community is ever face to face with the Civil Rights
10 Committee. Or this is about the first time that we have
11 ever appeared in public in such a hearing as today, and we
12 would like to thank you so much.

13 THE CHAIRMAN: Mr. Morris? I want to thank you for
14 appearing. There are some questions, however, I'd like to
15 pose to you.

16 Q (By the Chairman.) For the record, would you state,
17 you refer to, in your statement, the Western Samoan People.
18 Would you indicate to us for the record the difference between
19 a Western Samoan and the other?

20 A Western Samoan is now having its own government, is
21 an independent government, just like New Zealand, Australia
22 or any other self government.

23 Q And the citizens -- I'm sorry, citizens of Western
24 Samoa are considered aliens, is that --

25 A Aliens, right.

1 Q Then American Samoans are considered nationals?

2 A Nationals, right.

3 Q And your testimony is that the nationals coming to
4 the United States do not have the right of a citizen in
5 that they do not vote, are not allowed?

6 A They do not, they do not.

7 Q They do, however, serve in the army, is that correct?

8 A Those who serve in the army and automatically applied
9 while they were in the service for citizenship and they
10 were granted, of course, they had people that were allowed to
11 vote, but I was referring to the people who came from the
12 -- from American Samoa to here, been here for so many years
13 but yet they have to go through the exams and everything in
14 order to become citizens.

15 Q All right. Now, the American Samoan coming to the
16 United States, to the mainland, upon his arrival, does not
17 have the right to vote --

18 A No.

19 Q -- is that correct?

20 A No right to vote.

21 Q However, other territories like Puerto Rico and Guam
22 upon their arrival on the mainland do have the right to vote,
23 is that correct?

24 A That's what we know.

25 Q Do you have any explanation as to why the Samoans do

1 not have the right to vote and these others do?

2 A I have no explanation about it, the only thing that
3 I know, they are not allowed to vote even that they were
4 born out of the same blood, United States in American Samoa
5 but when they come over here to the mainland they don't have
6 that privilege to vote until or unless they pass the re-
7 quirement exam.

8 Q Did I further understand your testimony to indicate
9 that the Western Samoan must come through the New Zealand
10 quota to immigrate to the United States, is that correct?

11 A In order for Western Samoa to get a visiting visa, or
12 any kind of visa, it has to apply to American Ambassador of
13 American -- who is in New Zealand -- for such a quota.

14 Q Now, what of the American Samoan, does he have to apply
15 for visa in that manner or can he just come directly to the
16 mainland?

17 A He has to come to the mainland directly, as far as I
18 know.

19 Q Now, I believe there is marriages between the American
20 Samoan and the Western Samoan, is that correct?

21 A Right.

22 Q Now, what are their children viewed by the United
23 States, are they viewed as nationals or are they also viewed
24 as Western Samoans?

25 A The view of the United States regarding to the children

1 from the issue of marriage of the American Samoan and the
2 Western Samoan, if a child was born in Western Samoa, he is
3 a citizen of the Western Samoan Government, unless he was
4 born in American Samoa, then he would be same as the mother,
5 if the mother was here.

6 Q In other words, he would be a national, or the child
7 would be a national?

8 A A national.

9 Q Does that have any effect at all on the parent who is
10 from Western Samoa? Let me give you an example, let's suppose
11 that the father is of American Samoa, and marries a woman
12 from a Western Samoa, and they have a child in American
13 Samoa. The child would be viewed as a national?

14 A A national.

15 Q Does the mother remain as a Western Samoan in the eyes
16 of the United States?

17 A She will be remain as a citizen of Western Samoa.

18 Q So that for that family to come to the mainland it
19 will be necessary for the mother to apply to the U.S. Ambassador
20 in New Zealand to come to the United States?

21 A If she lives in American Samoa she could apply for
22 quota numbers in American Samoa in the office of the governor
23 in Tutuila.

24 Q What is the quota number of American Samoans to the
25 United States?

1 A Well, quota numbers are there for the -- I think it's
2 for the purpose of people such as from Western Samoa who
3 live in Pago Pago in American Samoa.

4 Q But is there a quota or a limitation on the number that
5 can come from American Samoa to the United States?

6 A No, I don't think so. There's no limitations.

7 Q No limitations?

8 A No.

9 Q Now, you refer to this payment of, or the evidence of
10 \$400.00 in order to come to the United States. Is that
11 evidence of \$400.00 required by the American Samoan and the
12 Western Samoan or just the Western Samoan?

13 A Well, according to the -- many cases that we've dealt
14 with, some of those who applied from Western Samoa to the
15 Ambassador of the United States who is in New Zealand, some-
16 times they were asked to show such amount as \$400.00 before
17 a visa would be issued to them. To the Americans. And the
18 same thing that we found from those who applied for visas to
19 come to the United States in the office of the governor in
20 American Samoa. They were asked to show such amount of
21 money, not all of them, but some of them.

22 Q (By Ms. Jacobs) Is that a law they must show they have
23 that amount of money?

24 A That's what we have the question.

25 Q It might be the individual person's?

1 A. That's right.

2 Q. (By the Chairman.) And this evidence is required in
3 Samoa, I mean before they give them the visa they must produce
4 that in Samoa, is that right?

5 A. In Western Samoa?

6 Q. I'm sorry, in American -- in the American Samoa?

7 A. Well, people of American Samoa, when they want to come
8 over to the United States, they only have to show their birth
9 certificates as a proof of a national.

10 -Q. All right. Now, to your knowledge -- let me ask
11 this: Does the department or the immigration department,
12 does it view the nationals as their whole problem or do they
13 take the position that since the nationals are not aliens,
14 therefore they need not concern themselves with the Samoan
15 coming from American Samoa? What is the position of the
16 department of immigration? If you know?

17 A. If a -- for instance, if a child was born from the
18 American Samoan parents but he was born, for example some of
19 our people were called as missionaries from American Samoa
20 and they went to Western Samoa. And if a child was born
21 there, and when he returned to American Samoa, that child is
22 considered as a citizen of the Western Samoa Government?

23 Q. So he's an alien?

24 A. An alien, and there is no power, according to what we
25 know, of the American Samoan parents to bring that child who

1 was born outside of American Samoa into the United States
2 unless he has to go through all the paper work and documents
3 of visas, applications and all that requirements.

4 MS. JACOBS: May I ask a question?

5 THE CHAIRMAN: Yes.

6 Q. (By Ms. Jacobs) Back to this \$400.00 or the amount
7 of money that people have to show, Mr. Morris, if this is not
8 a requirement of the immigration department, what use is
9 made of this \$400.00?

10 A. Well, that is the reason why we brought such a subject
11 before the Committee, because we don't know why such amount
12 of money was asked to be shown, and we just -- to us as I
13 mentioned in my testimony, to us this is the kind of a punish-
14 ment or what, by the people who are working in the immigration
15 departments.

16 Q. In order for the American Samoans to come into the
17 States, as is true in some places, is it necessary to grease
18 a palm or do something like that? Is there any indication
19 that the money is given to immigration officials or others?

20 A. I don't -- I have no way of knowing. I don't know
21 any right answer to that. But as far as we know they ask
22 for some kind of money to be shown.

23 Q. A payment does not have to be made to anyone in order
24 for the person to come to the States?

25 A. No, I don't think so.

1 Q (By Ms. Hata.) Mr. Morris, I'd like to clarify one
2 thing, in your statement here in regard to special hearings
3 you said this also ended up to more financial problems for
4 our people for they have to go through lawyers costing them
5 a great amount of money even though there are interpreters
6 available for such cases furnished by the immigration depart-
7 ment. Are there Samoan interpreters available?

8 A To my knowledge, yes. There are some who are already
9 signed up to be interpreters for the immigration office.

10 Q How many are there?

11 A Two of them that I know of.

12 Q Is that sufficient?

13 A No.

14 Q How many do you think you need?

15 A Well, at least that we may have four or five.

16 Q To meet the need?

17 A To meet the need.

18 Q One other question. Samoans, Samoan Nationals, can
19 not vote, but what other kinds of privileges or rights do
20 they have as nationals? For example, they not only serve in
21 the military, are they draftable? Are they drafted?

22 A They are draftable if they are here in the United
23 States. As soon as they arrive here, they are through schools
24 or then they will be draftable.

25 Q And what about the taxation issue? Are they taxed?

1 Are you taxed federally?

2 A Same as anybody.

3 Q Same as anybody else?

4 Q (By the Chairman.) Is that true also with, while
5 they're in National Samoa, I mean while they are living in
6 the American Samoa, are they subject to tax there?

7 A Living in Samoa?

8 Q Yes.

9 A Yes.

10 Q What type of taxes are they subject to there? I
11 mean I'm talking now about United States taxes?

12 A It's the same system as we have here? Income tax? Is
13 income tax? Is there income tax?

14 A Income tax, everything.

15 THE CHAIRMAN: Any other questions?

16 Q (By Ms. Jacobs) Yes, I'd like to ask another question
17 of Mr. Morris, and one of the things you had indicated was
18 that sometimes people would have a visa for six months, but
19 then arbitrarily this might be reduced. And the people
20 themselves did not know it was being reduced. About how many
21 people come from Samoa into the States annually, on temporary
22 visas?

23 A Well, we have no up-to-date census of the people that
24 are traveling from Samoa to here every year. But as far as
25 we know, it's more than 45, at least more than 45 people every

1 year that come from Western Samoa to the United States, visit
2 from Western Samoa.

3 Q That's not very many people.

4 Now, is it difficult for people to get permanent visas
5 here?

6 A Very difficult, unless that there is application by
7 an American citizen, like a brother, sister or parents, then
8 they have to go through all that.

9 Q And is it difficult to get the temporary visas then?

10 A It's difficult if they apply from the island.

11 Q But once they get here, then they can apply for per-
12 manent visas?

13 A Well, sometimes works out fine, but sometimes we found
14 that it's very difficult, it's depends, all depends on what
15 type of a case it is. For instance, if a permanent visa of
16 a traveler who came from Western Samoa on a visitors visa and
17 applied for a permanent visa, unless he has a brother who is
18 a citizen or a sister or parents, otherwise, there would be
19 no connection with the -- any of the citizens of the United
20 States, then he is not acceptable to be issued -- to become
21 a permanent resident.

22 Q Is that to show that he has some visible means of
23 support? That he must have a relative here?

24 A Well, even, even if he has relatives here who could
25 support it, he would not be allowed to become a permanent

1 resident unless he has connection with a citizen of the
2 United States.

3 Q Does that seem fair to you or do you have any sug-
4 gestions as to what might be done?

5 A Yes. If, to us if there are people here who could
6 support and offer their donation of whatever to support such
7 a person from Western Samoa who would like to live here and
8 become a good citizen of the United States, we would like to
9 see that they be entitled to a permanent visa?

10 Q Are there any organizations that do that now?

11 A Yes, some are trying to.

12 Q Mr. Morris, I might say, fa fi tie (Phonetic).

13 A Thank you.

14 THE CHAIRMAN: Any other questions from any other
15 members of the panel?

16 Mr. Morris, I want to thank you for your enlightening
17 testimony this morning, and rest assured that we will continue
18 to pursue this as far as we can. Thank you very much.

19

20 (Applause.)

21

22 THE CHAIRMAN: I would ask the other interpreters that
23 we will be using this morning and this afternoon, because of
24 the time problem that I do face here, we face as a Committee,
25 that if the interpretation can be done in a summary form, it

1 will help us in expediting our hearing.

2 The next witness will be from the Korean Community,
3 and that's Mr. Tai Joo Kown.

4

5

6

TAI JOO KWON

7

8 A. I will make it short.

9 I am extremely happy and privileged to be able to
10 come here and ask to you Gentlemen of the United States
11 Commission on Civil Rights and to tell you about the problem
12 that Koreans are facing in immigrant matters. As you probably
13 are well aware, there are over 55,000 Korean residents, students,
14 businessmen and their families residing in the County of Los
15 Angeles alone, and most of them are allowed in the United
16 States within the last five years. Also, there has been quite
17 a number of Korean residents in this county, larger wave of
18 immigrants started in 1969 and as we understand, there were
19 22,930 Korean immigrants in the fiscal year ending June 30,
20 1973. Most of people who immigrate to the United States from
21 Korea speak some English, but their knowledge of the language
22 is very limited.

23 These immigrant residing in the United States describe
24 immigration, naturalization service as a gigantic, fearful
25 and sort of scary organization. The immigration office is always

1 crowded with many visitors, and there is always a long waiting
2 period in order to obtain an interview with an official or
3 even just to ask a simple question or to get a form. Many of
4 the Koreans who visit immigration office face a language prob-
5 lems and there is no one who can explain things or procedures
6 in their language.

7 Due to the overwork and the shortage of staff members
8 at the immigration office, the Korean immigrants often treated
9 discourteously and hastily, sometimes a small problem becomes
10 up proportionately serious and the Koreans are deported due
11 to language problem or lack of communication with the staff
12 members.

13 I would like to point out as an example a Korean who
14 has sent to the United States from a transportation company in
15 Korea on an E-1 visa, with his wife and little boy, when this
16 gentlemen left Korea he received an E-1 visa from the American
17 Consul for the duration of two years. When he and his family
18 entered the United States in Honolulu, Hawaii, an immigration
19 officer gave him a little sheet of paper, I-94 form, that is
20 an entry departure strip. On this strip of paper, the immi-
21 gration officer stamped a date which is about a year shorter
22 than a date he received from the American Consul in Korea.

23 The new date is the valid date of the visa and if he
24 wish to stay longer than that period he must request an ex-
25 tension of time from the immigration office.

1 This gentleman, as well as all other immigrants who're
2 not familiar with the complicated procedure dates, entry and
3 departure laws, did not realize that this new date is now
4 the validity date, and that the date he has received from the
5 American Consul in Korea now has no effect. This particular
6 gentleman therefore was staying for two months still thinking
7 that the first date was valid. And when he went to the immi-
8 gration office to get an extension of time, was immediately
9 taken down to the basement with his family where an immigration
10 officer fingerprinted them and started processing their de-
11 portation papers. They were released later that afternoon and
12 were told that they would get a notice from immigration office
13 at a future time.

14 Meantime, they had to retain an attorney and about
15 three to four months later they received a notice to appear
16 for a deportation hearing. Just before the deportation hearing,
17 a trial attorney at the immigration office took sympathy with
18 them and was able to reinstate the E-1 and they were permitted
19 to stay in this country for another six months.

20 I feel that this is a simple mistake on the part of
21 an alien which could have been straightened out at the window
22 or soon afterward this mistake was discovered. We feel that
23 the immigration service should hire a staff member that speaks
24 Korean so that he may help them.

25 As far as I know there is not a single Korean working

1 in the immigration office as a criminal investigator staff
2 member in the trouble control section.

3 We feel also that United States Civil Service Com-
4 mission should change its hiring and promotional program to
5 coordinate directly with the job performance of the employees
6 and the Immigration and Naturalization Service should use in
7 service two lists of qualified candidates for the position
8 as office to minority group and non-minority groups. We feel
9 that the immigration office should stop their practice of
10 harassing aliens, raiding certain business practices and
11 asking aliens if they do not have proper identification.

12 We feel that due process of law should be observed
13 by the immigration people in handling their cases and we
14 certainly hope that they improve their progress in the future.

15 Thank you.

16 ~~Takapac~~ **DR. HAKTO DAK** (Phonetic) will interpret my statement in
17 Korean, for the Koreans.

18 THE CHAIRMAN: If we can again just have a summary,
19 I'll appreciate it.

20 Thank you very much. Are there any questions from
21 the panel of Mr. Kwon regarding his testimony? Ms. Hata?

22 Q (By Ms. Hata.) Mr. Kwon, I was wondering, are there
23 any bilingual materials available for Korean immigrants?

24 A As far as I'm aware there are none.

25 Q Are there bilingual materials for other immigrants

1 coming from areas such as the Japanese and Chinese?

2 A I'm not aware, by the department I don't think there
3 is any material available, but our organizations, community
4 organizations provide some information on a limited basis.

5 Q Would you recommend, then, that the department publish
6 bilingual materials?

7 A Always this is welcome.

8 Q You also spoke about the immigration officials raiding
9 certain business places, do you have direct knowledge of that?
10 And if you do, could you give us an example of what happens?

11 A I have observed in one instance whereby the criminal
12 investigator entered into the particular premises before
13 identifying himself as to who he's representing and where he
14 comes from. Their presence alone scared many off, because
15 of this particular Korean who had the business from, was under
16 the control, that is to say that he has been applied for the
17 citizenship, because he has turned everything over to the
18 lawyer representing him so those kind of things what I'm
19 saying is that mere presence of this investigator scared a
20 lot of the people, and before they do that, they should
21 contact the attorney representing the aliens so they can get
22 a better permission.

23 THE CHAIRMAN: All right, Ms. Davis?

24 Q (By Ms. Davis.) Mr. Kwon, you stated that approximately
25 22,000 Koreans entered the United States with the fiscal year

1 ending 1973, June. Could you tell -- I think you also
2 mentioned that there are no Koreans on the immigration staff.
3 When the Koreans enter the country, who communicates with
4 them?

5 A The Los Angeles District Office hires part time Korean
6 interpreter. They use him exclusively for the hearing, as
7 I understand, so that there is no official channel the
8 Korean people communicate with the immigration office, other
9 than community organizations such as Korean Association of
10 Southern California providing this kind of voluntary service
11 for them. Other than that, we have to turn it to the lawyers.
12 Some of the law firms employs Korean interpreters for their
13 own purpose.

14 Q Could you tell me what reasons were given by the immi-
15 gration authority for the change in visa from two-year to
16 one-year, the situation you described earlier?

17 A Apparently there was no satisfactory explanation given
18 by the immigration office, my understanding of this matter
19 is that it was more or less a clerical error or the person
20 who handles at the lower level, made a discretionary decision,
21 not withstanding the validity of the visa issued by the
22 American Council in Korea

23 THE CHAIRMAN: Any other questions from the members
24 of the panel?

25 Mr. Kwon, I want to thank you so much for coming this

1 morning, taking your time and presenting to us your testimony
2 and information.

3 A Thank you very much, please.

4

5 (Applause.)

6

7 THE CHAIRMAN: The next witness will be Steve Nakasone.
8 And Ms. Eileen Fat will also come forward.

9

10

11

EILEEN FAT and STEVE NAKASONE

12

13 A (By Mr. Nakasone.) My name is Steve Nakasone, S-t-e-v-e,
14 N-a-k-a-s-o-n-e. I want to introduce Ms. Hanaye Gimi and
15 she will talk about her own problem in just a moment.

16

17

THE CHAIRMAN: I wonder if you might, for the benefit
of our Court Reporter, spell her name?

18

A H-a-n-a-y-e, G-i-m-i.

19

20

Before I start I want to point out that the opening cere-
monies were in English alone, and there are quite a number
of people back there who didn't understand a lot of what was
going on. I noticed when the translators were translating
there were a lot of blank faces up here and I know you can
understand how some of the people out there might feel.

24

This is not so much to, you know, chastise the board,

1 but to just point out how easy it is for us to forget, you
2 know, that English is so prevalent but that other people
3 don't understand.

4 Let me introduce myself, I'm a student at the Loyola
5 Law School; I work with the Japanese and Joint Counseling
6 Center, helping new arrivals and first generation Japanese,
7 the Issei, with their immigration problems.

8 My experience over the past few years has been eye-
9 opening, the problems which immigrants face are staggering
10 and the policies and procedures of the immigration department
11 aggravate an already difficult situation. There are three
12 major points which I would like to communicate this morning.
13 First, that the immigration law itself is unduly harsh and
14 acts in a discriminatory manner towards Japanese.

15 Secondly, the immigration department in its adminis-
16 tration of the law acts arbitrarily in denying aliens benefits
17 to which they are legally entitled.

18 Third, the immigration department does not effectively
19 communicate with alien Americans and often treats them as
20 though they were not human beings. My first point is that
21 the immigration laws are discriminatory towards Japanese
22 and Asians in general. The history of immigration law is
23 blatantly racist.

24 The first general Immigration Act of 1882, specifically
25 excluded the Chinese people. The act of 1917 created the

1 Asiatic provision which excluded most Asians. The act of
2 1924 contained a provision which prevented all further
3 Japanese immigration. Thus, from 1924 until the Immigration
4 Act of 1952, there was virtually no Japanese immigration.

5 This history has more than academic interests for the
6 results of previous exclusionary policy affects the way
7 present immigration law operates. Whether an alien can immi-
8 grate to the United States depends mainly upon whether he
9 has a blood relationship to an American citizen or permanent
10 resident. Of the 384,000 immigrants in 1972, almost 80% of
11 those were directly related to American citizens or permanent
12 residents. Thus, although the present law appears to be
13 applied with an even hand, it in fact discriminates against
14 those nationalities whose present population in the United
15 States are small, in the Japanese Communities which had
16 virtually no immigration for 28 years, there are very few
17 Japanese Americans who are now closely related enough to
18 Japanese in Japan sufficient to confer immigration status.

19 It is our recommendation that the immigration law be
20 changed to allow more methods for those who do not have
21 American citizen relatives to immigrate.

22 Also, under the present immigration law, western hemi-
23 sphere aliens can immigrate if they have an American citizen
24 child under the age of 21. This provision should be available
25 to eastern hemisphere aliens as well.

1 My second point is that the immigration department is
2 given wide discretion in applying the law and such discretion
3 is often administered in an arbitrary and high-handed way.
4 I cite one example of the department's, towards foreign
5 students attending public institutions in the United States.
6 There are many Japanese, Chinese students who are now
7 studying at public institutions. Recently they have been
8 denied their applications for student visas. Those students
9 who are attending private schools have little problem in
10 obtaining their visas. Now, the law itself makes no dis-
11 tinction between private and public schools, but the policy
12 of the local department indicates that they're applied dis-
13 tinction.

14 I read you a letter from the Acting District Director,
15 Donald Williams, to William Johnston, the Superintendent of
16 Public Schools, he says, "Incidentally, I have no hesitancy
17 in declaring as a matter of personal opinion, that I have no
18 sympathy with the theory that public schools should encourage
19 aliens to attend those schools for the purpose of studying the
20 English language at the expense of the taxpayers". The immi-
21 gration department is going beyond its authority, it is making
22 policies and making law when it should be enforcing it.

23 I cite another example of arbitrary and unreasonable
24 use of discretionary power in the case of Ms. Hanaye Gimi,
25 who will tell her story in just a moment. She is seeking to

1 replace her lost green card. She has her passport, which
2 is positive proof of her legal entry in 1918 as a permanent
3 resident, yet because the department has inadequate book-
4 keeping methods and can not verify her records, they denied
5 her application. We understand that the department must be
6 on guard for fraudulent and counterfeit documents, but this
7 arbitrary refusal to accept a valid document is not warranted.
8 If the issue were raised in the federal court of law, the
9 bureaucrats would bear the burden of proving that the passport
10 is not valid.

11 These are just two examples of the department's abuse
12 of its discretionary power, there are many more. The problem
13 is that most of the decisions are made by beaurocrats who
14 give little, if any, reason for their decisions. Often,
15 there is no provision for appeal and review. We recommend
16 that there be instituted within the department, more procedural
17 guarantees, that all denials of petitions contain the basis
18 for the denial in writing and specifically, not use a mere
19 quoting of the statute under which they're deemed violating.

20 We've also noticed that sometimes an American will
21 submit an incomplete application or will not attach all
22 the proper documents. In some cases it's the department,
23 rather than send back the application, explained that it is
24 incomplete, will rule on the incomplete petition and then,
25 of course, deny it. This practice should definitely stop and

1 the department should return all incomplete or inadequate
2 applications with further instructions.

3 My third point is that the manner in which some of
4 the employees treat the alien Americans is deplorable. I
5 observed the following scene on the second floor of the immi-
6 gration department last month: There were a long line of
7 applicants waiting to file their forms, the sign posted at
8 the window said, se habla Español, we speak English. The
9 woman at the head of the line was trying to explain her
10 problem to the teller in Spanish, she assumed that the teller
11 could speak Spanish, the sign said so. The teller kept re-
12 plying to her in English, then the man standing behind the
13 woman was apparently bilingual and tried to help her translate
14 When he tried to do so, the teller immediately began speaking
15 in Spanish, telling him not to interfere. The teller all
16 the time knew how to speak Spanish, yet she refused to speak
17 to the woman in her native tongue. This is not to say that
18 all the employees of the department are insensitive, most
19 are dedicated people, however a significant number of them,
20 especially those on the second floor, do not treat the
21 applicants in a decent and human way.

22 Whether it is due to their own personality problems
23 or the conditions under which they work these people are
24 insensitive and should be disciplined or replaced.

25 (Applause.)

1 The department itself ought to take responsibility
2 for this type of behavior and prevent it from happening. This
3 is not an isolated incident, almost anyone who must deal
4 with the department has similar complaints.

5 For Japanese Americans, the problem is even more
6 severe. There are no Japanese translators at all on the
7 second floor, I understand that there are Japanese -- excuse
8 me, translators available for hearings and for interviews,
9 if that's the case, I request that the immigration department
10 let us know who these translators are, where they can be
11 reached and when they might be available.

12 We make the following recommendations: One, we recom-
13 mend that the immigration department have bilingual inter-
14 preters available on the second floor.

15 Two, that the most common forms, for example the I-45,
16 the I-30, the I-506, I-539, G-325A, be translated in Japanese.
17 This is really not such a big problem and we've done it our-
18 selves in our office. All that's necessary to take application,
19 write in the blank spaces the translations and then Xerox off
20 a number of copies. These can then be given to the applicants
21 along with the blank application.

22 Third proposal would be that there be a phone number
23 at which Japanese could call.

24 I have one final remark, many of us have spent a great
25 deal of time in gathering information and preparing for

1 these hearings, and this was done at the expense of foregoing
2 some of our direct service work. We justify this investment
3 of time with the expectation that there will be positive
4 results from these hearings. We expect the Commission to
5 keep us posted as to what action it is taking and what re-
6 sponses it is receiving.

7 We have made specific proposal for alleviating the
8 problems which exist and we have a right to know if they
9 have been acted upon and if not acted upon, an explanation
10 as to why not.

11 Kathy Jara, J-a-r-a, will give a summary in Japanese
12 of my testimony.

13 THE CHAIRMAN: Thank you.

14 (Applause.)

15 MR. NAKASONE: I'd like to introduce Ms. Gimi.

16 (Ms. Gimi speaks in Japanese.)

17 MR. NAKASONE: That's all.

18 (Applause.)

19 MR. NAKASONE: Ms. Hanaye Gimi will translate, will
20 give you a summary of her --

21 THE CHAIRMAN: Would you also make sure that Ms. Gimi
22 is conveyed the message of the Committee, that we're very
23 grateful for her appearance this morning?

24 MR. NAKASONE: Absolutely, thank you.

25 I'm sorry, Kathy Jara will translate.

1 (The following is a translation of Ms. Gimi's talk.)

2

3 INTERPRETER: My name is Hanaye Gimi, H-a-n-a-y-e,
4 G-i-m-i. I am 77 years old and have lived in this country
5 for 55 years. I entered the United States as a permanent
6 resident immigrant in 1918. I have my passport which proves
7 my legal entry. I have two daughters, both of whom are
8 married, my husband and I struggled hard to raise our children.

9 We worked 25 years as a grocer. I also worked to sup-
10 port my family. After 25 years of working and paying taxes
11 I have retired. I am currently receiving benefits which are
12 due me under Old Age Security. My social worker has insisted
13 that in order to maintain my benefits I need to get a green
14 card. Therefore I requested the immigration department to
15 replace my lost green card. I sent them the application and
16 \$10.00, and a copy of my passport which proves my legal entry
17 as a permanent resident immigrant.

18 The immigration department denied my request because
19 they could not verify my entry. They said that their records
20 do not show my entry. But they are at fault. They have lost
21 the records. I have clear proof and should not pay the
22 penalty for their carelessness and incompetence. Since the
23 immigration department will not replace my lost green card,
24 I applied for a new green card, this costs me \$35.00. Since
25 I am the parent of two American citizen children, I am entitled

1 to a new green card, however this application was also denied
2 because I am considered a public charge.

3 This makes me very mad. I have worked hard and con-
4 tributed my fair share to this country. Because now, at the
5 age of 77, I receive benefits under Old Age Security and
6 Medi-Cal, I am considered a public charge. I have earned my
7 benefits and I have a right to keep them. This is unfair to
8 me, I have paid my dues to my country, I am entitled to the
9 benefits I am now receiving. I have the proper documents
10 which prove my right to a green card? Why are they so un-
11 reasonable? Why must I pay for their mistakes?

12
13 (Applause.)

14
15 THE CHAIRMAN: Mr. Nakasone, I wonder if we might,
16 before you depart, ask you some questions?

17 A (By Mr. Nakasone.) Sure.

18 THE CHAIRMAN: And I would ask Ms. Fat, we'll be just
19 about a few minutes and then we'll be ready to hear from Ms.
20 Fat.

21 Q (By the Chairman.) Mr. Nakasone, you mentioned the
22 discriminatory laws of the immigration, and pointed out
23 that there is no right of appeal from any decision that's
24 made in the -- in that department pertaining to either a
25 visa or application. I understand that the basic concept of

1 the immigration department, or at least those laws, is that
2 since the party is applying to enter the country, he is not
3 either a resident or a citizen and therefore these processes
4 of due process is not available to him. Is it your testimony
5 that the concept of due process should apply to those applying
6 to the country for an entry?

7 A Yes. The Fifth Amendment says any person, and these
8 are people. And whether or not they're citizens they should
9 be allowed due process.

10 Q At the present time, there is no structure or procedure
11 by which there is any right of appeal at all, is that correct?

12 A No, that's not correct, there is appeal in certain
13 situations. In fact, in many of the situations there is
14 appeal. There are a few in which there are not, when you
15 are denied an extension of a visitor's visa there is no appeal.

16 Q Now --

17 A There's no official appeal. Sometimes if you go in
18 there you can talk them into it.

19 Q Now, the interpreters, the use of interpreters, are
20 there interpreters available to the Japanese American Community,
21 for example, at the office of the immigration department?

22 A For hearings and interviews they can arrange to have
23 an interpreter come.

24 Q Is that at the expense of the applicant?

25 A Well, sometimes they'll ask you to bring your own

1 interpreter and sometimes they'll be able to provide one.

2 Q In the instances where the applicant is asked to
3 bring his own interpreters, are there practices where the
4 applicant must pay for that interpreter to accompany him?

5 A Well, usually he'll find a friend or something, but
6 if he can't find somebody then he'd have to pay, that would
7 be the situation.

8 Q Is the Japanese Community, Japanese American Community
9 victim of people in the community that attempt to give or
10 purport to give services to them for their immigration
11 papers but do not in fact, merely take money and do not
12 provide any type of services?

13 A Well, I think the situation with immigration law is
14 that cases are either quite simple or they're quite difficult.
15 If they're quite simple, the ones which are merely filling
16 out forms and no followup, you'll find a lot of people who
17 are willing to take on those simple cases and charge very
18 handsome fees, several hundred up to, you know, a \$1,000.00
19 or \$1,500.00 for merely filling out forms and nothing more
20 and have no ability to really follow it up any farther if the
21 forms are inadequate.

22 Q Well, I specifically have reference to, in the Spanish-
23 speaking community there are the Notario Publicos which
24 function --

25 A Notarios, yes.

1 Q -- that function as a -- as a clerk, really, in terms
2 of indicating to people that are here legally or illegally
3 that they can process their papers through when in fact they
4 can not. And the result, people pay money for services they
5 do not receive. My question is whether that type of practice
6 is prevalent in the Japanese American Community?

7 A I would say it exists, I can not specifically document
8 it. I have talked with people who don't want to talk a whole
9 lot about it and don't want to come forward for obvious
10 reasons, because they, themselves, are in a vulnerable immi-
11 gration situation, but it does exist. To what degree, I'm
12 not sure.

13 Q Do you have -- are there problems in the Japanese
14 American Community pertaining to illegal aliens, I mean is
15 that a problem?

16 A I don't believe it is, I was checking over the sta-
17 tistics for 1972 and in the entire year there were seven
18 Japanese who were deported, that compares to, you know,
19 thousands from many other countries, so I don't think that
20 it's a substantial problem. Most people are -- most people
21 are on various nonimmigrant visas and they have to be quite
22 careful because if they get sent back to Japan, even if
23 they're not deported, even if they're given voluntary departure,
24 the Japanese Government may not let them have a passport to
25 exit the country again, so they're usually quite careful.

1 Q So that raids on that type of thing under the pre-
2 tense of obtaining or seeking out illegal aliens, the
3 Japanese American Community would not be a well founded
4 reason?

5 A Not at all.

6 THE CHAIRMAN: Any other questions from the panel?
7 Mr. Rogers?

8 MR. ROGERS: Yes, Mr. Nakasone, I think if I under-
9 stand your testimony correctly, I think you indicated that
10 there are no interpreters providing general information to
11 immigrants coming to this country, is that correct?

12 A Yes.

13 Q (By Mr. Rogers.) How many interpreters do you feel
14 would be necessary to handle the flow that's coming into
15 this country? In other words, what kind of -- how many
16 permanent staff providing that kind of service, do you feel
17 would be necessary?

18 A I'm not quite sure because the problem will present
19 itself as, you know, as you bring in interpreters. I think
20 the important thing is where the interpreters are located and
21 what the access to them is, not so much in number. I think
22 one, two or three in the department would be fine if they
23 were there and available. I think particularly what importance
24 would be to have someone on the telephone that people could
25 call into and that would seem to not be such a language problem.

1 It's almost impossible to call the immigration department,
2 by the way, if you've ever tried, they never answer their
3 phone. The lines are tied up. And if there could be a
4 special line for each of the various languages, that would
5 be a significant step forward.

6 Q (By Ms. Hata.) Two questions. Are there any Asian
7 Americans working on the second floor for the immigration
8 service?

9 A None that I know of.

10 Q Not even a secretary?

11 A Well, that's -- I don't know. I haven't --

12 Q Another comment. There is no bilingual materials and
13 there's nothing in Japanese for the immigrants?

14 A Not here. In Japan Consul there has --

15 Q But not here in California, have you asked the immi-
16 gration service to provide you with bilingual materials into
17 Japanese?

18 A We haven't made a specific request, no, we should do
19 that. We were hoping the board would go ahead with that, too.

20 THE CHAIRMAN: Any other questions from any members
21 of the panel?

22 Q (By Ms. Jacobs) I'm concerned about the testimony of
23 the woman before, and wonder if her situation is an unusual
24 one or if there are several instances similar to this?

25 A Hers is unusual in the sense that it's extreme. But

1 similar type cases come up all the time. There's a provision
2 within the Immigration Act which is called Section 249, which
3 provides that you can obtain your green card if you've re-
4 sided here since 1948 but you have to prove that fact, and
5 I don't know how many of you have all your records showing
6 -- one record, at least one record for each year since 1948,
7 but it can be very difficult, especially people who came
8 out of camps and were not fully established wherever they
9 went for many years.

10 A lot of this is really an amazing situation, because,
11 you know, these people came to the country so long ago and
12 were not allowed to become, you know, citizens, that was
13 the law, and so now they have a lot of problems obtaining
14 various benefits because they don't have the right documents.

15 Q Do you have some suggestions on what we can do about
16 that?

17 A Well, like I say, the law itself doesn't require all
18 these things, all these verifications of documents, it is
19 internal policy of the department as to what they consider
20 to be a valid document. This is merely a question of them
21 being reasonable about the type of things you bring forward.

22 THE CHAIRMAN: Are there any other questions? I want
23 to thank you again for your appearance this morning and in-
24 formative testimony. Thank you very much.

25 (Applause.)

1 THE CHAIRMAN: Now, our next witness, Ms. Eileen Fat.
2 And my apologies for having you standing so long. Please
3 proceed.

4 A (By Ms. Fat.) Good morning.

5 My exposure to the problems of the Chinese immigrants
6 come primarily from two sources, as a law student, having
7 clerked this past summer with a Chinatown attorney on
8 several immigration cases and having accompanied clients to
9 the Immigration and Naturalization Service, I had the oppor-
10 tunity to observe some of the procedures and practices of
11 the service as they apply to the Chinese-speaking aliens.
12 To have interviewed social workers in Chinatown whose primary
13 task is to provide information and services to Chinese immi-
14 grants regarding immigration, employment, social services,
15 etcetera.

16 As an American-born Asian I did not realize that happen-
17 stances my birth meant that I would never be subjected to
18 the humiliation of being totally accountable to a governmental
19 agency whose values I can not understand and whose language
20 I can not speak. It all seems especially cruel when my need
21 seems to be so simple, a home. Although I realize that the
22 Service is not here to solve the problems of all aliens who
23 seek residence in the United States, there are four areas
24 which can be particularly troublesome. One, there is no govern-
25 mental support either financially or social, when a new immigrant

1 first arrives in this country, the time when he is struggling
2 most. The policy in other countries such as Australia and
3 Canada is to provide help for a period of six months before
4 leaving the immigrant to fend for himself.

5 Two, there are no full time Chinese-speaking workers
6 at the information desk or filing windows on the second floor
7 of the service, to provide preliminary help to Chinese-speaking
8 aliens.

9 An example of the problems that can be alleviated,
10 a petitioner is told over and over again that he can not
11 submit his petition without birth certificates or marriage
12 certificates, many Chinese do not have such documents and
13 secondary documents are acceptable. Only upon returning
14 with his own interpreter is the situation properly communi-
15 cated between the parties and the petition finally accepted.
16 Although there are two interpreters available by appointment
17 for hearings and interviews, there should be at least one
18 bilingual initial contact person at the information desk or
19 filing window. The term information desk and filing window
20 sounds unprepossessing, but so much happens there. There
21 are many permanent residents and naturalized citizens who
22 need the benefit of the Chinese Confession program which was
23 described to you in details at the San Francisco hearing.

24 Many have been able to adjust status under Section 249
25 of the Immigration Act where they have continuous residence

1 since 1948 can be established adjustment is allowed. However
2 many more residents and citizens have made trips outside of
3 the country under their status with the false name and can
4 not qualify to continue as residents.

5 A collateral problem arises when a permanent resident
6 or naturalized citizen would enter the country under a false
7 name, prior to the Confession program petition to have
8 relatives immigrate under the false name. The U.S. citizen
9 or residents then confessed to the Confession program, thinking
10 it was the right and proper thing to do only to discover
11 that when their relatives went back to the American Consulate
12 in the foreign city to apply in the real name, they were
13 precluded from entering the United States, having once com-
14 mitted fraud before the consulate. So, although the United
15 States citizen or resident was aided by the program, the
16 relatives' opportunity to immigrate were effectively cut off.

17 The fourth category is the plight of the Chinese
18 refugees, these aliens who are here on a two-year conditional
19 basis are excluded entirely by HRD, the Human Resources
20 Development, they are not eligible for welfare except food
21 stamps, they receive no medical aid and are not eligible for
22 job training. If they do manage to get jobs they're often
23 taken advantage of by low-paying employers who realize their
24 plight.

25 By contrast, Cuban refugees have special files and

1 procedures at the service, are awarded welfare immediately
2 upon arrival, including ATD, the highest form of welfare,
3 that's Aid to the Totally Dependent and Disabled. And after
4 two years the proper forms are sent directly to the aliens
5 for adjustment of status. Although it is true the Cubans were
6 granted the above relief by a special act of Congress, some-
7 thing in the form of remedial relief should be granted the
8 Chinese refugees.

9 In closing, I would just like to second the remarks
10 of my co-panel-member, Steve, about some accountability of
11 those of us who appeared here today want to follow up these
12 hearings.

13 Thank you. I think Pat Lee is going to translate this.

14

15 (Applause.)

16

17 THE CHAIRMAN: Thank you.

18

19 (Applause.)

20

21 THE CHAIRMAN: Any questions from members of the panel?
22 Yes, Mr. Lau?

23 Q (By Mr. Lau.) Ms. Fat, you've mentioned refugees,
24 are they here under a special status?

25 A Yes, they're here under a two-year conditional status,

1 and I'd like to call Steve to give you an outline of the
2 Refugee Act.

3 Steve still here?

4 May I call on Mr. Richard Quan to tell us about the
5 refugee's permission?

6 THE CHAIRMAN: I'm sorry, who is it, for the record,
7 again?

8 A. Oh, Mr. Richard Quan.

9 Mr. Lau, can you repeat the question, please?

10 Q. You mentioned this status of refugees and I just
11 wondered if you would explain if they are here under a dif-
12 ferent status, and what the difference is between the refugees
13 and a regular immigrant?

14 A. (By Mr. Quan.) You mean in terms of their eligibility
15 for welfare?

16 Q. Yes, and how they come over here?

17 A. I see. Well, in terms of eligibility for welfare
18 there would be no difference, they would still not be eligible,
19 as I understand it, only Cuban refugees are eligible under
20 a special law of Congress, and so, in so far as that is a
21 refugee and other immigrants are concerned, they're both
22 in the same status.

23 Q. Are they over here on a parole status for a couple
24 years, is that what Ms. Fat is telling us?

25 A. I don't understand that to be true.

1 THE CHAIRMAN: All right, would that be something
2 that we could get clarified and have submitted to us in
3 writing for our record, so that we could get that clarification
4 if we can?

5 MR. LAU: I'm sorry if I confused you. Did --

6 A. (By Mr. Quan.) I'm not prepared to answer your ques-
7 tions. A lot of this I've gotten from interviews and the
8 two-year conditional status I'm almost positive is true,
9 but I will submit something to you in writing on it.

10 THE CHAIRMAN: I appreciate that. Mr. Lau, did
11 you have another question?

12 Q. (By Mr. Lau.) Well, everybody has mentioned this
13 need for interpreters, are there any Asian American people
14 working in the department here in Los Angeles?

15 A. As I said, there are two interpreters who are avail-
16 able by appointment for interviews and for hearings, but not
17 on a full time basis and not when they're needed most, which
18 is when they first walk in the door.

19 Q. Has the local community brought this to the attention
20 of the District Director?

21 A. I think that question was asked earlier, I don't
22 personally know of that being true, and it should be done if
23 it hasn't.

24 THE CHAIRMAN: Thank you very much for your testimony
25 this morning. And your patience.

1 A. You're welcome.

2

3 (Applause.)

4

5 THE CHAIRMAN: It's my understanding that Mr. Joe
6 Abella from the Filipino Community is not able to be here
7 this morning; an important meeting that he had to attend.
8 However, he will be submitting a written statement of his
9 testimony, and that Mr. Raul Morales is here from the Filipino
10 Community to state that to us for the record.

11 Mr. Morales?

12

13

14

 RAUL MORALES

15

16 A (By Mr. Morales.) First of all, I would like to
17 apologize for the change of person appearing before this body,
18 but Mr. Joe Abella, who is the Director of Oriental Service
19 Center, is currently tied up with the survival of Oriental
20 Service Center, which deals primarily with immigrations of
21 Asian Americans. So he is in a very important meeting to
22 see if we can get some funding to help the new immigrants.

23

24

25

 I understand that he has a written statement that he
will provide to all of you, which you can react to it later,
so I will just sort of be the standin to make sure that the

1 Filipinos are represented in this part of the hearing.

2 Let me just say that the immigration of Filipinos
3 to this country has grown tremendously within the last six,
4 seven years. As I understand, there is even a backlog of
5 three years, people waiting in line in the embassy in the
6 Philippines for the many people of Filipino ancestry coming
7 to this country.

8 If I might just give you a little statistics, it so
9 happened that I was carrying it with me, in 1940 there were
10 about 125,000 Filipinos in the United States, by 1960 it
11 went up to 176,000 plus, but 1970 census it went up to
12 343,000 plus, however it has already been stated that it is
13 very under-represented and many people are saying that there
14 are about 700,000 Filipinos in this country.

15 In Los Angeles area, they're saying that there's about
16 33,000, but some authoritative sources say that there are
17 about 55,000. At the annual report for 1968, the United
18 States Immigration and Naturalization Service, number 137
19 annual reports indicate, 1968, 16,000 plus came into this
20 country; in 1969, 20,000 plus came to this country; in 1970,
21 30,000 plus; and 1971, 27,688. Currently, I would suppose,
22 and I would assume, that because of the political situation
23 in the Philippines, there's going to be a drastic cut in the
24 immigration. Because of the marshal law.

25 Behind these statistics we're faced with the dilemma

1 of the professionals, immigrants. Because of the shift of
2 the policy or preferential importation of people from other
3 countries for labor, the dilemma of the professionally trained
4 from the Philippines is very conspicuous.

5 Most of the numbers that I have stated are categorized
6 on the preferential visa of professionals. The dilemma is
7 this: Many of them are doctors, lawyers and so on, but
8 when they come to this country it becomes a problem. Let me
9 just quote you an article that was put together by Fred
10 Cordova of Seattle and this was used in one of the hearings
11 at Congressional Records.

12 Consequently today the majority of Filipinos are doctors,
13 lawyers, engineers, teachers, nurses and other professionals,
14 they are well-education. Contrary to, reference to the early
15 immigrants, this is different.

16 However, the most recent comers, despite the pro-
17 fessional education in the Philippines, are finding difficulty
18 in getting jobs that suit their occupational and educational
19 levels. So Filipino lawyers work as clerks, teachers as
20 secretaries, dentists as aides, engineers as mechanics
21 and many professionals work also as laborers and janitors.
22 Filipinos agree in accepting such jobs in America is still
23 financially better than working within their professions
24 back home in the Philippines. Despite the financial benefits
25 in the U.S. some Filipinos, for social reasons, would prefer

1 to live and work here in this country. This is the case
2 that they're going to be staying here. One thing that I would
3 say in this regard is that it's really a lack of preparation
4 both ways, in the home country as well as in the host country.

5 These professionals come over here with high hopes
6 and ideals, and then end up in his different kind of jobs.
7 Let me just quote another Congressman, Jerome Waldy of
8 California, he said, in Congressional Record, we have accepted
9 the myth, Mr. Speaker, that the industrial, well-adjusted
10 Asian population in American has been successfully assimilated
11 into the mainstream of life and is thus immune to the racial
12 discrimination, the economic inequities which besets other
13 minority groups in America. Today, the majority of the
14 Filipino immigrants are doctors, lawyers, engineers, teachers,
15 nurses and professionally trained persons. Yet the life that
16 most of them accept here is one that most native Americans
17 would shun, lawyers work as clerks, teachers as secretaries
18 and so on. This again indicates the question, what do we
19 do with the new immigrants?

20 I present this for this party so think about it in
21 terms of action.

22 THE CHAIRMAN: Excuse me, we will be having, later on
23 I think, tomorrow, a panel on the specific question of
24 licensing of the immigrant which I think gets into this area
25 that you're mentioning now.

1 A Very good. Well, I'm just sort of laying on the
2 foundation for your work.

3 THE CHAIRMAN: All right.

4 A As far as the immigration situation with say some
5 of the old timers, those who were involved in World War II,
6 there is still a big debate as to their status. There was
7 a bill that was trying to be pushed for some of the armed
8 personnel to get automatic citizenship in relation to their
9 service-connected activities in World War II. There is a
10 question on that, and that should be another area to be
11 checked on in regards to old timers who have been here for
12 many, many years. I sympathize with the lady, has said a
13 while ago, I remember a case where I had to work closely with
14 the immigration department and with this gentleman who had
15 to prove himself in order to continue with his welfare benefits,
16 took six months before the papers was processed, I do believe
17 it might have been straightened because I haven't heard any
18 problems about that, he's still receiving his medical care
19 and so on.

20 A question was raised a while ago and I was listening,
21 some of the new immigrants are caught also in the problem
22 of the illegal raids. Not too long ago, we read some of the
23 newspaper headlines regarding illegal raids of industries,
24 a number of Filipinos were mentioned in those raids. There's
25 also the question of the changing of visa, the student visa,

1 become permanent resident or a visitor coming here and
2 changing into a student visa. That also takes a lot of time
3 and a lot of energy and money, and somebody again mentioned
4 about the abuse of the new immigrant whereby they are caught
5 where they got to come up with money in order to get a
6 good lawyer to push them through the immigration. There's
7 a number of Filipinos have been caught in this dilemma and
8 the initial, I know that their initial session to just check
9 on how is their paper maybe start with \$300.00, for half an
10 hour, and thereafter, you are charged with so much per month.
11 Lawyers, notary publics are taking charge of that problem
12 and I would think that this should be another area to check
13 on. I do believe that going through the immigration line over
14 in the office is quite a strenuous activity, I would suggest
15 that maybe they should have a better condition there and
16 since there are many children that goes with their parents
17 and looking for the immigration papers or checking on their
18 being called to say, well, what's wrong with your paper, that
19 maybe the department start thinking of having a play area
20 for the kids instead of screaming yelling and going up and
21 down the stairs. And causing other frustrations for other
22 people? I did mention that there is a need for accepting the
23 new immigrant and why not welcome them in that office and
24 rather than be rude and be crude in the way they are very
25 sensitized?

1 If there are any questions, I'll be glad to respond
2 to it, if I can. As I said, more documents will come from
3 Mr. Joe Abella.

4 THE CHAIRMAN: Fine, thank you very much for pinch-
5 hitting as you have, and very capably I might add.

6 Any questions from any members of the panel?

7 Mr. Morales, thank you again for your impromptu appear-
8 ance and for your information.

9 A Thank you.

10 THE CHAIRMAN: And we'll look forward to receiving
11 Mr. Abella's testimony.

12
13 (Applause.)

14
15 THE CHAIRMAN: At this time, the panel will call Mr.
16 Charles H. Withers, Jr., the Assistant Director for Travel
17 Control, Los Angeles Regional Office, in the U.S. Immigration
18 and Naturalization Service.

19
20
21 CHARLES WITHERS, JR.

22
23 A (By Mr. Withers.) Mr. Sillas and Members of the
24 Panel, I'm here to represent Mr. Gilman, the Regional Commis-
25 sioner for the Southwest Region of the Immigration and Natu-

1 ralization Service, who could not be here today.

2 I am from the Los Angeles District Office, and we
3 have the jurisdiction for southern California, area of your
4 interest here today. I have passed out a statement for your
5 benefit, and included with that, sir, is a general information
6 sheet that was put out by the Department of State for use
7 of their consuls overseas. On the information regarding
8 visas for immigrants, also in the area of employment, in
9 the immigration service, I have an information sheet of
10 prospective and new employees for your benefit. And two
11 books or pamphlets, one on the immigration laws in general,
12 and the other one on naturalization requirements and general
13 information for the information of the Commission.

14 THE CHAIRMAN: All right, these will be received and
15 filed with our records.

16 A. Thank you.

17 In addition, I just have one copy available for the
18 Commission, of the Immigration and Naturalization Service Plan
19 of Action for EEO, which I've made available for the record.

20 THE CHAIRMAN: Very fine, we will accept that also.

21 A. And that has the number of employees in the various
22 minority groups, and I have appended to it information con-
23 cerning the intermittent interpreters available in the
24 Los Angeles District for your information.

25 I also call your attention to, in this plan of action,

1 a letter to all employees by Commissioner Gilman, dated
2 April 25, 1973, which indicates the policy of the Immigration
3 and Naturalization Service on employment.

4 Without discrimination, because of race, color, sex,
5 religion or national origin and to provide equal employment
6 opportunity in each organizational help and service, is the
7 topic. And I call that to your attention too, as a statement
8 of policy of this service.

9 The figures that we have available for the number of
10 aliens registered here in the southern California area, are
11 on this statement. And I would just like to read it for
12 the benefit of those present.

13 THE CHAIRMAN: Fine.

14 A These figures are the result of alien registration
15 program that is conducted annually by the Immigration and
16 Naturalization Service in January. These are for January of
17 1973. The Japanese represented by 31,146 aliens; Chinese per-
18 sons both from the Mainland and from Taiwan, 13,679 aliens;
19 Koreans, 11,878 aliens. We come to the Samoan matter, it's
20 divided into Western Samoa and American Samoa. And we have
21 279 aliens registered from Western Samoa. And 51 nationals
22 from the United States registered from American Samoa. They
23 are not aliens. From the Philippines, we have 32,073 aliens;
24 and from Guam, which is listed here as an area of concern,
25 we do not have any figures because they are citizens of the

1 United States. Thai are represented by 2,079 aliens.

2 In view of the time that we have now reached, perhaps
3 it would be best if I tried to respond to some questions
4 that you might have.

5 THE CHAIRMAN: All right, fine. I think that would
6 probably be a good point.

7 Q (By the Chairman.) Mr. Withers, regarding the Samoan,
8 you have here 51 U.S. Nationals under the American Samoan.
9 Is it the department's position that they have jurisdiction
10 over the nationals, the Samoans?

11 A By jurisdiction, do you mean as aliens?

12 Q Yes.

13 A They are nationals of the United States, they're
14 entitled to reside here without letters, there's no quota.

15 Q Why would there be, then, a listing of 51? I mean
16 do they have to report to your department?

17 A I imagine that they just listed those because of
18 some misunderstanding, sir. That they -- there's no re-
19 quirement that they be listed, that they register.

20 Q So that the American Samoan coming here need not report
21 to your office or --

22 A No.

23 Q -- do anything in your office?

24 A No. There are many more American Samoans here than
25 this figure represents, but I just reported it because that is

1 an indication that those felt that they might report just
2 to be sure.

3 Q. I see.

4 You've been here this morning, at least for some of
5 the time, and we have heard numerous complaints from the
6 various communities. One of the complaints that continues
7 to be repeated, is the insensitivity of the personnel at the
8 immigration department. And the testimony is that in many
9 instances the people, the applicants are treated not as
10 humans. Would you care to respond to that type of a charge?

11 A. We're very sensitive to this type of criticism. We
12 don't like to be in a position of having our people having
13 to be subjected to criticism for this. We are very careful
14 and try in every way possible, to insure that courtesy is
15 the rule, human dignity requires that.

16 And when we have less than that, we're very unhappy
17 about it. We try to correct it, we're dealing with human
18 people on our side of the counter, the working conditions that
19 they have are not satisfactory, the volume of work, the
20 number of people that we have to cope with, it places us in
21 a situation where we're very vulnerable to criticism on this
22 point. Not only as you mentioned, but in the handling of
23 applications, like the time it takes to process them. We
24 don't like to be in a position but we're coping with it the
25 best we can. And when we have incidents of complaint about

1 courtesy, rudeness and so on, we try to get all the facts
2 and discuss them with the people involved for corrective
3 purposes.

4 Q To your knowledge, has any employee of the department
5 of immigration ever been dismissed as a result of finding
6 that he'd been discourteous or rude to any of the persons
7 attending the immigration department?

8 A I can't give you a full answer but I do not know of
9 any in my area of interest, in the travel control branch.

10 Q Now, you mentioned in your -- you mentioned in your
11 presentation earlier, and read from a letter from the director,
12 indicating equal opportunity. Some of the complaints that
13 we've heard this morning pertain to the lack of interpreters,
14 lack of people in the department that can communicate to
15 those that are applying. Aside from the equal opportunity,
16 has there been any action or affirmative steps taken to hire
17 persons that can communicate with those that are applying
18 for citizenship or just dealing with your office?

19 A As you know, the area of southern California requires
20 that we do have people available bilingual in the Spanish
21 language. And we do have those people in our contact repre-
22 sentatives who are on the second floor.

23 We also have other officers who are either bilingual
24 at the time they come into the service or who become proficient
25 in the Spanish language because of the necessity of having it.

1 We do not have a staff available in the other languages
2 except as we need them, for interpretation and interviews
3 and formal hearings. Now, those interpreters are provided
4 at our expense, for just someone coming in for an inquiry,
5 consideration on an application, they're free to bring their
6 own interpreter, usually a friend.

7 Q. So that someone coming for the first time without a
8 prior appointment, if he were Samoan, would not generally
9 find a Samoan or someone there in your office that will be
10 able to communicate with him at that time?

11 A. Not in our office. Generally, they bring a friend and
12 through that we are able to get communication.

13 Q. Is the problem of not having someone there one of budget
14 or --

15 A. Yes, sir. Precisely.

16 Q. (By Ms. Jacobs) Are there any plans to change that?

17 A. Not that I'm aware of, the budget is quite restrictive,
18 we do not have enough people now. And I don't know, in the
19 foreseeable future, how soon we will have enough in all of
20 the areas of our interest. There are plans afoot, as I
21 understand it, for a supplemental appropriation to benefit
22 some of the areas in the jurisdiction of the immigration
23 service, but not all.

24 Q. And of the existing budget, as people leave, are there
25 any plans to replace them with people who speak one of the

1 Asian languages?

2 A We have endeavored to get people who have special
3 language abilities but we have to hire off the Civil Service
4 Register. And even in the case of trying to get persons who
5 are knowledgeable in the Spanish language, as distinguished
6 from the other, they not all are sufficiently qualified. To
7 permit --

8 Q (By Mr. Lau.) Do you have a recruiting program?

9 A Oh, yes.

10 Q How many staff members do you have in your office now?

11 A You mean for the whole --

12 Q The district?

13 A -- district office here?

14 Q That's correct.

15 A The total number that we have in the Los Angeles
16 District is 492.

17 Q And out of that 492 are there any Asian American or
18 people from Pacific countries on your staff?

19 A Yes, there are 11.

20 Q And are any of these bilingual people?

21 A We have three Japanese, two Chinese, five Filipino,
22 one Korean, persons who are bilingual. In addition, we have
23 other, in other languages, I'm just giving you the list now
24 for the Asian countries.

25 Q Are these staff people used to interview and deal with

1 Asian Americans, on specific issues?

2 A. 'As necessary, yes.

3 Q (By Ms. Jacobs) You mentioned and and gave us some
4 good figures on how many Asians have registered in this
5 country, do you have some figures on how many illegal entries
6 you'd have? Here in this area?

7 A. Currently, the average illegal alien figure per week
8 is around 11,000.

9 Q. Eleven thousand?

10 A. I'm sorry, 1,100.

11 Q. Eleven hundred a week?

12 A. Yes.

13 Q. Coming from where?

14 A. Mostly south of the border.

15 Q. So --

16 A. Now, let me correct that, 11,000 is correct.

17 Q. Eleven thousand a week?

18 A. Yes.

19 Q. Mostly coming from --

20 A. South of the border.

21 Q. South of the border?

22 A. That doesn't mean just Mexico, but other countries
23 below there, too.

24 Q. Do you have any way of breaking that down as far as
25 the Asian-speaking are concerned?

1 A I don't have the figures readily available, but we
2 could furnish them to you. They're relatively small.

3 Q What do you do about the people who come in illegally?

4 A You're talking now about the Mexican border operation
5 or are you talking about Asians?

6 Q Asians.

7 A All right.

8 Q I would like to know about the other, but since today's
9 Asians --

10 A Well, I think we published a considerable amount of
11 the Mexican border operation. If we find an alien in the
12 United States who is here illegally, either having entered
13 illegally, without inspection or with false documents, he
14 is subject to deportation and a hearing. He's given a notice,
15 order to show cause, and a hearing is held to determine whether
16 he is deportable under the law.

17 Q In all instances there is a hearing before he's deported?

18 A Not in all instances, the individual may be eligible
19 for and request permission to leave the United States volun-
20 tarily, without deportation, and this is done in the vast
21 majority of cases.

22 Q Now, if there are no Asian-speaking or very few staff
23 around, is it conceivable that Asians might be picked up and
24 considered that they were from south of the border and de-
25 ported there without --

1 A I don't believe that's been a problem.

2 Q That's not a problem?

3 A No. All interviews of this nature and all hearings
4 are conducted with the interpreter. And records are kept.

5 Q (By Ms. Jacobs) And at the time that the aliens are
6 informed that they are illegally in the country, and due to
7 have a hearing, they are led to understand that a hearing is
8 their right?

9 A Yes.

10 THE CHAIRMAN: Ms. Hata?

11 Q (By Ms. Hata.) I'm curious about your 11 Asian
12 Americans that you say are on your staff, what kinds of
13 positions do these people hold? Are they secretarial level,
14 are these the translators the people have been referring to?
15 Are they readily available if someone comes in and says I
16 can't speak English, I need some help? Where are they? Are
17 they on the second floor, in the basement?

18

19 (Applause.)

20

21 A These 11 people are, the ones that we have at present,
22 are in the clerical category.

23 Q They're in a clerical category.

24 A Yes.

25 Q They have no contact therefore, with any immigrant or

1 any alien or anyone who has any trouble, is that correct?

2 A That isn't precisely true, they may be used as an
3 interpreter on occasions, they may be used to record testimony.

4 Q These are the so-called interpreters, then, that
5 Samoans have been talking about?

6 A These people are not hired as interpreters, they
7 happen to be bilingual in the nationality --

8 Q And you use them therefore, there --

9 A On occasion.

10 Q -- because they happen to be bilingual, are they
11 compensated for their additional skills and work?

12 A No, that would be part of their regular duties.

13 Q Pardon me?

14 A It would be part of their regular duties.

15 Q That's part of their regular duties?

16 A Yes.

17 Q What about other bilingual persons?

18 A It would be a minor, a minor portion of their regular
19 time.

20 Q It would be a minor portion of their regular time.

21 It seems, then, that they're not doing much interpreting,
22 that the community is not requesting that and where are they?

23 It's a minor function of their duties, what do they do
24 normally, then?

25 A Clerical work.

1 Q Clerical work?

2 A Right.

3 Q And when do they come up and interpret or provide
4 assistance?

5 A We have an occasion to -- if an occasion arises which
6 we're unable to get a regular interpreter that we use for
7 this type of action, because of time or unavailability, we
8 would, in order to save time, call in one of these persons.

9 Q (By Ms. Jacobs) Let me ask a question, Nadine.

10 You mentioned a little earlier about the difficulty
11 in finding people who could qualify for the jobs. And as I
12 understand from what you're saying, these clerical people,
13 a part of their job is to serve as interpreters, so is this
14 written in their job description and everybody who's hired
15 as a clerical person has to be able to interpret in another
16 language?

17

18 (Applause.)

19

20 Q (By Ms. Hata.) Is there a language requirement?

21 A Everyone who is hired has a job description has that
22 total statement in there, other duties as assigned. And --

23 THE CHAIRMAN: ~~We~~^{Can we} have it quiet, please?

24 A And this would take care of such extra activities such
25 as that, whether or not it's within the job description. The

1 point is, that we use regular qualified professional inter-
2 preters for our interviews and our hearings.

3 Q Do you feel you have sufficient numbers of qualified
4 interpreters to meet not only hearing needs but the needs
5 of the immigrants, aliens who come in and do not speak the
6 English language?

7 A We don't have the Asian-speaking interpreters on the
8 second floor, for the convenience of those people coming in
9 to seek information. We do not have that.

10 Q So, the only way these 11, these ten people get any
11 involvement in fact, is when you ask them to interpret, if
12 the community asks for interpretation, they have to bring
13 someone else on their own, is that right?

14 A No, that's not right.

15 Q Unless it's a hearing or a special interview?

16 A If it's an interview or a hearing.

17 Q With those two exceptions, if one comes in and can not
18 read an application form and they want some help, they can
19 not go to one of these, you will not ask one of these ten
20 bilingual persons --

21 A No, they're not available for that.

22 Q They're not available for that?

23 A No.

24 Q Okay, that's pretty clear, I think.

25 A We just don't have enough individuals to take care of

1 all of the Spanish and English-speaking people. Let alone
2 the other. We don't like that situation but that's the
3 way it exists.

4 Q What kinds of materials do you have available in any
5 bilingual capacity, do you have any Spanish-speaking
6 materials --

7 A Yes.

8 Q -- in Spanish?

9 A Yes.

10 Q What other languages have these lovely booklets been
11 translated into?

12 A I'm not sure that those have been translated into
13 other than Spanish.

14 Q Just Spanish?

15 A We do have some other booklets that we give out that
16 have been translated into some of the European languages, I'm
17 not aware that they have been translated into any of the
18 Asian languages, however, overseas in the American consulates,
19 I believe all of the forms, all of the information booklets
20 and pamphlets are in the language necessary to conduct their
21 business in their location.

22 Q That's overseas --

23 A That's right.

24 Q -- I assume when the immigrant gets here there are new
25 forms that are really in English for which there is no equivalent

1 in their native tongue, is that right?

2 A That could be, it would mostly apply to people who are
3 here as visitors and who are attempting either to adjust
4 status to permanent residence or who are changing status from
5 one classification to another. Those forms are not in any
6 oriental language here.

7 Q There have been some requests made this morning for
8 the translation of these forms into a variety of Asian and
9 Pacific languages, will that be possible?

10 A If we could get the central office of the service to
11 feel that it's warranted, yes.

12 Q Would you make such a recommendation?

13 A I believe these matters could be brought to the atten-
14 tion of the service and -- by the interested community.

15 Q I think it has already been brought to the attention
16 of the service, will you make such a recommendation?

17 A Yes.

18 Q We've been hearing about roundups and raids. Could
19 you tell me what the general process, procedure is for this?
20 How you normally go about this?

21 A If we get a report that a particular establishment is
22 hiring illegal aliens, and it appears to be of sufficient
23 volume to warrant sending out a group of men to check that
24 place, we do this.

25 Q (By Ms. Jacobs) How do you do it? How do you do it?

1 A How do we do it?

2 Q Yes.

3 A Well, it depends on the organization. If we -- if
4 we are permitted to go in to the plant, it's conducted on
5 a search basis inside the plant. With the approval of the
6 management.

7 Q Utilizing only English-speaking people or people who
8 speak the language of the people you're looking for, or what?

9 A Well, our officers are conversant in both English and
10 Spanish. Very few would be conversant in any other language.

11 Q So, what happens in a case when you go to a Korean
12 businessman's establishment and you want to find out whether
13 he has illegal aliens in his establishment?

14 A We'd ask to see the papers of the individuals they
15 have.

16 Q And --

17 A They're supposed to have some identification with them.

18 Q And all of this is conducted in English?

19 A It would have to be.

20 Q (By Ms. Jacobs) If they don't have their green card
21 or papers necessary --

22 A Well, then, an inquiry would be made of the individual --

23 Q (By Ms. Hata.) In English?

24 A Well, or through an interpreter that might be available
25 there, if we can't --

1 Q That might be available?

2 A That's right.

3 Q (By Mr. Rogers.) Mr. Withers, I have a question, --
4 I'm somewhat concerned about the special hearing --

5 A Yes, sir.

6 Q -- would you please describe what that format is?
7 I'm sort of concerned, you have attorneys available on both
8 sides, in other words, if an alien is there, and he's having
9 a special hearing to determine his status in this country,
10 is an attorney available to him or does he have to get his
11 own attorney? Is an attorney -- excuse me. Is an attorney
12 available representing INS at that hearing?

13 A There may or may not be, sir, we have them available
14 if the circumstances indicate that there may be some problem
15 and we need an attorney to represent the immigration service
16 before the immigration judge. The immigration judge is
17 independent, he's not -- he's not conducting anything for
18 the immigration service or for the alien, he's a judge to
19 adjudicate the matter on its merits.

20 Q But I think you indicated that in this adjudication
21 hearing, that there are instances where you do have available
22 to INS an attorney at that hearing?

23 A That's right, sir.

24 Q Now, suppose at this hearing, the alien does not have
25 available to him an attorney, does not have the available funds

1 to purchase an attorney to be at that hearing, is one pro-
2 vided by INS?

3 A One is not provided by INS, however he is told he has
4 a right to have an attorney, if he wishes to secure one.
5 Then the hearing would be set over, give him a reasonable
6 period of time to get one. Now, there are nonprofit organ-
7 izations in the community who will provide attorneys for
8 this purpose.

9 Q (By Ms. Jacobs) Do you work closely with some of
10 those agencies?

11 A Yes, we do.

12 Q And bring them in on a regular basis?

13 A That's right.

14 Q Such as, could you give us?

15 A Well, there's One-Stop Immigration, International
16 Institute, some of them, these are nonprofit organizations.

17 Q (By ~~Mr.~~^{Ms.} Davis.) Mr. Withers, I -- well, I'm quickly
18 looking at the figures you've given us, there are approxi-
19 mately 90,000 Asian and Pacific People in southern California,
20 and you stated that you do work closely with some of the
21 organizations dealing with those people. Could you tell us
22 that, considering the number of people and your work with
23 the organization, why there aren't more than 11 Asians among
24 a total of 492 staff members?

25 A We have to hire through Civil Service procedures. And

1 there's no other way of doing it.

2 Now, the interpreters that we get, we hire, are
3 intermittent interpreters, we hire them as we need them. And
4 they are not permanent employees. We can get those as we
5 need them on an excepted basis on the basis of actual need,
6 but we are not in a position to go out and say that we have
7 to have a person who is a contact rep., representative, who
8 speaks a language other than Spanish at the present time,
9 because we have no standard for that now. Now, the matter
10 has come up as to indicate a desirability of it, then we get
11 into an area of the feasibility and the budget, whether we
12 can afford it or not.

13 Q Is there an indication, then, that there are no Asian
14 and Pacific People who are qualified to be among the 492
15 staff members?

16 A I don't understand your question.

17 Q I'm saying that if you've got 11 out of 492, staff
18 members, if you've got 11 Asians and there are more than 90
19 or proportionately 90,000 Asians in southern California, then
20 the implication would seem to be that there are no people
21 qualified, there are no more than 11 qualified to be a member
22 of your staff?

23 A As interpreters or just as --

24 Q As interpreters, as employees on levels other than
25 clerical?

1 A That could be true, they haven't either applied or no
2 one has been qualified on the list that has been furnished
3 us by the Civil Service Commission.

4 Q (By Ms. Jacobs) Let me --

5 THE CHAIRMAN: Just one at a time here.

6 Q (By Mr. Davis.) Just to complete with that, do you
7 have an affirmative action program? That would take the
8 language and the Asian and Pacific Peoples concerns into
9 consideration?

10 A I have to say yes, to the extent that we're able
11 to do it.

12 Q Could you describe to us, briefly, what kind of affirma-
13 tive action program do you have?

14 A May I refer you to this?

15 Q Whatever information you have available.

16 A I do not have the complete program available here.

17 Now, in my mind, but as the need is indicated, in the
18 various categories that we are employing people, now we
19 have trainees in the officers' categories, and the material
20 we have submitted here for your perusal, will indicate the
21 type of activities that we have. To the extent that we can
22 get qualified persons from the federal entrance examination
23 lists, who have these other abilities in language, we're
24 very much interested in it, but we're limited to those names
25 furnished to us by the Civil Service Commission. And we have

1 no other way of going.

2 This is a federal agency and this is the way it's
3 done, whether it's immigration service or any other service.

4 Q I'm aware that within the federal government there
5 are provisions to hire without going through regular testing
6 procedure and I think that is what, GS-15 or 16 that the
7 Committee interviews and evaluation of persons qualifications
8 to hold the position, one example of that would be the
9 federal probation officers and they do not have to take
10 examinations, written examinations. Has there been any con-
11 sideration given to hiring bilingual people on this level
12 using this procedure?

13 A Which level do you mean, please?

14 Q GS-15 or 16, where there would not need to be a written
15 examination, but a consideration of the person's qualifications
16 and the fact that he is bilingual?

17 A Well, in the -- in the Los Angeles District, we have
18 one position of 15 and another one at 16, the 16 is vacant,
19 awaiting appointment. These positions are considered to be
20 within the super grades and we do not take them off of the
21 same type of list that we do the other. But those positions
22 which we try to fill at trainee levels in the officer corps,
23 investigators, immigration inspectors, those positions are
24 taken from the Civil Service lists, not all of the persons
25 on the Civil Service list have taken examinations, but they

1 have been placed there by the Civil Service Commission on
2 the list. If they are in the top percentage of their
3 collegiate class, or they have a 3.5 grade average, they'll
4 be put on the list, and if they are people who have these
5 abilities that we're looking for, if we can get them, we'll
6 be happy to employ them, but they must get on the list.

7 Q (By Ms. Jacobs) I sympathize with you in terms of
8 your budgetary restrictions and your Civil Service restric-
9 tions in terms of hiring but as a -- in terms of your office
10 priorities, where on the list of priorities is the hiring
11 of Asian-speaking persons? Is this conceived of as a major
12 need at this point or is it not a major need?

13 A I think it's an obvious need.

14 Q With that note, in relation to hiring Spanish-speaking
15 people, where would it come in relation to others?

16 A All I can say is that we have people who can qualify
17 for these jobs, that have abilities in these languages,
18 we'd be happy to employ them.

19 Q In terms of the affirmative action plan which you have
20 given one of our staff, is this a priority, say the next
21 five staff people who are hired, I don't know how fast your
22 turnover is, but that they be people who speak an Asian or
23 Spanish language?

24 A We have enough difficulty getting qualified people.

25 Q I'm just saying in terms of --

1 A Oh, as a priority, yes, but we just haven't had any
2 on the list.

3 Q (By Mr. Lau.) Mr. Withers, have you made any re-
4 cruitment effort in the local community here with the various
5 ethnic groups?

6 A Yes. I am not able to respond to you completely on
7 that point --

8 Q Have you been meeting with local community groups and
9 expressing this need for Asian American and Pacific Peoples?

10 A With the colleges and various schools in the area, yes.

11 Q Have you met with the nonprofit groups that you deal
12 with who help immigrants at your office and told them, we
13 need, for instance, a Korean interpreter or a Korean full time
14 employee at our office and could you provide us some people
15 who would seek employment with our office? Have you done
16 work on that level?

17 A I can't answer that.

18 Q Would you welcome a meeting with the local community?

19 A I would welcome a meeting with any of these groups,
20 really. And I would like to volunteer, if I may, that with
21 respect to any of the problems that have been brought up here,
22 particularly individual cases, if the interested parties could
23 get in touch with me, I would be very happy to provide some
24 kind of a response for them, better than the response that
25 they have so far.

1 Q (By Ms. Hata.) Mr. Withers, you were saying to Ms.
2 Jacobs here, that the hiring of Asian Americans is a priority
3 issue with you, would you submit to the Committee, a report
4 that states this so that we would have in the record an
5 example of your good faith?

6 A We'd be happy to do that.

7 Q Thank you.

8 One final thing, for me anyway, I think so far, we've
9 heard from Ms. Gimi this morning and I would like to know
10 what the status of Ms. Gimi's case is as far as the immi-
11 gration service is concerned?

12 A I would too, and I'll be looking it up.

13 Q Would you submit that to the Commission too, as part
14 of your report?

15 A I'd be happy to.

16 Q (By the Chairman.) Mr. Withers, I have just some
17 final questions.

18 Four-hundred-ninety-two members or employees, you
19 said, are at your department. How many of those are bilingual
20 people? Approximately?

21 A In any language?

22 Q In any language?

23 A We have 74, or 15%, Spanish American. We also have
24 one Indian.

25 VOICE: What do you mean by Indian?

1 THE CHAIRMAN: All right.

2 A And the 11 Orientals.

3 Q (By the Chairman.) So roughly we could say that 15%
4 of the -- of the 492 employees of the immigration department
5 are bilingual, would that be a fair statement?

6 A I think 17%.

7 Q Seventeen percent?

8 A Yes. The total minority represents 29%, if you con-
9 sider all of that.

10 Q Minority 29% but bilingual 17%?

11 A That's right, sir.

12 Q How many of the persons that visit your premises,
13 what percentage would you say do not speak English?

14 A I think it would be a relatively small percent, I'm
15 not prepared to guess at it.

16 Q Of the people you service, a majority of them speak
17 English?

18 A The majority, yes.

19 Q What figure would you say do not speak English? 17%,
20 25%, 30%, 40%, rough estimate?

21 A It would only be a guess and I don't think it would
22 be fair.

23 Q All right.

24 A I don't want to give you -- I don't want to make a mis-
25 statement on that point, we can get an estimate if you desire it.

1 Q I don't want to give you an unfair question.

2 The people that do visit, would you have a -- would
3 you have an idea as to the people that do visit your services,
4 and seek your services, as to how many of them are bilingual?

5 I mean is there a greater percentage of those that
6 speak English and their own language?

7 A I imagine the percentage would be much higher.

8 Q It would seem to me -- has there been any attempt or
9 any policy, hiring policy, that a requirement of employment
10 in the immigration department been that the person must be
11 bilingual?

12 A In the contact representatives' positions, yes. In
13 Spanish.

14 Q Only in Spanish?

15 A Right. That is in this district. Now, in other dis-
16 tricts we may have situations which are peculiar to that
17 district, in Hawaii they'll have, so on.

18 Q In other words, as a requirement for employment in a
19 contact position a person must be bilingual in English and in
20 Spanish in this district? Is that what your testimony is?

21 A Yes, sir.

22 Q -- So that that type of a requirement can be placed as a
23 condition of employment, then?

24 A That's right, sir.

25 Q There is no condition, however, in this district, as

1 to any of the Asian languages?

2 A No, sir.

3 Q Would you be in favor of such a condition?

4 A I see no objection to it, and I do think it would be
5 desirable. The question is one of finances, and positional
6 locations, it's well-known that we are understaffed, in most
7 areas of our activities. And we have a number of vacancies
8 which seem to be with us always, as far as the figure is con-
9 cerned. And we're always short.

10 Q One of the reasons why, even if we were fully staffed,
11 we would be hard-pressed to conduct our business on a more
12 timely basis, but the way it is now with the vacancies we
13 have in all areas, file room, and examiner area, investigators
14 the problem is really very difficult.

15 Q Are those vacancies the result of budget or the result
16 of inability to find people to fill them?

17 A Budget.

18 Q Budget?

19 A And personnel ceilings, presumably, we had a freeze on
20 positions, as most agencies did, for a while, earlier this
21 year.

22 Q There have been some recommendations made by some of
23 the witnesses, specifically some we've mentioned, there was
24 a recommendation that forms be printed in the language of
25 the various communities. Would you be opposed to that or in

1 favor of that?

2 A I would be in favor of it.

3 Q Would you be opposed or in favor of a room for children
4 of those that visit your premises?

5 A I think it would make a more orderly situation in our
6 information area, it's a matter that, space is a matter of
7 difficulty also, and we'd have to take it up with the
8 building to see, and it would have to be staffed and I
9 don't know who would staff it unless there was some nonprofit
10 agency that wanted to cooperate.

11 Q Would, from what I can gather from what you're stating
12 here, now, that the recommendations or suggestions that have
13 been made by some of the witnesses beforehand as to some
14 specific things that might be done by the immigration depart-
15 ment, you are not opposed to but find yourself without money
16 to complete these or to carry these out, is that a fair
17 statement?

18 A That's right.

19 Q So that if you were to receive an increase in budget --

20 A Our service would be much better, sir.

21 Q But would it be with this in mind in terms of servicing
22 these communities that we've heard from this morning? In
23 terms of hiring personnel that would be able to be contact
24 people for Korean, Samoan and others that came to, let's say
25 to your desk, to your offices? One of the problems we have

1 found in the past with other agencies is that when a budget
2 is increased, it may be increased for a specific purpose
3 but somewhere along the line those type of things do not --
4 are not necessarily carried out.

5 A As long as we had a situation in which we could show
6 that the major portion of an employee's time would be taken
7 up in this activity, we would be able to justify it.

8 Whether we could do it for a group such as the
9 Samoans is questionable. On the other hand, we know of situ-
10 ations in other parts of the country where nonprofit organiza-
11 tions have provided interpreters and space has been made
12 available on the premises.

13 Q One of the suggestions regarded the phone, in other
14 words, the ability to have someone call and be able to talk
15 to someone on the phone in their native tongue. Does that
16 create a problem as far as staffing? Assuming, now, you have
17 budget?

18 A I don't know the incidence that would be involved in
19 this sort of thing, desirable of course, but if the -- it
20 would not represent the major portion of an employee's time,
21 we wouldn't be able to justify it as a position requiring just
22 one language, we'd have to have some other activities in it.
23 I mean this is just plain personnel action.

24 THE CHAIRMAN: I see we've kept you on for quite a
25 length of time and I certainly want to thank you for your

1 patience.

2 Q (By Ms. James.) Just two short ones, Mr. Withers.

3 How long does it take to get a green card once you
4 apply for one? What's the average length of time?

5 A I have a sheet here. Well, the average length of time
6 varies according to the availability of the file. We have
7 a rather large backlog in this area, as well as others, and
8 if we can not find the file, and this probably would be a
9 matter that would take three or four months to determine, in
10 the absence of it being immediately located, the file is not
11 always here in Los Angeles for a person who walks in and asks
12 for a benefit.

13 There is a central index in Washington, D.C., in our
14 central office, and we would communicate with them and try
15 to find out where the file was according to their records
16 and make an inquiry there and hopefully we could get it.

17 Where there's been name changes, people moving without
18 notifying us, it becomes difficult sometimes. We have, in
19 the service, adopted a procedure whereby if we do not locate
20 the file after a thorough search, we attempt to create a sub-
21 stitute file using whatever evidence we can get, the primary
22 evidence is not available so therefore we would try to get
23 whatever secondary evidence we can, using the passport,
24 affidavits, birth certificates, whatever. This takes a little
25 while. But it's an effort to meet the needs in the absence

1 of the record, which we aren't able to locate.

2 Q Since it's obviously such an important document --

3 A It may take as much as a year, sometimes.

4 Q Right, we've heard variety from five months to over
5 a year.

6 A Yes.

7 Q Has the agency ever considered some kind of interim
8 identification since many people can't even apply for jobs,
9 can not apply for a lot of services and that's -- the
10 question has come up, is there any way there could be an
11 interim kind of thing while they're waiting for this,
12 obviously you're backlogged, there's many people involved in
13 this, has that ever been a consideration?

14 A We issue many temporary alien registration cards.

15 Q Are those recognized by the HRD or employers?

16 A Hopefully, hopefully. For example, a person may come
17 in and make an application for a lost card, because he's now
18 discovered that he's going to need it for a trip that he's
19 going to make. And he needs to make the trip, if the trip
20 is sufficiently mandatory, then we will take the time to
21 issue a temporary card. Which is on a form I-94, but it's
22 certified and it's recognized as to what it is. And they can
23 use this to go out while we're waiting to process the form
24 I-94, -- form I-90.

25 Q Just one other question. Do you have any formal policy

1 to work in cooperation with the Social Security Adminis-
2 tration?

3 A There is a program that's been set up in Washington
4 for this, and there are forms --

5 Q What form does that cooperation take with the Social
6 Security Administration?

7 A There is a procedure, and I would like to present to
8 you the statement for your considered use, if I may, but
9 there is cooperation, there's a form that is used to notify
10 the Social Security people, the actual inauguration of this
11 program has not yet begun, but the program has been estab-
12 lished.

13 Q Well, this is newcomers --

14 A This is under new legislation.

15 Q And you notify Social Security Administration. What
16 about the Social Security Administration ever notifying you,
17 do they ever get in a position of notifying you about their
18 clients? Are you aware of that?

19 A This is under that program which has been formulated
20 but it has not yet started.

21 Q It's not yet --

22 A It will -- we're waiting for the material.

23 THE CHAIRMAN: All right.

24 Q (By Ms. Hata.) Would you clarify something for me,
25 regarding the direct contact positions, you said you only, you

1 have only Spanish-speaking persons in --

2 A Contact representatives?

3 Q Right.

4 A Yes.

5 Q What are the possibilities for hiring Asian American
6 representatives? Bilingual persons from the Asian American
7 Community to fill these positions?

8 A There is that possibility, we need to have evidence
9 that it would be a job that would take the major portion of
10 an individual's time and then we could use that as a
11 qualification standard.

12 Q If the community got you that evidence, that kind of
13 contact administrator could be achieved?

14 A This is a possibility, right.

15 Q Therefore, this also ties in with what Ms. Jacobs
16 talked about, priority portions if there are five contact
17 positions open we can assume, then, Asian Americans will be
18 given top priority as far as filling these positions, if the
19 community can prove that there is a need?

20 A That's right.

21 Q Thank you.

22 THE CHAIRMAN: Mr. Withers, again we want to thank
23 you. We do have a question but I would ask that you submit
24 the answer to us in writing because I think it perhaps deals
25 with some historical significance.

1 The question is, as an explanation in terms of the
2 difference between the -- the difference in status between
3 the Samoans and the Guamanians in terms of why the Samoan,
4 being nationals, not are allowed to vote, versus the Guamanians,
5 who are also, once they become -- arrive here on the mainland,
6 do vote?

7 A It's a distinction between a person who is a national
8 of the United States, but not a citizen. And citizens can
9 vote. And the American Samoans, except for a very small spot
10 of land called Swain's (Phonetic) Island, are the only
11 persons in this category.

12 Q (By the Chairman.) Would you care to have any, take
13 any position on that? Are you advocator for --

14 A It would be up to Congress, we're just administering
15 a law that Congress has determined that this is a policy, they
16 have not yet seen their way to grant American Samoa the same
17 status as they have to Hawaii, Puerto Rico.

18 Q Do you have any opinion as to why they have not or --

19 A No, I'm not really prepared for this kind of thing.

20 Q (By Ms. Hata.) One more thing. How would the communities
21 verify with you, prove to you, that there is a need for these
22 Asian American bilingual persons in the contact positions?
23 How could they provide adequate evidence that would justify
24 a position for the Samoans, for the Koreans, for the Japanese
25 and for the Chinese and other Asians in what kind of proof

1 would you need?

2 A Well, would need to have proof that there was suf-
3 ficient need on the basis of the number of persons who would
4 be contacting our office for information or benefits.

5 Q You need the numerical evidence, then, in fact?

6 A Yes.

7 Q And that would constitute sufficient proof?

8 A It would certainly, if it was of sufficient weight, yes.

9 THE CHAIRMAN: Mr. Withers, thank you again for your
10 patience and time with us. And we will receive the documents
11 that you have submitted to us as part of our record and
12 at this time we will take our luncheon break and return at
13 1:30.

14

15 (Hearing adjourned until 1:30 p.m.)

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AFTERNOON SESSION

1:45 p.m.

November 30, 1973

THE CHAIRMAN: Will those members who are going to be on the panel, that we have commencing on the Department of Public Social Services, Department of Human Resources Development and Social Security Administration and Department of Rehabilitation, would those of you that are participating in the panel, would you please come forward?

We are now back in session, the California State Advisory Committee to the U.S. Civil Rights Commission, commencing at 1:45 on our hearing on Los Angeles Asian American Community and Pacific Peoples Community.

Our first group of witnesses will be a panel consisting of the following people: Reverend Kogi Sayama.

REVEREND SAYAMA: Yes.

THE CHAIRMAN: Mr. Mo Nishida, Ms. Joyce Law and Ms. Bea Jue.

I wonder if we could have you sit inside here?

All right. If you will start, Reverend?

REVEREND KOGI SAYAMA

A. (By Reverend Sayama.) My name is Kogi Sayama, I'm presently the Director of Social Services for the Japanese

1 Community Pioneer Center, a Japanese citizens' service
2 organization whose members include over 1,500. I'm also
3 a counselor with the Japanese Joint Counseling Center doing
4 counseling.

5 The Japanese Counseling Center is sponsored by four
6 organizations: Japanese Community Pioneer Center, Japanese
7 American Community Services-Asian Involvement, Japanese Welfare
8 Rights Organization and Southern California Society of
9 Japanese Blind. I am also a counselor for the Asian Women's
10 Center and am presently on the advisory board of the Japanese
11 American Sightless Institute. I have been service worker in
12 the Japanese Community since 1960.

13 During these past 13 years, I have constantly witnessed
14 insensitivity and neglect on the part of local state and
15 official agencies in meeting the needs of low income persons
16 within our community, specifically senior citizens. Insensi-
17 tivity in terms of neither providing nor recognizing the need
18 for bilingual, bicultural personnel with the capability of
19 doing outreach to non-English-speaking persons within our
20 community. And neglect in terms of completely ignoring the
21 needs of low income persons of Japanese ancestry.

22 There have been a lack of information within the
23 Japanese Community regarding services available from public
24 agencies. The results have been devastating. We have found
25 Issei who have not spoken to anyone for years because they

1 have been placed in institutions where only English is spoken.
2 We have found Issei who have refused to go back for services
3 from governmental agencies because of the treatment which they
4 have received. These incidents go on and on.

5 Recognizing the critical need for services within the
6 Japanese Community and also recognizing that governmental
7 agencies are not adequately providing these services, the
8 only alternative was the creation of a community-based organ-
9 ization. Thus, we established the Japanese Community Joint
10 Counseling Center to provide necessary and needed services.

11 All of us who are within the Joint Counseling Center
12 are volunteer workers interested in working with low income
13 persons within our community.

14 The Joint Counseling Center now handles a caseload
15 of over 1,500 clients during the past ten months, January
16 through October of this year, we have had 3,246 persons treated
17 frequent our center. To these persons we have provided 6,989
18 services, using this data we can estimate and project that
19 for the year 1973, approximately 3,900 persons were referred
20 to the counseling center during which time 8,400 services will
21 be provided.

22 Among the services available at the counseling center
23 are outpost stations which have bilingual workers from the
24 L.A. County Department of Public Social Services, Social
25 Security and Asian Women's Center.

1 Other services provided us: legal services, medical
2 counseling, RTD buses for senior citizens, wills, family
3 and child counseling, financial information, etcetera.

4 Our primary counseling, however, is the advocacy and
5 protection of the recipients' rights, the right to human
6 dignity. Human dignity has long been denied to the Issei in
7 this country.

8 The denial of these basic human rights has had tre-
9 mendous impact upon the Issei. Thus, the historical experience
10 of Issei in this country must be understood if we are to
11 understand the nature of the Issei today.

12 Japanese immigration to the United States began around
13 1900. Many of the immigrants came as substitutes for Chinese
14 labor because of the exclusion of the Chinese immigrants.
15 In addition, no other jobs were available.

16 Shortly after their immigration, anti-Japanese sentiment
17 started to take root. In 1906, segregation in our educational
18 institution was experienced by Asians in San Francisco. This
19 movement steadily expanded to include discrimination in housing,
20 land ownership and climaxed in 1924 with the exclusion of
21 Japanese immigrants. This hostile environment forced the
22 Japanese in America into isolation and necessitated the
23 development of internal community structure for security.

24 Within this structure, means were developed to take
25 care of people's needs. There were no other alternatives.

1 This has been interpreted by most Americans in the stereotype
2 of Japanese, "taking care of their own". What this denotes
3 is the fact that there was no other choice if the Japanese
4 Community was to survive. If the Japanese did not assume
5 the responsibility of insuring the community's survival, no
6 one else would.

7 Also, the forceful evacuation into concentration camps
8 during World War II left many scars. Many found that the most
9 effective protection against discrimination was to be silent,
10 anonymous and to try to assimilate quietly.

11 In addition, this experience deeply affected the
12 Japanese financially. Any property they owned, property that
13 could not be carried, had to be left behind. Emotionally
14 their self-esteem, expectations of the future, security and
15 confidence were affected. The fact that they had to readjust
16 to community life after four years of an institutional living
17 definitely left scars creating more isolation and alienation.

18 The Issei feels much racism, however this racism is
19 not a thing of the past. There have been many instances of
20 institutional racism on the part of governmental agents,
21 especially the State Department of Social Welfare and the
22 Los Angeles County Department of Public Social Services.

23 A concrete example of this insensitivity was the imple-
24 mentation of the Manual Letter 155, a directive issued in
25 January, 1970, from the State Department of Social Welfare, to

1 all counties in California. The purpose of the Manual Letter
2 was to eliminate from aid any alien who could not produce,
3 "proper documentation". This proper documentation was needed
4 as proof of our legal residence.

5 With this mandate, some DPSS workers called and threatened
6 those persons on their caseload who appeared to have foreign
7 names. Some wrote letters, handwritten in English, to non-
8 English-speaking recipients, required them to produce proper
9 documentation.

10 After preliminary investigation, we found that DPSS
11 could not define proper documentation. We couldn't understand
12 how they could implement Manual Letter 155 without knowing
13 what to accept as proper documentation, so we inquired of the
14 State Department of Social Welfare in Sacramento. They, too,
15 could not answer.

16 In addition, they are totally unfamiliar with some of
17 the documentation which had been issued to many Issei from
18 the Justice Department and the Immigration and Naturalization.

19 This problem still has not been solved.

20 An example of the one case we have worked with is an
21 Issei man who was bedridden in a convalescent hospital. The
22 hospital received a letter addressed to this Issei, ordering
23 him to go to the district office and produce proper documen-
24 tation and within two days. Otherwise his aid would be
25 cut off. The hospital sent the letter to us.

1 Not only was this letter written in English, but it
2 disregarded facts that it was physically impossible for him
3 to go to the district office.

4 Such a suffering on the part of the Issei was totally
5 needless and caused undue harassment. This was caused by
6 an agency totally insensitive to those persons to whom
7 services were to be provided.

8 It is my understanding that the California State De-
9 partment of Social Welfare has a regulation requiring DPSS
10 to provide an explanation of requirements to the recipients
11 in the language understood by recipients. To this date, I
12 have only seen one document from the DPSS written in Japanese
13 to recipients.

14 In comparison, I have seen innumerable information
15 brochures, intake forms, affirmation forms, notices of action,
16 monthly income reports and notices of regulation changes
17 sent only in English to non-English-speaking Japanese recip-
18 ients. This is the cause of misunderstanding, loss of aid
19 and loss of rights for a fair hearing, simply because the non-
20 English-speaking recipients are expected to sign forms and
21 documents which they can not read. Many times they are not
22 offered explanation of what they are signing.

23 Take the example with the insensitivity, take the
24 State Department of Social Welfare.

25 In response to a letter written from the Japanese

1 American Sightless Institute to the State Department of
2 Social Welfare, inquiring about implementation of the noti-
3 fication to non-English-speaking alien recipients regarding
4 the supplemental security income, which was a new welfare
5 regulation. This letter received by community service organ-
6 ization yesterday. It is addressed to Ms. Tanto Meri (Phonetic),
7 Director, Japanese American Sightless Institute, 312 East
8 1st Street, 503, Los Angeles, California. Others to the
9 Sightless Institute and Japanese Committee.

10 This is in response to your letter of October 23, 1973,
11 concerning non-English-speaking Japanese Americans affected
12 by implementation of HR-1.

13 We are attempting to keep current recipient of adult
14 aid program informed about changes which you offer on January
15 1, 1974, by providing written information included with the
16 Medi-Cal identification card. This was included in the
17 October 1st mailing and will also be included in the December
18 1st mailing.

19 In order to insure understanding by the greatest number
20 of the people, the information was given in both English
21 and Spanish. We realize that there are many residents of
22 the state who are unable to comprehend either of these
23 languages. However, it would be virtually impossible to pro-
24 vide each individual with a notification in the language which
25 -- with which he's most familiar.

1 By providing information in both English and Spanish,
2 we hope to reach the majority of those concerned. Any man
3 that doesn't understand a notice which he receives could
4 contact local county welfare department for assistance.
5 Sincerely yours. Signed by William M. Mongemee (Phonetic),
6 Chief, Adult Program,

7 In response to community pressure, DPSS has established
8 outpost stations in the Asian American Communities for purposes
9 of providing intake and services. Much of the effectiveness
10 of these outposts, however, is dependent upon outpost worker's
11 feeling of concern for or the worker's supervisor. Many
12 cases received by outpost workers, being processed, are picked
13 up by eligibility workers in the district office who do not
14 speak the language of the recipient.

15 This kind of processing thoroughly defeats the purpose
16 in having an outpost.

17 When asked to telephone a community worker, a non-
18 English-speaking recipient hesitates to call because of un-
19 familiarity with the worker's name and the difficulty of
20 getting to that worker, not to mention the inability to com-
21 municate.

22 Also in response to community pressure, 81 Asian workers
23 have been hired since 1970. They were given a monetary bonus
24 for being bilingual. Now there are only 66. However, many
25 of these bilinguals are presently in districts where there

1 are very few potential Asian recipients. Thus they are not
2 handling Asian cases nor using their bilingual ability.

3 There have been countless requests to systematize the
4 service and intake processes in order that these bilingual
5 workers can be truly utilized. However, no concrete action
6 has been taken and no positive results have been achieved.

7 In addition, there has been a movement by the state
8 administration to get Medi-Cal recipients enrolled in the
9 Prepaid Health Plans, PHP's. There have been many cases of an
10 Issei being enrolled in PHP through fraudulent practices.
11 PHP salespersons have approached Issei, as well as other
12 non-English-speaking recipients, and have claimed that there
13 are county workers who are medical professionals and have told
14 them to sign the document without bothering to explain.

15 This has resulted in Issei recipients losing their
16 Medi-Cal card and enrolling in a PHP, many of which have no
17 bilingual staffing for the non-English-speaking. Lawsuits
18 presently being brought against various PHP's testify to some
19 of the fraudulent practices of these Prepaid Health Plans.

20 We have discussed these problems of DPSS with service
21 groups in the Chinese Community and have come up with these
22 recommendations: Number one, that DPSS establishes an
23 Asian unit which will be responsive for serving the people
24 of the Asian Community in Los Angeles County and would operate
25 as a completely independent district to add support to the

1 outpost stations.

2 That this unit be composed of a bilingual, bicultural
3 personnel; that this unit work closely with the Social
4 Security Administration in the implementation of a Supple-
5 mental Security Income.

6 Number two, that an Asian American Community advisory
7 committee, which has direct input to the director of DPSS
8 be formed.

9 Thank you.

10 THE CHAIRMAN: Do you want to have them step forward
11 now?

12 MS. SADAKO: My name is Jara Sadako, J-a-r-a, S-a-d-a-
13 k-o. I am president of Nadeskokai (Phonetic), which is
14 international marriage group.

15 In 1960 there were 25,000 Japanese international
16 marriage persons in America. At the present time I am sure
17 that the number has grown. Most of the Japanese international
18 marriage group are attracted to the west coast of southern
19 California, especially Los Angeles, which is heavily populated
20 with Japanese. Within our group we handle problems such as
21 desertion by the husband, divorce, problem with children,
22 legal cases, language barrier and cultural barriers and
23 various other fields.

24 We hold a meeting once a month, we invite and encourage
25 various guest speakers to educate us and make us more aware of

1 problems around us. It is not unusual to see many of these
2 ladies plagued by a multitude of struggles but the most biggest
3 problem is language. Because of this, we receive inadequate
4 service from DPSS, Department of Social Services.

5 Case in sample, a woman with four children who was
6 deserted by her husband, struggled hard to keep the family
7 going. After working so hard she became ill. When she
8 approached the DPSS she was given the name and address of a
9 lawyer and was told that the county does not handle cases
10 like hers. Her children are American citizens and she has
11 a green card. They had no savings nor any access to money
12 anywhere. She could not ask her own family for help, since
13 they have disowned her by marrying a non-Japanese.

14 Why was she turned away? Because of the language
15 barrier and having small children they oftentime can not work
16 in nice class places.

17 When they apply for welfare, again they are hindered
18 by language barrier.

19 We want the DPSS to serve us, the non-English-speaking
20 Japanese, by hiring more bilingual and bicultural workers,
21 and sending out their notices and documents in Japanese.

22 I ask you, in desperation, to help us now, because the
23 longer we wait, the more restless the community will become.

24
25 (Applause.)

1 MR. KENICHI: I am Kadowaki Kenichi. I have served
2 as a treasurer of Japanese Welfare Rights Organization for
3 two and a half years. As you may know, Manual Letter 155 was
4 presented at the end of 1970. This document has stated that
5 all welfare clients must present a proper documentation to
6 prove legal residency. Most of the Issei have lost their
7 green cards in the shuffle, by varying concentration camps,
8 during World War II, therefore most of the Issei could not
9 prove their legal entry. This caused many Isseis to have
10 high blood pressure headaches, nausea and various symptoms.
11 This Manual Letter 155 caused the death of two Isseis through
12 suicide because they could not prove or come up with such
13 document, but at the same time, it gave birth to unity among
14 the recipients.

15 Japanese Welfare Rights Organization was formed. We
16 now have over 450 members, majority are Isseis, unified action
17 proceed and Manual Letter 155 was defeated.

18 The number one problem we have is the language barrier.
19 And cultural barrier, as a close second. Issei can not read,
20 speak or understand English. It is time for us to demand
21 more bilingual staff and all important documents and notices
22 should come to us in Japanese.

23 I know that this is not an impossible task. After all,
24 you have provide such services to the Spanish-speaking clients.
25 In Los Angeles District area, there are over 6,000 non-English-

1 speaking Japanese. We want bilingual and bicultural worker
2 in county offices. One-stop centers should be developed. It
3 is explained to us that because America's economy is bad, we
4 have our grant amount deducted. There is a contradiction here.

5 There is a contradiction here. The richest country
6 in the world should not subject welfare recipients of their
7 own country to such discomfort, while you freely hand out money
8 for wars and Care packages to other countries.

9 Notice on food stamp was the only Japanese-written
10 letter we ever received and it only consisted of a few lines.

11 Prepaid Health Plan is another case in sample. A
12 lot of Issei lost the Medi-Cal card privilege by signing the
13 documents without fully understanding what it meant.

14 Thank you.

15
16 (Applause.)

17
18 THE CHAIRMAN: Mr. Mo Nishida?

19
20
21 MO NISHIDA

22
23 A (By Mr. Nishida.) My name is Mo Nishida and I'm a
24 staff agent of the JACS and a board member of the Western
25 Community Mental Health Center. I'm also the chairperson of the

1 Labor Community, on the Community Council on the Mental Health
2 Center.

3 I will address myself to the problem of institutional
4 racism and its subsequent denial of our human civil rights,
5 in terms of the rights benefits of participation. We will
6 look at, I'd like to look at, two institutions for specific
7 instances, these specific institutions are the Social Security
8 Administration and the Community Mental Health Center, but
9 before I go on with the specific instances, I'd like to
10 establish a few facts.

11 When dealing with this problem that keeps coming up
12 about we don't have qualified people, I'd like to point out that
13 our organization, the Japanese American Center for Services-
14 Asian Involvement, relates its direct history back to the
15 Shonin (Phonetic) Children Home, which was established in 1912,
16 and carried on its work up until 1961, when it merged with
17 our organization, and carried on continuous work without any
18 kind of governmental aid and otherwise. And you know the
19 reasons for that, right? The overt racism at that time.

20 So, we have a history of planning, service, management
21 and administration of social services and advocacy for our
22 people carried out without interruption since that time.

23 Another fact I would like to establish is that our
24 ability to work in the community is based on three major
25 factors, one, our success is based on the ability to communicate

1 in both Japanese and English with our people.

2 Two, our staff is uniquely identifiable with the com-
3 munity we serve and we are closely aware and sensitive to
4 our people's ways.

5 Three, since we are part of the community we serve,
6 we are answerable and responsible to our community by way
7 of the support we receive from our community.

8 With that, I'd like to get into the Social Security
9 Administration. Historically, the Social Security Adminis-
10 tration has shown its racism by not translating material into
11 Japanese or any of the other Asian languages, but assuming
12 that the community groups would do that for them. And we
13 have. However, we're still finding people that are ignorant
14 of their rights and benefits simply because we don't have
15 the resources that the Federal Government has in terms of
16 disseminating information.

17 We still find people who do not know how to apply for
18 benefits or use their Medicare.

19 Another example of the racism is the recently-passed
20 laws dealing with Social Security benefits during the con-
21 centration camp period. And it was understood there was only
22 one ethnic group that was, how should I say it, that was
23 affected by that and this law specifically dealt with aliens
24 who were put into the camps so it was understood that it was
25 the Japanese Community and essentially non-English-speaking

1 people and yet no word or any instructions on how we were
2 supposed to work this thing out was ever passed down to the
3 community until we made the effort to go to the Social
4 Security Administration and find out just what the hell had
5 to be done.

6 And the only thing that we can see in light of these
7 kinds of action, that, you know, racist concepts still
8 persist in the form of institutional racism or else, you
9 know, how should I say it, a better -- a better way of imple-
10 menting this could have come about. So, it's going to be the
11 biggest gripe we have, is the fact that material has not
12 been translated into the languages that our people can under-
13 stand, and in fact, there aren't enough or aren't any bi-
14 lingual, bicultural personnel to help non-English-speaking
15 people.

16 There is -- precedents been set in the fact that
17 material has been translated into Spanish; in the fact this
18 has given us encouragement and we can thank our Spanish-speaking
19 brothers and sisters in the community for setting an example
20 for us.

21 Presently, we face two new issues over the present
22 prevalent problems and are related to them. First is the
23 question of HR-1, which is the Supplemental Security Adminis-
24 tration has given out practically no information on what this
25 means to the recipients. How this could be implemented and

1 what its impact will mean to us.

2 The only information released are through simple-minded
3 pamphlets in English and in Spanish, showing, or purportedly
4 showing, what HR-1 means in terms of better standard of
5 living. All this at the princely sum of \$1.30 a month.

6 The other information that we were -- that we and our
7 people have received is a letter inviting us to a meeting for
8 what we -- for what reason we didn't know. On subsequent
9 followup by us, it was found to be on how to apply for the
10 new HR-1, this is important, but we weren't able to attend
11 and no followup was initiated by Social Security Adminis-
12 tration, and it should be stated that it's not as if that
13 were unknown to them, we have an outpost of Social Security
14 in our office, and have intake there, so you know as far as
15 the information dissemination point is, we would have been
16 a logical place.

17 The other part of the implementation that we are angry
18 about, is the liason and coordination with the community.
19 We have relative knowledge of the community that the Social
20 Security Administration must have if it is going to serve
21 the people in a good, positive way. If that's their intent.
22 In general, then, as far as we have seen, there has
23 been no systematic handling of the changes under HR-1. Under
24 HR-1, they're supposed to be working with DPSS. We have
25 made our wishes clear to DPSS but what we consider a just

1 and equitable way to handling the change and ask that these
2 wishes be let known to the Social Security Administration.

3 We have also notified the Social Security Adminis-
4 tration, asked about the changes, and although we have
5 received, as I said before, as these same pamphlets, we've
6 received them twice.

7 In summary, then, we charge that the Social Security
8 Administration has inadequately informed the people who
9 will be directly affected by HR-1, especially our senior
10 citizens who have suffered much in this country due to
11 racism and denial of their basic rights and who will suffer
12 mentally and physically when this law takes effect.

13 We also charge that the S.S.A. does not have personnel
14 capable of dealing with the non-English-speaking people.

15 Another problem just brought to light, is the new
16 regulations dealing with the application for Social Security
17 and the Social Security connection with the Immigration and
18 Naturalization Service.

19 The question of confidentiality is brought forward in
20 the way that this thing is handled. Let me read some sections
21 from one of their policy papers.

22 Where a Social Security number applicant is not native-born, we
23 will require evidence of citizenship or appropriate alien
24 status. Where Social Security number applicant indicates
25 foreign birth and alleges American citizenship, but can not

1 provide evidence of citizenship, we will send a copy of the
2 application for the Social Security number to INS for checking
3 and withhold issuance of the Social Security check if INS
4 has no record of citizenship.

5 Going on further, in any case in which an alien appli-
6 cant fails to comply with our requests for information or
7 otherwise abandons his claim, we will provide for a noti-
8 fication to INS immediately.

9 Then, a little bit further down they state, while
10 disclosure of information concerning illegal aliens behind us
11 for enforcement persons, is provided for by law, and while
12 some additional disclosure may be needed to effectuate the
13 intent of Section 137, information related to aliens legally
14 in will be kept confidential to the same degree as it is for
15 citizens.

16 That seems to be a very clear kind of contradiction
17 taking place there.

18 In the other area, or another institution where we
19 have institutional racism and denial of our voice and par-
20 ticipation, I'd like to look at the institution called the
21 Rest Haven Community Mental Health Center.

22 We find that our patients have been deprived of their
23 rights and full benefits of county and private funds because
24 of the lack of people available that know the language; that
25 know the culture and that can relate in a relevant kind of way.

1 We also find that with federal, state and county funds,
2 that the community should have input, that the hospital and the
3 administrators, by themselves, are not capable to provide
4 any kind of services. And that the community should have
5 input and participation in all aspects of services.

6 Which points to the fact that these institutions, with
7 their mainly White management bureaucrats are trying to plant
8 things for us and as I pointed out before, all our communities
9 have the ability to deal with our problems, and that we
10 should. This basic denial of our humanness, to say that, you
11 know, we're not qualified or don't have enough people and all
12 of this other jazz.

13 And it isn't enough just to take information from the
14 community and then use it in the way that they want to use
15 it.

16 An example of that program or example of a program at
17 the center was the youth and adolescent program that's be-
18 ginning right now. It's a question of reorganization that
19 we should be participating in. An affirmative action program.

20 Another area that affects us at Rest Haven, although
21 it's a larger issue than just the mental health center, is
22 the use of short goal funds which are state funds for indigent
23 peoples. As of right now, these funds can only be used for
24 direct services. But what we would like to see them used for
25 is a fuller and broader services to the people rather than

1 just direct services.

2 So, to summarize, in terms of recommendations, we have
3 nine recommendations to put forward. In that all institutions
4 serving people that a community relations department within
5 the system answerable to the community it serves, with staff
6 and access to the top.

7 In other words, so we'll have something to say at the
8 very top, that an Asian service unit county-wide, not dealing
9 with the political gerrymandering that goes on, and most of
10 these districts and catchy acts that they have used,
11 that our people are not, you know, in any one area; that
12 we're spread throughout the City and County of Los Angeles;
13 that there be an emphasis in hiring bilingual and bicultural
14 workers.

15 Four, that community advisory boards or councils with
16 power and participation by community people directly be
17 started or be put into effect.

18 Five, that the community have input in hiring of ethnic
19 staff and the placement of that staff. An example was the
20 DPSS hiring of all those people that we didn't even see.

21 Six, ethnic staff be placed to serve in ethnic com-
22 munities.

23 Seven, that the agency recognize that the Asian Com-
24 munity is not a community by itself, it is composed of Chinese,
25 Japanese, Koreans, Thais, Samoans, Guamanians, Filipinos

1 and Polynesians. And more as they come in; that we are not
2 just one group to be treated as such, and that each group
3 is different in language, culture and mores.

4 And eight, to assure that ethnic staff have the proper
5 feeling and service ability to the community, that they be
6 organized within the organization or institution and be
7 recognized to talk to each other and to relate the problems
8 of the community to better serve the people.

9 And nine, requests. In the past we have had many
10 hearings, but nothing has come out of them and the community
11 hasn't known what's happening with these hearing. So we
12 would like you to let us know, at least the people in the
13 organization that have testified, on what action is going
14 to be done and what's happening.

15 Thank you.

16
17 (Applause.)

18 MS. LAW: Thank you.

19 THE CHAIRMAN: Our next panelist is Ms. Joyce Law.
20

21
22
23 MS. JOYCE LAW

24
25 A. (By Ms. Law.) I come here on behalf of a group of
people which you would not see in this place. I would come,

1 and this is the Chinese people in Chinatown, who has been
2 mostly ignored. I come here today advising the unhappiness,
3 their fear, their frustration, and hoping that some kind of
4 thing can be done for them.

5 Let me first paint a picture for you of the situation.
6 Since 1960, there's an increase of 111.4% of Chinese in the
7 Los Angeles City area. As compared with Los Angeles, the
8 total population increase was only 16.4%. There's a tre-
9 mendous increase of people coming into Los Angeles City.
10 As shown by the percentage of concentration of Chinese
11 within the Los Angeles City, there is, in the 1970 census,
12 66.9%. This is the largest percent of all Asian groups of
13 concentration of Chinese in Los Angeles City.

14 This has happened because of change of immigration
15 rules and regulations. A lot of people have been able to
16 request for their families to come over from Hong Kong and
17 other parts of China and Taiwan. Alien registration has
18 revealed that there is an increase of approximately 4,000
19 Chinese aliens in the Los Angeles INS district area since
20 1970, totaling the Chinese/alien to 13,510 people as of now.

21 I want to talk strictly about the problem of Department
22 of Human Resources Development, and how it has not been
23 responsive to the needs of this Chinese Community.

24 HRD has only been able to serve the English-speaking
25 Chinese people. In other words, they put the burden on Chinese

1 American that they have to learn the English first before
2 they can be served by HRD, otherwise HRD is not finding a
3 job for them.

4 This is evident by the way the job bank is set up
5 and this is evident by the whole system of job development.
6 There is very few training programs that are designed to meet
7 the specific need of the Chinese, and those that have been
8 there have been because of our community people who are so
9 concerned of the problems that we have almost petitioned and
10 cried and called for them.

11 In the 1970 census statistics, it also showed that
12 the education level of the Chinese are mostly high school,
13 the median school training are 12.6 grade. The Chinese
14 people are education people. Show that 50% of this population
15 are foreign-born, that means that they have been educated in
16 China and in Hong Kong and mostly they were educated in a
17 foreign language.

18 In working with Chinese Community I find that many of
19 them are foreign-borns and they're highly educated but they
20 are educated in the Chinese language and also in the Chinese
21 culture. And in the census information I began to find out
22 that the majority of the people who are concentrated in the
23 Los Angeles City area, are working in jobs that are in the
24 wholesale and retail and manufacturing industry, and also in
25 the food/restaurant business.

1 I recently asked representative of HRD, how many slots
2 of Manpower Development and Training Act, English as a second
3 language program? How many slots are there for the Chinese?
4 The answer was 14. Taking the average of the Los Angeles
5 Chinese family size of four to five persons in a family,
6 then we can divide it and come up with somewhere about a
7 1,000 families. For the 1,000 new immigrant families we only
8 have 14 ESL slots.

9 Next comes the huge problem of fitting the people into
10 this 14 ESL slots. By that I mean they have to go through
11 HRD requirements. Human Resources and Development required
12 that to enter a MDTA training program, a person needs to be
13 a permanent resident or a citizen. Then I begin to think of
14 the problem of refugee and I remembered many times when a
15 refugee from China came over to my office and asked to get
16 into an ESL program, and I still remember the tears the lady
17 have in her eyes when I keep telling her that no, you have
18 to wait two years and that knowing that immigration would
19 take another year to process her permanent residency papers
20 and it would be three years before her goal would be
21 materialized.

22 And then there is a poverty level that a person has
23 to go through. HRD requirement is that for that one year
24 before a person can enter into HRD, the person has to certify
25 under the poverty guidelines of \$2,200.00 a year for one person.

1 Chinese people are proud people, and a lot of them
2 hard-working, and if you go through the statistics you will
3 find that most of the people, the wife are also working.
4 And that there is a statistic shown that, of all the people
5 that are working for the family, about one-fourth of these
6 people are in a category where they have to work more than
7 35 hours a week, but in the statistics, they do not have a
8 category for people who work more than 40 hours a week, and
9 we have a lot of people who are working 14 to 16 hours a day.

10 And these people can not see how they can possibly
11 go through the living in the United States and having the
12 kind of job they're having and survive.

13 Then there's another problem, HRD want these people
14 to go into an ESL with -- right here in Los Angeles, with a
15 second grade tested school. They have to have the language
16 certification of second to third grade before they will put
17 them in an English as the second language class. I still
18 remember how I have to crunch around and find a volunteer
19 to help some potential person who has good ability to push
20 them through to second grade. We have to drill them on words
21 to get them into ESL slots and I remember, in the back of my
22 mind, that San Francisco has a zero level of going to ESL.

23 And why do we have, in Los Angeles, a requirement of
24 second to third grade? And then, on top of it, if you want
25 to go into a training program, an MDTA training program, you

1 have to have a certified fifth grade ability, and this is
2 English, fifth grade. Most of the people that I refer, they
3 have college ability, but in their own language.

4 Number four, there is a head of household requirement,
5 and on this point they even discriminate against the Chinese
6 woman. There is, for the Chinese woman, a requirement that
7 if the husband is working part time, they can not qualify as
8 head of household. And I remember a qualified nurse who had
9 been trying so hard to help her become a vocational nurse
10 in this country was turned down, because her husband had
11 acquired a part time job.

12 And so, because of all of these, we have situations
13 that I have put pharmacists, professors, from China, from
14 Taiwan, into janitor training program and I have personally
15 put person who are qualified to do acupuncture work become
16 a janitor. And I have personally helped a registered nurse
17 in another country to become a nurse's aide. And I have
18 helped teachers to become assistant cook and kitchen helper.
19 They'd rather have a chance to work than go on welfare.

20 And yesterday, and I have the sad experience that I
21 have to explain to eight people that it is better for them
22 to get on welfare and to go through win program than to
23 fight on their own.

24 That it is better for them to go on welfare. And I
25 was very -- I'm very sad and very sorry that this had to happen

1 but this is some of the truth of the situation.

2 As a consequence, we have many socioeconomic problems.
3 We have cases of TB because of people working 14 to 16 hours,
4 I heard of a TB case yesterday and you will find it in my
5 caseload many TB cases and I have mental breakdown cases,
6 nervousness, and our youth are so neglected at home that they
7 are not being supervised, they're not being educated by their
8 parents, they're not being helped by them, and many parents
9 have got to be so frustrated that they thought that the
10 only way to help with the new problem within the home is to
11 spank a kid and beat them up and threaten to do something
12 violent so that they would not be doing anything else.

13 We -- what we really need is an HRD center in Chinatown.
14 We need to be exempted from some of the HRD requirements.
15 And we need HRD to declare Chinatown as a poverty area so we
16 can get some of the money from other programs which other
17 people are qualified to get.

18 In fact, Model Cities has excluded us from their program
19 totally. We need jobs developed to fit the skill and edu-
20 cation of the people. This is a very deep concern of mine.

21 And I think that with the help and the wanting, the
22 needs of the people, we might be able to come together to some
23 solution. Many, many people felt that China has problems,
24 they do not want to express it. But I feel very deeply that
25 agency, government agencies should begin to see the problem

1 in Chinatown and be able to -- be willing to work with us.

2 Thank you.

3
4 (Applause.)

5
6
7 MS. BEA JUE

8
9 A (By Ms. Jue.) My name is Bea Jue and I'm Chairperson
10 for the Chinese Community Council.

11 THE CHAIRMAN: Let me just interrupt you just for a
12 moment, this is one of the difficulties I have as the Chair-
13 man. We have the Samoan Community was brought here by bus
14 and they have no control over that bus, that bus must return
15 at 4:00. Now, I have a choice, I can either interrupt this
16 panel to put on the Samoan panel before they leave, or ask
17 you if you would be finished by 3:30 so that I would then
18 give them a half an hour?

19 I don't want to cause anybody not to feel they've an
20 opportunity to speak but I do have that time problem. So --

21 A. That would be ample time.

22 THE CHAIRMAN: All right, thank you.

23 A I am going to address myself in behalf of the Chinese
24 Community Council to the problems of the difficulty of finding
25 facilities for social services in Chinatown.

1 I am a chairperson for Chinese Community Council and
2 I have been volunteer worker in Chinatown for the last ten
3 years. Each of the projects that I have been involved with
4 have necessitated the finding of a facility. Now, as the
5 other panelists have indicated that there is a -- it is
6 absolutely necessary to have outstations, and they told
7 you the reasons why.

8 I would like to paint the picture of the outstation
9 situation at Chinatown as it exists today. We have the
10 Department of Social Services located in a very public place.
11 And as you know, anyone that would want services would be
12 very reluctant and hesitate to come to such a place. And
13 we have the Department of the Human Resources Development in
14 a very private place, which just doesn't make any sense at
15 all. And nobody knows that they are there. So, you have --
16 we have a Social Security that is located at the basement
17 of a bank on Friday afternoon, which is another obstacle
18 that has to be met by our Chinese people.

19 And we have a health service center ten blocks away,
20 but the Chinese people will not go there simply because
21 there are no bilingual, bicultural people to help them.

22 And so, the health services have provided outreach
23 projects, and these outreach projects need facilities, and
24 last night we -- our Chinese Community Council was involved
25 in a Chinatown free pap smear clinic and this is our third

1 year. And we were located in a room 20 by 30 feet and there
2 were 300 women plus the volunteers, so you can imagine what
3 a chaos that must have been.

4 But this is just an example of the frustrations that
5 the volunteer workers are meeting, such as myself.

6 Each project that we're involved with is constantly
7 the search for a facility, constantly. The only public
8 facility we have available is Casa Mar School, and as you
9 know it's being torn down, so that is not even available to
10 us at this time.

11 And we have the child care program. At one time we
12 had a craft available to us if we could find a facility, and
13 the volunteer workers worked hard, they worked and worked
14 and worked to find the facility and we couldn't find one so
15 we weren't allotted a child care craft. And that is very,
16 very sad.

17 THE CHAIRMAN: You mean, were you limited to the area
18 that you had to find the facility? I mean was that --

19 A I am leading into that, Mr. Chairman.

20 Now, this is all leading into the need, the great need
21 to localize and centralize a facility where all these multiple
22 persons can be obtained and at one time, well, last year in
23 fact, Chinese Community Council with the help of other
24 organizations, submitted a proposal to HUD and this was a
25 proposal for a neighborhood facility. It was not funded.

1 The needs are still there, and they are ever-increasing
2 as is told to the panelists, the rate the immigrations are
3 coming in.

4 Now, I feel personally, and this is aside from the
5 general leadership feels, but if there is a change in legis-
6 lature to allow immigrants to come in I think there should
7 be provisions for this change in legislation. I think that
8 there should be assistance from federal government agencies to
9 provide for some of these social, economical problems
10 that arise from legislation changes.

11 There is a second -- I think I want to address to you,
12 to the Commission, is the library. Chinatown has been working
13 very hard to get a storefront library, and there's such a
14 great need for that. Now, there is no library within walking
15 distance. Without a library, I feel that there will be cul-
16 tural and educational starvation. And I feel that all
17 these opportunities, all these needs are not being met, they're
18 not being met and we are depriving our people of equal eco-
19 nomic, educational and cultural opportunities.

20 Therefore, I feel that their civil rights are being
21 violated as a class of people. And as an example of the great
22 need for a library, there are six store -- book stores located
23 in six blocks, square blocks, and they're doing a tremendous
24 business by renting 95-cent paper-bound books for \$.50 a week.
25 And these people are so starved for reading material that they

1 are -- the bookkeepers are making a tremendous business.

2 Another example of the great need and the starvation
3 for reading material is the bookmobile service. Of all the
4 bookmobile stops in Los Angeles, Chinatown has the largest
5 circulating number of articles per month. There is 1,000
6 articles being processed in four, two-hour stops in Chinatown.
7 That's another example of the great need.

8 I -- CBC has been instrumental with Chinatown Library
9 Committee in initiating a storefront library, this is a
10 sub-branch. And we have met with sympathetic ears, but that
11 is the extent of it.

12 I feel that the city has not taken the proper effective
13 steps to bring this realization of a neighborhood center and
14 a library to realization and to the Chinese Community.

15 I should really say to the Chinatown area, because
16 both of these organizations will be open to any residents
17 in Chinatown, whether they be Chinese or mixed in.

18 Thank you very much.

19
20 (Applause.)

21
22 THE CHAIRMAN: I think we have five minutes for some
23 questions and so if I can -- Ms. Hata has a question.

24 Q (By Ms. Hata.) I just wanted to ask Reverend Sayama
25 for more information, you told us there were 66 bilinguals

1 in outpost areas which were there for useful purposes, where
2 they could be in areas where there were lot of considerations,
3 could you submit, at a later date, a report indicating
4 where the 66, what they're doing now and where you feel these
5 people would be of better use?

6 A. (By Reverend Sayama.) I call this, I forgot the exactly
7 date, November 22nd, to DPSS and I found out that the exact
8 number was 66 workers with multi-language, and most of my --
9 our clients come to our office to state and bring.

10 We got also, a list of bilingual workers working,
11 who are working in the county office and there are so many
12 workers working in the different areas that means not working
13 as an agent.

14 Q. Perhaps you and the other members of the panel can
15 document where these workers are, where you think they should
16 and perhaps how many more people also should be in the various
17 areas you're concerned about?

18 THE CHAIRMAN: I want to thank the panel very much for
19 the information given us and the time I know it's taken you
20 to compile it. And so, on behalf of the Committee, I want
21 to thank you, Reverend Sayama, Mr. Nashida, Joyce Law and
22 Bea Jue, for being here this afternoon.

23 Thank you again, and rest assured we will be following
24 through.

25 MS. JUE: I would be following through with a statement

1 from our organization so we go on record.

2 THE CHAIRMAN: Very fine, thank you.

3

4 (Applause.)

5

6 THE CHAIRMAN: Because of the time situation, as I
7 previously indicated, one of the panels will be having to
8 leave as a result of the bus which they have no control
9 over, we're going to take out of order now from the scheduled
10 agenda, and ask the following persons from the Samoan Com-
11 munity, to come forward.

12 Mr. Palafu Tili, Mr. Loe Teo and Mr. Amani Magalei.

13 And if you will, for the record and our Court Reporter,
14 identify yourselves and proceed with your statement.

15

16

17

PALAFU TILI

18

19 A (By Mr. Tili.) I think I'm going to start out.

20

21 My name is Palafu Tili, Samoan social worker from the
22 Oriental Service Center. Representing the Samoan American
23 Community.

23

24

25

The reason why I'm using the English language due to
the fact there are Samoans over here who doesn't understand
the English language. So I was telling them, according to our

1 custom, before someone speak, he could be recognized and be
2 agreeable to the group. Now I am taking the responsibility
3 to represent the Samoan American.

4 This is concerning the welfare of Samoans who are
5 here in California or in the United States. Peoples are
6 real and the need are critical. We need to be known in this
7 United States of America.

8 Our understanding is that we are the Samoans from
9 Western Samoan and Eastern Samoa who make this land your land
10 and our land. We are proud of our heritage, that's the island
11 where we came from, Samoa.

12 We also respect the law of this United States of
13 America, the land where we live and help build.

14 Now, we are under a form of democratic nation. We
15 are taxpayers with zero percentage of representation. We
16 want our voice to be heard and our plea to be solved.

17 We, the Samoan American welfare recipients, are victims
18 of various cases such as, November 12, 1973, a Samoan mother
19 walked in in Carson Community Center with six OES checks
20 uncashed. Why? Because the name of the check doesn't match
21 with the name on the ID card. If it is a matter of typing
22 error, it will lessen the weight of our complaint. But the
23 one wrong letter changed the name into an F word in a Samoan
24 language. To us it is a very disgraceful name. Our names
25 has meaning to us. Not only that, six months in a row the

1 said mother made several trips to the adult aide. She
2 didn't understand the language, she didn't know where the
3 office that correct the spellings located, six months of
4 borrowing money from friends and neighbors.

5 Can you in the Civil Rights Commission, can come up
6 with a better way of solving this kind of problem? Seeking
7 help through DPSS, we are confronted with time-consuming
8 problems. It takes several trips to the office, four to six
9 hours of waiting before you see a worker. Going through an
10 orientation procedure, group session, most of our cases are
11 long-delayed because our applications are not completed.

12 Our yes and noes are put in wrong places due to the
13 lack of understanding in the English language.

14 We do suggest a Samoan worker can serve the Samoan
15 welfare recipient better. If he is well-informed in the
16 language and the English language. If a Samoan worker caseload
17 is not enough, he can well take some non-Samoan-speaking
18 applicant.

19 The workers who are now serving the Samoan applicants
20 only speaks the English language. They only serve the English-
21 speaking applicants properly while serving the non-Samoan-
22 speaking improperly.

23 It is very costly to the taxpayer. We are asking to
24 save time, money, due to double work of the applicant and
25 the department of management.

1 We are aware of the fact that most of our applications
2 are denied due to lack of providing documents that are needed.
3 Some of our senior citizens were born before 1900, their
4 birth dates are not recorded in the government office in
5 Samoa, some of them are recorded only in the family history
6 or the church record.

7 When they traveled to this country they carry with
8 them an affidavit with the seal of the Samoan Government
9 or the seal of the church, but in some cases, DPSS questioned
10 the legality of said document. -- November 6, 1973, a case
11 was brought into our attention, applicants were asked to pro-
12 vide a death certificate of her husband. Husband passed away
13 on the island of Aunuu. We in Samoa didn't have any death
14 certificate given to the surviving party, if you pass away
15 in the village, unless you pass away in the hospital, so the
16 record is in the hospital only.

17 This case is still pending, the document -- until the
18 document materializes. Do you on the panel today see the
19 hardship confronting with the said applicant? To me this is
20 another way of saying no to the needy ones.

21 Variety of names of Samoan applicants, we are faced
22 with a case of that effect, discussion, trips and phone calls
23 are mounted up, some names are very hard to explain. This
24 particular case I am using as a fact, the applicant's name
25 appears in the medical discharge certificate from the Navy is

1 using the biological father as the name, as the father's
2 name, as the middle name, and using the family title on the
3 mother's side as the last name.

4 Two names were requested, the birth certificate appears
5 the biological father as the last name of the applicant.
6 This brings suspicious feeling to the case worker, eligibility
7 worker, and their supervisors. The case is still in process,
8 the applicant medically discharged from the U.S. Navy,
9 living on a budget of \$200.00, wife and two children, 13 and
10 15 years of age. Can you focus directly the hardship con-
11 fronted with this family?

12 Tight budget, no food stamps, several trips to the
13 medical checkup, various trips to the DPSS. Now DPSS ordered
14 to let the doctor sign a medical report, take his wife to
15 the HRD to be registered. This assignment consumed money
16 and time, but while the applicant was living in San Francisco,
17 the record should be transferred and been accepted, but still
18 they are investigating the same thing all over.

19 As of today, case still in process. When are you going
20 to put a stop to this long delay procedure?

21 Commissioner of Civil Rights, we ask your help. To
22 look into this matter. We are tired of investigation like
23 we are criminals. Samoan Americans are not that bad, our
24 violation record are way low when you compare to our population.
25 There are only a few of our many problems which confront us in

1 our daily life. We are not seeking help to make us rich,
2 we are seeking help because we are poor and hungry. We
3 couldn't work because we are age, sometime we can not work
4 because we can not speak your language. We are unfortunate
5 of all these minorities, we Samoans are last hired and first
6 to fire. Why? We don't know.

7 Today, city, county, state do recognize, give us a
8 chance to study, to -- give us a chance to study our needs,
9 some of our needs. We are here to stay. Our sons and
10 daughters born in this golden state are willing to build
11 this great nation. You couldn't send us back to -- on
12 the South Pacific, we are citizens of the United States. By
13 birth and by naturalization. We know you got a lot, don't
14 be selfish to share them with your Samoan American needy
15 family. Don't you settle tactics to discourage them in
16 seeking help. The help we seek is truly needed, needed by
17 all means.

18 In conclusion, I remind you today, city and state and
19 federal, Civil Rights Commissioner, we are listen, who are
20 listening to our pleas? Please do something before it's
21 getting worse.

22 Be aware that the Samoan American Community are begin-
23 ning to grow, the Samoan American Community recommends to
24 hire Samoan bilingual in DPSS, the only solution to our
25 mounting confusion. We need help, and service badly,

1 (Applause.)

2

3 ~~Mr. PAULFU TILI~~

3 . ~~Mr. PAULFU TILI~~: For the sake of saving time, I
4 therefore do ask my Samoan listeners, I have prepared a docu-
5 ment in Samoan so you may get a copy and read it by yourself,
6 therefore I ask the Commissioner to accept this document
7 after it is prepared and well-versed, then will be accepted
8 in our language.

9

MR. TILI: Thank you, we will.

10

THE CHAIRMAN: Mr. Loe Teo?

11

12

MR. LOE TEO

13

14

A (By Mr. Teo.) Mr. Chairman, Ladies and Gentlemen of
15 the Board, my name is Loe Teo. I'm representing the Samoan
16 American Community in California. I'm going to briefen my
17 remarks because of the amount of the time.

18

I was assigned to talking about unemployment and over-
19 housing, but I'm going to talk briefly, my remarks based on
20 employers.

21

22

One, Samoans in the islands, the Samoans are holding
23 jobs in the islands before they came to the United States
24 of America, is farming. This keeps the family in good health
25 and enjoy life itself. In the early 1950, the Samoans began
to leave their country and came to say in Hawaii, some they

1 came straight to the United States directly, and stayed.

2 Two, involving their receipt in the United States,
3 before they came to the United States we are all dream for
4 it. The Samoans heard about so many things here in the
5 United States, like movies, money, big buildings, foods,
6 and many other things. So the Samoans tried very hard to come
7 here to the United States. In America, the life is so im-
8 portant to those who works for it. In the islands, they
9 sleep at any time they want to, but not over here. Everyone
10 should work to earn the necessity for the life.

11 Three, the problems with our finding jobs for the
12 Samoans in the United States. Don't you know that there is
13 a resistance, prejudice is still?

14 In the year of 1972 a Samoan case named Toby was re-
15 ferred to the Torrens HRD, the State Employment Office,
16 looking for a job. One of the Palaney (P) wrote a referral for
17 a temporary job before -- for Toby. Right before Toby left,
18 a Japanese man came and offered him another job which is a
19 permanent one. The Palaney heard what was happening and
20 then he came accusing the Samoan boy for being not going to
21 take a temporary job. Toby tried to explain the situation
22 was but still he did not to accept the fact. He accused
23 the Samoan boy, saying the Samoans are not good people, lazy,
24 they take advantage to work for money and so on, so forth.

25 Of the legal problems, the greatest of all is lack of

1 communications, languages problem, transportation, high
2 school diploma, skill training. Most of the Samoans are
3 working in factories. Custodians, car/truck helpers, picking
4 fruits. Some Samoans, very, very lead, especially in the
5 community training for a better job. Most of the Samoans
6 also are paid very, very low money wage.

7 My recommendation to your board, is special training
8 for the Samoans are necessary for better high-paying jobs
9 so that they qualify for the needs of this country. Samoans
10 are only hope that every questionnaire in the public office
11 will be published in Samoan language, especially the
12 application for employment and immigration matters, driving
13 license, hospitals and so on, so forth.

14 Last February, some of misunderstanding or fraud in
15 a case, especially from the Los Angeles County. It was
16 announced and published a job opening for the Samoan-speaking
17 counselor, referred to a number 60405 job, February 12th to
18 23rd, 1973. And I quote, "Covering Los Angeles opportunity
19 opening, competitive. Community improvement. Community
20 services counselor, Samoan-speaking, minimum of requirements,
21 one year professional experience in community organization
22 work, social work, probation work, or teaching. One year
23 experience as a senior community worker two, license, a
24 California class 3 driver's license. Must be presented at
25 the time of appointment. Examination information. This

1 information will consist of an interview covering training,
2 experience, personal fitness, general ability to perform the
3 duties of the position and an oral examination to cover pro-
4 ficiency in either the Japanese, Korean or Mandarin, Cantonese,
5 Thailand, Tagalack (P) or Samoan language. Applicants must
6 be able to speak one of the above language. Please apply
7 in the examination with the languages specialty that you
8 are proficient in. Please apply for this position on --",
9 such and such date as mentioned.

10 But the position was only for the matter of to utilize,
11 to ask for a, ask that position for a Korean.

12 In my conclusion, the Samoans found last June, in 1973,
13 we have 11 family problems, most of these cases the husbands
14 left their wives and children. What becomes of these widows
15 with their children? They ended up this way: One, the
16 mother returned to her parents with her children.

17 Number two, now, is problems for the father and the
18 mother, the matter of sufficient needs for these children
19 and their mother.

20 Three, the food bill is added to this family, water
21 bill, the gas bills, electricity, washing and other necessities.

22 Ladies and Gentlemen, my interest in this, I wish to
23 see that your Board can do something to establish skilled
24 training for our people, to develop a good paying jobs to help
25 with the necessity of our people.

1 (Applause.)

2

3 THE CHAIRMAN: Mr. Magalei?

4

5

6

MR. AMANI MAGALEI

7

8 A (By Mr. Magalei:) I choose to summarize my talk

9 briefly in our Samoan language so that our elders and our

10 Samoans represented here today will fully understand the

11 contents of my talk.

12

I am Mr. Magalei, Samoan bilingual social worker,

13

working with the Oriental Service Center and speaking on

14

the subject of Social Security Administration. By January

15

1, 1974, under HR-1, Social Security Administration will

16

take over all adult services as handled by the Department of

17

Public Social Services. For years DPSS, in its efforts to

18

study and understand the numerous problems related to our

19

Samoan clients, have not been able to come up with a definite

20

solution to cope with our situation. The complexity of these

21

related problems is the result of poor communications due to

22

language barriers, lack of proper knowledge and understanding

23

of our cultural background. And most of all, is the absence

24

of Samoan bilingual workers in the DPSS who speak and under-

25

stand both our language and our cultural concept.

1 At the Compton Adult Aid Center, 2% of the adult
2 caseload are Samoans. This is an equivalent of approxi-
3 mately 120 approved cases or 60 to 70 individual families
4 involved.

5 These families and individuals, come January 1, will
6 be handled by the Compton Social Security Office, in this
7 particular office there is no Samoan worker among its
8 present staff.

9 Nevertheless, no one would entertain the idea of
10 conducting staff in-service training to make themselves aware
11 of the many ethnic and cultural problems relating to the
12 clients they service. Our Samoan clients undoubtedly will
13 crash headon with an entirely new staff and possibly new
14 workers who may have not known or even heard of a Samoan.

15 Perhaps, undoubtedly Social Security Administration
16 may wish to conduct a whole new audition of their new case-
17 loads to establish their own systems of transactions. What
18 does this mean to a Samoan client? It means new inventories,
19 new inquiries, new investigations, new interviews and new
20 documentations.

21 The majority of our Samoan clients do not speak and
22 understand English but in order to become eligible and
23 qualified for these services and continuing aids, our clients
24 are required to fill out and complete many different forms,
25 answer all questions, produce all and any documents requested,

1 and respond to any and all notices of action sent them.

2 Unfortunately, all of this mail and correspondence
3 come to our Samoan clients in English only. Many of these
4 requests are never met, not because we neglect them or are
5 unwilling to cooperate with our worker but we are ignorant
6 of the fact that we do not understand and fully comprehend
7 the contents of the notices sent due to language barriers.

8 Many of our Samoan clients ask their neighbors and
9 friends to help them, and with their limited English-speaking
10 ability, try the best they can. What may result from this?
11 I can foresee Samoans' case denied. I can foresee Samoans'
12 cases held back or suspended, I can even see cases dis-
13 continued because of inadequate information and lack of
14 sufficient evidence due to illiteracy.

15 If this ever happens, many of our Samoan clients will
16 face this critical condition such as hunger, eviction, re-
17 possessions, collectors, health complications or even deaths
18 due to health needs not met, for Medi-Cal will be stopped.

19 Is Social Security Administration prepared to face
20 this tragedy and take the responsibility?

21 In region five of the United States, there are ten
22 Social Security Offices. In these ten offices, only 13 are
23 hired as Asians, this is an average of one Asian staff per
24 office, but this is not true. In the Compton office alone
25 there is no Asian. No, not even a single Samoan, and yet this

1 is where services for the Samoans are badly needed. We
2 are concerned about this because we know there are no
3 Samoan bilingual workers working in the SSA in the County
4 of Los Angeles, who may be instrumental in assisting both
5 the administration and the needs of our Samoans.

6 We know we can assist and help SSA resolve some of
7 these problems by making this recommendation, and that is that
8 Social Security Administration in the County of Los Angeles
9 hire Samoan bilinguals for additional staffs. A Samoan
10 chief may be installed with two, three, or more matai titles
11 or surnames, and at the same time use them simultaneously,
12 in accordance with our culture and tradition this is very
13 legal and very much authentic. As well as very common
14 practice among our people today.

15 Our common growing problems with Social Security Admin-
16 istration arising from the complexity of our names concept,
17 may very well be resulted in having the one and same Social
18 Security account number active and operable two, three or
19 even more different times under such names of the same
20 individual. Or on the other hand, this one and same indi-
21 vidual may have two or more account numbers actively operating
22 at different times, if not at the same time, under such
23 different titles or surnames.

24 Well, they all belong to the same person. But who of
25 you, among your present staffs, is best qualified and so very

1 well versed with our Samoan culture and can justify himself
2 by identify Tui, Sevi and Lafoi (Phonetic), our Samoan nick-
3 names for Tom, Dick and Harry? No, no one except a Samoan
4 himself, who understands and knows his own ways of life. And
5 this I am justified and very well qualified.

6 We had cases and incidents in the past where our sons
7 and daughters migrated here to the United States and found
8 jobs or even joined the armed forces. They take their
9 parents as beneficiaries for their policies. Accidents
10 happened, deaths occurred, and settlements of assets and
11 properties must be resolved. Unfortunately, with the com-
12 plex of our name situation, the progress of these settlements
13 are often delayed in order to conduct more investigations,
14 more verifications and justifications of next of kin. Or sole
15 survivors and the validity of their relationships.

16 Sometimes we feel very much embarrassed and offended
17 when our legal rights as parents and the legality of our
18 claims upon our own children are questioned and suspected by
19 the bureaucracies, just to satisfy their curiosity of our
20 eligibility to settlements due us?

21 We are born as Samoan with a pigment in our skin, a
22 culture of our own and a language of our own that makes us
23 unique from the other fellow Americans. This we can not help,
24 being the way we are, neither can you. We are Samoans, Cali-
25 fornia-born Samoans, American Samoans and very proud of it.

1 Our existence in this state with our arts, cultures
2 and race, adds another color to the spectrum illuminating
3 from this nation, making this nation stand above all other
4 nations of the world by providing services for its minorities
5 and reaching out for its ethnic components. We are here,
6 not as citizens of Samoa, we are here as residents. We are
7 here as citizens and as natives of the State of California,
8 pledging our allegiance to its just causes, paying our obli-
9 gations to its levels of government and upholding its laws
10 and Constitution, just as bold, determined and faithful as
11 any other ethnic group.

12 Even to the extent of our lives and properties. There-
13 fore, we deserve the full protection of this land, its people
14 and its government. We deserve the right to prosperity and
15 happy living through comfortable living accommodations pro-
16 vided through services and programs allocated by Congress
17 for the needy and for the poor.

18 We are human beings and deserve the right to live and
19 a chance to survive, we are not able to provide and afford
20 this chance for our survival, but you do. And you can.

21 And you can give us this chance. You, the human beings
22 who also breath and live and call yourselves governments, we
23 ask you, give us this chance. Fund our programs, grant us
24 our requests that we may meet our demands.

25 Several funding proposals have been funded and submitted

1 by the Blacks, the Chicanos, American Indians and other
2 ethnic minority of the County of Los Angeles. Many of these
3 proposals have been funded and are funded and receive recog-
4 nition with favorable returns.

5 Not one grant was awarded to the needs, the concerns
6 and the problems of our Samoan ethnic community. Our problems,
7 our needs and our concerns are just as important and just as
8 critical as those of the Blacks, the Chicanos and others,
9 but no one seems to pay any attention to our community and
10 care about us, or even realize that we exist here among you.

11 Is it because we are so very few and small and unheard
12 of? Or is it because the Samoans can not exert enough
13 political power to elevate the bureaucrats into rifle position
14 Or maybe we Samoans are too soft, too softhearted. Rather
15 than demanding our rights through violence. This is a govern-
16 ment of the people, and may I, at this time, refer you to
17 the imprint up here, this is a government by the people, and
18 for the people, and we are people.

19 We are people in equality regardless of color, race
20 and origin. If this State of California is really interested
21 and truly wanted to help its ethnic community, then I say
22 now, go south, look into the Samoan Community, this is the
23 one community and the first community you must begin with.

24 We are here today because you invited us. We are here
25 because we want you, California, to know that we exist here

1 among you. We are here because we have problems and we need
2 help.

3 We, therefore, today, ask this Commission, the Com-
4 mission of Civil Rights, that if you do have anything to do
5 in securing and dispensing the necessary means to meet our
6 demand and our needs, we now ask for your indulgence. We
7 do not see here today the person of Governor Reagan. Our
8 Samoans neither see here today, the person of President Nixon.
9 But through you, this Commission, we see and feel their
10 presence right here. You are the state, you are the nation.

11 We are very much indeed, highly honored of this
12 invitation, this is an experience we shall treasure and our
13 people will long remember. We shall retreat, but we shall
14 hold you responsible for bringing to our Samoan Community,
15 pleasant tidings and favorable results of this hearing.

16 Thank you very much.

17 THE CHAIRMAN: I want to thank the panel for their
18 very fine and eloquent presentation, let me just say that I know
19 you do have to leave, but that I would hope, I'm sure I speak
20 for the panel, that you never stop pushing for your day in
21 the sun. We will do what we can, thank you.

22

23 (Applause.)

24

25 THE CHAIRMAN: The next panel is Mr. Sam Rhee, Reverend

1 Young Kwon and Mr. Henry Yum.

2 At this time, the Committee will take a five-minute
3 break.

4

5 (Short recess.)

6

7 THE CHAIRMAN: We will now reconvene, I ask the
8 audience, if you are going to continue discussing, would you
9 please do so in the hall, otherwise you can be seated.

10 Thank you very much.

11 We'll now proceed with the panel. Mr. Sam Rhee,
12 Mr. Henry Yum, Reverend Young Kwon.

13

14

15

MR. SAM RHEE

16

17 A. (By Mr. Rhee.) My name is Sama Rhee, sometimes known
18 as Sam Rhee. If you like, you can call me Uncle Sam Without
19 Money.

20

21 At the present time, I am serving Korean Community
22 through Asian American news program as an outreach unit
23 director, and education director of Holiness United Methodist
24 Church, in Los Angeles.

24

25

25 However, I am not going to talk about any drug problems
or education problem now, instead I am very anxious to mention

1 about the problem of communication difficulties of Korean
2 peoples in this society. Communication is one of the most
3 important means of socializations. Language as a means of
4 communications has evolved from animal gesture in order to
5 satisfy the needs of people in groups. Since most individual
6 needs can be satisfied only in group living, the language
7 has been an important instrument for making these needs known
8 and having them satisfied. Therefore, the lack of the
9 adequate means of communication, whatever the cause may be,
10 inevitably results in psychological maladjustment to the
11 environment.

12 This is why I'd like to emphasize the importance and
13 necessity of having bilingual and bicultural personnel in
14 various levels of government offices and other organizations.
15 I am now speaking of psychological maladjustment along with
16 the communication problem, because this is the problem we
17 Koreans are suffering from.

18 According to the reliable sources of information, the
19 Korean population in the Los Angeles County area is about
20 50,000. Among 50,000, 80 to 85% of them are all newcomers
21 from Korea. Then you may ask them, what they are doing and
22 how they are doing?

23 Well, they might answer to your question by saying,
24 fine. But what does their word fine mean? You must take it
25 in the opposite way. They are in trouble. They have great

1 problems. The problem is not that they do not speak up but
2 that they can not speak up.

3 On the contrary to the number I presented previously,
4 the 1970 census shows in the neighborhood of 8,000 people
5 that are in Los Angeles County area. I am not in position
6 to say whether this is accurate or not. However, I would
7 like to say that most of the government policies and adminis-
8 tration policies have been made based on this remarkably
9 small numbers. If we seriously consider the basic human
10 right in the political term, civil rights, we have to educate
11 them. Speak up. Or provide someone to speak up for them.

12 We need translators to translate Korean language to
13 English, we must have bicultural personnel to translate
14 Korean culture into American culture. We must have someone
15 who is bilingual as well as bicultural in many government
16 places. For example, according to HR-1, administration of
17 the adult aid program will be transferred to Social Security
18 Administration office by beginning of next year. And do we
19 have any Korean personnel in the Social Security offices? Do
20 we have even any janitors there? We do not have any person
21 anywhere in that office, where our Korean people will go
22 mostly.

23 Another example, HRD offices have been doing a great
24 job for both minority groups and majority groups. But we
25 must remember, sometimes I was told that many counselors in

1 HRD offices from other ethnic groups were not sensitive enough
2 to respond to Korean People's need. As a result, there are
3 in the neighborhood of 20% of unemployment among Korean
4 Peoples. 80, or more, percent of underemployment among pro-
5 fessionals. One of my friend who has Ph.D. in Korea, doing
6 a janitorial job. Many Ph.D. -- not only Ph.D, but also
7 M.D!'s are doing assembling jobs.

8 I am not going to despise all of these janitorial posi-
9 tions, I am not going to say we are wasted, we are wasting
10 human resources. In common term, we are wasting money also.

11 Another area, DPSS, there are a handful of Korean
12 social workers there, they are loaded with cases by cases
13 every day. They are suffering also, now they will become
14 problem peoples, we must help them by giving more Korean
15 personnels in the DPSS.

16 Not only that number of persons there, but also lo-
17 cations of their offices where are they? They're all outside
18 of the Korean Communities, they are too far away, geographically,
19 also psychologically. We must bring them into the Korean
20 Community right now. Otherwise our problem will be increasing.

21 Asian coordination unit is important organization
22 for Asian Peoples. But unfortunately, I have to say we do not
23 have any people there. We must have at least one people to
24 help our Korean Peoples.

25 In conclusion, I'd like to say we don't want to be

1 isolated. We don't want to be neglected. We don't want to
2 be ignored. We'd like to be in. We'd like to be in this
3 society as a human being. We'd like to participate in
4 building our great countries. Please, help us to help this
5 country as we do our own community in this society.

6 Thank you.

7
8 (Applause.)

9
10 THE CHAIRMAN: Thank you.

11
12 (Applause.)

13
14 THE CHAIRMAN: Mr. Yum?

15
16
17 MR. HENRY YUM

18
19 A (By Mr. Yum.) My name is Henry Yum, I'm a job agent
20 for the Department of Human Resources Development in Los
21 Angeles.
22 I've been working with the Korean Community for
23 approximately three years as a job agent, which is a job that
24 provides employability services and counseling to a caseload
25 of mid-range applicant. Contrary to popular belief, I was not

1 hired as a bilingual job agent, nor was I hired to solve all
2 the problems within the Korean Community. I don't even be-
3 lieve that they knew I spoke Korean until after I was hired.

4 I want to put it on record now that I would like to
5 be speaking to you as a citizen within the community and not
6 as a represent of the Department of Human Resources and
7 Development, for a lot of reasons, One, it gives me a little
8 bit more latitude to give you more input, and I'm going to
9 start off with giving you some information as to the general
10 picture of the Korean Community as I see it.

11 Since I go through approximately 1,500 individual
12 interviews with separate Koreans every single year. Based
13 on my figures and the number of applications that I have on
14 file, there appears to be approximately 60,000 Korean immi-
15 grants residing within the County of Los Angeles. The heaviest
16 concentration is in the central west and northeast areas,
17 specifically between Hoover and Western, and between Venice
18 and Beverly.

19 This is followed by the Harbor-Long Beach area. There
20 is also a sizeable pocket of about 4,000 in the Santa Monica
21 area and about 2,500 in the East Los Angeles-Monterey Park
22 area. These figures were derived from information that I've
23 derived from the applications I've had.

24 Based on this three-year survey, it was revealed that
25 the average family size is four, husband, wife and two children.

1 The children's ages ranges from one year to ten years of age,
2 and approximately 75 to 85% of the head of household and
3 spouse has a B.S. or B.A. degree from a Korean university.

4 The overall average educational level of all those over
5 23 years of age is about three and a half years of college.

6 Among this group, it is my opinion that about 40% can speak
7 no English. 25% can speak some English. 10% can communicate
8 with some difficulty. 15% can communicate with little
9 difficulty. And the remaining 10% speak English well.

10 Now, these figures could vary from person to person,
11 but I judged them on the basis of employability. So I used
12 this as a guide.

13 Due to the lack of conversational English the average
14 Korean, regardless of their educational background and
15 experience, must accept menial-type jobs such as janitor labor
16 warehouseman, nurse's aide or the, just to name a few, but
17 I won't beat a dead horse to the ground because this has
18 been said about a 100 times already today.

19 It is estimated that 70% of the newly arriving immi-
20 grants are professional. They form in the following groups:
21 Pharmacists, dentists, medical doctors, registered nurses,
22 chemists, college men, professors and teachers. In addition
23 to these professions there are many skilled technicians and
24 craftsmen, such as electricians, carpenters, plumbers, elec-
25 tronic technicians, mechanics in all fields, air conditioning

1 and refrigeration mechanics and those able to speak English
2 have no problem getting jobs.

3 Unfortunately, this represents a very small percentage
4 of the total. Likewise with the Filipino Community, the
5 Japanese Community, the other Asian Community we do have
6 medical doctors, registered nurses working as nurse's aides
7 and orderlies, and this is a situation that prevails through-
8 out the entire Asian Community. It appears.

9 I was going to touch on the licensing requirements
10 and cultural bias that is in all the examination, but I
11 understand you're going to beat that to death tomorrow morning
12 at 10:00 o'clock so I'm going to bypass that. But I do want
13 to bring up the point that there is a definite need to re-
14 lease some of the stringent requirements regarding the licensing
15 of a lot of these people who are well qualified and well
16 trained to practice in their professions within the Korean
17 Community that could actually use their services.

18 Because 60,000 Koreans running around in a small area
19 is a lot of people that need help. I want to stress, very
20 briefly, again, the bilingual need in government offices.
21 Now, unfortunately, the Department of HRD has had the hiring
22 freeze for over two years, there has not been a single promo-
23 tion in the past two years nor has there been any new hiring.
24 We do have a Chinese-speaking job agent, but with 50,000,
25 60,000 Chinese, one job agent can not do everything.

1 Although, as I mentioned earlier, I was not hired as
2 a Korean-speaking job agent, management and the southern
3 region director, Mr. Fred Brenner, is sympathetic with the
4 problem. And he indicated to me, and my manager is the
5 manager before him, that if I could do the job that was
6 assigned to me, that I could go out in the community and
7 provide the necessary services to the Korean Community in
8 my spare time.

9 This I have done. Now, the bilingual need in govern-
10 ment offices is a continuing problem. I congratulate the
11 county DPSS because they have made inroad at least they have
12 some, although inadequate. But they have made a push. And
13 right now we do have bilingual Korean-speaking workers who
14 are a tremendous help to people that need their help.

15 However, the problem does lie in the local office,
16 but the solution rests with the powers to be in Sacramento
17 and the federal building. I don't believe that the local
18 office, particularly the office that I'm assigned to, the
19 central Los Angeles HRD center, although sympathetic with
20 the problems can actually do anything at this level.

21 We must hit them in the higher level, make them aware
22 of these problems, and I welcome the Civil Rights Hearing
23 because I feel that this is a vehicle in which we can relate
24 this information to the people that can make these decisions.

25 I wanted to also, as I was sitting here listening to

1 the hearings this morning, I wanted to make a couple of
2 comments, if Mr. Withers is not here from the immigration,
3 but I want to differentiate the difference between 11 Asian
4 workers within the department and 11 bilingual workers within
5 the department.

6 I think it's common sense to realize that if you took
7 ten bilingual -- ten Asian workers in any city, state or
8 governmental agency, you will find five that can't speak
9 a second tongue. Of the remaining five, you might find two
10 that may pass the linguists test to qualify them as a linguist.
11 So I sincerely doubt that there are 11 Asian, bilingual
12 workers in the department of immigration.

13 And he mentioned that there was one Korean. Well, I
14 happen to know that one Korean. About four months ago I
15 sent her to the cafeteria department of immigration to work
16 as a counter girl. She was promoted, she's now the cashier.
17 And I'm certainly sure that if there was a problem on the
18 second floor, where they needed someone to interpret, they
19 aren't going to have her leave the cashier and go to the
20 second floor.

21 Now, as far as immigration, not all problems are re-
22 lated to applicants applying for permanent residency. We
23 have problems faced with student visas, how to change, travel
24 regulations, requests for forms, extensions, explanation of
25 rules and regulations. The mere fact that there is no one

1 available to explain the distinctions causes a great many
2 students to overstay their stay because there was no one
3 there to really be able to give them the proper guidance.

4 If you went to an attorney, of course, whatever they
5 felt that you could afford. I feel that there is a need
6 for a small staff to provide information and guidance, housed
7 within the department of immigration, not only for Korean,
8 but to all Asians having a language problem.

9 I had the pleasure -- I don't know if you'd call it
10 a pleasure, but I had the pleasure of having a luncheon
11 appointment, a private luncheon appointment with Mr. George
12 Rosenberg, the then-director of the department of immigration,
13 approximately a year ago. The purpose of this luncheon
14 was to direct -- to direct, directly to Mr. Rosenberg and
15 relate to him the need of a bilingual Korean person within
16 the department of immigration.

17 He gave me his personal card and his personal phone
18 number and explained to me that if I found someone qualified,
19 who was a citizen, that he would put him. Within two weeks
20 I found two qualified people. I called Mr. Rosenberg on his
21 direct line, he referred me to two people, in the personnel
22 department. The two people I did send came back to me and
23 said they wouldn't even take an application because there was
24 no opening. I think that this should be changed, and un-
25 fortunately, it can't be done at my level.

1 I had an awful lot to say but I know that there is
2 a time problem, and I want to end this by answering some of
3 the statements made by Joyce Ru -- Joyce Law and Ms. Bea Jue,
4 regarding their problems in Chinatown.

5 Now, I sympathize with them, they don't have too much,
6 neither do the Koreans. I envy them, they have a hell of
7 a lot more than we have, at least they have something going
8 in Chinatown.

9 I wanted to sort of clarify certain statements there
10 about HRD requirement and the MDTA law. Unfortunately, we
11 don't make the laws, we administer the laws that are handed
12 out on us by the Federal Government. As you know, MDTA is
13 a federal-funded program and the money's given to the State
14 of California and administered by the Department of Human
15 Resource Development. You questioned the second grade test
16 score level four years ago. Well, there's a reason for that,
17 too. We have learned through experience that Bill Kwon, the
18 job agent that works with me, and myself, are intricately
19 involved with the ES~~S~~ program in the state. We're happy we
20 have it because it's the only ES~~S~~ program that we know for
21 Koreans in the entire nation. We have found through the records
22 that you take someone with a second grade level, send them to
23 one year of school and finally, after they're retested, they
24 drop. In other words, we teach ESL in English, I personally,
25 this is my personal feeling, that there is a need to change

1 the educational system and teach them English through the
2 Korean method. By language conversion, grammatical con-
3 version, I believe that the profits will be ten-fold. I
4 learned Korean that way. From English to Korean. I'm sure
5 that it can be done from Korean to English.

6 You mentioned that, well, Ms. Law mentioned that you
7 had to have a fifth grade level to enter MDTA. Well, the
8 program was designed to help the, attain self-sufficiency,
9 and we can't deviate from the rules set forth by the Federal
10 Government.

11 The fifth grade level is a mandate by the Federal
12 Government because they have found through their studies
13 that if you don't go to school with a fifth grade level,
14 it's impossible to follow the directions so you're only
15 hurting a person by sending a third grade level to a training
16 institution knowing that he will fail.

17 It was mentioned that there was no reading center in
18 Chinatown. We do have a center in Chinatown, small as it may
19 be, we don't have one in Koreantown. We have a very capable
20 man by the name of Chan Wong, who speaks many, many dialects
21 of Chinese. And various -- many of the dialects, he's
22 equipped with a viewer, which has approximately 5,000 daily
23 jobs. He has a very high employment placement record, un-
24 fortunately we only had one Chan Wong

25 But in defense of HRD, Chan Wong is not hired as a

1 bilingual placement officer for Chinatown, the director,
2 the southern regional director, Mr. Fred Brenner, recognized
3 the problem the Chinese Community had and because we have a
4 Chinese Community employment service officer, his duties
5 were taken away to serve the Chinese Community.

6 Although I sympathize with the Chinese Community, I
7 envy you, because unfortunately, the Korean Community does
8 not have this type of service.

9 Thank you.

10
11 (Applause.)

12
13
14 REVEREND YOUNG BAI KWON

15
16 A. (By Reverend Kwon.) My name is Young Bai Kwon, I
17 am the vice chairman of the Korean American Social Health
18 and Education Society of Southern California. And I am also
19 minister of the Presbyterian Church of Korea. And the
20 problem that the Korean ethnic society are faced with would
21 encompass numerically all the human and social and health
22 problems. This can be found in any other Asian ethnic community
23 in Los Angeles. But they are different in their quality and
24 intensities largely due to: A, many recent immigrants with
25 total lack of orientation in the new society because of the

1 decentralized governmental institute in this country.

2 This situation tend to make a new immigrant confused
3 and helpless, creating a total dependency needs on other
4 fellow Koreans with unrealistic expectations. This usually
5 results in rejection, alienation or they may be taken advan-
6 tage of.

7 And the language problems, lack of experience in using
8 public agency services, difference in attitude and method for
9 problem-solving.

10 We strongly request to you to consider service to the
11 Korean Community by providing minimum worker personnel.

12 These workers are requesting in addition to the person
13 already working in the field in Korea. This worker should
14 be located centralized close to population concentrate in
15 Los Angeles, so that their activities are made visible to
16 the populace and readily accessible in this town.

17 For example, in the Social Security office, we don't
18 have any bilingual, bicultural Korean workere in the Social
19 Security Administration in the Los Angeles County area. And
20 also, after a retired person now reside in Korea, because of
21 the Social Security law, not extended to the Korea, to send
22 the money to Korea, so they should die in this country alone.

23 Second, the DPSS, a Korean worker, as I understand,
24 one in the San Fernando Valley area, two social workers, one
25 is in La Monte, the other one is in the metropolitan area.

1 One eligibility supervisor, three eligibility workers,
2 two bilingual/bicultural, one only bilingual. That's the
3 only we have.

4 However, in the metropolitan area, the Korean, as
5 all the previous people testified, 55,000. For example,
6 Metro-North Family District, that has lots of Korean, wants
7 to go over there to have from the government. However,
8 there has no one speak in Korean. Lots of problems in there,
9 so we recommend to one worker to the Metro-North Family
10 District. Three months isn't going to solve that problem,
11 and also lots of people apply the eligibility worker one
12 temporary position in August, after they took the test,
13 they didn't get any information from the department.

14 And also, our Korean American Social Health and
15 Education Society of Southern California, we call the cash.
16 We propose two times, first time two years ago for the multi-
17 purpose center, for the new immigrant people, orientation and
18 the guideline purpose. However, HEW turned down because they
19 have no money to that kind of program.

20 So, next year we proposed another one counseling center
21 for educational and other things. They are also turned down
22 from the HEW. We never had any grant from the federal and
23 from the state. We are stand by ourselves as we can. We
24 are strong ones by ourselves, because there is a lots of
25 problems. However, we can not stand any longer, we are not

1 a third class United States citizen, we don't want. And
2 also, in Asia, once the mortality, government's minority
3 workshop, at the time all the people from the governmental
4 agency people explain to us about their program. They are
5 saying first the Black, second Chicano, that's all.

6 They didn't say anything about the Asian's program.
7 That's what I'm saying, we are not the minority of minority
8 in this country and in California.

9 Thank you very much.

10
11 (Applause.)

12
13 THE CHAIRMAN: Any questions from members of the panel?

14 Q (By Ms. Hata.) One for Mr. Rhee.

15 Could you clarify for the record what Asian coordinating
16 unit is?

17 A (By Mr. Rhee.) Well, I got the information from Mr.
18 Bai this morning, I think Mr. Bai's more familiar than I,
19 will you please ask for Mr. Bai, please?

20 A (By Mr. Kwon.) What's the question?

21 Q I wanted him to clarify for the record, what Asian
22 coordinating unit was, because Mr. Rhee said there was --

23 A That's DPSS Asian coordination. I don't know what
24 it's called, exactly, but it's DPSS community relation unit.

25 Q And this is a DPSS unit?

1 A In the DPSS.

2 Q What other Asians are represented on this unit?

3 Everybody else but the Koreans?

4 A You mean in the DPSS?

5 Q No, on this Asian community unit or this group you
6 were talking about, you said there are no Koreans on this
7 coordinating body?

8 A In DPSS.

9 Q In DPSS, what other Asian groups are represented on
10 the body?

11 A In the DPSS?

12 Q On the group.

13 A (By Mr. Rhee.) Well, as far as I know, maybe I am
14 saying a wrong thing, but to my understanding, there are many
15 Japanese, that is very sure, but only one thing very sure
16 is no Koreans, that's all I know.

17 Q Are they dealing with Korean problems? The coordinating
18 unit handles Korean problems as well?

19 A (By Mr. Kwon.) Yes.

20 Q But you would like a Korean on --

21 A Well, as far as the name is concerned that is Asian,
22 what I mean is we should be in because we are Asians. We
23 got to reflect our people's opinion through that organization
24 to --

25 Q What kind of influence does this coordinating unit have?

1 A (By Mr. Rhee.) Well, I don't know exactly what their
2 purpose of the organization are but what it is, you know,
3 as long as that organization has the name of Asian or some-
4 thing, so why don't we participate in it?

5 Q Okay.

6 I wanted to ask Mr. Yum a question. You said as far
7 as HRD was concerned, for two years there's been no promotion
8 or no new hiring, is that correct?

9 A (By Mr. Yum.) As far as I'm aware of there has not
10 been.

11 Q In all fields or are you simply --

12 A Within the Department of HRD.

13 Q Within the entire department?

14 A All the promotional lists have been frozen, we have
15 not hired a new job agent, I think the last one was hired
16 about two and a half years ago.

17 Q You're talking just about job agents?

18 A No, I'm talking --

19 Q Or the whole department?

20 A We haven't even hired trainee.

21 Q (By Mr. Davis.) Are you also talking about voc-rehab
22 counselors --

23 A Voc-rehab is a different department.

24 A (By Mr. Kwon.) And even we don't have any in the edu-
25 cation department, there has also a lot of problem, see?

1 After the treatment from the mental health hospital
2 and after they come out, there is no, this should reach out
3 to the Korean Community.

4 THE CHAIRMAN: Any other questions?

5 I want to thank the panel for appearing this afternoon.
6 And your presentations.

7 Next, Al Santos and Ms. Milagros de la Cruz.

8
9
10 MS. MILAGROS de la CRUZ

11
12 A. (By Ms. de la Cruz.) I am Ms. Milagros de la Cruz,
13 always called by my friends, Mila. I am a professional
14 social worker employed in the Long Beach V.A. Hospital. And
15 a social worker. And have been an active member of the
16 Filipino Community of Los Angeles Harbor Area, Incorporated.
17 And its past president in 1971 and 1972.

18 I would like to address myself to the problems facing
19 Filipinos in the L.A. Harbor Area, with emphasis on the
20 problems of senior citizens.

21 The Harbor Area has been a refuge of Filipino pioneers
22 since the early '20's. Most of these Filipinos came to the
23 United States as young men in the early '20's, as recruited
24 farm workers, most of them, not schooled. Others came as
25 students to complete their college education, only to end up

1 as workers in fish canneries, oil refineries and restaurants
2 because of the job discriminations for the minorities.

3 Still others came as military personnel of the
4 Philippines, absorbed by the U.S. Army and the U.S. Navy.

5 After World War II, an influx of Filipino professional
6 immigrants came, bring with them their parents. So it is in
7 1973 there are about 1,000 Filipino families in the Harbor
8 Area, and an estimated 500 senior citizens among them.

9 Many of the senior citizens since retired from their
10 low paying jobs with small pensions, some ten or 20, and
11 Social Security benefits, about a 100. Among them are
12 retirees who remain single, they were not allowed to marry
13 White women when they were much younger. Others went back
14 to the Philippines to marry younger wives after World War II
15 and still others married much younger wives when migration
16 of Filipino women professionals were relaxed after 1965.

17 Those remained single, never complained about the
18 limited income, they supplemented their meager income with
19 savings they'd made along the years, they were working. Thrift
20 and pride are two outstanding traits of the Filipinos, they
21 would have bought their homes but they were not allowed to buy
22 homes before the war.

23 When the war came, many of them volunteered to be in
24 the army and they, I'm sure, together with the farmers and
25 workers, helped build the great wealth of this nation.

1 Once I came across two Filipinos in a health fair
2 conducted by the Filipino Action Services in June of 1972.
3 This veteran stopped by the V.A. booth of which I was a
4 person to inquire about V.A. benefits. They said they too,
5 he told them, managed to survive on their combined Social
6 Security benefits of \$72.00 and \$150.00 and they were able
7 to live. But because we were bilinguals, more than one
8 dialect, that we could speak, we were able to help these
9 two people and now they are both getting the amount they,
10 about \$230.00.

11 Those who married late in life, now have very young
12 children, are teenagers, being retired, these older men are
13 now babysitters while their wives work, many of them under-
14 employed. In many cases to supplement their meager income.

15 Coming from a strong Catholic country, few Filipino
16 families practice birth control. Now, Navy doctors are
17 forcing young wives to have their tubes tied if they refuse
18 to practice birth control. This is a violation of the rights
19 of these wives, we request that this matter be investigated.

20 Other problems faced Filipino pioneers in the Harbor
21 Area before and immediately after World War II was a place
22 to meet and celebrate their special events and Christmas
23 parties and the like. Because of high rentals charged them,
24 some of them were not even allowed to rent these public halls,
25 they band themselves through their own pledges, donations,

1 built the Filipino Community Center in Wilmington in 1949.
2 This center has survived the years without any government
3 subsidy, in fact, it's being asked to pay forever-rising
4 property tax, and I submit income taxes. Even so, this
5 center has been the place where most of the activities of
6 the Filipinos in the Harbor Area have been held.

7 In 1972, the Filipino Senior Citizens Center was
8 organized, because of the needs of these retirees. Two
9 part time senior citizens, senior aides funded by the OEO,
10 rendered limited service to seniors needing medical attention.

11 A DPSS outreach program worker, not a Filipino, is
12 stationed at the above center in Wilmington. Every Tuesday
13 from 1:00 to 4:15. Still, with the ever-growing number of
14 Filipinos being retired from the fish canneries, the oil
15 refineries, the military service, without mentioning the
16 many to be laid off from the naval shipyard and the closing
17 of one, I mean the fish canneries in Terminal Island, and
18 particularly closing of the small Filipino businesses in the
19 urban renewal project, the problems of the Filipinos have
20 multiplied.

21 To name a few, these are the problems: Better housing,
22 many single retirees live in substandard apartments, they
23 do not even have any medical treatment and last year we buried
24 12 of them who were found in their homes. No meals, meals
25 on wheels are available for the shutees, but none available

1 for the Filipinos who are accustomed to eat vegetables,
2 beef and rice.

3 Supplemental income. Many Filipinos, as I've just
4 mentioned, have very limited income and with a limited English
5 vocabulary that's what -- they've no knowledge of community
6 services or any part time jobs, especially for those who
7 have retired who had been forced to retire at 65.

8 Better public transportation. There is no public
9 transportation in Wilmington; that in San Pedro is limited.
10 Social and medical services. There is no Filipino
11 worker in the DPSS. In Los Angeles there is one who is combined
12 as children's service worker and part time outreach program
13 worker so that her services to the needy is nil.

14 The continuing social, recreational and educational
15 program for the Filipinos is lacking in the Harbor Area. A
16 paid staff from the city parks and recreation can well serve
17 the Filipinos at their center, just like the Anderson Memorial
18 Center in San Pedro.

19 Filipino teachers hired in the Harbor Area were employed
20 as substitutes, none of contracts in as many as five years
21 as substitutes. Many of these teachers are wives of senior
22 citizens.

23 In the hiring of teachers in the Harbor College and
24 the State College in Dominguez, interview has been the basis
25 for hiring. There is only one Filipino employed as a teacher,

1 even after a half a million grant was made to the State
2 College in Dominguez, with the specification to hire 14 Blacks,
3 14 Chicanos, and 14 Asians and others. And all the others,
4 Asian and others, were filled in by Anglos.

5 On the Filipino youth, in most cases children of the
6 senior citizens have had very little rapport with their
7 fathers, there is a generation gap between them. As they
8 identify with the Whites they too are discriminated, conse-
9 quently, these teenagers and the other minority groups, end
10 up as dropouts and drug abusers.

11 There is a need, therefore, to make these youth aware
12 of the finer Filipino traits.

13 In the '60's, when once the Chief of Harbor Police was
14 asked to discuss the problems of the Filipino teenagers, he
15 told that he was proud of the Filipinos in that no youth had
16 been reported for misdemeanor. Now this situation is no
17 longer true.

18 Recommendation. There is a need for bilingual Filipino
19 staff in the DPSS to serve the needy non-English or limited-
20 English-speaking Filipino. Over 200 Filipino bilingual workers
21 in the DPSS are not being utilized to explain any of the
22 welfare programs.

23 Number two, there is no special information about HRD
24 being dispensed to Filipinos needing jobs. Bilingual workers
25 in HRD are needed to disseminate information about jobs,

1 conduct job training and counseling. We request the State
2 Advisory Committee to ask the Civil Rights Commission to
3 institute a study of the discrimination in the hiring of
4 professionals, especially the hiring of Filipino teachers.

5 With the federalization of the adult services of the
6 DPSS, the bilingual services of Filipinos may be eliminated
7 as many of these workers are not U.S. citizens. Filipinos
8 will be, then, denied the help in the case a man receives a
9 supplemental income. We request the State Advisory Committee
10 to ask the Social Security Administration how they will
11 handle this particular problem.

12 The newly organized Filipino committee on aging is
13 ready to submit a proposal for funding for the nutrition
14 needs of the Filipino senior citizens residing in the inner
15 Los Angeles City and the Harbor Area. I'd like to point out
16 that Harbor Area is part of the city.

17 We request the Commission to see that this federal
18 funding is approved.

19 We request that a staff from the city parks and recre-
20 ation be employed at the Filipino Community Center in order
21 to serve the needs of the senior citizens and the youth.

22 Number six, at least ten Filipino businesses and ten
23 seniors were relocated when the Beacon district in San Pedro
24 was redeveloped. We request that the CRA, the Community,
25 Redevelopment Agency, to find out the proportion of the public

1 property be converted into a Filipino village or low cost
2 housing for senior citizens. More low cost housing is pro-
3 vided in the Harbor Area. Can the State Committee point
4 this out to HUD?

5 Number seven, since we might not be able to get public
6 transportation, recommendation of low cost city transporta-
7 tion fares for seniors to include travel across zones at
8 the uniform ten-cent fare, hopefully to include surrounding
9 cities. I suggest if it may be that mini buses be operated
10 by specialized services such as medical clinics, shopping
11 centers, churches and recreation centers.

12 And finally, recommend a development of a geriatric
13 clinic possibly under the auspices of the health care services
14 in the Harbor Area.

15 Thank you.

16
17 (Applause.)

18
19 THE CHAIRMAN: Mr. Al Santos?

20
21
22 AL SANTOS

23
24 A (By Mr. Santos.) My name is Al Santos, I am a retired
25 postal employee. At present I am the program director of the

1 Filipino American senior citizens, and I also, I am also a
2 paraprofessional social worker.

3 Our duty is to escort any ailing senior citizen, either
4 take them directly to hospitals and clinics, that's it. I
5 want to inform the Committee that the Filipino people have
6 been a subject people for 150 years. And when I came here
7 in the early '20's, we, the Filipinos did not have a foreign
8 policy. The foreign policy of the Filipinos was formulated
9 by the State Department of this country and like the other,
10 it regrets.

11 The Japanese and the Chinese, they have embassies in
12 Washington, they have consular offices all over the major
13 cities of this country. The Filipino did not have any.

14 I have no place to go if I have any grievances, any
15 complaints, either against the establishment or whathaveyou.
16 I am going to speak for the Filipino elderly in central
17 Los Angeles, their frustrations, their needs.

18 There are about 4,000 to 5,000 elderly Filipino in the
19 central Los Angeles.

20 I'd like, due to time element, and the -- an expected
21 call to me to appear before this honorable Committee, I have
22 a short thing here, because we don't have very much time.

23 In Los Angeles today, the needy elderly Filipino
24 Americans are suffering from unprecedented problems that are
25 devastating the lives of these aged people. In addition to

1 the many critical problems that face these 35 million senior
2 citizens in the nation, Filipino American elderly are farther
3 confronted with cultural barriers that exclude them from
4 receiving their rightful benefits.

5 The dire conditions to which most are subjected is
6 merely symptomatic of their history of subjection and mass
7 exploitation. These Filipino senior citizens came to this
8 country in the early 1920's and '30's, filled with the spirit
9 that had dreams akin to those of the early English pilgrims.
10 Instead of finding freedom and opportunity, they were met
11 by hostile people in a hostile environment.

12 The suffering of these people has not yet ended. The
13 rest, old, feeble, and still single, are unable to continue
14 working in the fields. A great number of them drifted to the
15 city in foolish hope of finding a renewal of life. They
16 are generally met by critical shortage of decent housing.

17 Their meager incomes will allow nothing more than
18 a single room in an old hotel or apartment building. Medical
19 care is sought only in crisis situations, whereas institutions
20 of medical care do little or nothing to seek them out.

21 Superimposed upon this basic problem of housing shortage,
22 inadequate income and poor medical care is a singular problem
23 to be solved only in a unique manner. The individuals
24 have a need to validate their ethnic identity. This points
25 out the necessity of having a recreational facility and

1 programs tailored to enhance maximum interaction among fellow
2 or elderly Filipino Americans.

3 In the early part of 1971, the Filipino American
4 senior citizen of the Los Angeles area were organized to
5 start a pilot program on the areas of these needy, aged and
6 retired people. Since then, membership has grown to over
7 700. For the last two years the Filipino American senior
8 citizens of Los Angeles were able, in a small measure, to
9 render information and referral services on health, housing,
10 employment, retirement, and activities.

11 On a self-supporting -- on a self-supporting program,
12 on nutrition, serving Filipino ethnic means is one of these
13 elderly people appreciate and very proud of.

14 At this time, our most pressing needs are facilities,
15 programs and services; if possible, a multipurpose senior
16 citizen center, in the center community of Los Angeles.

17 We therefore ask this Committee to initiate legis-
18 lation supporting and supplementing the Older American Act
19 of 1965 as amended in 1973, to provide special funding to
20 meet the needs of the Filipino American senior citizens in
21 the City of Los Angeles.

22 I thank you.

23 THE CHAIRMAN: Thank you.

24 Any questions from members of the panel?

25 Q. (Ms. Jacobs.) Yes, I would like to ask Ms. de la Cruz

1 for a point of clarification.

2 Was I correct in hearing you say that some Filipino
3 women have been forced to use birth control methods?

4 A (By Ms. de la Cruz.) Yes, there are names that I
5 withheld because they would not like it.

6 Q We don't need the names.

7 A But this was done because here was a woman who had
8 three children, and she went to the doctor and the doctor
9 said you are not to have another one and it's going to be
10 hard. This is a professional and she said, I can do the job
11 as a mother as well as being a professional mother, and she
12 said let's teach you, you know, birth control, since it's
13 a very -- a strong Catholic, she didn't like it, said let's
14 tie it, you know? And this has been done. He can name names.

15 Q These are private doctors?

16 A No, the Navy doctors. Navy doctors.

17 Q But you can document this?

18 A Oh, yes, we can document that.

19 Q (By Ms. Hata.) And the women don't really understand
20 what is happening, is that correct? When the doctors say
21 this?

22 A Uh-huh.

23 Q (By Ms. Jacobs.) I think that's something our Committee
24 might be interested in getting more information.

25 A That's why I'm asking this to be investigated. We --

1 Q Has that been reported to the welfare department?

2 Are they looking into it?

3 A Beg your pardon?

4 Q Has that been reported to the welfare department?

5 A No. They were shocked when they were told, so, you
6 know, one of their traits also, they don't ask and complain
7 and just face the problem and then keep silent and I
8 ask the information and got it for my discussion this after-
9 noon.

10 Q (By Ms. Hata.) Ms. de la Cruz, reminded us that the
11 Harbor Area is part of the city.--

12 A Yes, I always say that, everywhere I go, they forget
13 that the Harbor Area, composed of Williams and San Pedro and
14 Harbor City are much a part of the City of Los Angeles and
15 they are the moneybag, too, because of the harbor.

16 Q Who do you mean by that? You say they, they forget,
17 who are you talking about?

18 A The inner city. I mean here in Los Angeles, they
19 forget that we are there, we are people there.

20 Q You're talking about government agencies, for example?
21 Or what?

22 A Or even the -- the city government. I mean the city
23 government, even in the employment of members of the Commission
24 that are serving to help, you know, the mayor, I have talked
25 to the mayor and of course, he told me very gracefully, I

1 should name names so that in the future when they have
2 changes in the Commission, they will really consider people
3 from the Harbor Area.

4 Q How many Filipinos live in the Harbor Area and how
5 many Filipinos live in the inner city?

6 A Well, there are, according to the census here of 1973,
7 there are 33,459 and this is not, according to my estimation,
8 correct, because many of us have our Spanish surnames and
9 we could have been included in the Spanish-speaking.

10 We have 30,000 Filipinos now in 1973 in the Harbor
11 Area because many of the people in Carson City, in Long
12 Beach too, can not identify themselves very well, the way
13 other communities do that come to our center.

14 THE CHAIRMAN: All right, there being no further
15 questions, thank you very much both of you, for your patience
16 in waiting here for us.

17

18 (Applause.)

19

20 THE CHAIRMAN: Next panel? Mr. Enrique Cruz, Ms. Faye
21 Munoz.

22 Mr. Cruz?

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MR. ENRIQUE CRUZ

A (By Mr. Cruz.) Ladies and Gentlemen, my name is Enrique Cruz, I am President of the Guamanian Association of Long Beach, California. My purpose here tonight is to ask about job opportunity concern in the community, people here in the State of California.

As you know, there were a few men here before the war and the majority of them are all ex-servicemen, mostly Navy personnel. They were practically all Italian. The Guamanians retired after their 20 or 30 years of service, they came out, sit for job, went to a place where there's work, ... where there's storekeepers, clerk or what have they, they came to apply for the job. When they get there they were told that they have to have at least a college degree, a year or so.

All the -- most all the Guamanian here in southern California were all ex-service personnel. A majority of us were -- joined the service as cooks and stewards. Some of them were stock clerk, storekeepers, yeomen, and when they come out after their 20 years or whatever years they put in, they go and apply for the job they were qualified, such as in the case of my cousin down in California State University, Long Beach, this guy or this person was at that time working with the California State College, Long Beach as a printer.

1 When there was an opening for in refrigeration he went
2 and applied for it and put in his application and when the
3 opening was ready for hire, my cousin was told that he's
4 not qualified because he has to have a year or two of college.
5 Or college degree. So what he did, he got out as a printer
6 and went to Douglas Aircraft and applied for the job there.

7 In the meantime, when he was applied for the job he
8 had four years of college with the city of -- City College
9 of Long Beach, as a refrigeration man, but at any time during
10 that time he was applying for the job he never was called
11 back or in fact he was told that the job was not for his
12 ability, although he had four years of the City of -- I mean
13 City College of Long Beach.

14 Another prime example, another cousin of mine, sorry
15 to say, but there was an opening for payroll director. Pay-
16 roll director of California State Long Beach was being run
17 by a woman when she went out the place was -- the job was
18 open for six months.

19 Another friend of mine came in to apply for the job,
20 he was told that he had to have at least a year of college
21 degree. What happened there, the poor guy went back and
22 waited and the next thing he knew he was told that there
23 was a job opening for a custodian and that was the only job
24 that they could give a Guamanian.

25 As of now, the custodial employer, at Long Beach, were

1 90%, 90% of them simply because that was the only job all
2 over the city they could offer them.

3 There is one at California State, Long Beach, because
4 the state pays better, and they have security.

5 I would like the panel to, or rather I would like to
6 request the panel, to find out just really what's going on
7 concerning job opportunities. As for myself, I got a job.
8 Not good enough, I could go up further, in fact, I had
9 applied for a management job as a food service team, but I
10 was disqualified simply because I didn't have a degree,
11 college degree. However, I told them that I spent 28 years
12 in the Navy, I cooked for a captain here for a couple of
13 years, I cooked for the White House, the Pentagon. I want her
14 custodian, call me back the following day that job was open.
15 No, i am not asking the panel to do anything but just to
16 investigate what was going on. These cases involve the City
17 of Long Beach, Carson, San Pedro, Wilmington, Santa Ana,
18 all these areas where the Guamanians are all situated.

19 As far as other things that's concerned, the only
20 thing really that bothers me or that prompt me to come to
21 this meeting here today is to find out about these job oppor-
22 tunities for the Guamanian.

23 I'm speaking for the whole, entire Guamanian Community
24 of southern California.

25 Thank you.

1 THE CHAIRMAN: Thank you.

2 Ms. Munoz?

3

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MS. FAYE MUNOZ

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7 A. (By Ms. Munoz.) My name is Faye Munoz, I was born on
8 Guam and am currently residing in Los Angeles. I'm a member
9 of the Guamanian Association of Long Beach and the Chamora
10 (Phonetic) Organization of Los Angeles.

11 I am going to address myself to some very basic but
12 very significant problems affecting people from the Pacific
13 Islands, specifically American Samoa, Guam and Hawaii. The
14 reason for this is we have a common base with the United
15 States and thus common problems as United States citizens
16 or countrymen.

17 The problems that affect their attitudes and the re-
18 lationships of the American agencies, that is the Pacific-
19 Islanders and their lives in general, as American subjects,
20 is something that I'd like to address myself to today.

21 As you look around you in this room, it is obvious
22 there are only a few Guamanians. In fact, there are only
23 three in this whole room, and no Hawaiians. Despite the
24 great concentration of these people in Los Angeles area.

25 Why? For many Guamanians, a deep sense of fear and

1 and distrust of any involvement with the White American
2 society, is an underlying factor. The reasons have many
3 experiential and historical roots, one need only to read or
4 refer to the early reports of the Navy Department and their
5 treatment of the island when it first became a U.S. Territory.
6 Or a U.S. Possession at that time.

7 To preserve our integrity and feelings of self worth
8 we keep our distance from the White man and guard ourselves
9 by keeping to our group. Children early in life are taught
10 to stay away from Americans or haoles, to avoid hurt or
11 trouble.

12 Thus, even on the island, the relationship and in-
13 volvement has been an accomodating rather than an integrated
14 one.

15 American Samoa, Guam and Hawaii were all, at one time,
16 U. S. Territory Possessions. More precisely, territorial
17 colonies. Hawaii has gained statehood in 1959. Guam, U.S.
18 citizenship by becoming an unincorporated territory in 1950.
19 And Samoans, still American Nationals and their island an
20 unorganized or outlying territory of the United States.

21 Beyond these territorial status difference, a more
22 significant difference are the status and treatment of the
23 people. Some have certain rights and privileges and others
24 don't.

25 For example, representation in the U.S. Congress or

1 U.S. Government, voting and a more basic right, citizenship
2 as in the case of the American Samoans, especially those who
3 are residing in the U.S. mainland.

4 Another problem is administrative jurisdiction. In
5 that the territories of Guam and American Samoa, for example,
6 are under the Department of Interior, whose primary concern
7 deals with parks, endangered species and other kinds of
8 natural resources and less concern for human development,
9 the social, the educational, the economic development of
10 people.

11 This, I believe, is a problem also in terms of assigning
12 and accepting responsibility of territorial citizens in
13 this country.

14 A very important problem affecting peoples from the
15 island is that of prejudice and racism. Islanders are
16 basically very warm and very friendly and personable people.
17 Any behavior or response interpreted as unfriendly or
18 condescensions are taken very seriously. Prejudice, which
19 stems from ignorance and invalid information, has hurt many
20 islanders. Many of our children suffer today from humiliation
21 and discrimination, from teachers and peers, because of
22 their physical characteristics, their dress, their habits
23 and mannerisms and language difficulties or accent. This
24 may seem mild to many, and can be overlooked, but to an
25 islander whose self esteem is so wound up in his relationship

1 with others, and how he feels others see and treat him.

2 This is devastating. We are aware, we are compared
3 to other migrants. And if they can make it, why not us?
4 Everybody has gone through this, the Irish, the Polish, the
5 Jewish and etcetera. Let's look at the facts, however.

6 We are not in a sense, true migrants, we are not
7 leaving our own form of government or economic system or
8 country. In fact, we don't have that. We were stripped of
9 that when we were then taken over as colonies by western
10 cultures.

11 Another point is that our culture and values are not
12 that of the western world, Hawaiian and the peoples of --
13 and thus there is a lack of parallel for equal comparison be-
14 tween Guamanians, Samoans and Hawaiians and the peoples of
15 the European origins. And if you look at the assimilation
16 and integration, for example, of the Blacks and Chicanos,
17 you can find a similar relationship as that of the islanders.

18 These demoralizing experiences of prejudice and racism
19 have resulted in a very negative and hostile experiences for
20 our youngsters. In school it inhibits learning, creates hos-
21 tility and alienation and leads to discouragement, disgust
22 and apathy towards school and education.

23 And a very clear example, if you look at Hawaii and
24 what happens to the Hawaiians and we fear that in this process
25 Americanization, the same fate, is before those of us who are

1 from Guam and Samoa. We were taught we were Americans,
2 we are taught we are Americans, and pride ourselves of that,
3 but when we arrive here our fellow countrymen don't know
4 about us and worst of all, mistreat many of us.

5 Much must be done to sensitize schools, educators
6 and Americans in general, about us Americans who come from
7 the islands and territorial possessions.

8 Schools and the educational system is the islander's
9 main hope to be integrated into the mainstream of American
10 economic and political system. Which, today, after almost
11 75 years of subjugation of American Samoa and Guam, still
12 seems to be a remote possibility.

13 Why, we ask ourselves, after 75 years of United
14 States rule we haven't developed economically. And our
15 presence on United States mainland soil is no different in
16 terms of opportunities as those which exist on the islands.
17 Streams of islanders have been migrating to the United States
18 through military service, through seeking of better and more
19 opportunities, some desperate enough to be recruited as
20 fruit pickers on the island, hauled to California by cargo
21 planes, all to find themselves strapped into low status
22 economic and political positions because of their poor
23 education, their lack of job skills, and their lack of skills
24 to survive effectively in an urban industrial community.

25 The numbers of Guamanians and American Samoans and

1 Hawaiians can not be accurately made because of free traffic
2 flow between the island and the U.S. mainland and no census
3 data or records are kept. Either on the island or the
4 United States mainland as to how many are leaving the
5 island on our side here.

6 However, rough estimates made by the various communities
7 indicate roughly 30 to 45,000 Guamanians in the State of
8 California and on the west coast, 50,000 Samoans and 50,000
9 to 75,000 Hawaiians. We blame the ineffective and inadequate
10 education of the islanders, for the island stated to par-
11 ticipate effectively.

12 Examine the numbers of professional and educated
13 people among the islanders, there's so few there's practically
14 none, especially on the mainland but this is also true back
15 on the island.

16 There has been no real investment by American education
17 system on the islanders' ability to develop their potential
18 and to deal with their needs, economic, politically or with
19 professional manpower, so that they can provide services
20 to their own as in medicine, nursing, education, social
21 services and others.

22 The educational system has accomodated us rather than
23 educated us.

24 The low status employment is the major type of employ-
25 ment for the islander. A typical example is the hundreds of

1 men from the islands who are -- who were recruited into the
2 United States Navy, locked into classifications which limit
3 growth and higher status promotion. Later released into
4 civilian life after serving full term service to the U.S.
5 Military, to find themselves needing another job to maintain
6 his family.

7 Many of these retired Navy chiefs and stewards are
8 now working as cooks, custodians and other manual laborers
9 to keep alive. The reasons for this, Mr. Cruz has very
10 well illustrated. Inadequate or more accurately, lack of
11 job counseling, job opportunities have excluded many
12 skilled islanders from better paying jobs and jobs that are
13 of better working conditions.

14 Tests which tend to be culturally biased, which do
15 not measure job skills but academic skills, forces many
16 islanders into manual labor positions.

17 I would like to summarize this by some of our own
18 feelings and some of the things that we share working with
19 other peoples from the islands. A sense, a great sense of
20 neglect by the American society is felt by many of us, a
21 failure to provide us with the adequate education that will
22 enable us to survive in America. And to participate effec-
23 tively as with other Americans. A neglect with respect to
24 recognizing our presence and our role in American society,
25 both with regards to our lives here and the conditions which

1 brought us here to this country. And seeing that our problems
2 and needs are properly served.

3 For instance, the person from one of these islands
4 knows he is an American, yet he also knows that America
5 understands little and cares less for his welfare. He sees
6 no evidence that America recognizes him as an integral part
7 of this country.

8 There has been no identifiable effort by any persons
9 or programs to actively discover the social conditions and
10 difficulties of the Pacific Peoples in America. Neither
11 their number nor what is happening to them, is a concern of
12 the American public. As I indicated previously, because of
13 the status of the islands, Guamanians, American Samoans and
14 Hawaiians are not subject to immigration clearance, and
15 therefore statistics are not kept on the number of migration
16 out of the island or those entering the United States.

17 Again, the numbers game has worked to our disadvantage.
18 And though few in numbers for a nation or a race, the number
19 of Guamanians, Samoans or Hawaiians, living in the United
20 States for that matter, is a very high percentage of the
21 total number of these people living in the world.

22 Being small and weak in politics and social deficit,
23 is insufficient reason for this neglect.

24 Beset by many problems in America, we are very much
25 concerned about our future as a race and the future of our

1 children. We would like to spare our children the racism
2 and oppression we have suffered. We also want to assure to
3 our children the heritage of our language and our culture,
4 at the same time we fear that as we become more integrated
5 into American society, a process required for economic,
6 social and political survival, we may lose our language and
7 our culture. We understand this much from the experiences
8 of other migrants as they became Americanized.

9 In addition, the experience of the Hawaiians indicate
10 to us not only the possibility of our losing our language
11 and our culture, but the extension of ourselves as a race
12 of people and the loss of our own island.

13 Is it possible to avert the situation? What is our
14 future? If the islanders want to have significant voice in
15 determination of their development now and for the future,
16 they need to collect and maintain some kind of political
17 power.

18 But how can we do this if a system that will assure
19 that kind of development has been failing in its responsi-
20 bilities? And as a result, we feel we will succumb as a race
21 and as a culture to the group -- culture group to the powers
22 as those that have gone before us.

23 The islander, like no other ethnic minorities in
24 America, are searching for some kind of social justice that
25 will end the many things that keep us from expressing our full

1 potentialities.

2 We want to be understood and accepted and to have the
3 same opportunities afforded other Americans.

4 These needs affect an adequate education of our
5 children so we can have the opportunities a good education
6 permits, an education that also values our language and
7 our culture and is able to prepare us to live effectively
8 within the American culture without the expense of losing
9 our own integrity.

10 I mean elimination of prejudice and racism which
11 shunts the islanders into low pay occupation and limits any
12 other kinds of upward mobility. It means expending public
13 funds in dealing with the islanders' problems in social,
14 economic development.

15 The realization of these needs are necessary to assure
16 the productive participation, of contribution of the islanders
17 in American and I must add, at this point, there has been
18 tremendous number of contributions by the islanders.

19 I know for a fact that Guamanian boys who were fighting
20 in the wars in Viet Nam, has the highest per capita death rate
21 compared to any other group in this country. The Guamanians
22 have been struggling quietly for so long, the struggle is
23 getting more difficult and the suffering more painful. Soon
24 we will be confronted by the thousands of youngsters who
25 are growing and will face greater problems and less strengths

1 to deal with these as their parents, and to deal quietly
2 with these problems of survival in American society is
3 beginning to dwindle.

4 Our strong family system has been helping us to main-
5 tain a level of survival. These resources are rapidly
6 diminishing because of conflicts of urban industrial living.

7 Must we wait? Can we stop the process of neglect
8 which leads to a loss of human resources and productive lives?

9 Although many of these comments are rather general,
10 I expect and I respect the duties of the members of this
11 panel to bring these kinds of concerns to the proper authorities.

12 Thank you.

13 THE CHAIRMAN: Thank you very much.

14
15 (Applause.)

16
17 THE CHAIRMAN: Any questions from any members of the
18 panel?

19 I want to thank the panel for their patience and their
20 presentation and the information this afternoon.

21 They're kicking us out of this room, but we're going to
22 continue with the hearing and we're going to move to room 374.

23
24 (Short recess.)
25

1 THE CHAIRMAN: Now, we are, as usual, running late,
2 we're, however, only two hours late this time. So, I would
3 ask that the panelists that we have come forth to try to
4 make as relevant a statement as you can make, because we
5 want to give everybody an opportunity to present their
6 testimony.

7 And at the same time, be concerned about the time, be-
8 cause recognizing that people that are on the tail end of
9 this agenda were scheduled to have been on at this given
10 moment, so at this time we now will get into the next topic
11 which is the Asian youth.

12 And we have for that panel, if they will come for-
13 ward and sit at the table here in front of me, to the left,
14 Mr. John Estrella, Juliet-Masculino, Amado David,
15 Ester Soriano.

16 MS. SORIANO: Can I tell you what the order is going
17 to be? Gina Chinn, Juliette Mascurlino, John Estrella and
18 Amado David.

19 I'm going to go first.
20

21
22 MS. ESTER SORIANO
23

24 A. (By Ms. Soriano.) I'm going to reiterate some of the
25 points that Mila went through, okay?

1 In order to understand the problems of Filipino youth
2 it is important to understand the relationship between the
3 United States and the Philippines. The United States is no
4 stranger to the Philippines. Why? Since the Spanish-American
5 War of 1898, the Philippines-American War, the state of the
6 Philippines is that of a semi-feudal, semi-colonial state.

7 The educational system, cultural, economic and political
8 has been influenced by the 300 years of colonialism under
9 Spain and to the 70 years under the United States, starting
10 with the period of the Philippines being a territory of the
11 United States.

12 When Filipinos first came to immigrate to the United
13 States, many came as contract laborers, many of these workers
14 had wanted to move to higher education were unable to be-
15 cause of the economic conditions and freedom of mobility
16 limited to them by the discriminatory effects of racism.

17 Many wanted to have families, but were not able until
18 women who were allowed to come in the mid-1930's. U.S.
19 citizenship is highly regarded by most Filipino immigrants,
20 being that the first immigrants saw that citizenship would
21 afford them opportunities and success.

22 Even having to wait over 20 years before naturalized
23 citizenship was granted Filipinos have always felt and
24 secondly, sought a close relationship with the United States
25 and the Philippines. With this assumption in mind the Filipino

1 people had not anticipated the cultural shock that alienation,
2 social and economic instability and in this golden land of
3 opportunity.

4 For these reasons, traditional community organizations
5 were established to minimize the cultural shock. And what
6 are the Filipino youth of today? Both American-born and
7 Philippines-born? It is a question of identity.

8 The original intent of the traditional organizations
9 does not meet the needs or minimize the cultural shock of
10 the youth. For American-born youths, the question is not are
11 they American, but how and why they are Filipino American?

12 A push for education is stressed by parents so that
13 discrimination as a foreigner would not be a problem. For
14 Filipino immigrants coming to the United States, there is a
15 confusion of identity as it was in the past, being a foreigner
16 in the United States and had not been taught that insti-
17 tutional racism exists.

18 There is a conflict with family as a social culture,
19 as this society begins to influence the behavior of the youth,
20 a seeking dependent on understanding the contradictions,
21 problems in America.

22 In public school education, there is no reference to the
23 historical development of the Filipino people nor other
24 minorities to help understand a people's contribution in re-
25 lationship to this society. Who, how and what way do young

1 Filipino youths socialize? Where do they go? Why the cul-
2 tural conflicts?

3 As Filipino youth are getting together, trying to
4 organize in a manner that fills the gap of identity that the
5 economic and institutional racism has created, the general
6 American public looks at it as being separatism and isolation,
7 and not as fulfilling a need.

8 It could be explained as a reaction to racism, but
9 not racism in reverse. The organizing of activities, recre-
10 ation, etcetera, fills some needs and helps resolve some
11 social problems. The education, formal and informal, needs
12 to progress in order for us all to better identify the root
13 causes, not to intellectualize them or cultural-tokenism them,
14 but to move to change them.

15 Thank you.

16 THE CHAIRMAN: Next?

17

18

19

MS. JULIET MASCULINO

20

21 A (By Ms. Masculino) My name is Juliet Masculino. I
22 was born in Illinois. My father was in the United States
23 Navy, I graduated from Carson High School and am presently a
24 freshman at University of California at Los Angeles.

25

I'm speaking from the suburban Filipino youths' point

1 of view, Harbor Area, consisting of Wilmington, Carson, San
2 Pedro, Gardena, Harbor City and some areas of Long Beach.

3 First of all, the suburban Filipino youth have definite
4 problems. But their problems differ from those of the urban
5 Filipino youth. Because in the recent influx of urban youths,
6 first of all they are raised in the Philippines and were
7 taught the values of the American system, such as democracy,
8 freedom, America the land of opportunity, and they reach
9 America they find that they're discriminated upon because
10 they can not immediately adapt to the American way of life.

11 They find that their accent is -- hinders them and
12 their customs from the Philippines aren't welcome.

13 Okay, and their needs are left unfilled.

14 But the suburban youth is raised most of his life in
15 America, he doesn't have the obvious problems as the
16 urban youth do, because they are raised in America.

17 They've learned to adapt, they were able to make
18 friends and as long as they -- they did what the Americans,
19 the White man did, they got along.

20 Not until the youth gets older and he starts to develop
21 his self concept about himself does he realize that there
22 are factors which discriminate against him.

23 First of all, the educational system which is supposedly
24 supposed to educate and inform us on the realities of life,
25 fail. They don't tell us about the Filipinos' role in society,

1 or how he came about in history. The only thing that's
2 mentioned really, is Magellan's encounter with the Philippines,
3 and that's about it. Nothing is told about the information
4 which Ester Soriano elaborated on. And it's pretty bad.

5 And then the Filipino suburban youth finds conflicts
6 within himself, and he can't turn to his parents because his
7 parents were subjugated by this discrimination and because
8 of that they've become repressed.

9 The only thing that they can encourage their kids is
10 just go get an education, do well, you know, that's the
11 only way. Okay, but again, the youth has difficulty be-
12 cause the educational system is poor.

13 He finds himself a product of his environment. For
14 example, the L.A. City school system, you'll find that --
15 okay, I graduated from Carson High School. Carson High
16 School is part of the Los Angeles City school system and
17 so is University High School. You'll find, though, that
18 there is a higher caliber of student that comes out of Uni-
19 High, not necessarily smarter in I.Q. but just, he is more
20 adapted, he can -- he's more aware of things. He's -- he
21 is encouraged in school and he's -- he's become aware of how
22 to compete and what to do in order to pursue a higher educa-
23 tion.

24 Whereas in Carson High, it lacks -- its poor quality
25 of facilities, the teachers are apathetic, we have no support

1 whatsoever. And therefore this causes the poor quality of
2 education, not because the child is unmotivated, it's --
3 that is a result of the apathy that the school system has
4 in our community. And I mean why is there such a diversity
5 between these two schools? I mean, first of all, in my
6 opinion, the L.A. City school system is inadequate and inept.

7 They're not sensitive to our needs. The school system
8 is too big. And the only thing that makes a difference is
9 community support.

10 In my area we lacked community support because the
11 parents, my parents and parents of my peers are too busy trying
12 to make money, to them that is their way of getting out. And
13 they -- they love us, they care about us, but because they're
14 ignorant of the system, they don't know how it works. To
15 them, working and turning off with community activities there,
16 you know, their only response.

17 Whereas in the University High community, I mean these
18 people are the big wheels, they know what to do, they're
19 educated and they -- you know, you can't -- you can't blame
20 them for getting everything because if they know how to get
21 it, then that's their -- you know, their right, and you
22 can't put them down but the thing is, that, you know, people
23 are taking advantage of us.

24 And it isn't fair.

25 The only suggestion that I have is that ethnic and

1 minority courses be brought up in the -- in all schools in
2 our area, so that people will be able to recognize our
3 problems and the Filipino youth, not only the Filipino youth
4 but other Asian youth will be able to develop and recognize
5 their sense of worth in society. Not just, oh, I'm here, I've
6 got to make it and that's it.

7 And another thing is I'm asking that -- I know that
8 there are -- there are commissions in L.A. City School Board,
9 that are supposed to take care of Asian American problems
10 in school, but I've gone to hearings and they're -- they
11 don't do anything. They try but they're just unresponsive.
12 And I only -- I only ask this: That people don't take
13 advantage of our situation, just because my parents are
14 ignorant and they -- they're not aware of a lot of the
15 little loopholes that you can get by in society.

16 Thank you.

17
18 (Applause.)

19
20 THE CHAIRMAN: Gina Chinn next.

21
22
23 MS. GINA CHINN

24
25 A. (By Ms. Chinn.) My name is Gina Chinn and these are

1 some of the many problems that I see in school. First of
2 all, the stereotypes: "All Asians are very good students,
3 they do good work in school, get good grades and they never
4 get in trouble." These are many -- these are only positive
5 stereotypes and are reacted to in a negative way, because
6 when students don't meet these expectations they start to
7 feel inferior to others.

8 Next, insensitivity of teachers towards historical
9 background of Asians. Not recognizing the needs of Asian
10 students, example being language and equivalent education.
11 Not giving them a chance to adjust to the American versus
12 Asian culture. Not recognizing the different traditions of
13 each ethnic group, like the Filipinos. There is no complete
14 relevant education, Asian studies classes don't touch on
15 all of the Asians, focus is mainly on the Japanese and
16 Chinese cultures, because teachers don't have enough knowledge
17 except for what they read in books.

18 Teachers are not meeting the needs of students, for
19 example, if a student asks a question, the usual reply is
20 you can go back later and read it yourself. I know you're
21 capable of doing it.

22 Racism exists among ethnic groups in terms of feeling
23 inferior to each other because Asians can take care of them-
24 selves. Gangs come into the picture for protection against
25 more aggressive forces like racism and economics. And then,

1 the problem with the police.

2 Police are always patrolling around the school, this
3 makes the students feel very uncomfortable. They don't let
4 the students go off the campus like for lunch and if the
5 students are caught walking around, they're taken down to
6 Rampart Police Station and given alternatives of either
7 washing the walls around the school or joining ROTC.

8 And then, last, is drugs. They get involved when the
9 student feels he or she has to get away from all of his
10 problems.

11 THE CHAIRMAN: Thank you.

12 Who do we have next?

13

14

15

MR. JOHN ESTRELLA

16

17 A (By Mr. Estrella.) Well, we're talking about problems
18 at least by Filipino youth, like lot of times people feel
19 like inadequate in dealing with their problems, and they feel
20 like they can't turn to institutions to do their problems.
21 Institution supposed to be set up to deal with their problems,
22 and I think an example of that is we came in this room, we
23 were told to, you know, take a short amount of time to cover
24 these problems that we -- that we hear about or that people
25 tell us about in the community.

1 You give us two to five minutes to cover these prob-
2 lems that people are experiencing throughout their lifetimes,
3 and this is the kind of thing that -- that's stopping people
4 from dealing with their problems.

5 That's just like a side point-type thing.

6 I'm kind of interested in what's happening with the
7 police around the Belmont area, in relation to the young
8 people, people my age, all community people. Now, the
9 police are patrolling around the schools and people aren't
10 allowed to, like walk around the school, because, you know,
11 like me, like I just -- I worked with the county and I'm
12 working with a club in the school to, you know, help it
13 get some direction. You know, as far as what they want to
14 do.

15 I come out of the school, waiting for a ride, and the
16 police come by and they say to me, get out of here, you know.
17 And I say, well, I'm waiting for transportation. Says, hey,
18 we don't want to hear you talk, man, just split. And things
19 like this. And like you know, if the kids -- see this kind
20 of thing happening they know that I don't come to school to
21 cause trouble, and they see we come there, you know, and
22 get kicked off, you know, told, you know, split from school,
23 when they know I ain't there to cause some kind of trouble.
24 Then that makes them leary of even walking on the street.
25 And makes them feel a disrespect for the police. So, that's

1 about it.

2
3
4 MR. AMADO DAVID

5
6 A. (By Mr. David.) My name is Amado David, I came to
7 the United States in 1964, I got went into the Army in '69
8 to '72 and got out of the Army and worked for a program
9 called Asian American Drug Abuse Program.

10 I want to talk about the need for more activities
11 after school with kids in the Temple area. By talking to
12 you I satisfied the need for more activities after school,
13 many of the Filipino youngsters can socialize and identify
14 with their culture, language and language.

15 Through a center we can develop a sense of involve-
16 ment to the community, constructively working to eliminate
17 the problem, rather than adding to them.

18 One important aspect of the center will be its control
19 by the community itself. Building a feeling of self reliance
20 which is so lacking in our society.

21 Now, the only place the youth can socialize after
22 school is in the restaurant where they drink coffee or
23 just to sit around and talk. Through this they learn to
24 organize and get into drugs, even learn to steal, even learn
25 to steal. They start identifying with others, because they

1 have none of their own. They get into drugs because of
2 nothing to do.

3 For the migrant, it's even worse, it's a new experience
4 for the Filipinos to deal with racial conflicts. Many
5 Filipinos came here through Guam where they don't have to
6 face racial problem, they can not speak good English, they
7 don't know where to go, they can not relate to people here.
8 Right away because of their English, when asked where the
9 Filipino go here, there is nothing but the street or the place
10 around the corner where many of the -- where -- or the place
11 around the corner.

12 We need a place where we could say there's a Filipino
13 center. Because of their appearance, their long hair, the
14 way they dress or even their accent, police label them as
15 addicts or dopers.

16 Because of my work, I have the chance to work, to
17 walk the streets with brothers and sisters. At one time I
18 got stopped by the police and asked what am I doing with
19 those dopers? Another small incident when police walked
20 into one of the houses in Temple Street, searched the place
21 without warrants or even told the people what are they looking
22 for.

23 The youth got frightened and walk out of the place --
24 and move out of the place. On the street when asked by the
25 police what are they doing on the street, they can not explain

1 themselves, they are afraid to talk.

2 We need more Asian police around Filipino Communities,
3 a police that they can relate to, not somebody, somebody to
4 understand them, not somebody to push them around and get
5 them more frightened.

6 Thank you.

7 THE CHAIRMAN: Any questions from the panel?

8
9 (Applause.)

10
11 Q (By Ms. Jacobs.) I want to clarify a point in re-
12 lation to police treatment. I think two or three of you have
13 mentioned that you do get special, not necessarily the
14 nicest treatment from the police, what I want to know is this
15 common with all youth or do you feel there is particular
16 ways of treating Filipino youth?

17 A (By Mr. David.) I won't say there's a particular way
18 of treating Filipino youth, but I see the -- I see the way
19 the police comes out of their thing, you know, the way they
20 come out on the street, the way they stand, the way they're
21 taught to stand or whatever, you know, their ego trip thing,
22 and I see the thing of coming out without even letting you
23 explain why you're there, what are you doing there, you know,
24 they don't understand, you know, because you have long hair,
25 you're bad.

1 You know. You know, that -- it's just that, because
2 the way you -- that's not the way you're supposed to look,
3 you know, you're bad. You don't -- you know, police see
4 a guy with a certain tie or maybe Beverly Hills, you know,
5 they don't stop people there walking the streets, I don't
6 think so.

7 I got picked up by the police by standing around the
8 corner with my hands in my pockets and checked, you know,
9 and you know, just not knowing how to take out the key on
10 a Pinto one time, driving a new Pinto and we didn't know how
11 to take out the key, right, we borrowed it from a friend and
12 the police, I was standing outside the car and he came about
13 and, you know, and asked questions, and just, you know, he
14 told me he said, because I wear this uniform, because I
15 wear this badge, I have the right to push you around.

16 You know, to even -- to even go farther and try to
17 explain to them or try and, you know, try and explain to
18 them, you know, it's scary because they have the time to
19 be with you when, you know, between the time they pick you
20 up, they pick you out of the public, you know, so that they
21 can hit you, between the time they put you in the car, take
22 you to the police station, anything could happen.

23 You know, they have all this thing where, you know,
24 you can't prove it, man, he fell off the steps, you know.

25 Q Do you know whether there are any Filipino police or

1 how many people, Filipinos might be involved in Police
2 Athletic League or --

3 A You mean the police department? I know there's some
4 Filipino policemen in the police department, but I have
5 never seen an Asian cat -- cop, an Asian policeman, not
6 even -- not even, you know, not even Asian, not even Asian
7 cop around Temple area, I have never seen one.

8 And you know, I kind of walk the streets almost
9 every day, because, you know, of my job as a drug abuse.

10 A (By Mr. Estrella.) Lot of times, you know, these
11 police that are harassing people, special units like Metro-
12 Unit and whatnot, and like people do, you know, work up the
13 initiative or motivation to follow it up with a complaint, you
14 know, whatever happened to them.

15 Like the complaint is made and then maybe the cat,
16 you know, loses maybe two days or something, and then what
17 happens is like the pressure, you know, from this, in these
18 community complaints and, you know, the other people in the
19 community feeling it. What they do is you know, like they
20 have ill feelings to the police that are always in the
21 area, so you know, like it really doesn't help.

22 This complaint-type things.

23 THE CHAIRMAN: All right, am I understanding now that
24 what you're saying is that the treatment by the police of
25 you is based more upon your clothes and long hair, rather than

1 being a Filipino? I mean is there a distinction between
2 the treatment of the police towards you because you're a
3 Filipino or because you are a youth that, because of your
4 dress and mannerism they don't understand? Is that --

5 A (By Mr. David.) Well, like I can't express the feeling
6 like between if I wasn't a Filipino, like I'm just talking
7 to the feeling that I am a Filipino.

8 THE CHAIRMAN: I understand.

9 A And I don't know what other people feeling when they're
10 treated that way. I assume maybe it's the same.

11 A (By Mr. Estrella.) Well, they do have, you know, like
12 special pet names for us when, you know, they get us in
13 the car. They're trying to incite us to, you know, like do
14 some, you know, like really is -- resist arrest, like calling
15 us zipheads and things like this.

16 Seeing as how they pump Filipinos in the butt --

17 Q (By the Chairman.) Is ziphead a name that's attributed
18 to the Filipino or is that to the youth?

19 A No, that's, you know, that's coming from the racist's
20 head, you know.

21 Q My question is --

22 A No, they don't call every youth a ziphead, you know.

23 Q My question, if they pick up a Chicano kid, would
24 they call him a ziphead or would they only save that term for
25 Filipino?

1 A No, they'd probably call something like a greaser or
2 a taco, man.

3 Q (By Ms. Hata.) I'd like to go back to the schools
4 a minute. Some of you have talked about a couple of schools
5 with large Filipino populations or student body. I'm sure
6 you know of other schools with large Filipino student bodies.
7 My question is this: In all of these schools that you know
8 of, are there any Filipino teachers or counselors?

9 A (By Ms. Masculino:) There is one in Carson High there's
10 one, Ms. Domingo, and I've spoken to her many times and she's
11 very sympathetic to my feelings and to a lot of feelings.
12 Not just because I'm a Filipino, maybe I'm -- I'm steering
13 away from the Filipino cause, but I'm very strongly for just
14 liberating everybody's rights, I mean, you know, just --
15 and in -- I'm talking because in Carson is predominantly a
16 Filipino Asian school, but she, I asked her, you know,
17 what we could do about it and she, herself, is hesitant to
18 say anything because she pointed out that there, you know,
19 there are -- there is jealousy within the faculty.

20 People just get down your throat, you know, when you
21 want to do something. Nobody is -- you know, concerned about
22 the student anymore, it seems like they're just drifting away.

23 And there are good teachers, let me clarify that,
24 there are, but they're very few and it shouldn't be that way
25 and the ones who are good and qualified teachers, instead of

1 trying to fight the system, they'll just get in their little
2 corner and they'll try to do their best. Ms. Domingo teaches
3 biology at Carson High School and the kids just love her.
4 She has her class opened every single day, you know, and
5 people eat lunch there and study, and, you know, she just
6 helps them, she's open. But she will not voice her opinion
7 because she is new, and when she says something there's
8 people who have tenure and who are up there don't like it.

9 And there's, there's ways in which they can really
10 hurt her.

11 Q Are there any Filipino teachers in these other schools
12 that you know of?

13 A (Ms. Chinn.) At Belmont there's no Filipino teachers.

14 Q Or counselor?

15 A (Ms. Soriano.) Or counselor, and it's not easy to
16 get into the schools either to even assist. Within adminis-
17 trations, right, one, it's like a bogeyman to see if there's
18 any problems, you know, and it's bad on your school if any
19 kind of problems are recognized, and there's a big reluctance
20 to have outside assistance and you have to go through all
21 kinds of channels in all kinds of ways and trying to get
22 into --

23 A (By Ms. Masculino.) Fort Knox.

24 Q What kind of input does the Filipino youth have as
25 far as the Asian American Education Committee is concerned?

1 A I was asked to come to some meetings, and I sat in
2 a few but because I am involved in college now, it's just
3 really impossible for me to devote that much time.

4 They don't -- they say, we need help, we want response,
5 and we had this big seminar, this big meeting in Gardena for
6 all the Asian, for this Asian American Commission, and it was
7 -- it really looked positive, you know, I thought well, maybe
8 something's going to start? And they had rap sessions, they
9 had people talking, they voiced -- people voiced their
10 opinions and they said okay, we want you to keep up with
11 this, but how do you -- how do you expect a high school
12 student to keep up with, you know, something that the L.A.
13 City School Board does?

14 You know they don't know what to do, and they just say,
15 well, we want you to do this, go to your high school, talk
16 to your counselor, tell them that you want this, this and
17 that. What are we? Really, if you look down, it's just
18 a block A, they expect so much and how can we when the system
19 within our own school is against us?

20 And there's no way that we can, we can -- we have no
21 rapport with our counselors, they aren't sympathetic with
22 our needs and they say, well, we don't feel that you have
23 these, you know, difficulties and so -- and then there are
24 some who are sympathetic but then they just don't want to go
25 through the hassle, the red tape that the L.A. City school

1 system represents, it's so big.

2 Q (By Ms. Jacobs.) When you say the system is against
3 you, you mean in terms of not teaching Filipino history
4 or do you mean that Filipinos are discriminated against
5 in the school system?

6 A I think not teaching, basically not teaching the
7 history.

8 A (By Ms. Soriano.) Can I get some examples? Last
9 year they were able to get a breakdown about the Asian youth,
10 at least for identification, and lot of times the teacher try
11 to identify an Asian youth but also teachers are not trained
12 to be able to distinguish the differences, we all look alike;
13 we've heard that before.

14 But the thing is this year they weren't allowed to do
15 it and even the people take, you know, take a survey as well
16 as they can, you know, with the breakdown, it's not recognized
17 as being official statistic come from L.A. City schools.

18 Q How, the gangs you talk about, are they based and
19 located in the schools so you have gangs within the schools
20 or are they Filipino gangs fighting other Filipino gangs or
21 fighting other groups or what's the situation?

22 A (By Ms. Chinn.) Yes, like sometimes there's like the
23 foreign-born Filipinos against the American-born Filipinos,
24 or else, you know, both of them combined against like the
25 Chicanos or the Blacks, or against the Chinese, you know.

1 THE CHAIRMAN: Any other questions from the panel?

2 I want to thank you for your presentation, and let
3 me just say that we will be coming forth with a report
4 based upon the testimony that's been given here. There will
5 be recommendations and our Committee and Staff does follow up.

6 But I want to emphasize again, that to a great extent
7 the followup also falls back into the communities, hopefully
8 the report will be of help to you.

9 And, you know, you just have to keep plugging, that's
10 all I can tell you.

11 Thanks.

12 We'll have the next panel.

13

14 (Applause.)

15

16 THE CHAIRMAN: Sela Mamoe and Mabel Tufele.

17 I would ask the panel, then, to identify themselves
18 for the audience and for the record and then proceed with
19 their presentation.

20 MR. POTASI: My name is Simi Potasi. I'm working in
21 a small community.

22 THE CHAIRMAN: That was Henry?

23 MR. POTASI: Simi.

24 THE CHAIRMAN: What was the last name?

25 MR. POTASI: Potasi, P-o-t-a-s-i.

1 THE CHAIRMAN: Okay.

2 MS. TUFELE: My name is Mabel Tufele.

3 MR. MAMOE: My name is Sela Mamoe.

4 THE CHAIRMAN: Which one's going to go first?

5 MS. TUFELE: I am.

6 My name is --

7 MR. POTASI: Yes, I just wanted to elaborate how the
8 Samoans got here.

9 Now, in the 1900's, there's not really much that's
10 written on our people. In 1900, that's when Samoa was taken
11 as a territory of the U.S. or colonized. Since then, there
12 were books written in terms like this, if you want to take
13 a vacation and lie on the beach in the sun, and things like
14 this, you will find Hawaii or Samoa. So, when our people
15 came over, pretty much like our fathers came, through the
16 Navy or the Army or another branch of the service.

17 Now, they, all throughout their years of life they've
18 been in that kind of a thing, like in the service and out
19 of the service and then getting to the shipyard.

20 At the same time, our young people are facing these
21 kind of conflicts in the schools and other institutions in
22 our community. Like Mabel will be speaking about problems
23 that we are confronted with from the education system.

24

25

MS. MABEL TULEFE

1
2
3 A (By Ms. Tulefe.) Okay, my name is Mabel Tulefe and
4 I'm a member of Omai Fuatasi Organization.

5 And I'm here to speak on education in the Samoan
6 Community. Public education has been and is unable to provide
7 for these special needs with the result that the Samoan
8 minority in the communities where it has settled, has the
9 lowest level of achievement in education of any group.

10 The current system of public education as it operates
11 in our urban centers is unable to serve the special needs,
12 interests and problems of the young people it was designed
13 to educate.

14 Samoan children, in particular, are being deprived of
15 their right to an education by system which were designed
16 by and for middle class Whites. These systems lack the
17 flexibility to adjust to groups which are alien to the system's
18 professionals because of economic condition, language, color,
19 cultural heritage and outlook.

20 Because the system is hide-bound by self-serving
21 traditions and an unwieldy bureaucratic structure and be-
22 cause chaos in the public schools promotes rigidity rather
23 than change the outlook for improvement in the near future,
24 is not promising.

25 Throughout the life of a young Samoan, he is frustrated

1 at virtually every step in the education process. Non-English-
2 speaking children often receive academic instruction in a
3 language they do not understand and fall behind their
4 classmates.

5 A frequent cure for language problems is to demote
6 or keep back, regardless of basic intelligence. Samoan
7 parents caught up in the day-to-day struggle for survival
8 are awed and confused by the administrative maze of which
9 the school system confronts them, fails to bring their in-
10 fluence to bear on the education process.

11 School teachers, less than 1% of whom are Samoan,
12 motivated in the career choice more by search for security
13 than by a call, usually look upon underprivileged youngsters
14 as a problem. Not a challenge. Treat them with contempt
15 and hardly conceal distaste and fail, if they make the attempt
16 at all, to perceive the potential behind the poor clothes,
17 foreign speech and alien mores of underprivileged minority
18 children.

19 Good discipline becomes the hallmark of a good teacher,
20 obedience a sign of a good student, and learning an occasional
21 byproduct.

22 And at the college level, where Samoans are just be-
23 ginning to attend in appreciable numbers, they are still to
24 find a place in the mainstream of student life.

25 The consequences in the community, results, for Samoans

1 are disastrous. The Samoan dropout rate between junior and high
2 school is the highest of any ethnic group in their respective
3 communities. Of Samoan who reach high school, over half fail
4 to graduate. Of those who do graduate, no more than 10% enter
5 post-secondary education, as against a national average of
6 nearly 50%.

7 Moreover, as the Coleman Report pointed out, Samoan
8 children lag behind urban Whites and urban Negroes in verbal
9 ability, reading comprehension and mathematics.

10 Test scores of sixth grade students placed the average
11 Samoan three years behind the average White in all three
12 categories and one year behind the average Negro. And latter
13 years, the gap widens.

14 The corrective efforts within the system have failed
15 to assist the second largest urban minority into the American
16 mainstream, and solutions created by the school systems for
17 these problems, of their own making, usually are as fruitless
18 as the education process itself.

19 The -- most of the problems that we have are bicultural
20 and bilingual education. The Bilingual Education Act was
21 conceived to improve educational opportunities for over a
22 million American children, yet discrimination in schools
23 continues as long as they refuse to encourage the self-esteem
24 among the children and pride in their own heritage.

25 Out of 31 projects presently operating in Samoan areas,

1 there is only one Samoan project director. Policy is being
2 established and implemented for Samoan Communities by non-
3 Samoans.

4 Costly evaluations siphons off 10% of project funds,
5 are monopolized by a handful of research companies, non-
6 Samoan, preventing the participation of interested ethnic
7 professionals and research centers.

8 For statistical documentation of the Samoan population
9 and its need in the areas of education and manpower points
10 to the non-interests of officials.

11 The recommendations, and in conclusion, we must require
12 the following, if Title VII of the same act is to live its
13 potential for our non-English-speaking children, and it's
14 listed of 12 of them.

15 And one of them is to clearly define educational policy
16 in the area of bilingual education that will act as a guide
17 to national consciousness and commitment to these children.
18 There is a need for a basic philosophical statement on bi-
19 lingual, bicultural education.

20 Number two, it is to clearly define parameters for all
21 programs of bilingual education funded under Title VII with
22 provisions for bilingual education, teacher training,
23 especially designed curricula and teaching aids relevant
24 to each language group and development of bilingual tests.

25 Number three, the understanding that English as a

1 second language, ESL, is not bilingual education, convert
2 ESL into bilingual education by merging both programs.

3 Number four, an elimination of all priorities to low
4 income families which makes the issue of bilingualism one of
5 compensatory education, not equal education.

6 Number five, a realistic examination of why English-
7 speakers are taking up valuable places from non-English-
8 speakers in programs for bilingual education and elimination
9 of this administratively imposed requirement.

10 Number six is program funding to be in proportion
11 to the need of the group. 30 to 40% of all funds should go
12 to Samoan Communities, both on the mainland and Samoa.

13 Seven, contracts to Samoan agencies for research
14 activities, development of curricula, materials and tests
15 for bilingual projects and contracts with evaluation of
16 these programs.

17 Eight, employment of Samoan administrators in the
18 U.S. Office of Education formulating and implementing bi-
19 lingual policy as well as private directors administering
20 local projects.

21 Number nine, the establishment of research centers
22 for curriculum and tests development in the urban South Bay
23 Area where a majority of Samoans reside.

24 Number ten, reactivate the National Bilingual Advisory
25 Board for Bilingual Projects under Title VII and include a

1 significant number of Samoans in it.

2 Number 11, establish a national consortium to evaluate
3 and design materials for Samoan projects.

4 And number 12, the most important recommendation is
5 related to the administration of bilingual educational programs
6 funded under Title VII. The former administration of this
7 administration under the Bureau of Elementary School Edu-
8 cation accepted the poorly defined educational policy and
9 inadequate funds that have prevented bilingual school pro-
10 grams from becoming viable solutions to equal education for
11 millions of children.

12 THE CHAIRMAN: Do you have a copy of these recommenda-
13 tions that you will file?

14 A Yes, this is for you.

15
16
17 MR. SELA MAMOE

18
19 A (By Mr. Mamoe.) Before I say anything towards the
20 youth center, I would like to ask you a question.

21 THE CHAIRMAN: Go ahead.

22 A My question is, I'm not really clear on what role
23 you people will play as far as correcting the problems which
24 exist in our community.

25 THE CHAIRMAN: All right, I think that's a fair question

1 and I take it by your question you were not present this
2 morning.

3 Our Committee is a fact-finding committee, which
4 advises the U.S. Civil Rights Commission. Our Committee is
5 one which deals with the problems in California, and attempts
6 to point out to the Commission those areas where people's
7 rights are being violated. We do this by way of hearings
8 such as we're doing here. We have concentrated in this
9 hearing, as well as in San Francisco, on the Asian American
10 and Pacific Peoples' Community.

11 The transcript, which is being taken down now, or
12 the minutes which are being taken down now, will be reduced
13 to a transcript. We will then go through the transcript and
14 from that transcript a report, which will be basically a
15 summary of the testimony, with some findings.

16 We then, from those findings, make recommendations
17 both to the Commission, to the federal agencies and to the
18 state agencies. These recommendations are then made known
19 publicly, may be made public to those agencies as well as to
20 the communities. And then, with the assistance of the com-
21 munities and the Commission and agencies, we then try to
22 bring about the changes, hopefully some of the changes that
23 you want.

24 Now, that's basically what this Committee does.

25 A It seems the nature for my question is, it's like, see,

1 our organization went out once before to help the Councilman
2 Carson get elected, you know? And after he -- but before
3 he was elected, he gave us his support, his words, more or
4 less, of support, that if he was elected that he would work
5 hand in hand with us to get a building for a youth center.

6 When he was elected, he didn't know us.

7 THE CHAIRMAN: You're not alone in that kind of a
8 situation, I tell you that. You're not alone. But we -- this
9 is not a -- you know, this is not a political body, this is
10 a, in the sense that this is a body that's out seeking facts
11 and will make recommendations..

12 Now, the mere fact that we may make a recommendation
13 does not necessarily mean that that will be implemented. It
14 then becomes our effort to try to get it implemented but also
15 with the assistance, hopefully, of the communities.

16 And that's why we come to the communities to try to
17 get information in terms that you can tell us what it is,
18 what it is that needs to be done. And as I think you are
19 aware, in many areas of the communities, people don't believe
20 there are even any problems. Part of our benefit, I think,
21 is to make known to the general public that there are some
22 problems.

23 And then, once they begin to believe there are some
24 problems, then I think they're much more susceptible to
25 accept some recommendations.

1 A Well, before I speak on behalf of the youth center,
2 for the Samoan people, I would like to state that because
3 of short notice, I could not document other problems which
4 would justify our demand -- our need for a youth center,
5 but on a later date I will submit the supporting documents.

6 THE CHAIRMAN: Fine.

7 A In response to the cry and hue of the community, I
8 will now give you concrete reasons why, more than ever, the
9 youth of Samoa need a place to associate culturally and
10 socially.

11 Our brothers and sisters are increasing a, largely
12 in school dropouts, gang activities, runaways, drug problem.
13 Unemployment is the last.

14 All right, in terms of how many youths are involved
15 with these problems, a rough estimate is around 17,000. Now,
16 it's very hard for us, you know, to really give you a number,
17 because up to now, no one has really come out to help us,
18 you know, census our people.

19 But, so we have been working on a friend, relative and
20 by this means, and this is how these figures were arrived.
21 First of all, let's look at the school dropout problems. The
22 language barrier, inferiority complex, lack of cultural
23 programs, and that of bilingual, bicultural teachers.

24 Gang activities, if more activities of this nature
25 are gaining momentum in the seven cities mentioned and the

1 seven cities are as follows: Carson, Compton, Wilmington,
2 Harbor City, San Pedro, Long Beach, Gardena.

3 The runaways, this problem can be answered by providing
4 them a place where they can turn to, where their side of the
5 story can be heard. A runaway in most cases are confused
6 individuals. The reason why youths choose this ultimatum
7 is due, in part, because of absence of counselors within
8 the community to convey to the individual that someone cares.

9 Now, as far as the drug problem, the danger of this
10 problem is that parents are naive in spotting the symptoms
11 of usage, caught up in the turmoil surrounding them, weak
12 individuals break, but the Samoan youth's affiliation
13 generally comes in the form of wrong crowd.

14 Unemployment, prejudices, language barriers, insuf-
15 ficient education and lack of skills to name a few, are
16 part of the problem to combat part of this problem. To
17 combat these nemises, employment programs are needed to keep
18 the youths out of reform schools and perhaps jail.

19 My recommendations for the problems are as follows:
20 Tutorial programs for Samoan students; B, a place to identify
21 with and to have social events at; and three, educational
22 programs to provide information on employment opportunities,
23 drug and vocational -- employment opportunities, college and
24 vocational training, drug abuse and cultural history and
25 social services.

1 As I stated earlier, it's the short notice that we
2 have got this thing together.

3 THE CHAIRMAN: Okay, fine, and will you submit it,
4 then?

5 A. Yes.

6 THE CHAIRMAN: Any questions from members of the panel?

7 I want to thank you for coming and waiting so late
8 to present this to us and you are leaving a copy of your
9 recommendations, are you?

10 A. Yes.

11 THE CHAIRMAN: Thank you.

12

13 (Applause.)

14

15 THE CHAIRMAN: If we can have the next panel now?

16 Mr. Don Toy, Mr. Edmund Soo Hoo, Ms. Linda Aki, Mr.
17 Kerry Doi, Mr. Rocky Chin.

18 Would you identify yourself, for the record, and would
19 you please do so in the order in which you're going to testify?

20 MR. TOY: I think, after we identify ourselves, we're
21 all going to go home, because I think everything's been said.

22 No, my name is Don Toy, I'm from Chinatown.

23 Hey, nobody's laughing. Give me some support.

24 My name is Don Toy, I'm from Chinatown, next to me is
25 Linda Aki and Kerry Doi, who will be speaking on youth employ-

1 ment. Next to Kerry Doi, is Ed Soo Hoo, who will be talking
2 about recreation, and Rocky Chin, will be talking about
3 institutional racism.

4 I wasn't joking when I said that a lot of the things
5 that we're going to cover has been said already, so we've
6 been busy revising and, you know, knocking down things so
7 we'll try to be as brief as we can.

8

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MR. DON TOY

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A. (By Mr. Toy.) Before we begin, though, I'd like to
put in the record that we do have harassment in our community
also. And we will submit documented proof to the Commission,
later on, on this area.

THE CHAIRMAN: Harassment by the police department?

A. By the police department.

Everyone on this panel in the last week has had personal
experience on harassment, so to answer, like I remember a
question that you had about long hair, you know, is it the
long hair or clothes? Rocky Chin doesn't have long hair and
we have other members of the community that doesn't have long
hair and you know, he's been harassed, so I mean you know, I
just want to get that clear.

THE CHAIRMAN: Okay, fine.

1 A Okay.

2 The schools that serve the Chinatown Community or the
3 youth in the community for secondary schools, is Nightingale Junior
4 High School, and Belmont High School and aside from the general
5 things and other problems that were mentioned before, I think
6 in our particular case, I think the ESL Program I'd like to
7 explain a little bit about.

8 Belmont High School has no Asian ESL teachers there
9 at all, I mean the ESL Program there is strictly geared toward
10 the Mexican American-speaking youth. Some of the youth have
11 come back and now they've explained some of their problems
12 you know, in these problems. They're put into an ESL class
13 and they don't understand English already, right, so they're
14 going to be talking with the teacher and the teacher is
15 explaining things in English.

16 Now, the teacher will speak Spanish, so when a Spanish
17 student comes up and starts speaking Spanish, the teacher
18 reverts back and starts speaking to him in Spanish, so this,
19 like adds to the problem of the Chinese-speaking youth in
20 Chinatown. There are also no counselors or no bilingual
21 counselors at all in Belmont High School. And this is also
22 the case in Nightingale Junior High School and until this
23 year, there was no aide or any bilingual person to deal with
24 youth in general.

25 So, just from these, from the -- from the programs that

1 they have, of having no bilingual there, I think, you know,
2 the Commission and everybody else can see some of the
3 problems that exist.

4 We have the results of, you know, having no programs
5 and nobody being around to relate to the kids that are at
6 Nightingale, the kids have been not going to school, they've
7 been hanging around, around the park, the teenpost, they've
8 been going the destructive route and they, eventually they'll
9 probably go into the gang routes, you know.

10 They're loitering, they get together and they go into
11 petty theft, at times. So, for Belmont, the kids, instead
12 of just dropping out of school, all they do is, they just,
13 you know, leave completely, they never finish school at all,
14 and again what they're doing is they're getting together
15 on the streets, you know, walking, loitering, and figuring
16 out destructive things to do.

17 In the community there are really no programs gearing
18 to handle any of these problems that have arisen because
19 of schools who haven't had sufficient or good programs to
20 keep the kids in there.

21 We have a Chinatown Teenpost in there, which is funded
22 by the Federal Government but because of the obstacles such
23 as funding, all the time, no equipment, volunteers, you know,
24 having to fight the bureaucracy to stay in business. Now,
25 when I'm saying fighting, all the Chinatown Teenpost has, at

1 this time, is salaries for one assistant and one assistant
2 director and so, even having to fight that, you know,
3 coupled with all the problems, you know, it's really not
4 as effective as it can be.

5 So, in general, I would say the best thing for insti-
6 tutions such as schools to do is to come out with programs
7 and come out with people who can deal directly with the needs
8 as they are now.

9 Now, I think it was commented before, that the schools
10 haven't changed in many years. Now, I grew up in the com-
11 munity, I went to Nightingale, Belmont, you know, and I find
12 that in secondary education the programs have not changed
13 at all and when I was young, you know, we didn't have the
14 non-speaking Chinese around.

15 Now, you know, 90% of the people living in the com-
16 munity or --are from another country and are not English-
17 speaking, so I think institutions like this should, you
18 know, change with the time and start gearing programs toward
19 the youth rather than living in the past and saying things
20 like, well, we dealt with Chinese problems or Asian problems
21 before, and we can still handle them.

22 Edmund²⁶ Soo Hoo will now talk on recreation and illus-
23 trate a little bit more of the problems that we're facing in
24 the community.

25

1 MR. EDMUND SOO HOO

2
3 A (By Mr. Soo Hoo.) Yes, I was born and raised in
4 Chinatown and for the past three and a half years I've
5 worked in Chinatown as well as lived in Chinatown.

6 I'd like to give you an idea of what recreational
7 areas, I mean recreational area around Chinatown. To the
8 west of us we have Echo Park, which is about three miles
9 away, it has a swimming pool, baseball diamond, a large lake,
10 a gym and tennis courts.

11 Now, to the north of us, we have Downey Park, which
12 is about two miles away, has a swimming pool, baseball diamond
13 and a gym also. And also to the north, is Eleshin (Phonetic)
14 Park, which is about two miles away, has a tennis courts,
15 baseball diamond, picnic areas and large expanse of grass area.

16 Now, to the east and south of us, nothing. Okay. Now,
17 we get down to Chinatown, and we only have one recreational
18 facility, and that is Alpine, and that facility has an
19 area of about 1.93 acres. Which on that facility is a
20 small gym, two outside basketball courts, small play area
21 for children and a grass lawn.

22 Okay. The center was built in 1954 to accomodate a
23 Chinatown population mainly housed in single family dwellings,
24 but at the present time, most of these single family dwellings
25 have been torn down and replaced by multifamily apartment

1 buildings. With of course, the change in housing, the popu-
2 lation has now grown to maybe 10,000 people, just in the
3 Alpine Hill area alone, which surrounds the center.

4 Now, this does not include the people that come in to
5 the center during the weekends. Now, that gives you an idea
6 of the amount of people we have and the facilities we have
7 in Chinatown.

8 Now I'll give you an idea of what kind of programs is
9 available on the facility at Alpine. We start from preschool
10 with Headstart and preschool classes, then you get into
11 elementary school, which is directly across the street from
12 the center and they come over to use the grass area and the
13 play area and also use the gym for their exercise classes.

14 Okay, and you get to teenagers, you have basketball,
15 volleyball and probably a little dancing. Okay. With the
16 adults we have the citizenship classes, the English classes
17 and Tachi (Phonetic) classes and with the senior citizens
18 we have geantology (P) class, also mixed in with English classes
19 and Tachi classes.

20 Now, that's on the center itself. Aside from the
21 activities that the center runs numerous community groups
22 use our center. They have their dinners there, such as
23 churches, they bring 400, 500 people, community meetings and
24 community movies which attract large number of people. Now,
25 with such a heavy use of the center, you naturally run into

1 conflicts. The young -- the mothers of young children say
2 they don't have enough room, their children is getting cheated.
3 Okay? Then the senior citizens say the young bullies come
4 in and push them out, they can't have their Tachi classes.
5 Okay, then the young guy says, look, make room for us young
6 folks, you know, what are you doing Tachi for? You know it's
7 not going to do anything for you.

8 Okay, now the competition for space creates -- it
9 divides the people who use our center instead of bringing
10 them together, when they come together instead of working
11 together, you know? And besides just among the Chinese you
12 have Mexicans, Mexicans live around Chinatown and when they
13 come down the Chinese say this is our territory. Then the
14 Mexican says, but hey, man, you know we live around here too.
15 So you get another problem with that. Okay.

16 Now, why don't we go into other -- now, you might ask
17 why don't Alpine or the people in Chinatown go into outlying
18 areas since they're only two, three miles away? Well, first
19 thing we, no transportation. Most of the areas, if you
20 have to take public transportation, you have to transfer to
21 two or three buses just to get there.

22 Then, most of the people in Chinatown don't have cars.
23 And with the price of gas, you know, it's not feasible, you
24 know, to take your kids daily to a recreational center.

25 Also, in the different areas outlying Chinatown, there

1 are different ethnic groups, that are not Chinese, mainly
2 Mexican, some areas have Black, but mainly Mexican Americans.
3 Now, the problem is not helped by the fact that the
4 councilman that serves Chinatown does not serve any of the
5 outlying recreational areas, they all have different council-
6 men and the Department of Recreation and Parks has divided
7 the recreational areas into different districts so Chinatown
8 is not in the same district as Eleshin Park and Downey is
9 not in the same as Chinatown so you all have different
10 bosses along the way that you have to work with.

11 Coupled with this problem, Alpine Recreation Center
12 is understaffed. At the present time we have two full time
13 workers and two part times. Now, at all hours that the center
14 is open, there must be someone at the window in the office
15 to take care of equipment and phone calls and such, which
16 leaves little time or no personnel to run programs which
17 sometimes have to be away from the center and we're open
18 seven days a week. Ten hours on Sundays even. And perhaps
19 we can get volunteers. Well, the way the people work in
20 Chinatown, the dads, they start work when the children get
21 out of school, you know, they work until late in the night
22 and the mothers, they work in the garment industry they
23 don't have time. Whatever time they have they're sewing so
24 you can forget about, you know, volunteers in Chinatown.

25 And just recently, the Department of Recreation and

1 Parks, instead of trying to give us more staff, they actually
2 tried to downgrade the center by taking a director's position
3 away and giving us a recreation leader instead. The dif-
4 ference between a leader and a director is that a director
5 is a college graduate, and gets usually a higher salary than
6 a rec. leader who only needs a two-year degree in any junior
7 college.

8 Now, any possible solutions that I see at the present
9 time, are that since we are across the street from elementary
10 school and there is one large common street between us, we
11 could perhaps expand into that street, take it all over and
12 then have both facilities, the school and the center share
13 the grounds, since the school is going to be rebuilt in 1975
14 anyway. Because of the damage that the earthquake did.

15 And that's about it. Thank you.

16
17 (Applause.)

18
19 THE CHAIRMAN: Ms. Linda Aki.

20
21
22 MS. LINDA AKI

23
24 A. (By Ms. Aki.) I'm Linda Aki and I'm the employment
25 coordinator for service for Asian American youth. For the past

1 two years my community involvement has been largely in the
2 area of youth employment.

3 During those two years I've had an opportunity to
4 see some of the problems and needs of the youth in our Asian
5 American Communities. It is those problems and needs I
6 would like to present this evening.

7 Some problems affect one Asian ethnic community more
8 than another, but all the Asian Communities have under-employ-
9 ment problems. Stereotypes affect all of us, regardless if
10 we're Japanese, Chinese, Korean, Filipino, Samoan, Thai or
11 Guamanians. The stereotype that we are a hardworking, non-
12 complaining cheap labor force, manifests itself in job orders
13 for waiters, stockboys, busboys, office clerks, gas station
14 attendants, counter girls, janitors and so on, offering an
15 average of \$2.00 an hour, but most at much less pay.

16 Exploit of labor that pays bare subsistence level
17 wages began in the 1800's, when Chinese Japanese and Filipinos
18 were bought to the west coast to work on the railroads and in
19 agriculture. And it exists today. The only difference being
20 the type of job. Often many of the youth aren't satisfied
21 and find it impossible to survive on such low wages.

22 Yet, have no other alternative but to take the job.
23 A job that doesn't offer training or promotional opportunities.
24 The result is going from job to job looking for something
25 better and what amounts to a poor work history.

1 In the eyes of employers, these "transient youth"
2 are bad risks. These kids need training but the Asian
3 Community in Los Angeles lacks skills training facilities.
4 The skills training centers that exist are restricted to
5 serving the people in their government-imposed geographic
6 boundaries. These skill centers are situated in areas where
7 there are few Asians.

8 In addition, trying to place an Asian into a predom-
9 antly Black or Chicano situation would result in racial
10 conflicts. It's not easier either to get into apprenticeship
11 programs for the construction trades. Unions have traditionally
12 discriminated against Asians and minorities and if they have
13 a few token Asians, then they feel they've met their affirma-
14 tive action commitment. It's hard enough for youth who have
15 no English-speaking problems. What happens to the immigrant
16 youth that we see daily, if they don't speak English well
17 enough, they can't get into the skills training programs,
18 they can't pass vocabulary tests for civil service, appren-
19 ticeship programs for large corporations.

20 The ESL classes available are not enough to meet
21 the needs of the large number of people who need them. In
22 one situation a Korean youth going to Lincoln High School
23 who had English-speaking problems was not permitted to
24 continue his science classes and was put into a Spanish-
25 speaking ESL class. Two things. One, he had taken physics

1 and chemistry in Korea and did pretty well. And secondly,
2 but more importantly, he was forced to stay in the ESL
3 class, despite the fact that he couldn't speak Spanish and
4 wasn't benefiting from the class. He has since dropped out
5 of school.

6 The number of ESL classes geared toward the Asian
7 American Community is inadequate to say the least. Our
8 educational system is a large contributing factor to the
9 serious unemployment problem. Many are unable to relate to
10 school curriculum that does little to prepare them for
11 gainful employment in today's society.

12 College and vocational counselors do a poor job of
13 motivating youth to go on to college or to enter a trade
14 school unless it's an A student. The low C student has no
15 hope of continuing his education and becomes apathetic and
16 feels he might as well drop out and find a full time job.

17 The same thing he was going to do after graduation any-
18 way. But dropouts with no high school diploma find that
19 their prospects for getting a decent job are poor.

20 We have an average of 40 new people coming into our
21 office every month, 98% are between the ages of 17 and 24,
22 with 50% between the ages of 17 and 19. 75% don't have
23 transportation, and must walk or rely on public transportation.
24 75% have no high school diplomas. 86% lack marketable skills
25 and have poor work histories. 65% don't speak English well

1 enough to pass employment interviews and tests. We need
2 more services and programs geared toward our Asian American
3 youth. Skills training, ESL classes, better transportation
4 and we would urge that the Federal Government enforce affirma-
5 tive action policies and assure our youth better jobs.

6 We can no longer quietly watch while our Asian
7 American Community is passed over, and we are done out of
8 our basic human rights.

9 Thank you.

10
11 (Applause.)
12
13

14 MR. KERRY DOI

15
16 A. (By Mr. Doi.) I'm Kerry Doi, good evening.

17 I understand you're tired, and we're tired, most of
18 all of being oppressed. I was called to speak on Asian
19 youth and employment. I question, though, am I here to
20 answer the question do Asian youth have problems in employment,
21 and if they do, why do these problems exist? It seems
22 strange to me that I would have to speak to a government
23 agency on Asian youth employment problems, because a question
24 arises, why don't government agencies know about Asian youth
25 problems?

1 Why don't government agencies have statistics and
2 data on Asian youth? I'm sure your Commission and all other
3 agencies has all the information you want on Blacks and
4 Chicanos. Let me give you an example.

5 This here is a paper from GLACAA, the Greater Los
6 Angeles Community Action Agency, it's a report on youth
7 employment in the Los Angeles County area. The ethnic break-
8 down is White, Spanish American and Black. Notice no break-
9 down on Asians. Insensitive bias, racist institutions and
10 agencies are major contributors to the problems of Asian youth
11 and employment.

12 Another example, HRD, the Department of Human Resources
13 Development, they have over 6,000 job orders in their job
14 bank file on an average day. In my estimation as a former
15 HRD employee, you'd probably be lucky to find one employer
16 out of a 100 that would hire any applicants under 18.

17 Of the skill centers that HRD controls, none are in
18 any areas with a high concentration of Asian people except
19 one, and that's a Gardena skill center. Oddly enough, that
20 skill center is controlled by the Compton HRD office. HRD
21 is also not geared to handle any people with low English-
22 speaking abilities except for token ESL classes, as Linda
23 stated.

24 If they do place any of these people on jobs, the jobs
25 are for \$1.75 an hour busboys or \$2.00 an hour stockboys in

1 sewing factories with working conditions so bad you, yourself,
2 probably wouldn't want to stay there for longer than a half
3 an hour for fear of catching lung diseases.

4 Well, how about those people and I'm talking about
5 people from age range of 14 to 25 who need more English?
6 Why couldn't they learn English? Ask those educational
7 institutions in question, the counselors and administrators
8 that alienate those who need help most and about those who
9 need help most. Torrence HRD has two employment outstations
10 with another in the planning stages, possibly already operating.
11 I asked the office manager about how she decided upon the areas
12 they were to be located, her response was that they would
13 be put in the areas that develop the most hires and that
14 traditionally those areas are the middle class areas. Not
15 the poor areas where employment assistance is really needed.

16 Bureaucratic agencies such as the Department of
17 Industrial Relations or this U.S. Commission on Civil Rights
18 who have the power to correct these contradictions but say
19 that it might be one year before we see any results, and I
20 question the quality of those results, if any.

21 You agencies lend to the problem.
22 Another problem area, large corporations with govern-
23 ment contracts that have affirmative action programs. To
24 deal with the hiring of minorities, these affirmative action
25 programs exist. Let's take a look at the people hired to work

1 on these programs. We call them gutless wonders, gutless
2 wonders, because they don't speak out, don't put themselves
3 on the line for fear of losing their jobs. They're controlled
4 by management who are not concerned about the hiring of
5 minorities but concerned about profits.

6 Management level people just use the affirmative
7 action programs as necessary. An example of how an Asian
8 youth was mistreated as a result of this. An applicant
9 was sent to Xerox Corporation for a job which he was very
10 well qualified for. First he was screened by their com-
11 munity services worker to determine him qualified and sent
12 to the affirmative action unit, also impressing affirmative
13 action.

14 The applicant was put through the process. All
15 together he was put through six interviews, now I don't know
16 about you, but six interviews for one job sounds outrageous
17 to me. At any rate, in the final interview this applicant
18 was told by Mr. Rultsy (Phonetic), a salesmanager, and I
19 quote, "You appear to be competent and aggressive and you
20 are very articulate. Unfortunately, there's no way I can
21 be positive that you really are."

22 Does that statement have an inkling of racism, possibly
23 an attitude dealing with the stereotype of sneaking, coniving
24 Asians? Okay, maybe not. But surely it isn't enough to
25 disqualify an individual.

1 These culprit employers that give only token
2 consideration to their affirmative action programs and their
3 boys they hire to run their affirmative action programs
4 lend to the problems of Asian Community unemployment.

5 Let me conclude my little talk by saying that I
6 really don't believe this hearing will really bring any
7 positive changes, but hopefully it may enlighten you indi-
8 viduals on the Civil Rights Commission on how you are being
9 used by the powers that be, in the same way the affirmative
10 action boys are being used. So I call upon you to prove
11 your sincerity to our community by not just listening to
12 our frustrations but by putting yourselves on the line, call
13 for changes and by all means, not through your normal
14 bureaucratic channels, because we've all seen that those
15 channels don't do a damned thing.

16

17 (Applause.)

18

19

20

MR. ROCKY CHIN

21

22 A (By Mr. Chin.) My name is Rocky Chin, I'd like to
23 address my comments really to the people out here, because
24 as you said yourselves, much of the product from this, from
25 these hearings will be from what we do in the community, that

1 you're just a sounding board, in fact, I'm not even sure
2 what kind of -- what kind of authority or power or whatever,
3 you know, it's just a sounding board to gather the facts as
4 you said.

5 I also wish to address the people out here because
6 the topic I think you have already read the report I am
7 going to talk about, you have -- know something about it so
8 I'd like to address, and I hope it's not an insult to you
9 if I turn around and address the people here.

10 My testimony this afternoon, and I put ~~afternoon~~
11 it's actually evening now and we're all starving, but it
12 covers one specific recent blatant example of institutionally
13 sanctioned racism. I'm referring to a report put out by
14 the California Attorney General's office, ^{Evelle} ~~Edward~~ J. Younger,
15 originally labeled confidential, and printed in July, 1973,
16 by the Criminal Intelligence, in the Criminal Intelligence
17 Bulletin, a publication of the Organized Criminal Intelligence
18 branch of the California Department of Justice.

19 This is it. Each member of this Committee, I believe,
20 has a copy of that, and I also have copies of this seven-page
21 report for organizations in the Asian Community that wish
22 to circulate it.

23 This confidential report is entitled, Triad, Mafia of
24 the Far East. It purports to be a factual account of the role,
25 foreign and domestic Chinese play in various types of crime

1 in California and elsewhere in the United States.

2 What could be -- what could be a more gross example
3 of governmental institutional racism and insensitivity than
4 to put on the cover of this report, a stereotyped photograph
5 of a Chinese wearing traditional garb, a pigtail, a hat and
6 carrying a pistol? This was sent out to so-called law
7 enforcement agencies all over California.

8 The seven-page report itself is filled with racist
9 half truths, innuendoes, broad, generalizations and total
10 falsehoods. All of which create impression that Chinese
11 people are generally corrupt, protective of criminal
12 elements, traffickers in drugs and gambling, extortionists,
13 smugglers, blackmailers, and illegal immigrants.

14 Now, we don't really know how many government agencies
15 were sent this report, after all, it was indeed labeled con-
16 fidential and you can see that right up here, confidential.
17 I've never seen one of these things before, but here it is.

18 The report perhaps was never intended to be discovered
19 and exposed by the Chinese Community. Had secrecy been kept,
20 we would never have been alerted and we would never have been
21 able to attempt as we are now to expose this report and the
22 attorney general's office which sanctioned it.

23 Let me remind you that the attorney general is the
24 highest law enforcement officer in the State of California.
25 And it is under his office that this report is coming forth.

1 The report, had we not discovered it, might have
2 been accepted as fact and all the allegations within it
3 by every person who read it. Once accepted, attitudes and
4 beliefs toward Chinese and other Asians, as this would imply,
5 could very well translate into policies and decisions both
6 discriminating and prejudicial, adversely affecting every
7 Chinese in this state.

8 This, in fact, is a civil rights issue. We believe
9 this modern example of institutional racism should now
10 be a matter of public record, so that Asians will be made
11 aware of this -- these ambiguous allegations.

12 I'm not sure exactly how to do this, I've talked with
13 Mr. Pilla but Mr. Chairman, I'm requesting that sometime
14 after my testimony, that this seven-page report be read into
15 the public transcript of this hearing so that everyone who
16 receives the report from these hearings will also be able
17 to read this racist report.

18 THE CHAIRMAN: All right, I think what we will have
19 -- what we will do with that is to make that a part of the
20 record and I think that we will request from the attorney
21 general's office an opportunity to provide -- or provide
22 that office an opportunity to explain or at least submit a
23 letter or report to us and we'll make that part of the
24 record.

25 A. Fine, thank you.

1 THE CHAIRMAN: Thank you.

2 A. I'm also submitting along with this report, which I
3 think you have, a rebuttal that was done by people up north,
4 and also a complaint which has been filed in Federal District
5 Court, which is a suit against Edward Younger, it's a com-
6 plaint for civil -- for violation of civil rights so I'll
7 give this to the Committee.

8 THE CHAIRMAN: Fine, those will be received, then.

9 A. Fine.

10 I'd like to read some selections, and these are just
11 a few, from this report to give you some idea of what I'm
12 talking about. Try to think about what kind of inferences
13 and innuendoes are going to be drawn by someone who reads
14 this kind of thing.

15 First selection from ^{Swille} ~~Edward~~ J. Younger's report. He
16 says, the report says, drugs are a way of life in the orient.
17 Team activities in the major ports makes drug enforcement
18 almost impossible. The inference, of course, is that
19 Chinese, all Chinese are into drugs or all Asians are into
20 drugs.

21 Second selection, the Chinese as smugglers are very
22 patient, they will gladly let a load of opium go around
23 the world two times on a small steamship rather than run
24 the risk of seizure by unloading at an area that is risky.
25 Now that's ridiculous, and that's not only corroborating the

1 so-called Chinese as patient, as survile, but also the
2 fact or trying to imply that Chinese also are smugglers,
3 and good smugglers, because we're patient.

4 Third selection. There is also more durg involvement
5 as a result of the 1965 act which raised the quota of Chinese
6 immigrants allowed to enter into this country. These new
7 immigrants are poor and non-educated, the only way they know
8 to make a living is to continue to pursue the same occupations
9 here as they did in the streets of Hong Kong.

10 This means trafficking in drugs, gambling, extortion,
11 prostitution and of course, TONG membership. A direct quote.

12 Fourth selection, financing for opium and heroin-
13 smuggling is provided by wealthy Chinese businessmen and the
14 retailing is done by Chinese youth, the Tongs and non-
15 Chinese individuals.

16 Think of this also in the context of some of the
17 current things you have been reading about, local papers,
18 you've been seeing in some of the films, the Chinese are
19 into opium. Let me remind you who put opium in China, if
20 any of you read the history of the Opium War you'll know
21 it was Britain that flooded China with opium and it was
22 China which tried to desperately and vainly, at that time,
23 get it out.

24 In viewing the fifth -- fifth selection, in viewing
25 the involvement of many Chinese in illegal activities, the

1 cultural differences must be considered. The Chinese'
2 primary interest in coming into the United States is to
3 make money and improve their lot. Some feel that an easy
4 method is involvement in the drug market. Of course, it
5 says some, but the implication as one might draw the impli-
6 cation, is that Chinese are into this because they're new
7 immigrants, they don't have opportunities so they go into
8 drugs.

9 They also imply that it's somehow crass to come to this
10 country and expect a good life, money, an opportunity. But
11 isn't this after all what other Americans came to this country
12 for? And let me remind you that although we're still con-
13 sidered foreigners, by many non-Asian Americans, many White
14 Americans, we are as American as anybody else and that when
15 it comes down to it, everyone in this country outside of our
16 Native American brothers and sisters, were immigrants.

17 I say that because we, as youth and Asians in
18 America, are consistently being classified as foreigners and
19 this affects us, all the time.

20 Now, although this report is one of the most distorted
21 of recent anti-Chinese literature, reminiscent of the period
22 as you recall, 19th and early 20th century anti-Chinese
23 propaganda, propaganda which in fact did lead, at that time,
24 to lynching, beating and brutal harassment in this country,
25 this report is really not without precedent, example: In the

1 late 1960's, J. Edgar Hoover, then head of the F.B.I.,
2 accused Chinese in the United States as potential enemies of
3 the government. What? Why? Because of our national origin.

4 And I can cite you that statement, if you haven't read
5 it already. Last year, Evo Younger, the same Evo Younger,
6 of course, that made this report, publicly stated in the
7 1972 annual report on organized crime in California, that
8 the Chinese youth gangs are, and I quote from this report,
9 "Fast becoming serious threats throughout the state and
10 the nation in those cities and towns having Chinese Communities".

11 In other words, what can one imply from that, but that
12 Chinese youths are in fact a danger to California citizens
13 as a whole.

14 These are some of the more blatant examples of insti-
15 tutionally sanctioned racism. Each statement, each distortion
16 and each half truth deprives each one of us sitting here in
17 this room, of our civil rights.

18 With such negative images in mind, fostered and dis-
19 seminated by such highly-placed officials as Evo Younger or
20 J. Edgar Hoover, wouldn't a prospective employer think twice
21 before hiring an Asian youth?

22 With allegations that there are numerous illegal
23 Chinese aliens here, wouldn't an employer possibly threatened
24 by sanctions for hiring illegal aliens, and this is something
25 that's suggested in the Rodena Bill, for those of you who

1 know, that, wouldn't such employers think twice before hiring
2 Chinese, whether youth or older?

3 I mean, after all, maybe they're illegal aliens. This
4 is the kind of inference that one would draw from reading
5 this kind of report.

6 Why should school officials care to take the time and
7 effort necessary to work with Chinese youth? They believe
8 are on the road to delinquency already? Certainly judges,
9 probation officers, jurors, social workers and other
10 participants in the judicial system can not but have a
11 negative and unfavorable attitude towards a Chinese youth
12 having read a copy of Younger's report. And I don't know,
13 maybe they were sent them, this certainly was sent to police
14 departments.

15 And if that is the case, with these negative attitudes,
16 what chances for an individual, an Asian individual for a
17 fair trial and a fair disposition?

18 Finally, as Don has said, we, ourselves, on this panel,
19 have experienced within the last week, physical harassment,
20 and I'm saying this because it really upset me because I
21 think any time you're harassed, it's very upsetting.

22 But it's also frustrating because we can talk to you,
23 we can try to submit things to you later, documentation,
24 but let me ask you, how do you solve police harassment?

25 In closing, we call on the United States Civil Rights

1 Commission, to whom you will report, to denounce Evo
2 Younger's report.

3 Let me reiterate this, we're asking you to take a
4 position, this is one thing that you can do as a civil
5 rights, or representatives of the Civil Rights Commission is
6 to take a position in denouncing publicly, Evo Younger's
7 report, the seven-page report.

8 That you can do. We also are calling on you to
9 support us, meaning what I mean there is the Asian American
10 Communities, in demanding from Evo Younger's office,
11 a retraction of this report in both the media and each and
12 every law enforcement agency that was sent this report.

13 Moreover, perhaps most important, because this was an
14 attempt to analyze some kind of situation and a very dis-
15 torted effort was the result, we are asking you to support
16 Asian American organizations and individuals in calling on
17 the attorney general's office to institute an affirmative edu-
18 cation American program within the department of justice,
19 which would be -- which would sensitize employees in
20 that department to the history and present day realities,
21 and I emphasize realities, because that is not in this
22 report.

23 Of the Chinese people in order to eliminate or reduce
24 the likelihood of future racial insults and the diminution
25 of civil rights to Chinese and other Asians in America.

1 Let me emphasize what I said last, because although
2 this is about Chinese, I think because people have stereo-
3 types they tend to look at the Asians as, you know, they
4 can't recognize the difference between Japanese or Chinese
5 and all, this will affect all Asian groups, I believe.

6 Now, specifically, to sum up kind of what this panel
7 has said, we would like to recommend the following: First
8 of all, we feel there should be adequate number of ESL bi-
9 lingual personnel in the schools to communicate, not only
10 with the students but with the parents.

11 Don has talked about this already.

12 Secondly, we feel there should also be bilingual
13 counselors and job training programs outside of the schools.
14 A number of other people have said this, but -- emphasis
15 doesn't hurt.

16 In Chinatown, regarding recreation, we also called on
17 the input of Chinese into the decision-making process of the
18 Department of Recreation and Parks. This is a specific
19 recommendation, primarily because at present, there is no
20 such input into the Department of Recreation and Parks. The
21 department has only four Asians, they are Japanese Americans
22 on the Civil Service list. And therefore, because of a
23 lack of being in that participation, being in that decision-
24 making process, Chinatown is being overlooked. There's no
25 Chinese in directors' posts. And therefore, Chinese lose out

1 in the funding and staff.

2 Just a fact that I was told by -- no tests for the
3 position of directorship in recreation in the Department of
4 Parks and Recreation have been given for the last two and
5 a half years. Now, this may say something about the depart-
6 ment itself.

7 Fourth recommendation is that money for personnel
8 and programs be allocated to deal with street and community
9 youth. Because these youths have an opportunity or have --
10 have a future for them if given the opportunity.

11 And finally, to reiterate the remarks said before,
12 we feel that the Civil Rights Commission can do some things,
13 and we feel that you can be more than just a bank, a
14 receptacle of facts, you can lend your support in these kind
15 of efforts that the community is trying to do, we want to
16 see some kind of change and we feel that you should be
17 advocates for that change.

18
19 (Applause.)

20
21 Q (By Mr. Davis.) Mr. Chinn, could you tell us what form
22 some specific intents of police harassment?

23 A Yes. Well -- Don?

24 A (By Mr. Toy.) Oh, would you like documented proof at
25 this time? We have said that we would like to submit you no

1 documented proof later on rather than discuss it, go into the
2 issue now, because of the lack of time. We don't have that
3 much time to prepare --

4 Q Very good. For the record, that will be satisfactory.

5 One other thing, is there a police community counselor
6 for the Chinatown area?

7 A There is a basic car plan that the LAPD has started
8 a while back, but because of, again you know, nobody being
9 bilingual, nobody being able, really, to relate to the
10 community, to the culture, you know, the program has not
11 been successful, because even in terms of advertising they
12 don't know how to advertise.

13 All they do is, you know, they say they put it in the
14 paper and they expect people to come out, you know, not
15 knowing that 90 or 95% of the people can't read English in the
16 paper.

17 Q Well, are there any bilingual policemen --

18 A No, there are not.

19 Q -- in the Chinatown area?

20 A No.

21 Q None whatsoever?

22 A None

23 Q Have you communicated a desire to have some represen-
24 tation with the police department?

25 A Again, we get back to bureaucracy, we've -- I think

1 tried again and again and again, with really no positive
2 results.

3 Q (By Ms. Hata.) I'm concerned about the ESL programs
4 that you talked about and you mentioned Nightingale Junior
5 High and Belmont, somebody said Lincoln as well, could you
6 provide us with statistics regarding the ESL program? You
7 said all of these are geared for Spanish-speaking students
8 only. How many Asian American students are enrolled in
9 these ESL programs?

10 A -- Nightingale Junior High School has about 1,500
11 students, about 20% of them are Asian students. Belmont
12 High School is about 3,000, pretty close to 3,000 now, and
13 again here about 20% are Asians.

14 Q And the ESL program contains how many Asians?

15 A ESL program, I would say at Belmont contains about
16 300, at -- probably at Nightingale a little bit less, maybe
17 125, 150.

18 Q And of these 300 at Belmont are all of these Asian
19 that we're talking about?

20 A Yes, these are Asian.

21 Q How many Spanish-speaking ESL students are in the
22 program?

23 A That I would not know, I don't have the statistics.

24 THE CHAIRMAN: In other words, you don't know what
25 percentage the Asian American students is of the ESL program?

1 A Of that program.

2 Q (By the Chairman.) Right, of the program.

3 You mentioned the 20% that's of the total enrollment,
4 but I was wondering about the ESL program.

5 A I think from this, you know, these statistics are
6 farther back, I would say in '70 they were put out, I'd
7 say about a quarter of the --

8 Q Twenty-five percent?

9 A Twenty-five percent, right.

10 ~~THE CHAIRMAN:~~ All right, well, we can check with
11 the school on it. Okay.

12 Thank you again, we appreciate it.

13

14 (Applause.)

15

16 (The following is a copy of the aforementioned TRIAD:

17 THE MAFIA OF THE FAR EAST.)

18

19 Summary

20 The Federal Bureau of Narcotics and Dangerous Drugs
21 feels that numerous anonymous Chinese crewmen of foreign flag
22 vessels that crew in the Orient are smuggling into the
23 United States large amounts of heroin originating from
24 southeast Asia.

25 In an effort to combat such trafficking, BNDD has

1 undertaken an Asian Heroin Program. The program, commonly
2 called Operation Seawall, is a long-term penetration operation
3 aimed at stopping the flow of heroin from Southeast Asia into
4 the United States. BNDD has requested that all law enforce-
5 ment agencies be aware of the Chinese's increasing importance
6 in the world heroin market. They also request that suspects
7 found to be in possession of high-grade white heroin be de-
8 briefed as to a Chinese source rather than the usual Mexican
9 source, as some white heroin originating from Southeast Asia
10 has been altered so as to resemble Mexican source heroin.

11 Agencies having information regarding Chinese heroin
12 trafficking are asked to notify Mr. Peter Niblo, Enforcement
13 Group Supervisor, San Francisco, or Special Agent Dick
14 Brand, BNDD, San Francisco (415) 556-0926.

15 The following is a brief overview of Chinese fraternal
16 societies, the control and influences they have on the
17 Chinese community, and their involvement in illegal activities.

18 Triad Origin

19 "Triad" is an English term, derived from its symbol
20 for Heaven, Earth, and Man enclosed in a triangle, for the
21 HUNG MEN HUI, or LEAGUE OF THE TONGS -- the most feared of
22 China's four great secret societies. The Triad is a powerful
23 religious political, and criminal organization started by
24 patriotic Buddhist monks in the mid-17th century when the
25 Manchus conquered China.

1 The Triad offered the Chinese people protection in
2 such times of strife. The Triad's main political objective
3 at this time was the overthrow of the Ching dynasty and the
4 establishment of the Chinese republic.

5 The Triad today has degenerated into an organized
6 crime corporation taking in an estimated \$40 million a year
7 from extortion tactics alone. The CHEE KUNG TONG, with ex-
8 tensions throughout Canada and the United States, is known
9 in Hong Kong as the overseas branch of the Triad Society.
10 Hand-brushed characters on a document seized in Ottawa have
11 been identified as Triad catchwords, symbols, and code names.

12 In 1952 the British government in Malaya discovered that the
13 ANG BIN HOEY, a Triad society, was smuggling Chinese into
14 the U.S. and Canada. The Hong Kong Seamen's
15 Union, believed to be involved in narcotics and trafficking
16 and espionage activities. Although very criminally active
17 today, the Triad societies restrict themselves to
18 the Chinese population. As far as criminal operations are
19 concerned, the Triads are "the Mafia of the Far East".

20 The Triads and the Mafia have many similarities. As
21 both are secret societies they consider themselves beyond
22 control of government and its laws. As a brotherhood, they
23 help one another's members whenever the occasion should arise.
24 Although both involve themselves in numerous criminal acti-
25 vities such as narcotics, prostitution, extortion, murder and

1 smuggling, the ideological approach to crime taken by both
2 groups is different. Wherein the Mafia often uses political
3 power to gain control of criminal activities, the Triad will
4 often use criminal activities to gain control of the govern-
5 ment. Such an attempt is being seen today in China by Mao-
6 Tse Tung's highly organized development of the RED GUARD,
7 a Triad society.

8 The TONGS, or Chinese Benevolent Associations as some
9 prefer to be called, are extensions of these Southeast Asia
10 Triads. (Chinese Benevolent Association is not to be confused
11 with district association or family association.)

12 Tongs

13 The TONGS originally were created in San Francisco's
14 Chinatown around the turn of the century to control and pro-
15 tect prostitution, opium smoking, gambling and slavery from
16 disruption by other Chinese groups. The TONGS relied heavily
17 on the fear they instilled in the Chinese immigrants who
18 were arriving in the United States to work in the mines or
19 on the railroads. Here they started to help landlords
20 raise rents from Chinese tenants by intimidating the Chinese
21 not to move. From intimidation they expanded operations into
22 slave-dealing, drug smuggling, gambling, and protection
23 rackets. As the TONGS grew in number, power struggles developed
24 and erupted into the famed TONG Wars. Such violence caused
25 the TONGS to lose face and public acceptance, and they soon

1 recognized that if they were to continue in their profitable
2 illegal activities, they would have to resort to more
3 sophisticated means of resolving differences.

4 As a strict Oriental quota was established the TONGS
5 lost their potency. However, the Chinese quota was relaxed
6 in 1965, opening the door for a large influx of Chinese immi-
7 grants and recreating the situation that spurred the creation
8 of the TONGS in the United States at the turn of the turn
9 of the century.

10 TONG membership is not limited to surname or district,
11 but rather prospective members are sponsored by existent members.
12 Many Chinese in California are also enrolled in a district
13 association according to where their family lived in China,
14 or in a family association, according to his surname. Over
15 the years, small family associations combined so the today
16 many "Family" associations are actually combinations of
17 several surnames. Few Chinese belong to one or more social-
18 service clubs, a few of which are fronts for secret societies.
19 Each Chinese must pay dues to each association to which he
20 belongs and also to the Chinese Benevolent Association which
21 links all associations together. If a Chinese does not pay,
22 he may suffer ostracism, boycotts, or physical harm. Most
23 Chinese have no vote in the Chinese Benevolent Association's
24 activities, as within the association a clique of elders
25 appoints a select delegation to represent them. Each delegate

1 nominates three others who vote.

2 The present day Chinese Benevolent Associations are
3 believed by some to operate under the facade of a mutual-aid
4 society. They provide aid to the destitute, conduct night
5 school classes, bury the dead, and help the newcomer adjust.
6 Some are also covertly active in blackmail, extortion, ship-
7 jumping, illegal immigration, gambling, narcotics, and even
8 recently, into political lobbying. Political lobbying is
9 carried on by targeting high-level officials to be somehow
10 involved with the TONGS' outwardly civic activities, the
11 TONGS more closely resemble Mafia-like organizations.

12 There are five major TONGS on the West Coast. Several
13 have chapters in Tucson, Phoenix, San Diego, Los Angeles,
14 Bakersfield, Oakland, San Francisco, and Seattle.
15 One also operates, under hidden ownership, a licensed gambling
16 casino in Las Vegas.

17 Illegal Activities

18 It is believed that the major activities of the
19 criminally-oriented TONGS are narcotic smuggling and gambling.
20 The belief -- in all probability -- holds true, as they have
21 been involved in narcotics trafficking and gambling since
22 the existence of the Chinese in California. Opium and heroin
23 from Northern Thailand is shipped to the west and east coasts
24 of North America vis Singapore and Hong Kong. It is smuggled
25 into this country by Chinese crewmen of foreign flag vessels

1 that crew in the Orient, or by Chinese crewmen on U.S. flag
2 ships. Financing for the smuggling is provided by wealthy
3 Chinese businessmen (the higher TONG officials) and the re-
4 tailing is done by Chinese youth, the TONGS, and non-Chinese
5 individuals. The extent of the Chinese youth gangs' involve-
6 ment in narcotics retailing and trafficking is unknown at
7 this time.

8 Gambling is an immense source of income for the TONGS.
9 Fan Tan, Doo Far, Bock Op Bui, Pie Kew and Maj Jong are the
10 most popular gambling games among the Chinese in this country.

11 Drugs are a way of life in the Orient. Teeming activity
12 in the major ports make drug enforcement almost impossible.
13 A walk along the canals in the Chinese quarter in Saigon
14 fully demonstrates this. Thousands of water vessels, motor
15 junks, sailing junks, and travelers load and unload every type
16 of cargo. Vessels loaded with merchandise leave this area
17 for the Saigon River, then to the sea, virtually to all ports
18 throughout the world. Multiply this activity by 1,000 and
19 you have a picture of the teeming ports of Bangkok, Singapore
20 and Hong Kong.

21 The Chinese, as smugglers, are very patient. They
22 will gladly let a load of opium go around the world two times
23 on a small steamship rather than run the risk of seizure by
24 unloading at an area that is risky. Here, too, the governments
25 are passive about the drug situation, and bribing officials

1 to overlook the operations is common practice, as well as a
2 major source of their income. Paying for the services of a
3 police official is as every-day as eating rice.

4 There are three general keystones of the Chinese
5 society. The first is the family; the second is the inbred
6 loyalty to ethnic Chinese as a group; and the third is the
7 loyalty to a dialect or village group.

8 The Chinese heroin traffic has now taken on a new
9 dimension with the Vietnam War. The Chinese and non-Chinese
10 traders recognized a profitable market in supplying heroin to
11 U.S. military personnel and worked with high officials of
12 the Vietnamese government to supply drugs to the United States.

13 There is also more drug involvement as a result of the 1965
14 Act which raised the quota of Chinese immigrants allowed to
15 enter this country. These new immigrants are poor and non-
16 educated. The only way they know to make a living is to
17 continue to pursue the same occupations here as they did in
18 the streets of Hong Kong. This means trafficking in drugs,
19 gambling, extortion, prostitution and, of course, TONG
20 membership.

21 Pictured below is a Bock Op Bui lottery ticket which
22 closely resembles the Keno tickets used in Nevada.

23
24 (Sample ticket shown in publication not copied here.)
25

1 In viewing the involvement of many Chinese in illegal
2 activities, the cultural differences must be considered. The
3 Chinese's primary interest in coming into the United States
4 is to make money and improve their lot. Some feel that an
5 easy method is involvement in the drug market.

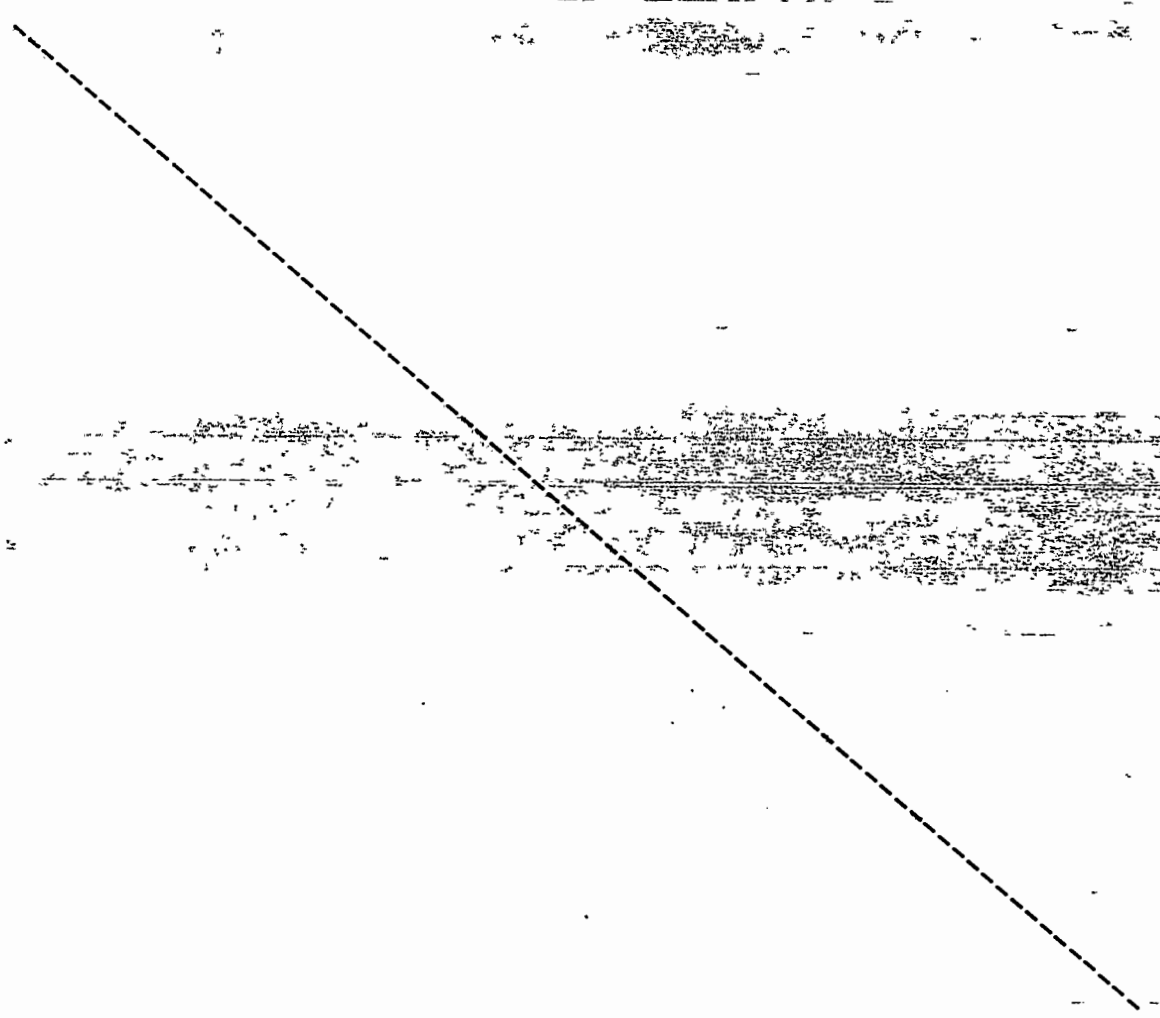
6 Speculation is that the TONG is becoming more and more
7 powerful with the increasing membership and the rising demand
8 for durgs. As a group, they are very strong internally, and
9 receiving inside information on their activities is extremely
10 difficult. The Chinese are very loyal to their family, as
11 well as to their Chinese nationality and village group. No
12 one is willing to inform on a TONG member for fear, and justi-
13 fiably so, that the TONG will seek revenge.

14 There is no proof or suspicion that all TONGS of TONG
15 members are linked in a conspiracy to violate the law. How-
16 ever, an honest Chinese businessman can hardly compete in
17 the Chinese community unless he joins Chinese fraternal
18 societies. Only a few select members of the TONG profit by
19 such universal membership and only a select few operate the
20 superstructure. The majority join merely to survive.

21 (End of copy.)
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Pages 291 through and including 296 are blank.



1 THE CHAIRMAN: David Lee and Christine Lee.
2 Okay, if we can get started.
3 Will you state your name for the record, please?
4

5
6 MR. DAVID LEE

7
8 A (By Mr. Lee.) My name is David Lee, I'm the Executive
9 Director of the Korean Youth Academy and also a member of
10 the board of directors of the Korean Association of Southern
11 California, Commissioner of the Asian American Education,
12 Los Angeles Unified School District.

13 Since we are in the late hour, I'll make my presen-
14 tation very short. And Mr. Chairman, I request the -- my
15 preparation be put on the record.

16 THE CHAIRMAN: Fine. You have a written statement?

17 A Yes, yes, I'll just read it out.

18 THE CHAIRMAN: That will be made part of the record.

19 A First, facts, the Korean population expansion in the
20 United States has been implemented by immigration, particularly
21 because of the relaxation of restrictive immigration laws
22 in 1965. It is estimated that there are about 35,000 in
23 Los Angeles, California. Out of 35,000 Koreans there be-
24 lieved to be 6,000 to 7,000, (or 18% to 20%) youth; ages
25 range from 13 to 21 years old.

1 Most of these youth are newly arrived immigrant, born
2 in Korea.

3 The Korean immigrant youth is extremely vulnerable
4 as he is confronted by a native Korean family culture and
5 newly adopted American culture. His inability to communicate
6 with American peer groups due to language and acceptance
7 barriers may force him into isolation with other youth group.

8 These youth, feeling alienated from the general culture,
9 become potential participants in deviant behavior, truancy,
10 gang activity, petty theft, etcetera.

11 There is no Asian American studies or Korean studies
12 for Korean students.

13 There is no ESL courses geared specifically to the
14 needs of the Korean students.

15 There is a lack of Korean teachers. Examples, A, L.
16 A. High, no Korean teacher or counselor for 100 Korean
17 students. B, Hobart Elementary, no Korean teacher or counselor
18 for 250 Korean students. But they have formed their own
19 self-help organizations.

20 Among the teachers, there is a lack of sensitivity for
21 Korean students.

22 There is a lack of understanding among the minority
23 ethnic students, which causes inter-racial problems among
24 students. However, the school does not have any positive
25 programs to improve this situation.

1 There is a lack of community programs to integrate youth
2 into their new neighborhood. No government agency has ever
3 made any effort to help the Korean youth who are new immi-
4 grants make the adjustment to an entirely new surrounding.

5 Suggestions and recommendations. The school ought
6 to provide Asian American and Korean studies for not only
7 Korean students, but all students.

8 Develop ESL instruction tailored to meet the special
9 needs of Koreans trying to learn English.

10 Hire more Korean teachers, aids, counselors and admin-
11 istrators, who are bilingual and bicultural.

12 Develop a training program to help Korean adults, who
13 had been engaged in the educational fields prior to coming to
14 the United States, in getting necessary credentials. So
15 they can teach Korean students and other students.

16 Develop programs to help Korean students adjust to
17 the new surroundings. This could be after school recreational
18 activities, field trips or workshops.

19 And the last but most important, the government should
20 set up a center for research and guidance for immigrant youth.
21 We believe that timely and effective orientation and inter-
22 vention during the first few years of residence for the
23 immigrant youth and his family will help to ease this critical
24 period of adjustment and prevent much adaptation to destructive
25 behavioral modes.

1 Thank you...

2

3 (Applause.)

4

5 A. At this time, I'd like to ask Christine Lee, I brought
6 up Christine Lee to talk about her experience. All right.

7 THE CHAIRMAN: All right, fine.

8

9

10 MS. CHRISTINE LEE

11

12 A. (By Ms. Lee.) I'm Christine Lee and I was born in
13 Seoul, Korea, and where I was brought up. I arrived in the
14 United States in 1967, and I served as the first president
15 of the Korean Youth Academy.

16 And at this time I would like to present my personal
17 my personal experience at school, when I first arrived.

18 The teachers tried to help me but there was no ESL
19 class, nor any special program to help me learn the English.
20 The district ESL classes were oriented for other ethnic
21 group, namely Chicanos. It was no wonder that many Americans
22 know much about Korea except for the Korean War.

23 Bilingual or bicultural studies with Korean ethnic
24 content was nowhere to be found. As many foreign students
25 find themselves at first, my first class, my favorite class

1 was a math class. But even in this class, I remember crying
2 once, because I was not able to interpret a word problem.

3 Looking back, it sounds very silly, but at that time
4 it was a frustrating experience.

5 I wish there were a Korean-speaking counselor to whom
6 I could turn to but there was none. And it wasn't until
7 last few years that I started to make friends with Americans.
8 The fact that I live in the dorm has helped me.

9 I found myself making friends, having more contacts
10 with them, studying, eating and playing with them.

11 After school recreation activities and workshops would
12 serve the same purpose. It will help Korean students in
13 adjusting to the new surroundings.

14 I'm a junior at Occidental College and I was the
15 only Korean student in the whole school, until this year.
16 For the homecoming game, I organized a parade for the inter-
17 national students, wore our national costume and carried our
18 national flag. I was proud to carry a Korean flag.

19 My cousin brought, from the Korean Association of
20 Southern California, because there was no Korean flag at
21 school.

22 Americans don't know much about Korea, there's a lack
23 of understanding of culture background of ethnic minority
24 students. For example, did you know that King Sudeop (Phonetic)
25 of Korea invented the first metal printing machine in 1234,

1 some 200 years before Gutenberg of Germany?

2 There's definite need for Asian American and Korean
3 studies, not only for the Korean students, but for all students.
4 And I hope that someday they will learn more about the full
5 side of Korea than the Korean War.

6 I'm proud of my culture background and I want them to
7 know more about myself and as much as I want to learn more
8 about them. I sincerely hope that the schools will be able
9 to hire more Korean teachers, aides and counselors who are
10 bilingual and bicultural, and will develop ESL instructions
11 specially tailored for Koreans learning English soon in the
12 future.

13 Thank you.

14
15 (Applause.)

16
17 THE CHAIRMAN: Thank you very much.

18 Any questions?

19 I want to thank you both for your patience and time
20 and for your presentation here this evening.

21
22 (Short recess.)

23
24 THE CHAIRMAN: Okay, we are back in session. And I
25 guess we have our final panel this evening, and I would ask

1 them to introduce themselves for the record in the order
2 in which they're going to make their presentation.

3

4

5

MR. CARSON AMOS

6

7 A (By Mr. Amos.) Well, I suppose because I'm first
8 listed, I'll go first.

9

I'm Carson Amos, I'm Chief of the Equal Employment
10 Opportunity Section, HRD, headquarters staff in Sacramento.

11

Should I go ahead?

12

THE CHAIRMAN: Yes, I think it would probably be best.

13

A Okay, fine.

14

I'm only sorry that some of the groups that made
15 presentations or gave testimony earlier, are not here to --
16 so that I could respond to some of the concerns or charges
17 that were raised. However, I think Mr. Yum, who is the
18 job agent in our Los Angeles Central HRD Center did respond
19 to some of the concerns of Ms. Law and Ms. Jue, I believe
20 it was, earlier.

21

I'd like to just first give you a little history of
22 HRD, very brief. HRD, Human Resources Development, is the
23 state arm of the federal Department of Labor. What that
24 really means is that we are the employment service department
25 in the state, receiving better than 80% of our funding from

1 the Federal Government, which means that we are, for the
2 most part, federally regulated.

3 We do have some small state programs within the
4 department. We changed to HRD, I believe it was in 1968,
5 because of state legislation better known as Assembly Bill
6 1463, which gave a different direction to the employment
7 service within the state than had been before. That being
8 that we were to deal more with disadvantaged persons than
9 had been in the past. Emphasis on job ready-type persons.
10 And I'm sure, if any of you had dealings with us recently,
11 has found that we've had to reverse that somewhat, in the
12 sense that, or because of, rather, Congress has indicated
13 to the Department of Labor that it is an employment service,
14 our department, that that placing persons in jobs is
15 basically the name of the game.

16 However, that does not mean that we have forgotten
17 the programs that we have such as some of the MDTA programs,
18 the WIN program, in fact, however, the WIN program is, the
19 persons from the Department of Public Social Services here
20 can verify, has gotten a tremendous boost for some, because
21 of recent legislation during the past year or so.

22 However, we have had to look at our way of operating
23 and make some changes in that.

24 Also, you will recall that I guess it was the last year
25 of the Brown administration, there were set up throughout

1 the state what was called service centers at that time, the
2 idea being that in a community considered a disadvantaged area,
3 and I believe there were 13 identified at that time, service
4 centers were set up, the idea being that you would bring all
5 state services under one roof so to speak. That being ser-
6 vices like rehabilitation services or employment services,
7 consultants from youth authority, Department of Corrections,
8 services from the local county welfare departments and
9 any others that could be identified as being needed in a
10 particular center.

11 Well, there were 13 of them at that time, they were
12 subsequently reduced to, I believe six and then one or two
13 others were added, that's why you received the center, for
14 instance, in San Francisco in the Chinatown area.

15 For example, here in Los Angeles in the Watts area,
16 and East Los Angeles area and those are still known as
17 service centers, I think we only have about four that we still
18 call service centers. Most of our offices now are called
19 HRD centers, and I'd like to put you on notice here and now
20 that as of the 1st of January, we will no longer exist as
21 department -- exist, rather as a department of Human Resources
22 and Development, we will be known, and I would like to empha-
23 size the Employment Development Department, not Department
24 of Employment Development, because the acronym for that, as
25 you can well imagine, is D-E-D, DED. So what we have now is a

1 lot of emphasis on placement because this is what you get
2 your money on, whether you like it or not, but this is how
3 you receive money.

4 Mr. Yum indicated earlier that the department has had
5 a freeze for a couple of years, in his particular area, the
6 job agents, and I happen to be the first state supervisor
7 for the job agents program which started in January, 1970,
8 so I know the problems that the job agents have in their
9 attempts to carry out the mandate of some of the Bill 1463,
10 but he was correct in that it's been two years or so that
11 we've really done any mass hiring or hiring on a regular
12 basis for the job agent program.

13 However, we've had a freeze on all hiring since about
14 June of last year which makes about 18 or 19 months.

15 We have done some hiring, but very little. We have
16 done some promoting, it is true that there have been freeze
17 on promotions within the department. Not 100%. The reason
18 for that are many, one was, as I said earlier, an attempt to
19 streamline the operations that have gone on in the department.

20 Our number two was because if you are familiar with
21 the MDTA program, early last year there was a lot of talk
22 that the MDTA program would go out as of July 1st of last
23 year. And there was an extension of the program, and there's
24 been another extension and at this point, it's difficult to
25 know exactly where it is, but it is still going on.

1 So, because of the awareness that there -- possibility
2 of that program being discontinued, and knowing that we had
3 something like 600 or 700 persons employed as full time
4 permanent employees in the department. Receiving their pay
5 or attached to the MDTA program we had to put a hire-on.

6 So, over the last year we have our permanent full time
7 staff has decreased to some 500 or 600 positions, that we
8 have the year before.

9 In addition to that, other cuts in funding, like in
10 our unemployment insurance program for which we do administer
11 in the state, state disability insurance, all of these type
12 programs, the unemployment insurance benefit program there
13 have been fund cuts and there will be more.

14 What that has meant to us, we have in the past been
15 able to employ a large number of what we call intermittent
16 employees throughout the year. There are persons who are on
17 a list and as need in areas where there might be high unem-
18 ployment rates, we call in persons to disburse unemployment
19 insurance benefits.

20 We've had to discontinue really hiring those persons
21 as we have been in the past. So, with that format, I will
22 not try to get into any of the specific concerns that were
23 raised by some of the people earlier, but I would like to
24 point out that many of the programs that we have, and the
25 type of situations that an individual might run into when he

1 goes into apply, many times is based on the needs in the
2 local area.

3 Yes, there are basic general guidelines for all of
4 our programs but in a particular community, you may run into
5 a situation with, for example one of the ladies mentioned
6 earlier about a requirement for a second grade education or
7 second grade level, I should say, or fifth grade level, it
8 may depend on that community, and also when you have a very
9 small number of "slots" for training, you have to, many
10 times, set up some ways and means to get what might be con-
11 sidered the best persons out of the group that apply, be-
12 cause as was said earlier, you certainly do not want to send
13 a person into a training program knowing that he or she is
14 going to fail in that particular program.

15 In addition, I think someone did mention that a par-
16 ticular -- there were only 14 slots for Asian Americans.
17 Now, I'm sure that was not statewide, I would feel that that
18 was probably that particular office had made that allocation
19 to the Asian American Community based on the number of slots
20 that they had available to them as an office.

21 Not on a statewide basis, I know that couldn't possibly
22 be true.

23 Some of the things that I would just like to mention
24 that I think that organizations and other groups might be
25 able to do to assist us, because we certainly do not have all

1 of the answers and maybe not even most of the answers. And
2 we do get a lot of flak, if I can use that term, from organ-
3 izations, many times, who will say if you had come to us
4 we could have assisted you and we also get that, well, that
5 is your job.

6 I do not subscribe to that, I think it's the job of
7 all of us working together to try to eliminate or dissolve
8 some of the problems that we have.

9 Now, some of the things I think that can be done,
10 for example, all of our employment service offices, and those
11 are the ones of job development, job placement-type offices,
12 or our offices that are combined, the ES, the Employment
13 Service or unemployment insurance offices, we have required
14 that they establish what we call community action committees,
15 or commonly referred to as CAC's.

16 Now, some time ago, when Assembly Bill 1463 first
17 came out in '67, I guess it was, summer of that year, there
18 was a requirement or mandate in that bill that this be done
19 in the areas where office is located in disadvantaged areas,
20 this was done at that time.

21 However, it has gotten away from that, so just recently
22 in the last three or four months, we have reactivated that
23 and I heard a report yesterday, Wednesday, I guess it was,
24 of the numbers that we now have throughout the state and I
25 think it's something like 65 now. Now, what these committees

1 are to do, they are to advise the management of that particular
2 office of the needs of the community as they see them and
3 the term is used, know the pulse of the community.

4 Now, these committees are made up of representatives
5 of the community in general, labor, government, and others.
6 Now, if you are in an area where one of these offices is
7 located, my suggestion would be that you, if you're not aware
8 of it, talk with the manager of that particular office and
9 determine if there is the need for one. Now, in some areas
10 where there are many offices within a general geographic
11 area, pretty close together, there might be one covering several
12 offices.

13 But I certainly think that the group should make con-
14 tact with the managers to see if there is one and if they --
15 that they have representation on those committees, and they,
16 in turn, are responsible to the state committee, which again
17 was mandated under Assembly Bill 1463, the state committee
18 was, so they are now in turn responsible to them.

19 As I say, they are only advisory committees, but many
20 times that type of committee can have an impact. The second
21 thing that I would like to mention, is
22 that the department has, for several years, had a formal
23 minority staffing program. And it has been, has had quite
24 a bit of success over the years that we have had it. This
25 was a requirement of the Department of Labor.

1 Now, what we, when I say we, I'm speaking of my section,
2 has just recently done, as a matter of fact, Monday of last
3 week, gained approval of the executive staff of the depart-
4 ment to require that each local office, each district office,
5 each regional office and each division within the central
6 office headquarters, develop and implement an affirmative
7 action plan for its own facility.

8 So, we have gotten the approval to do that, we have
9 worked up a document that's going out to all of the offices
10 requiring that they develop a plan by 2/1 of next year,
11 that will give them approximately a couple of months to do
12 so. Now, this will not emphasize the hiring and promotion
13 of minorities and females, it will also emphasize ways and
14 means to improve services provided to persons that we serve.

15 Okay, the third thing is, especially to the Filipino
16 groups, I'm not sure that you are aware that in the last
17 session of the legislature, there was adopted what is known
18 as Senate Resolution 68, what that does is to require several
19 state departments who deal directly with people, so to speak,
20 and HRD being one of those, to report as of the first of the
21 year what type of activities it has for Filipinos, what
22 number Filipinos they employed in their service and several
23 other things.

24 We, my group, has been in contact and meeting regularly
25 with the, I believe it's SFAAC, the Statewide Filipino Co-

1 ordinating Committee, I believe it is, of which a Mr. Haki
2 Ban (Phonetic) in Sacramento, who is a publisher of the
3 Batan (Phonetic), which I believe is the statewide paper, is
4 the chairman of that organization, ...

5 He met with the director and I a couple of weeks ago,
6 we have just recently had two of his staff members, a
7 Reverend Plimatel (Phonetic) and a Mr. Alvarez, meet
8 with some people in the department to determine ways and
9 means of getting programs or services to those groups. I
10 will admit to you, as you've heard many times today, the
11 problem of identification, and I say the problem of identi-
12 fication for several reasons.

13 One, you, as you know, you are not able to question
14 a person as to their ethnic background in preemployment, for
15 example. Post employment you are allowed to do so, however
16 the person does not have to indicate that to you, so basically,
17 what you're operating on with a person who comes to apply
18 for a job with you, or comes to you for service, is by
19 visual observation or some prior knowledge. And you can't,
20 anyway, safely state that figures you have are correct or
21 adequate in any manner. It's the best we've been able to
22 come up with.

23 I have submitted to the staff of the Committee earlier
24 information to some specific questions they had of the
25 department. Such as, problems that our counselors, other

1 contact people in the department might run into as far as
2 Asian American groups are concerned, how many, what type
3 of jobs they're in and I believe I have outlined that in
4 detail to the Committee.

5 I think the final thing that I want to say too, as far
6 as the identification is concerned, is that, for example
7 we have to report to the Federal Government, not as Asian
8 American but a grouping as Orientals. There are no break-
9 outs as to Koreans, Samoans, Filipinos, Chinese, Japanese,
10 so at this time, that type of information is just not
11 available.

12 As you know, too, with the amendments to the Civil
13 Rights Act of last year, which now brings government agencies
14 except the Federal Government under the auspices of the
15 equal, Federal Equal Employment Opportunity Commission, they
16 are devising ways and means that this type of reporting can
17 be done.

18 I think the first report to them was October 31st, I
19 believe it was, so I'd be happy to answer or attempt to answer
20 any questions that the Committee or others might have.

21 THE CHAIRMAN: Okay. Mr. Lau?

22 Q (By Mr. Lau.) Yes, Mr. Amos. Are you in agreement
23 that there is a need for bilingual Asian American staff in
24 HRD?

25 A Well, from the information that I've heard here today,

1 I would have to say, based on that, there would be a need
2 for it. However, if I could explain a little more on that,
3 too, I think in the information I gave you, there is a
4 feeling that, you know, you -- well, some persons say, I
5 believe earlier, was that an indication to say that there
6 are not qualified persons. No, I will not say that there
7 are not qualified persons, I will say two things. One is
8 that we do not attract them or, two, they do not show up
9 where we are able to employ them. And three, maybe the
10 recruitment efforts have not been great enough for such,
11 and this is why I made the extended invitation to the groups
12 earlier, to cooperate with us in that respect.

13 Another thing is that in any area where it can be
14 determined that there is a need for a special language fluency,
15 we can present that to the state personnel board, and I
16 don't like to use this, but Civil Service System, to get a
17 person with that particular language facility. I believe
18 you heard earlier today that in certain areas we have been
19 able to do that.

20 Q You mentioned recruitment. Could you tell us what
21 you're presently doing to recruit Asian American employees,
22 whether they're bilingual or not?

23 A I can tell you from our standpoint, I can't tell you
24 from each local office. And the reason for that is that we
25 not only have what is considered statewide examinations,

1 we also have what is considered a delegated testing and
2 that means any particular area, that office has testing,
3 the class is a statewide class, but they have testing just
4 for that particular area.

5 Now, from what we are doing we have been constantly
6 working with the state personnel board, we know that they
7 have developed a listing of community organizations that,
8 when exams are being announced, that they make sure that
9 they are aware of this. We have somewhat the same things as
10 I said before, we know -- I know that the Chinatown, for
11 example, in San Francisco, some of the groups that they work
12 with in attempting to get announcements about jobs.

13 Q Does your office place ads in the different local
14 ethnic papers?

15 A Yes, we do. Not my office, per se, but the state
16 personnel board does.

17 Q Is this done all the time when job openings occur?

18 A Well now, I wouldn't say it's done with each and every
19 job, no. I would not.

20 Q And you've sat through this testimony for most of the
21 day, I saw you sitting in the audience, and would you agree
22 with the witnesses that there are some terrific differences
23 between ethnic groups that are all now labeled Asian American
24 or Oriental?

25 A There's no question to that.

1 Q And --

2 VOICE: What was the question?

3 A He asked if I would agree that there was a difference
4 and I said that there's no question about that.

5 Q (By Mr. Lau.) Do you agree that here in the Los
6 Angeles area that the local communities have stated time
7 and again that there is a terrific need for truly bilingual
8 bicultural people in the contact places in the various
9 offices that they deal with?

10 A That they have continuously done so?

11 Q They have complained all day about this.

12 A Oh, today, yes, certainly.

13 Q And what are you going to recommend when you go back
14 to Sacramento, to alleviate this problem?

15 A Well, as I explained to, I believe Charles there, when
16 he came to see me two or three weeks ago, the recommendations
17 that we have made from the hearing are in the north, and I
18 -- I'm not sure that I have a copy of that, but basically one
19 was that you hire more bilingual and bicultural employees
20 in the area that there is a demonstrated need for.

21 That was the recommendation that was made. That we
22 picked up from the hearings in San Francisco.

23 Q (By Ms. Hata.) How would you define demonstrated need?

24 A The office has -- each office has what is considered
25 an administrative area that is served, the boundaries within

1 which it serves and I would suggest that a demonstrated
2 need would be that a significant number of the clientele
3 using that office would be of a certain group, and that you,
4 for instance, if you show that you have persons coming in
5 that are not able to speak the English language, you're not
6 able to serve them, you don't have interpreters, etcetera,
7 available, I would think there is a demonstrated need for it.

8 You can't put a number on it and say if 200 comes in
9 a week or something of this nature.

10 Q. (By Mr. Lau.) We heard the complaint today that HRD
11 is geared for the English-speaking and I've heard the com-
12 plaint in San Francisco many times, that HRD isn't geared
13 for the immigrants' needs.

14 A. Well, I think most of our agencies are geared for
15 English-speaking or most of our institutions and this is
16 why we're indicating now the need for the types of persons
17 in a particular area.

18 Q. Well, when you listen to the Korean Community, and
19 this community says that about 70 or 75% of us that have
20 come over from Korea recently and they state that most of us
21 don't speak English the way that the employer would like us
22 to do, could you relate to them in some way some action that
23 you might suggest be taken by HRD to gear a program toward
24 their needs, where they're basically monolingual people?

25 A. Okay, well, let me preface this by saying that HRD is

1 basically a placement service organization. As far as em-
2 ployment services are concerned, okay? Now, within the
3 programs that we do operate, the training-type programs,
4 depending on funds available, many times you are able to
5 develop the SL classes that are necessary.

6 Now, from what my understanding is that many persons
7 coming to the United States from the Asian countries, it is
8 many of them are professional persons and the real problem,
9 not to forget the language, is the licensing that is needed
10 or required in this country to be able to go to work.

11 I mentioned a moment ago a Mr. Alvaraz, who was a
12 Filipino person who came in to talk with us a couple of
13 weeks ago, is an attorney, and when he came to this country
14 a couple of years ago, I believe he hasn't been able to
15 practice that because of the license, since he is not able
16 to go back to school because of the funds that would be
17 needed for his family. Now, from a standpoint here again one
18 of the recommendations that we have made from the hearing in
19 San Francisco, that English -- the English as a second language
20 be considered a skill training course itself.

21 As you know, within MDTA it is usually a supplement
22 to some other type of skill training.

23 Q (By Ms. Hata.) Tied into this, what other kind of job
24 training programs do you have, specifically geared for Asian
25 Americans and Pacific Peoples, since you say your emphasis

1 is on placement?

2 A Okay. We do not have any type of a training program
3 geared specifically for any ethnic group. There is no
4 training program particularly for Blacks, Browns, etcetera,
5 the training programs are basically set up for disadvantaged
6 persons. Now, we do not deny the fact that in some programs
7 you may have a large number of Blacks, a large number of
8 Browns or a large number of whatever, but there is no specific
9 program for any ethnic group.

10 Q What provision, then, do you make for a component,
11 Asian American component, for example, in an area where you've
12 got a job training program, you find there's a sizeable
13 Korean Americans or Koreans who need the kind of training
14 program that your agency would provide, what kind of provision
15 do you have for Korean or additional input from the communities?

16 A Okay, if you are aware as to how the MDTA programs
17 operate, it has to be determined that a particular skill or
18 there will be jobs in a particular area and this is the way
19 the training itself is set up.

20 Now, if a particular area, certain types of jobs, a
21 person were needed for certain types of jobs that this type of
22 training can provide, then this is the way that it is done.

23 Now, it may be that in an area where there are a large
24 number of Asian American or whatever group there is that
25 there are jobs that principal people are going to be trained

1 for that is going to benefit that particular group and the
2 point I'm trying to make that no program is set up for a
3 specific group as far as the ethnic background is concerned.

4 Q (By Mr. Davis.) I'm concerned about that. Is it the
5 consideration of your department that there are no differences
6 among people in terms of cultural background and that a
7 program, a training program can be offered without any modi-
8 fications and without any consideration of the cultural and
9 language backgrounds?

10 A No, I wouldn't say that that is true. What I'm saying,
11 though, is in the area where the program is to be, and if
12 it's in an area, say an area where you have all Japanese
13 or all Chinese or something of this nature, naturally those
14 are the persons that are going to benefit by that program.

15 Now, it isn't always true that when you submit a pro-
16 posal for a certain type of an MDT program, that you get
17 the funding to do so. So, from that standpoint, you really
18 don't know.

19 Q But in terms of implementing the program, if you're
20 gearing it for -- if, for instance, in East Los Angeles,
21 and you have a program in East Los Angeles and you've have
22 predominantly Chicanos attending that, is there any con-
23 sideration given your department in terms of how to deal
24 with these people?

25 A When you say deal with them, what?

1 Q In terms of being aware of their cultural backgrounds,
2 their language differences, the need to have a Chicano staff
3 members to teach the classes?

4 A Oh, yes, that's, that's one of the natural things
5 with the program. Because certainly if you have persons who
6 are not speaking the English language and you're trying to
7 get them in a training program, whether or not it's a training
8 program that we operate as a classroom type thing or whether
9 or not it's an on-the-job type of training program, certainly
10 you're attempting to place them in a situation where they
11 can have someone who is able to speak the language that the
12 job -- with the job that they'll be involved.

13 MR. ERICKSON: Herman?

14 Q (By Mr. Erickson.) A couple of quick ones, Mr. Amos.
15 One, even though you're not required by the U.S. Department
16 of Labor to break down the category Asian American, don't
17 you think it would advantageous for you to undertake that
18 as your level to find out what the needs, the language re-
19 quirements are, what the needs are?

20 A Oh, in fact we have already taken steps to do that.

21 I mentioned that earlier, that it had not been a re-
22 quirement for us to do so. But as with anything else, when
23 there -- within recent months or the last year or so, where
24 we have had more contact with the -- there's been more
25 emphasis on Asian American groups, as, you know, contrasted

1 to what happened with Blacks, Browns or other groups, then
2 new methods and new ways of doing things begin to happen.
3 And this is one.

4 Q Do you expect in the near future to have some sort of
5 a tally and breakdown on the capability of the people in
6 your department to deal with different ethnic groups from
7 Asia and from the Pacific?

8 A Now, when you say the capability to deal with --

9 Q To speak the language, to understand the culture,
10 to be placed in communities where they can put those special
11 talents to work?

12 A I expect --

13 Q I'm asking if we can see a breakdown coming in the
14 near future?

15 A I expect that we will have information that will give
16 you the -- the breakdown as to groups and the language capa-
17 bilities, I'm not going to say that we will have information
18 that will be able to get -- to give you that they understand
19 the culture of the groups, you see?

20 Q Obviously, I was questioning whether, if you say you
21 send an Asian American to an Asian American Community and
22 you're sending a Korean to a Japanese area, it's not going
23 to do much good if that person doesn't speak Japanese.

24 A Or vice versa, to have a person -- see, you have a
25 two-pronged thing here. One is in many cases, you're asked

1 for a person who is bilingual. And in many cases you're
2 asked for a person who is bilingual and bicultural. Many
3 times we have people who are bilingual, but they are not
4 bicultural. And here again I have to lean on our system
5 is that a person who takes an examination, a state examination
6 and in those few jobs where they do give examinations for --
7 to see if a person has another language fluency, many of the
8 persons who come on that list, if you're looking for say a
9 Mexican American or Japanese, Chinese, may not necessarily
10 be one of those groups, it may be anybody who speaks that
11 language.

12 Because the first thing you're looking for there is the
13 language fluency, and they don't test on bicultural, you see?

14 But they do, on say some examinations for bilingual
15 and this is why I mentioned a moment ago about the demonstrated
16 need for bilingual and bicultural person in a given community,
17 and the departments themselves do not have the control of
18 whether or not this is granted. You make the case and --

19 Q. Is HRD getting back now more to a job matching operation
20 and dealing less with training and less with the employment
21 problems of disadvantaged communities?

22 A. Well, I wouldn't say that that is lessened by the de-
23 partment as such, I would say that as you're familiar with
24 the many programs that we have had in the past, we certainly
25 don't have near as many training programs simply because the

1 funding has not been available.

2 I will say, however, on the other hand, that there
3 has been increased emphasis on placement based on what I said
4 earlier.

5 Q Therefore, do you feel it's realistic to hope that you
6 will really serve minority communities and hardcore unemployed
7 areas better than you're doing now, with the new emphasis?

8 A Well, I would have to say to that, that -- and we can
9 use statistics in many, many different ways -- that based
10 on the statistics, there is an indication that even minority
11 group as such or disadvantaged group as such, their percentage
12 of placements have increased.

13 Now, this could be for many reasons, it could be for
14 an upswinging in employment or, you know, several reasons
15 that this has happened. But what I also have to point out
16 here is that with the advent of Assembly Bill 1463, the
17 department did become more of a social service agency than
18 an employment agency. And that's the key thing here, that
19 the department is an employment agency. Not a social service
20 agency.

21 Even though social services are incidental to some
22 of the programs that the department operates.

23 MR. ERICKSON: Thank you.

24 Q (By the Chairman.) I'd like to just ask this because
25 something you said is starting to penetrate into my thinking,

1 and I'm not sure that what -- the conclusion I'm coming to
2 is a good one.

3 You stated that part of your process is that the
4 groups come to you to demonstrate the need.

5 A No, I didn't say that.

6 Q Or that you want --

7 A I didn't say that the groups have to come to you to
8 demonstrate --

9 Q But again this is part of what you look for, is in terms
10 of creating the department's priorities for a need, let's
11 say for Asian Americans in your employment, is that there be
12 demonstrated or evidence that there is a need for that
13 hiring of a person.

14 A I don't think I said it quite that way, I said if
15 there is a demonstrated need for a particular language fluency
16 in an area, and for a bicultural person in that area, then
17 this can be made a case before the state personnel board and
18 this can be done in the face of an existing Civil Service list.

19 Q How does the demonstrated need become a fact?

20 A Well, because what you are saying here is that any
21 particular area you have a large number or significant number
22 of persons coming to your facility for services, and you are
23 not able to provide those services because --

24 Q Let me just stop you there because that seems to me to
25 be one of the cruxes of this thing. We heard testimony that

1 said that the Asian American Community was viewed as the model
2 community because they had no problems. It seems to me that
3 part of the things that, the conclusion that they had no
4 problems came about because they were not coming to the places
5 saying I need help.

6 A. Okay.

7 Q. And it seems to me that part of the reasons they
8 weren't coming to the department stating they needed help,
9 was there was nobody there to talk to them so my question is,
10 how do you find out that there's a group out there that needs
11 your help?

12 A. Okay, I buy this.

13 Q. And isn't -- let me go a step further, isn't that also
14 a cultural thing because maybe in a given culture of a
15 country, it is not in their tradition to come to you and say
16 I need help.

17 A. Okay, this is what we who deal in EEO are always
18 saying to people, that many times there are persons in the
19 community or in your given area that are in need of assis-
20 tance, but because they recognize that the facilities are
21 not there to provide them they don't come to you.

22 Now, in many of the programs, if you're aware also,
23 is that we've had outreach programs, and I would have to
24 say that the employment service or Department of Labor was
25 kind of a forerunner in this simply because of the manpower

1 programs that came out, and this was stated along with those
2 programs that you needed to have persons who are, in those
3 communities, familiar with those communities, working in those
4 programs.

5 Now, it does not have to be a group has to come to, or
6 it should not be, let's put it that way, that the group has
7 to come to an office manager to say, we have that need, it
8 is also the responsibility of the office manager to work with
9 the groups in the community so he is aware of the needs of
10 that community. And it's not simply based on, even though
11 I use that as an example, simply based on the number of
12 persons who come in to that office.

13 Q Okay, but doesn't the first step, given the set of facts
14 that appears to be developed, that there are increasing
15 influx of Asian Americans into California, doesn't the first
16 step have to come from the departments and the agencies to
17 have someone on staff that can go and inquire of that com-
18 munity, I mean how can an English-speaking person go into a
19 community and ask, do you need any help? The answer is going
20 to be a nothing.

21 It seems to me that that, and I guess what I'm really
22 saying is talking about an affirmative-type of action, but it
23 seems to me there has to be an analysis on the part of the
24 departments to say what does the immigration figure look like,
25 what kind of people are becoming in California and then

1 those types of steps have to be taken.

2 Now, do you see that happening with your department?

3 A Well, if you recall, I said to you a moment ago, that
4 as of last week, my section got the executive staff of the
5 department to approve the requirement that each local office,
6 etcetera, design and implement an affirmative action
7 program, not only for the hiring and promotion of minorities
8 and women, but also ways and means to improve our services
9 to the community in which they serve.

10 -Q (By Ms. Hata.) Tied into this, then, do you have a
11 cultural awareness program?

12 A In some of our offices, in some of the areas, yes.

13 Q As a result of today's hearings, do you see a need for
14 cultural awareness programs which service Asian American
15 Communities?

16 A Okay, I might also add here that we, our training --
17 well, it's too complicated to go into the training, but
18 we have our training section now developing a statewide
19 training program, our training, for the most part, and this
20 would be a part of it, our training for the most part is done
21 by divisions except for training that affects the entire
22 operation. And when I say that, I mean, for example, U.I.
23 training doesn't affect all other departments, so it's
24 fragmented that way, but we have now our training section or
25 division developing a statewide training plan which would

1 include the types of things that you are now mentioning.

2 Q It will include an Asian American and Pacific Peoples
3 component?

4 A In the areas where we have that type of need, yes.

5 Q And will you submit that to the Commission when it is
6 completed, so that we will have you on file -- will you
7 submit that, then, to the Commission, so that it will be on
8 file as an example of your good faith and concern about the
9 Asian American problems?

10 A Affirmative action is only a good faith effort, so
11 we will certainly do so.

12 Q I'd like to tie into affirmative action then, you
13 say you have told your local departments, your local divisions
14 you have affirmative action programs, do you have one for
15 the entire department?

16 A That's what I indicated earlier we have had.

17 Q What is the Asian American and Pacific Peoples staffing
18 like, how many Asians do you have and what kinds of positions
19 and --

20 A Do you have a copy of the report I submitted to the
21 Committee? It is contained there with a listing of classes,
22 numbers, percentage, etcetera.

23 Q (By Mr. Erickson.) I believe that only gave jobs
24 where Asian Americans were employed, it did not list where
25 there were no Asian Americans employed.

1 A But I believe that's what I was asked for.

2 Q Well, I think it would be fairly obvious that if
3 there's one category with 500 people and the figure for
4 Asian Americans is zero, we would be interested in that,
5 didn't you make that assumption?

6 A Well, I can simply state that the department uses,
7 at any -- over any given time I would say, 300 or so Civil
8 Service classifications, and I would say at the time that
9 this particular report was completed, as of June 30th, those
10 are the classes that the Asian Americans were in.

11 Q (By Ms. Hata.) What plans do you have for upward
12 mobility, because one of the classic examples of some of the
13 problems that Asian American face is the fact that they make
14 nice clerks but sometimes they are not promoted into managerial
15 or decision-making capacities. So what plans do you have
16 for this?

17 A Our efforts in my section in the upward mobility
18 has been, number one, in most state departments -- our -- you
19 start in at entry level like trainee of some type. There are
20 very few jobs with the exception of exempt or appointee-type
21 jobs that are made by -- made by the governor or some other
22 high-level person in state government.

23 It -- you'll find very few persons coming in say at
24 this level, it's usually at a trainee level that the person
25 begins and they're based on promotions from that point on.

1 Now, in doing this, you still go through an examina-
2 tion process, and it has been mostly written, oral, these
3 type of things. Now, some of the things that we have been
4 involved in doing, state personnel board, is number one,
5 and a lot of this has been accomplished, number one is that
6 our trainee examination, the persons who were promoted with it
7 until a couple years ago, was what was called the L path.
8 I believe it was the entry level after to professional test
9 which was a highly academic oriented examination and which
10 persons coming right out of college were able to take, and
11 you found many college graduates, recent college graduates
12 able to take it, person with experience and less education
13 unable to pass it.

14 We also found that there were a large number of persons
15 taking this examination, a large percentage of persons taking
16 it not being successful, but an even larger percentage of the
17 minorities who took it were unsuccessful.

18 Consequent -- as a consequence, we have now been able
19 to get that particular one changed where there are three
20 examinations that a person can take who applies for a job.
21 He can either take an academic, I mean an aptitude-type,
22 he can take a skill-type, which is job-related, or he can
23 take a combination of the two and that means he can be a
24 person can be gaded four different ways, or taking it.

25 Now, as far as other examinations we have had some

1 changed where they are now more job-related.

2 In addition to that we have gotten many of them where
3 they're only a pass-fail-type examination rather than the
4 person having to score 70% as a minimum on the written test.

5 In addition to that we have gotten where the written
6 portion carries less weight than it did in the past.

7 Q In the situations where examiners are involved, in
8 situations where supervisors make decisions about Asian
9 American employees, are these examiners, are these employers
10 who are making decisions which will determine promotion, are
11 these people given any kind of sensitivity training so that
12 again Asian Americans don't fall into the stereotype, yes,
13 they're hardworking and industrious but they don't speak up
14 so we can't consider him for any decision making job?

15 A There is a training information persons who are part
16 of oral boards and there's no specific training of, sensitivity-
17 type training involved in that. But these things are cer-
18 tainly brought out in the training. But there is no sensitivity-
19 type training for any particular group.

20 Q Would you recommend such a program?

21 A We will recommend any -- any types of activities that
22 we feel can benefit the hiring, promotion of minorities and
23 females within the form of HRD.

24 THE CHAIRMAN: I want to thank you, Mr. Amos, for
25 staying so late and giving us your information, and testimony.

1 I guess our next batter is Mr. John May.

2

3

4

MR. JOHN MAY

5

6 A (By Mr. May.) Yes, I'm John May, I'm the Assistant
7 Director of the Department of Public Social Services of Los
8 Angeles County.

9

10 I'd like to introduce two members of my staff, Mr.
11 George Kato (Phonetic), who coordinates the Asian American
12 Community Relations Section, and Mr. George Noda (Phonetic),
13 who is on his staff.

14

15 Now, if it's agreeable to the Committee, we'll give
16 you a copy of material we've prepared in about 12 basic areas
17 of interest and concern.

18

19 I will address myself to the basic thrust of our de-
20 partment, the basic mission, and then I would like to respond
21 to any questions that members of the Committee or the audience
22 might have.

23

This is for the sake of time.

24

THE CHAIRMAN: Very fine.

25

A The Los Angeles County Department of Public Social
23 Services under federal, state and county laws and regulations,
24 provides financial aid and/or services to those members of
25 the Los Angeles County community who are in need because of

1 economic or social circumstances.

2 The objectives of the department are to assist these
3 persons to, one, achieve and maintain reasonable standard
4 of living and health. Two, attain the maximum degree of self-
5 care and self-support within the capabilities of each indi-
6 vidual. Three, preserve, rehabilitate or strengthen indi-
7 vidual and family functioning.

8 Four, prevent or remedy any neglect, abuse or exploi-
9 tation of children and adults.

10 Fundamental to the American public welfare program
11 is a recognition that the well being of the community depends
12 upon the well being of its members. This recognition is
13 basic to the administration of the Department of Public
14 Social Services.

15 In 1968 the Board of Supervisors mandated on all of
16 the 58 county departments a program of affirmative action,
17 this was to assure that there was an aggressive action on
18 the part of each department to recruit and to upgrade
19 minorities.

20 Shortly after that, we established our Community
21 Relations Section, and represented today by George and George,
22 and which has as a primary thrust here, the matter of recruit-
23 ment of minority groups, the upgrading of minority groups,
24 the improving of the level of services to minority recipients
25 in the community, and the decongesting the line of communication,

1 we hope, between the community and the department.

2 Now, Mr. Chairman, we have, as I say, these 11 areas,
3 and they cover the whole gamut, I think they touch upon ques-
4 tions that were raised this morning, questions that you have
5 even given to Mr. Amos at this time, which I think we could
6 properly respond to as well, so I leave it now to the dis-
7 cretion of the Committee as to how we will proceed from
8 this point.

9 THE CHAIRMAN: All right, probably to save time we'll
10 just go into the question period, probably.

11 A Very good.

12 THE CHAIRMAN: Mr. Lau?

13 Q (By Mr. Lau.) Mr. May, what aggressive recruitment
14 efforts are being made in the Los Angeles area to recruit
15 Asian Americans?

16 A Well, we have some statistics. I'm sorry, by the way,
17 that we don't have sufficient copies for all members of
18 the Committee.

19 THE CHAIRMAN: I think it's on page 16, as I recall.

20 A Yes, 16 and 17, as a matter of fact.

21 We have a breakout. First of all we have worked
22 through the Community Relations Section, we've worked with
23 the news media. We have made presentations in the Asian
24 communities, we've worked with the churches, we worked with
25 the welfare rights groups, we worked with the civic leaders,

1 we worked with other organizations that impinge upon the lives
2 of people at the probation department, with the HRD depart-
3 ment and other departments.

4 We don't want to give anybody the impression, certainly
5 the members of the audience who very well articulated their
6 concerns about movement that we've made, that we have covered
7 the whole ground. We are now at 402, approximately 402
8 Asian persons. This is nowhere near where we need to be,
9 want to be and plan to be.

10 Q What does that represent in percentages?

11 A This represents about 2.9% of the total staff.

12 Q That's as of now?

13 A As of September, actually.

14 Q What was it in 19, say 1970, roughly?

15 A Well, let me give you the figures, December, 1968,
16 we had 220, which represented 2.2%. In July, 1970, we had
17 279, which represented 2.3%. In February, 1971, we had 329,
18 which represented 2.5%. I might note that even though the
19 numbers are increasing, the percentages don't seem to be
20 changing, because we have added more staff as we have gone
21 as well, staff not Asian staff.

22 In March, 1972, we had 341, which represented 2.7%.
23 And in September, the 402, September of 1973, which represents
24 2.9%.

25 Q (By Ms. Hata.) How many of this 402 figure are clerical

1 people?

2 A I'm sorry.

3 Q How many of the 402 people are clerical and how many
4 are professionals?

5 A Well, we may not have the specific information you
6 have, but we have some information that might bear upon your
7 question.

8 Q Is the number of professionals increasing?

9 A One hundred fifty-eight of these persons are eligibility
10 workers.

11 Q What was the figure like two years ago?

12 A (By Mr. Kato.) At this point we do not have that in-
13 formation to give you the comparison. The figures that we
14 have at this point is the breakdown of those 402 Asian
15 American personnel we had as of September, 1973.

16 Q (By Mr. Davis.) Could you tell us what the present
17 requirements are for an eligibility worker, educationally?

18 A (By Mr. May.) Well, now this is quite a test for
19 members of our department.

20 A (By Mr. Kato.) Generally two years of college or
21 credits, or in lieu of the -- that academic requirement, X
22 number of years of experience in working in agencies where
23 which come into contact with the public.

24 A (By Mr. May.) You might be interested that prior to
25 1969, for example, to be a social worker, a person had to have

1 an A.B. degree, regardless of the field of his A.B. When
2 we separated the social services program from the economic
3 maintenance program, under federal requirements, we then
4 had a requirement of the A.B. degree, or work experience only
5 for the social work staff.

6 We could pick up, if they had college degrees, this
7 was fine, but this was not a requisite, the requisite was
8 less than that.

9 Q (By Mr. Davis.) Could you tell me how many social
10 workers are Asian American?

11 A (By Mr. May.) We have 54 social workers, children's
12 social workers, slash, they are social workers, children's
13 services workers and seven social services supervisors/children's
14 services supervisors.

15 Q Do you have a breakdown of the ethnic group within the

16 A No, we have the breakout by the bilingual abilities
17 but not by the ethnic basis.

18 Q (By Mr. Lau.) Could you give us that bilingual
19 breakdown, do you have it here?

20 A Yes. Japanese language-speaking, we have a total --
21 okay, as of November, 1972, the department had a total of 263
22 bilingual Asian personnel, the breakdown of that 263, I
23 beg your pardon, is as follows: Japanese language-speaking,
24 93. Filipino language-speaking, 86. Chinese language-speaking,
25 64. Korean language-speaking, nine. Samoan language-speaking,

1 four. Other Asian language-speaking, seven.

2 Now, do we break out the other? All right, the other
3 is comprised of Malayan, Indonesian, Burmese, Indian, Hindi.

4 Q (By Ms. Hata.) These 263 Asian Americans with bi-
5 lingual skills, are these the people that the community
6 comes in contact with, all 263 of them, or are some of these
7 tucked away in little corners where their skills are not
8 used?

9 A No, we have the -- in order to be -- part of these
10 persons are eligible to a bonus. To be eligible to a bonus
11 they must use their language skill in the daily operation.
12 The others are available, they don't claim the bonus and
13 are not entitled to the bonus, because even though they have
14 the skills to translate and so forth, they're not using this
15 on a daily basis, so what we have is 263 persons who do have
16 a dual language.

17 Q (By the Chairman.) And the 263, is that a bonus
18 figure?

19 A (By Mr. Kato.) No, they are the personnel who are cer-
20 tified to be bilingual but not all of them are receiving
21 bilingual bonus.

22 Q How many of the 263 are bonus?

23 A Sixty-six.

24 Q That would mean that 66 out of the 263 are using -- are
25 making use of --

1 A Not necessarily, they are awarded the bonus because
2 of the figures recognition that they are using it. However,
3 to somewhat -- to different degrees, those 263 bilingual
4 workers are using their skill, bilingual skill.

5 Q But 197 of them are not getting paid, if they are
6 using they're not getting paid for it, with the bonus?

7 A That's correct.

8 A (By Mr. May.) And that would be so because they
9 don't use this skill constantly each day, they may be called
10 upon to interpret, they may be called upon to read a piece
11 of correspondence in the course of a day, but they're not
12 assigned to that function.

13 Q Do you have any comment about that, in terms of, say
14 fairness to that employee or as an incentive to others to
15 do that, to become bilingual? One of the -- let me rephrase
16 that.

17 One of the easiest ways it seems to me, for management,
18 not necessarily in this government, but also in private in-
19 dustry, to make use of or even perhaps take advantage of an
20 employee is to use a person in a clerical position and then
21 call on that person to interpret at various stages whereas
22 the clerk next to her or him is doing the same type of work
23 but is not interpreting and you're paying them both the same.

24 A Yes.

25 Q Now, do you have any policy or is there any policy

1 about that?

2 A Well, the policy, of course, to encourage that the per-
3 sons whose skills are being used to receive the bonus. What
4 happens here is that a person, a language, an Asian language
5 person might come into the office and there's an immediate
6 need to have some type of interpretation or facilitative
7 communication here. Right now.

8 Q Yes, I understand that.

9 A And before that person. That person is just pulled
10 because of that language skill, but we don't pull that person
11 every time that situation comes into being. Now, what we're
12 trying to do in the department is to have the cadre people
13 who have the language skill and who do get the bonus to
14 function on a daily basis or to be available to function on
15 a daily basis, as the need might indicate.

16 See, we are evolving and this is what we're admitting
17 to you. We're evolving, we have evolved from the point where
18 we had almost no Asian language persons in responsible
19 positions or in communication positions here. To the point
20 where though we have few, we have some. Now, we are not just
21 taking pride in the past, we use that past, however, as an
22 experience to indicate to us that we can move forward to
23 meet the needs that members of the community and persons who
24 have given testimony this morning have indicated are necessary.

25 Q (By Ms. Hata.) The community has told us that there

1 are 66 such bilingual persons but they're not in the Asian
2 American communities, where are these 66 bilingual persons?

3 A Well, they are indeed in the Asian American communities,
4 but they are not, we don't have an adequate number in all
5 Asian American communities. For example, we have some per-
6 sons assigned to the Metropolitan North area where we have
7 a great concentration of the Chinese language persons. As
8 a matter of fact, George, why don't you give that statistic?

9 A (By Mr. Kato.) Basically we agree with the statement,
10 but this piece of information may be helpful to explain.

11 Some of the attempts that we have made. Out of 83
12 Asian bilingual staff, who are assigned in the eight -- about
13 eight districts, 60 Asian bilingual personnel are assigned
14 to three district offices. Namely, three such persons in
15 Metropolitan North District, 21 Asian bilingual staff in
16 Metro AS, ATD offices, and nine Asian bilingual staff in Metro
17 East to have the total of 16, which is about 75% of all the
18 Asian bilingual staff working in about eight district offices
19 in those three district offices, which, when combined, the
20 majority of the Asian caseloads are located.

21 MR. NISHIDA: Can we say something from out here? I mean
22 that's give, man.

23 You're talking about nine people at Metro East, will
24 you identify who those nine people are?

25 A (By Mr. Kato.) I stated that the about eight offices,

1 about eight Metro-East offices.

2 MR. NISHIDA: Can you tell us what their functions are?

3 Do they serve the Asian people?

4 A. (By Mr. May.) Let us see if we have that.

5 A. (By Mr. Kato.) Mr. Alexander Ng, who is

6 a Chinese-speaking worker, Jane Oshima --

7 A. (By Mr. May.) I don't think you got that, did you?

8 Start again, please.

9 Q. (By Mr. Nishida.) This is for OAS?

10 A. (By Mr. Kato.) Yes, adult aid.

11 A. (By Mr. May.) Now, remember the adult aid is OAS, ATD.

12 Old Age Security, Old Age Security, aid to blind and the
13 general relief to single persons or couples.

14 Now, when we say adult that's what we mean, we're not
15 confusing that with any family constellation which is another
16 picture and another factor that we can give you, so the
17 figure, George is going to give you now relates only to those
18 at OAS, OTD, OB.

19 A. (By Mr. Kato.) Following the Japanese-speaking workers,
20 Jane Oshima, Joyce Hanamoto, Jeanne Sahara, Tokuko Ueha.

21 Filipino-speaking workers, Celso Leabres, Elba Guillen.
22 And one Indonesian-speaking worker, Giok-Tien Gan.

23 Q. (By the Chairman.) Let me ask this: You gave us the
24 number of 263 and then you broke that down to us, you had
25 nine Korean-speaking -- now, -- but of the 66 are any of the

1 66 Korean-speaking?

2 A (By Mr. Kato.) Yes.

3 Q How many of the 66 are in that bonus category?

4 A Bonus category? At least six of them.

5 Q What about the Samoan?

6 A All of them are receiving the bilingual bonus.

7 Q (By Ms. Hata.) Are we to assume that these 66 are
8 full time professionals, they're not including part time help?

9 A They're all full time employees.

10 Q (By Ms. Godoy.) I have a question following that.

11 I understand that you do have an Asian Community

12 outstation program where you have attempted to bring DPSS

13 services out into the community.

14 A (By Mr. May.) Right.

15 Q However, are any of these stations open full time all
16 week, from 8:00 to 5:00?

17 A (By Mr. Kato.) No, there is no such arrangement made
18 at this point.

19 Q (By Ms. Godoy.) Also, do the people that you put in
20 these outstations, do they -- are they fluent in the language
21 of the applicants in that area?

22 A (By Mr. May.) To some degree. We don't have persons
23 in all outstations who have the facility of all the Asian
24 languages.

25 Q Okay, out of the outstations that you do have, how many

1 of those people working in those areas are fluent in that
2 language?

3 Q (By Ms. Hata.) And while you're looking that up, how
4 many persons working in those areas are full time?

5 A (By Mr. Kato.) There are 11 outstation workers at
6 the present time.

7 Q And they're all full time?

8 A And all of the workers are full time workers.

9 Q And if the outstations are part time, what happens
10 to these people?

11 A (By Mr. May.) Well, very good question. These workers
12 who work in the outstations have assignments in parent
13 offices or parent sub. offices. They will be -- they will
14 work either four days a week in the parent office, they will
15 work that fifth day in the outstation, not just on a day,
16 but maybe total of hours. The outstation might be -- might
17 have that resource available from 1:30 to 4:30 or from 8:30
18 in the morning till noon.

19 But these are full time employees who work part time
20 in the outstations.

21 Now, we have district offices to which people who
22 receive the services of the outstations people also come.
23 The outstation concept is to facilitate the communication
24 with our department and be sure we try to identify in that
25 community what the additional needs are in terms of staff who

1 have that language facility.

2 Q Before I pursue this, perhaps you might want to answer
3 the statistics that Ramona called for, there were some sta-
4 tistics?

5 Q (By Ms. Godoy.) Yes, you were going to mention 11
6 stations in which workers were fluent in the language of
7 the people in that area.

8 A (By Mr. Kato.) There are 13 such locations instead
9 of 11. However, they are serviced by 11 workers. Out of the
10 11 outstation workers, all but one are fluent in the languages
11 in serving that particular community that the workers are
12 capable of speaking.

13 Q Okay, so the Harbor Area Filipino Community outstation
14 has a Filipino worker working in that outstation?

15 A That is not true. I said all but one such worker,
16 not the outstation location.

17 Q I see. How many stations does that worker service,
18 or work out of?

19 A Two stations, that specifically Carson, Samoan Community
20 in Carson area, and Los Angeles area. Filipino -- excuse me,
21 Harbor Area Filipino Community outstation.

22 THE CHAIRMAN: Any more questions?

23 Q (By Ms. Godoy.) I have just one more.

24 And I guess in 1974 there is -- HR-1 will be affecting
25 services that you are now providing the community.

1 I was curious to find out how you are going to inform
2 the community, the Asian Community and Pacific Peoples
3 Community, especially of the changeover since they do not
4 understand English forms mailed to their home, how would
5 they know about these changes and how, where to go and how to
6 get these new services?

7 A. (By Mr. May.) We have Mr. Kato's section has pre-
8 pared in how many languages?

9 A. (By Mr. Kato.) Five.

10 A. (By Mr. May.) In five languages, brochures that will
11 get to the Asian Community the information that will be
12 helpful in their understanding of the effective transition
13 and consequences and advantages and so forth.

14 Q. Will you be mailing it or will you be putting it in
15 centers or how will it be handed out?

16 A. This will be through centers, through distribution
17 in centers, through community meetings, through organizational
18 meetings.

19 Q. How were other recipients of this assistance informed
20 of the change?

21 A. They were informed by a stuffer notice that was mailed,
22 right.

23 Q. (By the Chairman.) What language was --

24 A. Spanish and English.

25 Q. What you mentioned five languages, what languages will

1 those be in?

2 A (By Mr. Kato.) Chinese, Korean, Japanese, Filipino
3 and Samoan.

4 Q (By Ms. Hata.) Are there any plans to increase the
5 amount of hours spent at these outreach programs? You
6 indicate that they're all part time.

7 A Well, I don't want it to be said part time. They
8 are -- these -- these outstations are available at certain
9 times of the day, we do not have a full time -- we do not
10 have full time outstations. But there is full time service
11 to persons of the community in the offices that we have open.

12 Q You have no full time outstations anywhere in Los
13 Angeles? None whatsoever? In no community?

14 A We do not have full time -- we do not have outstation
15 workers manning the services at the outstation location full
16 time.

17 Q In any community?

18 A No.

19 Q None whatsoever. If the community demonstrates a
20 need for a longer time for the workers spending a longer
21 period of time at these outstations, would you be responsive
22 to that kind of interest and demand?

23 A We would certainly try to within the limitations
24 obviously that we face, as a matter of fact, Ms. Hata, the
25 establishment of these outstations at all was a response to a

1 community need, and as that response indicates that there's
2 a greater need in this area, we have an obligation to try to
3 see what we can work out as I say, within the ramifications
4 of budget and cost and so forth.

5 Q What kind of need would the community have to
6 demonstrate to get this service in the outstations?

7 A I should think some evidence that there is a broader
8 need demonstrated by more persons seeking the information,
9 more persons calling, more persons coming into the outstation,
10 more communication to us from other agencies that there are
11 needs in this way in certain spots.

12 Q (By the Chairman.) Let me pose the same question that
13 I posed to Mr. Amos, how do you get to -- see that's based
14 upon your cultural interpretation of what you would do if
15 you were in need --

16 A Yes.

17 Q -- but we're dealing with communities that have dif-
18 ferent cultures, and again I go back to this question how do
19 you find out about a culture or what they would do unless
20 you are out there and I mean it seems to me sitting waiting
21 for them to act in the way you would act is not necessarily
22 meeting the needs --

23 A Well, let me tell you what had happened, you'll be
24 amazed how much we know by the limited language skills that
25 we might have here, see?

1 Q That's all I'm trying to do is find out what you do
2 know.

3 A In the Carson Community which is a heavily populated
4 Samoan Community, we found out in many kinds of ways that
5 maybe members of our agency staff serving that community were
6 not aware of some of the cultural problems that the agencies
7 workers were facing in terms of eligibility requirements.

8 I won't get into all the ramifications because I'm
9 not too certain or too comfortable with this particular
10 knowledge, but a name change, for example, it is my under-
11 standing that up to 18 a Samoan person can change his name
12 without having to go through superior court, but all of the
13 proof of name that he has was before 18, when he had another
14 name. And this creates problems in terms of verifications
15 and so forth.

16 Now, this has been made known to us through the Carson
17 Community Center where we have persons outstations. It was
18 made so known to us dramatically, that we are establishing
19 now, on the 14th of December, a sort of seminar where we
20 are getting some 14 or 15 agencies all of which have some
21 effect upon the lives of the Samoan people in that community
22 to come together in the Carson Center to have the community
23 people to come to us and tell us what they need that we're
24 not doing, what we are doing well, what we are doing badly
25 and so forth. Now, we have in the district offices, persons

1 who do have the skill, this is one way we know.

2 We know through the caseload that we have. We review
3 the records that we get on the kinds of complaints and the
4 kinds of questions and the kinds of inquiries that are being
5 made. And through all of these sources, Mr. Chairman, we are
6 beginning to be knowledgeable about it.

7 Q But again, that is what is coming in to you --

8 A Yes.

9 Q -- I don't mean to beat a dead horse, but it seems
10 to me that again that is after someone from that community
11 has responded to, has come and approached you. And we go
12 back ten years ago and they spoke of the Spanish-speaking
13 Community as not having any discrimination because no one,
14 they didn't have any complaints at the FEPC.

15 A Yes.

16 Q And you find out that no one went to the FEPC because
17 one, they didn't know it was there, and two, there wasn't
18 anybody to talk to them if they went there, so if you just
19 looked at their records, then, you'd say Mexicans are not being
20 discriminated.

21 My point is is there anything else you do other than
22 look at your caseload? Because I'm saying that may not be
23 an indication of the needs of a community.

24 A Well, their talking chiefs, for example, in the
25 Samoan Community, have direct dialogue with our outstation

1 people, they bring to us the needs that we are meeting or
2 not meeting.

3 Q What about the Korean Community? How do you deal with
4 the Korean Community?

5 A In much the same fashion, we -- part of the requirement
6 of the outstation worker is not just to sit there waiting,
7 there's an aggressive outreach, they go into the community,
8 they go to homes, they go to churches, they go to social
9 clubs. They go to groups. In an effort to find out what
10 the needs are there that we may or may not be meeting.

11 Q (By Ms. Hata.) The talking chiefs often have raised
12 this question several times, in the Samoan culture the promise
13 of an adult to care for someone else's child is the same as
14 becoming a legal guardian of that child.

15 A I'm aware of that problem.

16 Q Does DPSS take into account this cultural influence
17 and allow benefits to other than a blood relative?

18 A No, but DPSS is taking the position that we should
19 try to influence a change in state regulations that govern
20 whether or not we respect that particular thing that does
21 not seem to accomodate the regulations.

22 The regulation requires that for the aid to be paid
23 a person must be related by blood in certain degrees or he
24 must be licensed. Now, this is neither one of these situa-
25 tions that you've just brought up, but this regulation we hope

1 to influence a change, we hope to influence and the kind of
2 input we're getting, for example, we have to sit here and
3 believe, too, that what we're going to learn on the 14th of
4 December and what we have learned through our outstations
5 will be something that we can communicate to the State
6 Department of Social Welfare in terms of the regulations
7 that govern how we function and how we may dispose of appli-
8 cations that are received or cases that have that type of
9 situation in it.

10 I don't want to be guilty of a copout here, but I
11 think I want to remind you that we must be amenable to certain
12 regulations, we can't change those because we have a good
13 clear understanding of a cultural situation. We do, however,
14 have the responsibility for trying to influence the change
15 of that through on a community relations section after the
16 information has been gathered.

17 Q I'm sure the talking chiefs will remind you of that
18 responsibility.

19 A The talking chiefs have reminded us already.

20 Q You have an Asian American Community Relations
21 Division, is that correct?

22 A Yes.

23 Q What kind of jurisdiction does this Community Relations
24 Division have and what is the makeup of the Community Re-
25 lations Division, as far as Asian American involvement is

1 concerned?

2 A. George, you want to answer that?

3 A. (By Mr. Kato.) Primarily, the responsibility of the
4 Asian Community Relations Section in our department is to
5 try to interpret the DPSS programs and services to Asian
6 communities through many different methods.

7 And also to identify the problems and unmet needs of
8 the Asian communities and to try to work with the community
9 organizations to try to resolve them.

10 At the same time, it is our responsibility to bring
11 back to the administration impacts of DPSS programs on the
12 community. In doing this, we have worked with the district
13 offices to try to resolve any issues or problems on particular
14 cases. If it appears that there are consistency in problems,
15 then we try to resolve with the district administration for
16 whatever means possible, by that district office to rectify
17 the problem.

18 Q. You are an advisory body then?

19 A. That's correct, that's correct. We do not have the
20 direct jurisdictional authority.

21 Q. Do you have the director of, Mr. Murphy?

22 A. Yes, we have a -- an opportunity to present our problems,
23 and recommendations to Mr. Murphy.

24 Q. Did you recommend that Mr. Murphy come to the meeting
25 today so that he could get a feel of the community, that there

1 are five, six, seven kinds of Asians and Pacific Peoples?

2 A (By Mr. May.) Well, let me respond to that, we
3 tried to plan for Mr. Murphy or Mr. Conrad, who is the chief
4 assistant, to come, they had other engagements already
5 scheduled that would not make it possible for them to come
6 and this is why we had to, I think we made this known to Ms.
7 Godoy.

8 Let me, you didn't ask this question, but let me
9 throw something else out that might be of interest to you.

10 You talked in terms of sensitivity training and so
11 forth. Now, what we have in the offing is a thing that we've
12 done with the Black Community and the Spanish-speaking community.
13 We had some 55 to 60 administrators in our department who
14 were exposed to these sessions in the Black Community and the
15 Mexican American Community, brought sort of, oriented so to
16 speak, by persons in the community in terms of the attitudes
17 they allege we had toward members of those communities be-
18 cause we were not aware of the cultural problems or the
19 language problems as the case might be.

20 We have in our horizon as part of our continuing plan,
21 the same kind of thing with the Asian Community, starting with
22 the workshop which I made reference a minute ago, on the 14th
23 of December. I threw that in for free.

24 Q Thanks.

25 How many Asians are there on this community relations

1 unit and what kind of Asians are we talking about.

2 A. (By Mr. Kato.) At the present time our section consists
3 of six workers, one community relations coordinator who is
4 Japanese-speaking, one community welfare consultant, Japanese-
5 speaking, -- incidentally, these are the two professional
6 items that are allowed to our section.

7 In addition, we have two community workers, whose
8 items have been borrowed from another bureau, both of whom
9 are non-Asian-language-speaking. And two clerical personnel,
10 one Japanese-speaking and the other Chinese-speaking.

11 Q How about those other two that are non-Asian-language-
12 speaking, what background, what are they?

13 A. They are non-Asians.

14 Q They're not Asians?

15 A. No.

16 Q Are these four people, then, on your unit who are Asian-
17 speaking, are they part of the magical 66 number that you
18 gave us?

19 A. Yes.

20 Q Are they included in that 66?

21 A. Yes.

22 Q (By Ms. Godoy.) You had said that now that you've
23 become a little bit more sensitive to the Samoan Community,
24 you're realizing that some of their cultural influences are
25 stopping them from getting assistance that they need, and

1 you say that it's because of some state regulations.

2 Correct me if I'm wrong, but the state regulations
3 are made or can be changed by the State Department of Social
4 Welfare, is that right?

5 A. Yes.

6 Q. Okay. Now, how do you intend to influence them as far
7 as what you've learned about the Samoan Community to get them
8 to change the department regulations?

9 A. Well, constantly we're in a process of communicating
10 with the state in terms of regulations that need clarification,
11 regulations that need to be established, regulations that
12 need to be changed. Our normal method of doing this is to
13 communicate with Mr. David Swote (Phonetic), the Director
14 of the State Department of Social Welfare, in terms of our
15 findings and our discoveries here.

16 Q. Have you yet recommended any changes to him?

17 A. Well, we will be making the recommendations, we are
18 trying to wait until this session is held so that once we do,
19 we come to him with some very concrete kind of problems that
20 have been established.

21 What we have been getting prior to this time will be
22 a case here and a case there, not enough in volume to say we
23 have hundreds of cases but enough in number to talk about
24 the patterns and problems. And what we are hoping to establish
25 in this particular meeting to which we've made reference, is

1 the outlining, the articulation problems one through 12 or
2 15 so that we could be very specific in our recommendations
3 to the state. And the state, by the way, has responded in
4 many instances to recommend the changes that we've made be-
5 cause Los Angeles County is 40% of the State of California.

6 Q (By Ms. Hata.) One more thing really bothers me, this
7 Community Relations Unit. Are there any plans in the future
8 to include members from the other Asian communities because
9 you are talking about an advisory board who apparently has
10 the ear of Director Murphy.

11 A (By Mr. May.) Well, before I respond, let me sort of
12 correct that, it is not an advisory board. This is a staff
13 of the Department of Public Social Services responsible for
14 the direct provision of services as well as recommending to
15 the department what changes might need to be made in the
16 terms of the findings of that staff involvement.

17 Q And you feel you have sufficient input, then, without
18 increasing this unit?

19 A Oh, no. Oh, no. I think that we do have a need to
20 have more staff who have broader language abilities than
21 we're able to do now. As I indicated to you at the outset,
22 we have -- there are needs out there that we're sure exist,
23 we're trying to identify that through people who can
24 communicate, we're going to need more staff with certain
25 language skills than we have now, but through the staff that

1 we do have at this point with the language skills we have
2 begun to discover the kinds of problems that we're going
3 to have to participate in solving.

4 Q (By Mr. Lau.) Are you telling us that you're going
5 to add more bicultural people to this staff?

6 A Indeed, brevity, I suppose, is the keynote here but
7 I thought we could elaborate a little on that since it's an
8 area of our interest here, but specifically, that is the
9 answer to the question, yes.

10 Q (By Mr. Davis.) We have heard any number of times
11 today people talking about the length of time they must wait
12 when they go in to a DPSS office for service --

13 A Yes.

14 Q -- and the inconvenience.

15 A Yes.

16 Q -- and the slow service. And the breakdown of computers
17 and all the various --

18 A Yes.

19 Q Is your department doing anything about these problems?

20 A Yes. As a matter of fact, there is a new welfare
21 case management information system that the county is now
22 committed to trying to develop, which will be a quick access
23 to case records, to a management report, to locations of
24 people, to case records that already exist so that with the
25 punch of a key, and I'm not a technician and you can tell from

1 my language I'm not, with the punch of a key we'll be able
2 to get the kind of information we need for which we now have
3 to wait for a more manual system.

4 Now, in terms of the waiting there's very little, I
5 think, that this department practically, or any department
6 is going to be able to do when you have people coming in in
7 unannounced numbers. If you have ten people who come into
8 an office at 8:00 o'clock in the morning and I'd like to
9 find one office where we have that few, person number ten is
10 going to have a wait.

11 What we are trying to do is to arrange so that the wait
12 beyond a certain period should be brought to the attention
13 of the person who's receptive. But we would not give you the
14 impression that we're going to reduce all waits to ten
15 minutes, regardless of the number of people.

16 Q No, but I'm aware that the waits are excessive, sometimes
17 it's two or three hours --

18 A You're quite right, and times we are remiss in this.

19 Q And mothers with babies --

20 A Unfortunately you're right.

21 THE CHAIRMAN: Okay, I think maybe we've smoked the
22 deck, I want to thank you very much for being here, and your
23 two assistants. And we now move on to Mr. McConnachie.
24
25

1 MR. JOHN A. McCONNACHIE

2
3 A (By Mr. McConnachie.) Chairman Sillas, Committee
4 Members, Ladies and Gentlemen, we talked a little while ago
5 with Mr. Ishikawa, who mentioned how you were running short
6 of time, so, while Ms. Hom, on my left here, had planned to
7 cover several items, we decided to keep this very brief and
8 then possibly permit more time for questions.

9 So, I would like to start out by introducing the
10 folks we have here from the Social Security Administration.
11 As you know, I'm the Assistant Regional Commissioner in
12 San Francisco, Margie Hom, who's a special assistant to the
13 regional commissioner, who's specializing in the information
14 and referral services. And on another project referred to as
15 Operation Alert, which we hope will be brought out a little
16 later.

17 Alice Goldmann, who is here ready to answer any
18 technical questions that may come up and also quite familiar
19 with the programs in the area. And I would also like to intro-
20 duce Dave Orozco, stand up, Dave, the manager from Monterey
21 Park who is also here, and not as an official member, but
22 because of his interest in this program.

23 Dave has been extremely active in the Spanish-American
24 Community for a long time. I might also say, Dave and I have
25 worked a good deal more than 30 years with Social Security.

1 I won't comment on the seniority of the ladies here,
2 in deference to them.

3 But I would just like to say, I know you're all quite
4 familiar with the Social Security programs, and so we'll
5 try to limit these comments to some that Ms. Godoy suggested
6 might be appropriate.

7 Certainly I would like to emphasize again that it's the
8 SSA policy to provide bilingual employees in any area where
9 they're needed, depending on whatever our record show are
10 needed in that area. We try to hire bilingual employees and
11 have them assigned to those offices.

12 Now, this doesn't work out as well as we would like,
13 believe me, because there are many things which we could
14 discuss that does have -- serves to hinder our getting the
15 people we would like in certain areas.

16 I might just mention that we've heard several times
17 today, especially, reference to the lack of bilingual people
18 in the Korean language and fortunately we have now been able
19 to hire one person who is currently in training and will be
20 assigned to the Los Angeles area to assist in some of the
21 problems of interpreting for the Korean Americans.

22 We had also heard today some criticism directed to SSA
23 which really is appropriately or should appropriately be
24 directed to the law, because as John May has here mentioned
25 we can administer the law, but we can not do things that are

1 contrary to the law that has been passed, so some of the re-
2 strictions that we have are really a fault of the law rather
3 than of the Social Security Administration.

4 And we've also heard some criticism that we were not
5 doing enough in the area of letting the community know what
6 is available to them under the new SSI program, which SSA
7 will take over beginning January 1st. And I would just like
8 to mention, and Margie will fill you in if there are any
9 questions in that area, we do have a large project referred
10 to as Operation Alert, which we will be working with the
11 Red Cross in an effort to get information to the people.

12 I can also explain that the SSI program is also in
13 conjunction with the state welfare program, and there are
14 people who feel we should not go out beating the bushes to
15 find additional people to pay money to.

16 So, somewhere within this we have to work with both
17 the state and with what resources we have in our own program.
18 So there are some areas there which I'm sure we can explain
19 or give you more information, but probably we can during the
20 question period.

21 Ms. Godoy did mention that you'd be interested here in
22 the number of Asian Americans in L.A. or Orange and San
23 Diego Counties. The tabulation that I have is a total of
24 50 on duty in these offices at the current time, this breaks
25 down 32 Japanese, four Chinese, 11 Filipino, and three other

1 Asians, I'm not sure whether they may be Samoans or what
2 other group. But that is the breakdown that I have for the
3 offices in these three counties.

4 In addition, we have a list here that we could make
5 available of a number of people and what type of language
6 they are able to translate or serve as interpreter for, but
7 I think briefly, with those remarks, let me say that it is
8 the policy of SSA to provide bilingual employees in those
9 areas where they're needed.

10 And, of course, we have made rather extensive studies
11 of census records to determine the number of people in cer-
12 tain localities and what type of service is needed in those
13 areas. In addition, the offices keep records so whenever
14 it's necessary to provide and assist in a certain type of
15 language which helps to determine the need in that office,
16 and as far as hiring of people, SSA as a committee, is com-
17 mitted to a program of having the various groups, Asian
18 Americans or the Mexican Americans, whatever group there is
19 in the community, to try and staff our offices somewhat in
20 proportion to the makeup of the community, and finally, SSA
21 is certainly committed to a policy of upward mobility, of
22 seeing that these people get the opportunity to advance
23 and several have raised questions during the day of the
24 number we have in policy-making jobs or at the top level.

25 I'm certainly not prepared to give you the figures,

1 perhaps Marjie can.

2 But we do have district managers, the technical
3 advisor to the regional commissioner is Chinese, we have the
4 equal employment officer previously was Black, now we have
5 a Mexican American temporarily in that position, at the
6 program center several of the top positions are filled by
7 Asian Americans or other minorities, so we do have people
8 at the policy-making level in the region as well as in our
9 central office..

10 With those comments, I think maybe we'll just wait
11 for questions and perhaps that might be a better method of
12 bringing out some of the points you're interested in.

13 Q (By Ms. Hata.) You talked about some statistics
14 that you had that you were accumulating --

15 A Yes.

16 Q Do these statistics demonstrate a need for bilingual
17 personnel that you have?

18 A Oh, yes, of course.

19 Q And are you planning to recommend an increase in staff
20 and/or replacing staff with bilingual people?

21 A Well, I wouldn't say about replacing staff, but
22 certainly we plan --

23 Q Well, people leave --

24 A -- we plan to continue to provide bilingual staff
25 wherever they are needed. And of course, for the Asian

1 Americans, really today, someone using the word to me today,
2 you're already over-subscribed that we have more than a fair
3 share of them.

4 Now, that is not necessarily true, but we have heard
5 complaints from other groups that we are giving or possibly
6 have too many Asian Americans in top positions and some of
7 these should be going to other minority groups. And so we
8 do have the pressure both ways, and of course, as you know,
9 under the Civil Service rules, we have the problem of having
10 to give priority to veterans and widows of disabled veterans,
11 things like that.

12 Q How many of these Asian Americans are women in these
13 top positions?

14 A Well, I couldn't answer that. We do have -- two or
15 three? When I say that I'm thinking of the region. We have

16 Q Perhaps you could submit the statistics to us?

17 A We have several district managers, but I couldn't tell
18 you their names right now.

19 MS. HOM: Margaret Tangs --

20 Q (By Ms. Hata.) Perhaps, as I said, we are running out
21 of time, perhaps you could get this breakdown for us, how
22 many of these people that you have given us figures for are
23 in positions of decision-making or policy, how many are in
24 the clerical staff and so forth.

25 Two questions have been raised today about Social

1 Security benefits, Koreans are concerned about the fact,
2 I think, that many of these older Koreans retire, they go
3 back to Korea, what happens to their Social Security benefits
4 when these people go back to Korea? Are they allowed to
5 receive the checks? What's the statement of policy there?

6 A. We have to go by the law and normally today, if a
7 person has earned their Social Security benefits in the
8 United States, I'm not talking about SSI, SSA benefits,
9 and there is a distinction, if there is an agreement that
10 that country will pay their retired people Social Security
11 or whatever opinions they have, if they come to the United
12 States, then we will do the same thing to that country.

13 Now, right at the moment, the only major country that
14 I know of where we do not have this reciprocal agreement is
15 Australia. Of course, some of the Iron Curtain countries,
16 as far as I know, we are not doing anything like this with
17 Russia and with Mainland China, I don't believe that we are
18 making payments to Mainland China and neither are they --
19 they are Treasury Department regulations, of course.

20 But normally, if a person has 40 quarters of coverage,
21 if he's fully insured under Social Security and he returns
22 we'll say to Italy, to England or the Philippine Islands,
23 anyplace where they will give the same benefits to their
24 employees if they come to the United States, then we continue
25 the payments.

1 Q A question has also been raised regarding Social
2 Security benefits for those Japanese Americans who were
3 incarcerated during World War II. It's been stated, I believe
4 by one of the persons who testified that they believe that
5 these Japanese Americans are not entitled to Social Security
6 benefits even though they've been working and have had moneys
7 deducted from their wages, will you --

8 A I've heard the comment and I'm certainly not clear
9 because I thought the bill was still in Congress to grant
10 them -- it passed but has it been implemented?

11 Well, I knew the bill has been under consideration,
12 I thought it was passed but I heard the comments today, I be-
13 gan to wonder, but I believe the bill was passed for the
14 people who were in the relocation centers to receive credit
15 for the time they were in the relocation centers, towards
16 their Social Security payments.

17 A (By Ms. Goldmann.) We've been disseminating that
18 information to the Japanese Community in the L.A. area.

19 Q In Japanese?

20 A Yes.

21 A (By Mr. McConnachie.) We might add something here,
22 we've heard a good deal of criticism that we do not have
23 Social Security regulations in other languages. We first
24 had it in the Spanish or Mexican, now we have developed pam-
25 phlets in Chinese, but in all of our communities, we try to

1 get releases to the local language, to the local papers
2 where they can publish it in Chinese or in Japanese or what-
3 ever language they have the capability of, and very frequently
4 you will see in Chinatown in San Francisco and their local
5 newspaper, articles about Social Security in Chinese, and
6 again people will help to draft some of this information,
7 have it duplicated so that it is available to people in the
8 community.

9 I'm sure you -- well, I've heard you do it here, you
10 have it in both Korean and Japanese, what else?

11 A. (By Ms. Goldmann.) We don't have Korean, but we do
12 send released to the three Chinese newspapers that are pub-
13 lished in L.A. that we know about, plus the Japanese language
14 newspaper plus at one time we were, I'm not quite sure we're
15 doing it now, but at one time there was Social Security
16 programing on the Japanese language radio program.

17 I think that's still being continued.

18 Q. (By Ms. Hata.) Do you plan to expand into other com-
19 munities like the Koreans and the Samoans?

20 A. The Korean Community, yes.

21 A. (By Mr. McConnachie.) Well, we certainly would like
22 to. Not always do we have the ability or the resources to do
23 everything and of course, we have the Turkish, the Armenians,
24 many others are now demanding if you're going to do this for
25 the Spanish, if you're going to do it for the Chinese, how

1 about us?

2 Q. (By Mr. Lau.) We have no objection to that.

3 A. (By Mr. McConnachie.) We haven't either, but there
4 is a limit to what our resources permit and if communities
5 can encourage their congressmen to vote for some of these
6 things instead of cutting the number of personnel, we
7 certainly have no objections either. But we do have to do the
8 best we can with the available resources.

9 You know, that --
10 Q. (By Mr. Lau.) Can I ask you for a further breakdown,
11 you gave us a figure of 50 and there were 34 Japanese
12 Americans. And what are the other 16 people?

13 A. I'll be glad to give you this. Four Chinese, 11
14 Filipinos and three other Asians, I do not have the breakdown
15 from that.

16 Q. (By Ms. Godoy.) And this is Los Angeles, San Diego
17 or Orange Counties, all three?

18 A. Yes, and this was made up on the 27th, it could have
19 changed since that time, because as you know, we have people,
20 additional people being hired, other times they are being pro-
21 moted to other positions or being transferred.

22 We've had some severe criticism for promoting some of
23 the people who are needed in a community, you know, like a
24 Spanish or Chinese, and there's an opening in another office
25 that they apply for, well, of course, it's very, we would

1 like to have them stay in the office where they are, but you
2 can't very well hold the people back so if they have an
3 opportunity to go to the regional office, or to advance to
4 some other place, it's pretty difficult to say, well, we
5 need you because you can speak Chinese or speak Spanish in
6 this office and so we'll hold you back there.

7 Q (By Ms. Godoyz) I have one question. I understand
8 that the Department of Public Social Services will be closing
9 some of its offices in the communities once they turn over
10 their adult service program to you. Are you intending to
11 open up offices again in those Asian Communities or how
12 do you intend to take all this new caseload?

13 A Well, we have been expanding the number of district
14 offices in the Social Security, and adding primarily branch
15 offices so we can have smaller offices in the community.

16 I think in this region, and I'm talking about the
17 four states, in the last four months we have added approxi-
18 mately a 100 offices, would that -- Dave, is that about right?
19 Do you know how many branch offices?

20 MR. OROZCO: About 30 branch offices. From Orange
21 County and San Bernadino County and L. A. County.

22 A (By Mr. McConnachie.) But I think we have about a
23 100 that we have opened, and a good many more planned in various
24 communities. And we make studies and determine the number
25 of people in an area and about how many people will be filing

1 complaints and try to service those where the greatest need
2 is first.

3 Q (By Ms. Godoy.) Are you making a note, then, of the
4 offices that will be closing in these communities so that
5 you will attempt to open an office near there or take
6 over that particular one?

7 A I'm not aware that we're doing that because we're
8 trying to set up a complete network that we feel will serve
9 the community.

10 A (By Ms. Goldmann.) We do send, right now from my
11 particular office, which is downtown L.A., we do have some-
12 body going to Little Tokyo, the Community Center there, plus
13 going into Chinatown on a regular basis, and what will
14 happen is as the need for these people's services increase
15 we will increase the time and the staffing that's put in
16 to the people who are outstationed in the community.

17 MS. THORN: May I make a comment please?

18 Mary Thorn, and I'm with the Asian Community Relations.
19 I am one of the non-Asian, non-bicultural personnel in that
20 staff. However, I do service the Carson area, the Polynesians,
21 Samoans, Tongans and also another full day at the Filipino
22 Harbor Area Center.

23 My concern was when this gentleman was referring to
24 Social Security offices, in Carson the nearest HRD is 16 miles
25 away. Our DPSS office is eight miles away. Round trip, 16 miles

1 The nearest Social Security is over in Never-never Land. May
2 I make a recommendation that you study to open a district
3 office or a branch office at the Carson area or in the Carson
4 area?

5 By the same token, we are in dire need of a liason
6 person for the Carson Community.

7 A. (By Mr. McConnachie.) I just display my ignorance,
8 I don't know where the Carson Community is, could you give?

9 -- Mr. Grozco: Out of our Torrence and Long Beach,
10 we're opening a branch in Wilmington or San Pedro and I
11 think Torrence is planning one, I don't know where.

12 MS. THORN: That's 16 miles away from where we
13 are and transportation is extremely poor.

14 A. (By Mr. McConnachie.) Well, certainly we will write
15 because, believe me there's lots of pressures, you know, you
16 have congressmen saying I want a branch office here, you
17 have the country board of supervisors saying we ought to
18 have a branch office here, and we just can't, we have to try
19 and get those in the areas where we feel they're needed the
20 most.

21 MS. THORN: I don't believe you have a Samoan on
22 your staff, because countywide we only have three in the
23 county. And two in the Oriental Service Center, this is
24 who is servicing our Samoan Community, approximately 35,000
25 of them, 15,000 in the Carson-Compton area alone.

1 A (By Mr. McConnachie.) Well, I've heard the comments
2 today, I'm not sure just as far as I know, I'm not aware of
3 any Samoans on our staff, but certainly I wouldn't say that
4 we haven't tried to get them.

5 But we do have a lot of rules in the Civil Service
6 Commission that makes it very difficult. Many people wonder
7 why don't you just go out and hire the Asians. But as you
8 know, the background for the United States Civil Service was
9 that for about a 100 years it was a spoils system, finally
10 they -- the so-called merit system and always congress has
11 been extremely careful and guarding this merit system.

12 And about the only exception that was ever made was to
13 give preference to veterans, otherwise it was based on the
14 examination.

15 In recent years, we have been able to get what we
16 call selective certification, we have to establish the need
17 to have someone of Spanish, Korean or whatever, in a certain
18 area, and then, if they approve it, they will give us selective
19 certification that permits us to limit those we consider to
20 those who can speak Korean or Japanese, But this is a kind of
21 a time-consuming process, and today, you have all of the various
22 groups and especially the women, clamoring for priority in some
23 of these hiring areas.

24 And so it is a kind of a difficult process sometimes
25 to be able to establish the need for someone and then to find

1 someone with the qualifications that we need in that area.

2 Q (By Mr. Lau.) That doesn't seem to be an adequate
3 answer though. If you need a Samoan-speaking person to
4 service Samoan elderly, would it be unreasonable to go to
5 their talking chiefs and say we have an opening coming up in
6 this L.A. area, would you have some people apply for it?

7 A (By Mr. McConnachie.) We've done this, this we do
8 continuously. But to have them apply for it, and sometimes
9 they do not pass the test or for some reason they don't
10 qualify, we have had, as you know, from the Korean suggestions
11 that we should be able to hire non-citizens. Well, this has
12 been battered back and forth. The Civil Service Commission
13 says if you can really establish the need for this, but
14 their suggestion was well, maybe if you'd go out to Hawaii
15 or Guam you could hire somebody and then after you train them,
16 you could have them transferred in to Los Angeles.

17 Well, this is not a very, a very good solution, by the
18 time you hire someone, train them so they could service that
19 community, you know, it's -- but we have to exhaust those
20 kinds of alternatives before they will let us hire, say a non-
21 citizen in this area.

22 Q (By Mr. Lau.) Well, is there a real big effort being
23 made by your office to hire Koreans and Samoans? In this
24 Los Angeles area?

25 A When you say a real big effort, there's a real big

1 effort to hire what we need in any particular ethnic com-
2 munity, and we wouldn't limit it to those. But if there
3 is the need for someone with that capability, we try to
4 establish that need, and then if we can establish that need,
5 we may get selective certification, which would be the Civil
6 Service Commission will then furnish us registers with only
7 people with language capability that we need on the register.

8 Q (By Ms. Hata.) And the burden of proof is the
9 community's burden?

10 A What?

11 Q The burden in order to establish this need is again
12 the community's burden?

13 A No, no, it's not. We -- we determine the need and
14 establish it. This is strictly Social Security trying to
15 provide the service that we feel is necessary for that com-
16 munity.

17 Q How do you go about determining the need for another
18 bilingual Samoan, for example?

19 A Well, as I mentioned we keep records of the -- first
20 of the ethnic makeup of the community, whenever it is necessary,
21 this is just a list here of one of our networks.

22 All of the number of times they needed an assist in
23 Chinese, here's Oakland, they, during this month, they had two
24 times when they had to provide a Chinese translation.

25 Q Then does that record indicate a need for Samoan and

1 Korean bilingual persons?

2 A I don't have this on this particular record. And
3 very frequently I have been told that we ought to have,
4 say Filipino people in an office, they haven't had the need
5 for a translator in that office for, say a year, two years,
6 they haven't ever had the time when someone came in to file
7 a claim that they needed to have a translator.

8 Q Well, the need has been discussed by the Korean and
9 the Samoan Communities, do you have figures to demonstrate
10 that need or are these all the figures you have, and/or how
11 do you define then, Asian American and Pacific Peoples?

12 A Well, when you say how do we define Asian Americans,
13 like I guess the state mentioned, we had previously, usually
14 grouped the Asian Americans together. In the last year or two
15 when some of the restrictions began to be lifted or at least
16 lessened, a little bit, at one time you, in the federal
17 service, many of you might probably know, you couldn't ask
18 anyone what their background was, this was an invasion of
19 privacy.

20 Q Perhaps we can end all of this by saying your statistics,
21 therefore, do not demonstrate a need for Samoan and Korean
22 bilingual people?

23 A No, I didn't say that at all, I don't -- I know we --
24 our statistics show a need for Korean, I'm not aware of
25 statistics that show the need for Samoan, but we have heard

1 it here today that there is the need for Samoan bilingual
2 people.

3 Q And the Samoans, then, perhaps can expect to see
4 someone from your office out in their area to validate the
5 need?

6 A Oh, no, we -- we can not go out in the area to validate
7 anything, but if we have figures to show that there is a
8 group of Samoans in that area and that we need translators
9 for Samoan --

10 Q Then it's the community's responsibility to provide
11 the proof?

12 A No.

13 Q The Samoan Community at this point?

14 A No, it isn't, because --

15 Q I must be missing something?

16 A As soon as a person comes in to the office and we
17 need to provide some assistance in Samoan, a record is made
18 of that and --

19 Q But you say you have no statistics on Samoans?

20 A Well, I said I didn't have them with me here, and I
21 -- I don't know, oh, any that are available, do you, Marj?
22 Do you have anything on it?

23 A (By Ms. Hom.) I don't think it's broken down. 15,000
24 are currently estimated to be living in the 50 states
25 and this is based on the 1950 census.

1 Q (By Mr. Lau.) What happens if a Samoan comes in
2 with a volunteer interpreter and you don't need an interpreter
3 from your office, is that marked down?

4 A (By Mr. McConnachie.) Oh, certainly, right. And you
5 see, we have found that the volunteer interpreters not, do
6 not provide the kind of service that we really need, because
7 a volunteer interpreter doesn't understand the law. So, if
8 we have a person who understands the Social Security law and
9 can interpret, then you can get the information much better
10 and provide much better service.

11 Q (By Ms. Hata.) As far as your present records indicate,
12 then, no Samoans have trotted in to say I'm a Samoan and I
13 have problems?

14 A No, I would like to dispute you, you're trying to put
15 words in my mouth. I do not happen to have statistics, I
16 do not say they're available, I did not bring a great deal
17 of statistics or studies done with me, because we were in-
18 vited to come down to the panel hearing here, we were not
19 asked for any specific statistics or any studies.

20 We have provided them to the Civil Service Commission,
21 we've provided them to a great many people, but we did not
22 come prepared for the kind of questions, possibly, we are
23 getting.

24 Q (By the Chairman.) Let me ask this: I think basically
25 what the Committee is interested in is whether or not your

1 department feels that there is a need for a Samoan personnel
2 to handle the Samoan Communities in the Carson area or other
3 areas where they are concentrated?

4 A. Yes, well, I'm sure of that.

5 Q. Now let me just indicate, then, if there is any
6 factors or figures that would lead you to a conclusion
7 either way, if you would file those with the Committee in
8 the next couple of days, that would be appreciated.

9 A. Yes.

10 Q. I'm not sure that a 1970 census that gives us a
11 national figure is -- we're not interested in that so much
12 as we are in California, the Samoan Community here, and if
13 you have any records that would indicate whether you do or
14 you do not need a Samoan personnel at any given office.

15 That's really what we want.

16 A. Fine.

17 Mr. Chairman, Ms Goldman has indicated some informa-
18 tion, will you explain to them what you just mentioned to me?

19 A. (By Ms. Goldman.) I think one of the problems that
20 we're facing here is one of logistics and what you're heading
21 into is perhaps why the confusion exists, is you're heading
22 into our bureaucracy and that's why some of the answers are
23 not bouncing back, probably, as straight as they should,
24 but we do -- the Carson area is handled by our Torrence Social
25 Security District office, Mr. McConnachie represents San

1 Francisco region, of which Torrence is a part, of which
2 Carson is a subdivision but each of our offices does do, every
3 couple of years, what they call a service area review. Where
4 they look out, they scan their service area and they say
5 what's out there, what's out there in industry, what's out
6 there in people, what's out there in second languages,
7 what's out there in needs.

8 And we do, and this is a document which is typed up
9 and kept as official part of the district office's records.

10 In addition, we do have people, what we call USCO
11 field representatives, is a more descriptive title, who would
12 handle any of the out-of-office contacts, if there is a person
13 who is unable to come into the office, then one of the field
14 reps. would go out to see this person so these field reps.
15 are in the communities, they get to know what the community
16 is like.

17 This is what gives us the feedback, we don't necessarily
18 wait for anybody to come to us, we are there.

19 THE CHAIRMAN: All right, now let me just stop you
20 there --

21 A. (I also believe, I have seen the county figures which
22 bring out the Asian Americans and I may be way off on this,
23 but I do believe that the Samoan and the Filipino and the
24 Korean is some influx into the L.A. County area has been sort
25 of relatively recent, like in the past ten years.

1 The greatest influx has occurred. I may be wrong
2 on that.

3 Q. (By the Chairman.) Listen, all I'm asking is that if
4 there is that survey that you indicate that's made of a
5 service area by your -- by the office that is in the area,
6 and they do prepare a report or at least a document indicating
7 what that service, what they believe that service area to be,
8 do they indicate in that report or in that document what
9 ought to be done in the area?

10 A. Yes. They would make recommendations.

11 Q. All the Committee is asking is that if there has been
12 one done on, say the Carson area or in the Compton area,
13 would that document indicate, and I know you may not know
14 the answer here, but would that document indicate that there
15 is a need for Samoan personnel or bilingual services in that
16 area?

17 If the document would indicate that, then the Committee
18 would have a question, has it been implemented? If the
19 document would indicate that it does not, that there is not
20 that need, then that would mean one of two things. One, that
21 the Samoan Community doesn't know what it needs, or two, the
22 survey that you're performing is not getting to a community
23 that says they need service.

24 And all I'm asking is if you have such a document
25 we'd be interested in it being filed and the date when it was

1 taken, so that we can at least start to close some gaps here,
2 in terms of needs and services. Because I think basically
3 what you want to do is provide services and the communities
4 want service and all we're trying to do is see how can some
5 of these things begin to happen.

6 A. (By Ms. Goldmann.) I know that we did propose, in the
7 one that was completed by the office in which I worked, we
8 did propose, recognize the need for Korean interviewers and
9 are filling that need now. That was also the way in which
10 we recognized the need for Filipino interviewers which we
11 now have.

12 And also, the Chinese and Japanese interviewers are
13 on our staff.

14 Q Okay, this is basically what our thrust is.

15 A. (By Mr. McConnachie.) I do regret that we didn't
16 have more specific information. Because we certainly can
17 provide the statistics, I can guarantee you that, we do have
18 a plan to provide the service to the communities.

19 THE CHAIRMAN: Okay, I think we'll move on.

20 VOICE: I just want to make one really short comment
21 and it's kind of a clarification, or just a comment upon
22 what I forget the person's name, about a worker who does come
23 to Little Tokyo, because there has been demonstrated need.

24 But I think that the problem is that the worker only
25 comes one day a week for two hours and goes to two different

1 offices during that time, and just in terms of the Social
2 Security benefits for the senior citizens that has recently
3 been passed, we've had to do at least 300 by ourselves.

4 Because of the lack of bilingual-speaking persons.
5 And so just in terms of what the lady here was saying in
6 terms of the Carson Community, I hope that, you know, if
7 somebody were to go out there, they'd be more than two hours
8 a week because for us it's totally insufficient and I think
9 we've already proved the need by the amount of people who've
10 come and as yet there hasn't been any increase in the hours.

11 THE CHAIRMAN: Okay.

12 A. (By Mr. McConnachie) Mr. Chairman, we have seen this need
13 in all governmental agencies, this is why it was proposed
14 that we hold a Samoan Cultural Workshop to inform all these
15 agencies of the great need there is in the Samoan Communities.

16 THE CHAIRMAN: All right, that's on the 14th --

17 A. Fourteenth of December.

18 THE CHAIRMAN: All right, I want to --

19 Q. (By Ms. Hata.) I'd like to clarify one thing. You
20 talked about bilingual materials, you're sending materials
21 out to newspapers and so forth, are you talking also about
22 bilingual materials in the form of brochures that are avail-
23 able to the community?

24 A. (By Ms. Goldmann.) We have -- the only Asian language
25 brochures that we have are Chinese, at the present time.

1 One of our main problems is in -- we want to do it,
2 but the problem that we have faced is getting somebody to do
3 the writing for us. We have our -- it took a while to get
4 the stuff in Chinese until we finally could get somebody in
5 the community to help us write it all down and now we do
6 have our Medicare, our book on Medicare, in Chinese and we
7 are getting information out about the SSI program. The
8 federal assumption of the adult categories of assistance
9 program in Chinese. We may be doing it in Chinese too.

10 Q And yet you have 32 bilingual Japanese persons on
11 your staff in Los Angeles?

12 A I don't know whether that's --

13 A (By Mr. McConnachie.) That's the figure I have.

14 Q If you have 32 bilingual Japanese persons one would
15 think that one out of the 32 could be released to write some
16 of these brochures which are of importance --

17 A But that's the big problem we have. I think Dave can
18 tell you when we worked on the Spanish ones you had the
19 people who speak Castilian Spanish, those who speak the
20 Puerto Rican Spanish --

21 Q Have you tried with the Japanese language? You might
22 not find the same problem.

23 A Well, I'm not sure, I wouldn't know, but we do have
24 these kind of problems on getting them really approved.

25 Q But that is one case, the Asian American language

1 situation is another, and at least it should deserve some
2 investigation.

3 THE CHAIRMAN: Okay.

4 Again, I want to thank you and the panel for appearing
5 and we have final -- and has to be the most patient witness,
6 who can be scheduled at 5:30 and still be here at 10:00
7 o'clock, I think we owe it to you just to get you home by
8 breakfast.

9 Mr. Lloyd Matsumoto.

10

11

12

MR. LLOYD MATSUMOTO

13

14 A. (By Mr. Matsumoto.) My name is Lloyd Matsumoto and
15 I'm with the California State Department of Rehabilitation.
16 This is primarily a federally funded program, approximately
17 80% federal moneys with the state picking up 20%.

18 The state runs the program here in California. The
19 primary purpose of the agency is to assist disabled people,
20 individuals in returning to -- in obtaining or retaining
21 gainful employment.

22 Before I proceed, I, by the way, am speaking as a
23 citizen, not as an official representative of the department.
24 I hope that will give me a little more lattitude and courage.

25 But I think I should clarify what I mean by disabled

1 and also gainful employment.

2 And I speak of a disabled individual and I'm trying
3 to address myself to disabled Asian Americans today, I'm
4 talking about physically handicapped, the retarded, persons
5 afflicted with alcoholism, drug abuse, and these are the
6 primary disabilities that we serve.

7 The Department of Rehabilitation and I think I should
8 briefly describe the process that occurs when a person applies
9 for the service. What makes him eligible, who determines
10 the eligibility and so forth, and how does this affect the
11 services to Asian Americans.

12 The -- there's three criteria of eligibility, in
13 order for a person to be eligible for service. He must have
14 a disability, it must be confirmed by a doctor, an M.D.,
15 if it's retardation it's got to be confirmed by a psychologist
16 and given -- the person must be administered a bonafide test
17 of intelligence, such as a WAIS.

18 If he has an emotional problem, it must be diagnosed
19 by a psychiatrist, unless it's a behavior order, then this
20 gets in the area of personality problems and can be confirmed,
21 validated by a psychologist, Ph.D.

22 Second point of eligibility is that it must be a vo-
23 cational handicap, that the disability is in some way keeping
24 him from obtaining or -- obtaining gainful employment.

25 Third point is the most difficult, that is there must

1 be a reasonable expectation that the agency can render
2 significant services to help this individual maintain or
3 obtain gainful employment.

4 And this decision rests with the rehabilitation
5 counselor. Now, that third point which causes the most
6 difficulty because it concerns feasibility. The first two
7 aren't too much of a problem, the third point is somewhat
8 a gray area.

9 What is feasibility? When a person comes to us, let's
10 say he's just a regular individual, English-speaking, so
11 forth, he's got a -- let's take a specific example, he's
12 got a back problem, he's been a carpenter and he can't perform
13 anymore, he's had an accident possibly, he's got to be re-
14 trained for something lighter, maybe something sedentary.
15 That's not too much of a problem. He's pretty -- it's
16 fairly clear that he's eligible for the service. But when
17 you get a person who has additional problems, language,
18 cultural, so forth, this makes him more difficult to work on.

19 Now, you have to understand that the counselor is
20 generally working with an average caseload of nine to 90 to
21 120 people at any given time. He has a quota to maintain,
22 that he has to rehabilitate so many people into the labor
23 market per year, that's approximately 30 per counselor.

24 In order to do this that's why he's got to maintain
25 a caseload of 90 to 100, 120, to meet his goal. I don't think

1 anyone's ever been fired for missing that goal, but if he
2 produces significantly less than that goal, it's reflected
3 in his performance evaluation, chances for promotion,
4 etcetera.

5 So, when that counselor is confronted with someone who
6 comes to him with additional problems, language, cultural
7 problems, in addition to his disability, this makes him
8 more difficult to work with. And the counselor can consider
9 him unfeasible for services. Must inform that individual
10 that he's unfeasible. It's generally done in very euphemistic
11 terms, but he must state it and if the person is given an
12 application or even if he's not, he must be given notice in
13 writing that his -- that he can not be accepted for services
14 because he's considered too unfeasible.

15 The person does have a right to appeal, can speak to
16 the supervisor and go higher, there's a specific appeals
17 procedure. But in working, when he applies for the service
18 and is turned down, it's very easy for a counselor to screen
19 him out and make him ineligible for the service. Because
20 of these additional problems that he comes with to the agency,
21 the language, cultural, etcetera. So it becomes of utmost
22 importance to that client to relate to someone that he can
23 communicate with, if he speaks Samoan, if he speaks Chinese,
24 we do have counselors in the agency that do speak some of
25 these languages, but one of the problems is delivery of the

1 services. We have a counselor in East Los Angeles at the
2 service center speaks Chinese, but if that individual applies
3 for service in Venice, Long Beach, he may or may not have
4 the services of that counselor in East L.A. because that
5 counselor in East L.A. services a particular geographical
6 area.

7 And if the individual who speaks Samoan applies in
8 some, or Chinese, in Long Beach and if they do not have the
9 services of a counselor there, it's only by accident or by
10 the competency of the counselor there to refer him to the
11 office in East L.A. but that individual then must get to
12 East Los Angeles for the service.

13 And if he doesn't have a car it's almost impossible
14 for him to have access to rehab. services. So that would
15 make him more difficult to work with. So, just merely hiring
16 more bilingual, bicultural people, counselors will not answer
17 the problem, because the people have to have access to that
18 service.

19 And under the present structure it's very difficult.

20 Now, I mentioned before about the quota system. And
21 this militates against services to peoples of different
22 cultural backgrounds, language problems, so forth.

23 Now, in 1968, there was a national study done on muti-
24 lation, the National Citizens Advisory Committee put out a
25 report, on page 30 they said the -- our present criteria of

1 success is too narrow and that it causes a perversion of
2 the program. Now, a counselor can work with an individual
3 and if he doesn't get him employed, he received no credit.
4 Now, he receives, if he works with a multiple handicapped
5 individual who's got physical problems, maybe emotional
6 problems, cultural problems, works three or four years with
7 him, finally gets him a job, the guy's on his feet working
8 well, he gets the same amount of credit for that man as he
9 would with another man comes in and needs a pair of eyeglasses
10 in order to get to work; gets the same credit.

11 So, our criteria of success is very narrow, and it
12 militates, I said, against working with additional handicaps.
13 And in that report, as I mentioned, they said, our narrow
14 criteria of success creates a perversion of our basic aim,
15 that is to serve the disabled handicapped individual and re-
16 turn him to gainful employment.

17 Now, that study that was done in 1968, resulted not
18 only from citizens looking at our program, but counselors,
19 I was a member of the counselor advisory committee for Cali-
20 fornia, we submitted our report, the citizens of the state
21 submitted reports, and the department itself. The Department
22 of Rehabilitation. Then it was sent to Washington, D.C.
23 and they made the recommendations. So far we still have the
24 same criteria of success.

25 And until, I think, that is, problem is resolved, it's

1 going to be very difficult to provide effective services
2 to more Asian Americans.

3 Now, as far as the hiring of additional Asian American
4 counselors, if you approach the department and say is there
5 a problem as far as serving the Asian American communities,
6 we serve very few Asian Americans. I service an area,
7 supervise an area, that covers East L.A. Alhambra, Lincoln
8 Heights, El Sereno, so forth, down Southgate. Out of
9 approximately 400 clients at the present time, we probably
10 have less than five Asian Americans for that area.

11 That's -- but -- well, I'm in a special project that
12 is serving primarily people that are on welfare, welfare
13 assistance, and then there's an on-going program for the non-
14 welfare people, but out of 400 clients we have less than
15 five, I would say that are Asian Americans.

16 And I think you have to address yourself to the ques-
17 tion, what is the agency doing to reach into the community
18 to encourage people to apply? And is the agency ready to
19 service the people if they do apply in these questions,
20 these problems, all this, some of them are discussed in the
21 report that was put out in 1968, that I would encourage this
22 Commission to contact the Citizens Advisory Committee for
23 California, it is still on-going, and can be contacted
24 through our department in Sacramento, and make some of these
25 inquiries, the report was put out in 1968 and I think if they

1 haven't acted on it by now, they call it a perversion.

2 I think it's a perversion for a committee to continue
3 and not act on these very valid recommendations that were
4 put out on the very local to national level.

5 So, unless these problems are resolved within our
6 agency, then services to Asian American and other peoples
7 that have language, cultural problems or differences, we're
8 not -- well, we have services will not reach into the com-
9 munity, reach these people that do need the assistance to
10 get on their feet, obtain gainful employment.

11 THE CHAIRMAN: Okay?

12 Thank you.

13 Any questions?

14 MS. HATA: Yes.

15 Q (By Ms. Hata.) Do figures exist of the numbers of
16 people who were rejected because they were linguistically,
17 culturally, difficult to handle?

18 A It's very easy to hide those figures.

19 Q If the Commission made a specific request, do you
20 suppose we could get some kind of reasonable estimate? And
21 if we did make a request, who do we ask?

22 A I think the -- well, I think -- well, I mentioned the
23 Citizens Advisory Committee, the chairman I think is still a
24 man named Mr. William Koogler (Phonetic), who is an executive
25 with the Western Electric Company in San Leandro, but if you

1 contact either the Citizens Advisory Committee or the depart-
2 ment, both, I think you should contact both, they'll be
3 able to provide you with statistics, but I'm not sure whether
4 they'll be meaningful statistics because I think there
5 are disabled individuals, Asian individuals, in the community
6 but I don't feel that the agency has done enough to reach
7 into the community and encourage them to fight for the service.

8 So, when a person does apply and is turned down, it
9 may or may not be reflected in the statistics.

10 Q We'll take a look at them anyway.

11 One final question from me. Can I have an example of
12 one of these euphemistically-worded rejections? I'm curious.

13 A All right, I guess I can -- well, I was a counselor
14 for approximately five years, so I've seen enough of the
15 types of correspondence that goes out. We are sorry to in-
16 form you that we can not accept you for rehabilitation
17 services at this time. We don't feel we can provide sufficient
18 services to enable you to obtain gainful employment. Your
19 case will be placed in the inactive file. You are free to
20 contact me or my supervisor at this number. Period. Thank
21 you. That's about the typical type of letter that goes out.
22 Not too specific, it wouldn't get into too many legal or
23 medical terms, and the primary thing is to inform the person
24 that his case is closed, give him a general reason.

25 And if he has questions or -- that he can contact the

1 counselor or the supervisor.

2 MS. HATA: Thank you.

3 THE CHAIRMAN: You have been an excellent witness,
4 you've been patient, and Ladies and Gentlemen, I only have
5 to add that there is a statement submitted by Assemblyman
6 Paul T. Bannai, which will be attached to the transcript and
7 we will now adjourn at -- recess at 10:20 and reconvene
8 tomorrow morning at 9:00 a.m.

9
10 (Hearing recessed until December 1, 1973, at 9:00 a.m.)

11
12 (The following is a copy of the aforementioned state-
13 ment submitted by Assemblyman Paul T. Bannai.)

14
15 According to a special subject report on Asian Americans,
16 issued by the Bureau of the Census, the unemployment of Asian
17 Americans is not much of a problem. The Japanese Americans
18 held an unemployment rate in 1970 of only 3.6%, much lower
19 than the national average; but this is not the real problem.

20 Statistical data such as this unemployment figure
21 present a deceptively favorable picture of the status of Asian
22 Americans in our society.

23 Because Asian Americans have overcome, to a degree,
24 many socioeconomic barriers, Asian Americans are not now con-
25 sidered minorities in terms of fair employment, school financial

1 aid, care for the aged and other social services. Bill
2 Tsuji, Assistant Professor at San Jose State University,
3 remarks, "As a group the Japanese Americans are considered
4 highly educated and professionally trained with good jobs and
5 many opportunities for advancement. What goes unnoticed is
6 the fact that most Japanese Americans are at the lower levels
7 of big business of civil service employment.

8 "There are few Japanese Americans at the higher echelons
9 of corporations, businesses, civil service or other organiza-
10 tions. According to the Division of Fair Employment Prac-
11 tices (1960), the Japanese American males have a higher median
12 number of school years completed, and a higher number of males
13 in professional and technical fields than their White counter-
14 parts, but were making almost \$800.00 less per capita in the
15 State of California."

16 Following the 1882 Chinese Exclusion Act, the need
17 for laborers produced discriminatory acts towards incoming
18 Japanese. The turn of the century found the Japanese turning
19 unwanted American land into fertile and productive farmlands.
20 The Japanese farmer sent home for a bride; families were
21 started. Things started looking better, but not for long.
22 1913 brought the California Alien Land Law which prevented
23 Japanese and other aliens from further purchase of land.
24 Then came the 1920 Alien Land Law which closed the loophole
25 in the 1913 land law which saw Japanese parents assigning

1 property ownership to their children, who has U.S. citizen-
2 ship by birthright.

3 Similar Alien Land Laws were established in almost
4 all of the western states. 1924 brought new legislation
5 that excluded Japanese from immigrating to the United States.

6 December 7, 1941, Japan attacked Pearl Harbor.

7 "I believe in America, and I hope she trusts in me",
8 states a portion of the Japanese American Creed.

9 America's trust in her fellow Americans of Japanese
10 ancestry was demonstrated by the President's Executive Order
11 9066, issued on February 19, 1942. Over 110,000 Japanese
12 Americans were deprived of their constitutional rights and
13 freedom by being evacuated from the west coast and herded into
14 inland relocation camps.

15 The cultural heritage of the Japanese American has
16 instilled the understanding that through all of our endeavors,
17 we must not do things in a conspicuous manner, but rather
18 with the humility which comes from the desire to serve. And
19 we did serve. Many of our fathers and brothers fought and
20 died for their country. They fought and they died for their
21 America, so that America could renew her trust in the Japanese
22 American people.

23 The past 30 years has produced a great myth of Americans
24 of Japanese ancestry. Many say that we have assimilated into
25 White America. Many further feel that we are the model minority.

1 They say that we are clean, intelligent, obedient, and quiet.

2 We are the quiet Americans. We are quiet because
3 of a cultural difference. A difference which our government
4 does not seem to understand. We come from a cultural environ-
5 ment which does not place explicit emphasis on verbal communi-
6 cation skills. The plight of our minority groups has been
7 heard, and deservedly so, but the needs of the quiet Americans
8 go unanswered.

9 It has been said many times that Asian Americans do
10 not need assistance; they take care of their own. This may
11 be true to some degree, but only because they have been
12 forced by society to try to take care of their own.

13 Most governmental agencies which provide services to
14 communities do an inadequate job of servicing Asian and
15 Pacific American communities. While attempts are made to
16 provide Black employees in Black areas and Spanish-speaking
17 in Chicano areas, little or no attempt is made to extend
18 similar services in Asian communities.

19 Before one can attempt to understand or assist in
20 the resolution of the problems of Asian ethnic minorities,
21 one must first be familiar with the culture and customs. In
22 what better way can you serve the needs of the Asian and
23 Pacific American people, than to provide bilingual and
24 bicultural governmental agency employees in areas of sig-
25 nificant Asian and Pacific American residency?

1 Agencies such as the Los Angeles County Department
2 of Public Social Services, California State Department of
3 Human Resources Development, Social Security, etcetera,
4 should make every attempt to place willing bilingual and
5 bicultural employees in areas where they would be of best
6 service.

7 Asian and Pacific Americans would seem to be relatively
8 easy to service through these agencies, since these ethnic
9 groups tend to polarize in significant numbers.

10 As an example, the 1970 Census indicates that there
11 are 588,324 Japanese in the United States. . Of this total,
12 430,453 (almost 75%) of these Japanese Americans live either
13 in California or Hawaii. This example parallels similar
14 type statistics for other Asian and Pacific Americans.

15 The education of Asian and Pacific American children
16 needs to be reviewed. School districts must recognize the
17 need to provide bilingual and bicultural counselors and/or
18 teachers and/or administrators in areas of significant
19 Asian enrollment.

20 I have personally talked with teachers who would
21 qualify in this area and who have had their efforts thwarted
22 to be placed in a school with these special needs.

23 Parent-teacher consultations have been encouraged and
24 in some cases been made mandatory in recent years.

25 Teachers can not effectively assist students through

1 these consultations if, one, they do not recognize problems
2 which exist due to the differences in cultural home environ-
3 ment; two, they do not understand the cause of these problems
4 even though they may recognize the existence of the problem;
5 and three, they can not communicate with the parents because
6 of a language and cultural difference.

7 Why place a Japanese American teacher in a predom-
8 antly Black, Chicano or White school, when he or she could
9 be more effective and productive in a school in Crenshaw,
10 Gardena, or West Los Angeles that has a significant enroll-
11 ment of Japanese American students?

12 Where is the history of the Asian Americans in our
13 great melting pot? Not in our United States history textbooks

14 Why must qualified teachers from foreign countries
15 wait as much as five years before they can even attempt to
16 apply for teaching credentials? If they have the technical
17 skills and knowledge, are they not as qualified to have the
18 opportunity to gain credentials and employment?

19 The school dropout rate among Asian Americans is on
20 the rise. Has anyone involved with education taken the time
21 to find out why? Could it be because our educational
22 system is not flexible enough to recognize and administer
23 to the cultural, identity, and educational needs of this
24 minority group?

25 Foreign born and educated men and women with high

1 technical skills, knowledge, and many years of experience
2 in professional fields find it impossible and at best ex-
3 tremely difficult to obtain credentials necessary for em-
4 ployment in their chosen field.

5 Qualified doctors from foreign countries must not only
6 pass state medical examinations for licensing, but must also
7 pass the Educational Council for Foreign Medical Graduates
8 examination. In many cases they must also endure years of
9 a waiting period before they can even take the examinations.

10 Is this not a double standard? Foreign medical
11 graduates should be allowed to take the same examinations
12 as U.S. medical graduates without any waiting period or
13 additional qualification examinations.

14 Many professional examinations for licensing place
15 too much emphasis on English communication skills rather than
16 on technical skills and knowledge. This practice immediately
17 penalizes not only foreign professionals, but also penalizes
18 American students from bilingual environments, even though
19 they already possess a bonafide advanced degree from a U.S.
20 college or university.

21 A candidate with lower than average technical skills
22 and knowledge could pass a professional examination if he
23 had good command of the English language and better than
24 average communication skills.

25 On the other hand, a candidate from a bilingual environ-

1 ment with better than average or high technical skills and
2 knowledge, but lower than average communication skills, has
3 less of a chance to pass.

4 Height and weight requirements of many agencies,
5 including law enforcement and fire prevention, immediately
6 exclude many interested Asian Americans because of the physical
7 stature characteristic of race. They have no opportunity to
8 demonstrate ability, desire, and technical skill, before they
9 are disqualified for physical build.

10 Accelerated minority hiring practices in these type
11 of agencies should also include an objective review of
12 physical build requirements.

13 These are just some of the problems that exist today
14 in the Asian and Pacific American communities. Other prob-
15 lems relating to health, welfare, housing and equal employment
16 opportunities are as critical in Asian and Pacific American
17 communities as they are in other major minority communities
18 as they are in other major minority communities.

19
20 (End of statement.)
21
22
23
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25