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A CONSULTATION
ON POLICE
AND THE MINORITY COMMUNITY

"A STEP TOWARD"
MUTUAL RESPECT AND UNDERSTANDING



Lory Student Center
Colorado State University
Ft. Collins, Colorado 80523

Friday,
August 14, 1981

FEDERAL REPORTING SERVICE INC.
DENVER, COLORADO

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P R O C E E D I N G S

1
2 MR. WILLIAM KOLESZAR: I'd like to open up this
3 morning's session by making some very quick, preliminary house-
4 keeping announcements. Hopefully, these will be for your con-
5 venience and will direct you to the right place at the right
6 time.

7 First of all, the conference information room, the
8 room where the press is, where the typewriters are, where the
9 secretaries are -- the focus of the conference, for your infor-
10 mation, is Room 212. Room 212 is right around the corner. If
11 you have any questions, if you don't know what your workshop
12 assignment is, check with the folks in Room 212.

13 Second, the workshop assignments, what workshops we
14 have placed different individuals in, the workshop assignments
15 are on the bulletin board in the central area by the registra-
16 tion desk. If you have registered and you are scheduled for a
17 workshop participation project as a moderator or just as a
18 participant, your name and group number, A through G, is posted
19 on the bulletin board by the registration desk.

20 The third item, one of the most important, the
21 coffee breaks that occur in the morning and in the afternoon
22 will be right here in the East Ballroom. The coffee will be set
23 up there at the appropriate time for coffee breaks and, fourth,
24 the exhibits, material from different agencies, from the CRS
25 Service, the pamphlets and brochures and exhibits are located in

1 the back of this room.

2 The last announcement before I introduce our first
3 speaker this morning, is Captain Evers of the Grand Junction
4 Police Department -- I'd like to have you make contact with me
5 as soon as I finish here at the podium. I have a message for
6 you.

7 This morning, once again, we have someone who
8 appeared on the program yesterday who is doing the introduc-
9 tions to our presenter and speaker this morning, I'd like to
10 again have Leo Cardenas from the U. S. Department of Justice
11 Community Relations Service introduce our key speaker this
12 morning. Leo.

13 MR. LEO CARDENAS: Thank you and good morning. For
14 those of you who may be joining us for the first time at this
15 conference this morning, welcome. Over the last half-day, we
16 have heard, perhaps, some 10,000 words and I check this morning
17 with our official Reporter, Donna Gioia, and she and I agree
18 that we perhaps heard at least 10,000 official words from three
19 keynote speakers and a panel discussion that was held on this
20 stage yesterday afternoon. That does not count the exchange
21 that occurred after dinner last night.

22 Consequently, this morning, as we begin, I think the
23 real test of the theme of this conference, and that is a first
24 step toward respect and understanding, is about to begin. The
25 exchange of this coalition that we have attempted to build is

1 to undergo the acid test. The plenary sessions are something in
2 which we listen. The workshops are a time for us to exchange
3 and to give each and every one of us the chance to then see what
4 the problems and the issues and the concerns are in our community
5 but, more importantly, how are we going to find solutions to
6 those concerns and to those issues.

7 So, it is the most important element that we are
8 about to undertake in this particular conference. During those
9 10,000 words, if anything came out -- my notes show unity, my
10 notes show respect, my notes show coalition. So let's carry
11 that theme this morning as we move on on this consultation on
12 law enforcement and the minority community.

13 The first item this morning is a film presentation.
14 To make that film presentation this morning we have the Dis-
15 trict Attorney for Jefferson County who also holds the title
16 of President-Elect of the Colorado District Attorney Council.
17 Join me in welcoming Nolan Brown. Nolan?

18 MR. NOLAN BROWN: Thank you very much, Leo. We're
19 going to have to get started because we have about four hours of
20 information to give you to pack into one hour, so if we can
21 dispense with any of the formalities and get going with our
22 program, I would appreciate it.

23 Before we start the presentation I have just a
24 couple of observations, and I guess that has to do with our
25 personalities collectively in this operation and the

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1 presentation of the program. We're really not here to talk
2 about problems. A lot of people have talked about problems for
3 a lot of years and nothing really has ever happened. What we
4 are trying to do and what we are trying to accomplish this
5 morning is give you what we think is a method to identify our
6 problems and identify solutions for those problems.

7 We feel that we can give you in the minority com-
8 munity as well as in the institutional community the authority
9 within the community. We can give you the means to begin
10 addressing and solving your problems, and that is the presen-
11 tation that we would like to make this morning. I hope, when
12 we conclude the presentation, after this hour, that some of you
13 will agree with us that we do have a direction that is a viable
14 alternative for you, a viable direction for all the community to
15 proceed in to identify and solve problems. So, with that, I
16 would like to introduce my cohort here, Jan Engwis, who is the
17 Director of our Arrest Standards Project which sounds rather
18 simple but is pretty complex. There's a lot of operations in
19 it. Jan is one of the persons who is largely responsible for
20 developing what we have here. There are others who were not
21 able to be here but I must give them credit. In any event, Jan
22 and I are here to make the presentation and I hope we do it
23 adequately for you.

24 One other thing that I would really like to point
25 out to you, those of you from the minority community who are

1 here, please understand that when we started out, we started
2 out with the premise that we need to look at our system, we
3 officials, the police, the prosecutor, the judges, commissioners,
4 city councilmen -- we need to look at our system because it is
5 not working as well as it should. We need to find out what our
6 problems are, identify those problems and solve them. So, if
7 you will please keep that in mind when we make this presentation,
8 perhaps you will comprehend what I'm saying.

9 We have been able to identify, I think, the fact
10 that the problems of the minority community are no different
11 than the problems of the official community or the problems of
12 the entire community. They are one in the same. They are the
13 commonality of interest and I hope that we can press this point
14 to you this morning. Jan?

15 Up on the projector is a concept that you have never
16 seen before in your life unless you're a police officer from
17 Jefferson County or the surrounding area. This is a concept
18 of functional criminal justice. The concept is this: There is
19 a great deal of discretion which necessarily has to adhere in
20 the criminal justice system. Unfortunately, nobody has ever
21 explained to anybody why they are doing what they are doing, why
22 are the police making the decisions that they are making, why
23 is the prosecutor making the decisions that he is making and on
24 and on and on.

25 What we have here before you is our concept of

1 structured discretion of functional criminal justice. Each
2 of these blocks covers the particular elements within the
3 community which are involved in this process, and that, of
4 course, would include the prosecutors, the police, the courts,
5 the officials, the judges, probation and, more importantly, the
6 community.

7 As we started into our process of discovering what
8 the problems are within the community, we were able to identify
9 immediately that the block that you see there, discretion, the
10 discretion of the officials to do their job is an absolute
11 necessity to get the job done correctly. The problem is it
12 has never been structured for accountability, and you heard
13 Professor Rogovin saying the same thing last night: You can't
14 structure anything, you can't pass any law, you can't set up
15 any committee that's going to tell somebody to do something if
16 they don't want to do it. You must structure responsibility
17 into criminal justice and we can do it, you can do it, the
18 minority community is particularly interested, so is everyone
19 else. The taxpayer and the official structure of government is
20 all interested. It's the same problem that we're all trying
21 to address and we can do it in this' direction.

22 MR. ENGWIS: Good morning. It's a pleasure to speak
23 to you. Although Nolan mentioned that we weren't going to tell
24 you about the problems, we do need to go over some problem areas
25 that we have discovered through several studies that we have

1 done because the identification of the problems has been what
2 has led us to this solution that we will present to you for the
3 most part this morning. Our accent on the problem, our identi-
4 fication, is really one of symptomatic resolution of certain
5 things that have gone on for a long period of time that have
6 seemed like problems.

7 I am referring directly to the jails. Right now
8 there is a large overpopulation of jails in almost every county
9 and also, as most of the police officers in the audience know,
10 the huge volume of paperwork that is required to process a
11 defendant through the system is enough to confuse almost anyone.

12 By looking at those two problem areas, let me show
13 you some conclusions of those and we will then go on to the
14 solutions that we have found.

15 First of all, looking at our jail -- and I think ours
16 is typical of jails throughout Colorado and other states, for
17 that matter -- this is a 1978 overview of our jail, of our jail
18 population. I might mention, if you keep some of these figures
19 in mind, we will show you, through the application of the
20 standards process that we will tell you about, the changes that
21 we have made in that jail profile.

22 As you can see, a large majority of our jail popula-
23 tion was made up of pretrial defendants. We found this to be
24 rather shocking. I think it's the perspective of the public
25 and, hopefully, the police that the people who are in the county

1 jail are there because they've been sentenced and are being
2 punished for something, rather than being there as a pretrial
3 detainee who has not been adjudicated guilty of anything. A
4 large waste of resources at that point in time unless those
5 people absolutely need to be there.

6 To clarify that statement, we found that 45 percent
7 of the people in our county jail were traffic offenders. Of all
8 those people that the police had taken the time, the effort, the
9 officer downtime, the use of their equipment -- they were
10 processing traffic offenders. Not that those violations should
11 not be enforced, but there must be a more rational way to do
12 that. It is not logical to spend our resources in that fashion.

13 MR. BROWN: Jan, let's go back to that. One of the
14 shocking things that came to our attention and, again, the
15 message we're saying is let's go find out what the problems are
16 and then you can find solutions for them. This was the direc-
17 tion that we took and this was what we found in 1978. That was
18 a shocking result for us.

19 If you will notice, the normal perception of the jail
20 utilization is that nasty people get thrown in jail. But if
21 you'll notice from our diagram, only 10 percent of those people
22 were in there for crimes against persons, violent crimes. 3
23 percent were in there for crimes which were drug-related, which
24 I think the community generally agrees is a very serious problem.
25 13 percent of the jail population was in there for what anyone

1 could consider to be a serious offense, a dangerous offense or
2 a dangerous offender. That means that 87 percent of our jail
3 population and the expenditure of police officer time was being
4 utilized on traffic and minor offenses.

5 MR. ENGWIS: I think this will clarify Nolan's state-
6 ments further. By type of charge seriousness, you can see that
7 petty offenders made up a very large classification, regardless
8 of the original charge. Many of those petty offenders, by the
9 way, even upon being adjudicated guilty, could not be sentenced
10 to the county jail. Yet, we were finding ways to have them
11 incarcerated.

12 MR. BROWN: Just before this next slide, again to
13 translate this into people problems, you have to see that it was
14 obvious felonies one, two, and three are the most serious crimes
15 in the state of Colorado. Felonies four and five are very minor
16 felonies and misdemeanors two, three are nothing and petty
17 offenses call for no jailing. Yet, this shows that again, the
18 major portion of our resources from the official standpoint were
19 being spent on the least serious offenses.

20 That also translates into the fact that people
21 within the community, and you know the percentages of the impact
22 on the minority community, the most people who are going into
23 jail, who are encountering the police, who are being dealt with
24 by the police were the people who were involved in very minor
25 offenses.

1 That translates, I think, to the minority community
2 with this next line.

3 MR. ENGWIS: This slide reflects the releases by hour
4 and it's rather shocking to find that within a very few number
5 of hours, many people are released from that facility. This
6 further exemplifies the fact that there must be a better process
7 of handling those defendants, that we are wasting both police
8 and jail resources.

9 I can see that over 40 percent had obtained release
10 within approximately five hours; 70 percent were out within 24
11 hours.

12 MR. BROWN: I think Helen Lucero is in the audience
13 and this was a particularly disturbing fact for us, because if
14 you will look at -- if you will remember the previous slide on
15 the minimum types of offenses that people were going to jail for
16 and you see that 7 to 12 hour release, you have to understand
17 that not only were the police wasting their resources in putting
18 a person in jail who was coming back out, but the other side of
19 the coin is 12 hours later doesn't do an awful lot of good for
20 the guy who just lost his job at seven o'clock in the morning
21 when he's released at 9:30. So, again, the impact of the arrest
22 procedure and the bonding procedure has a real impact on the
23 availability of police resources. At the same time, it has a
24 real impact on the individual who is being encountered and is
25 being thrown in jail and he comes out, without a job, and has to

1 do something with his family and the family has to find out how
2 to do it.

3 I hope that we can identify to you how these prob-
4 lems are exactly the same problems; they're the same coin.
5 They may be different sides but they're the same problem.

6 MR. ENGWIS: The realization that appeared to us is
7 that, at least in the police field and the prosecution, we've
8 become victims of tradition. Just because it's always been done
9 this way, no one has stopped to scrutinize what the impact has
10 been or the results have been on the defendant and on the
11 community resources as well.

12 This slide is not intended to pinpoint any department
13 but to show you that all of the jurisdictions, the police
14 agencies within the First Judicial District, are operating in
15 essentially the same fashion.

16 MR. BROWN: The tendency of anyone anywhere at any
17 time is yeah, you know other people aren't doing their job but
18 we are. And when you start getting some real facts and figures
19 down and start looking at it, again, I think that much of this
20 information is very consistent throughout the United States as
21 well as the state of Colorado and the message was very clear.
22 There's a rather consistent operation of law enforcement within
23 -- there was in 1978 within our jurisdiction and I think that it
24 is probably related to agencies across the country, and the
25 message is police are incarcerating, or jailing, people whom

1 they encounter most frequently out on the street committing the
2 most frequent' offenses.

3 Now, the jail population -- and I think that those
4 incarceration figures probably reflect the relative percentages
5 within the United States of the occurrence of these crimes.
6 There's not many murders; there's an awful lot of thefts. But,
7 what our message was and what we addressed was why shouldn't we,
8 though, concentrate our resources on the murderers and treat the
9 shoplifters a little more casually and certainly not use our
10 jail facilities for incarcerating those people and the police
11 officer's time for incarcerating those people.

12 One final observation, again. Professor Rogovin
13 alluded to it last night. The police have many, many respon-
14 sibilities and duties; they have many people relationships they
15 have to establish. After we looked at the time imposed on the
16 police officer and upon the system itself, then we begin to look
17 at one other problem. Jan?

18 MR. ENGWIS: After we are through initially processing
19 a defendant physically, in order for him to move through the
20 system, of course, we must begin the paper process. This, in
21 essence, unites the police and the prosecutor to whatever
22 extent that has occurred before. We think not too well in most
23 cases, unfortunately.

24 Let me show you what I mean about the paper process-
25 ing. We completed a jurisdiction-wide study, we collected every

1 form that every agency used to process a prisoner, including
2 both in-house and interagency forms. There were over 700 forms
3 to process one defendant. We narrowed those down only to the
4 interagency forms and found that there were 229 forms that could
5 possibly be used.

6 Now to the real problems. On those forms there
7 exist over a 450 percent duplication of information. We found
8 in addition that many of those forms that flowed between agencies
9 were never used by the receiving agency. We spend approximately
10 one-third of our officer resources filling out paperwork to
11 process the paper that has nothing to do with the defendant
12 whatsoever.

13 The complications that exist -- that are revealed
14 by this kind of information shows that nothing but confusion can
15 result in many instances. We are lucky to have accomplished what
16 we have in processing defendants to this point.

17 I'm not sure that you can see all of this chart but
18 essentially it reflects that at every point in the processing
19 of a defendant the same thing has occurred. The duplication of
20 collection, the information that's not used. It's just common-
21 place.

22 I might also add that we found that the police col-
23 lect over 80 percent of all the information that's needed through
24 the rest of the system. Yet, at each point beyond the police,
25 there is a complete recollection or at least reentry of all the

1 data into that other component of the criminal justice system.
2 We do not share information; we duplicate it and overlap the
3 system.

4 MR. BROWN: Again, your observation of crime and
5 criminal justice in the criminal justice system -- the logical
6 or rational thought is we need to be spending our time upon
7 people and people problems and solving those problems. Some-
8 times the solutions rest in throwing a person in prison. Some-
9 times they rest in not doing it, but when you have a system
10 where 80 percent of your information is gathered on the left-
11 hand side there, there ought to be a sliding scale of the
12 necessity for people being involved in paperwork from then on.

13 The courts, the prosecutor and probation should be
14 spending their time with people and people problems and resolving
15 those problems and, yet, we reduplicate the information that the
16 police gather in the initial stage 450 percent. We're spending
17 our time, too, on paperwork. How can you deal with people
18 problems when you're sitting down at a table dealing with paper-
19 work? That was a very clear message that came through to us at
20 that time.

21 Now, talking about 452 percent and 80 percent and all
22 that stuff, that isn't all that impressive. But we do have one
23 thing that we would like to show you and this is a case where a
24 person was encountered on the street for a misdemeanor offense
25 by a police officer. The police officer took a misdemeanor

1 summons and complaint, issued it to the gentleman, did not
2 arrest him, sent him on his way. He came into court, pled
3 guilty and was fined and left. Now, that sounds pretty
4 efficient, right? We would like to show you the paperwork that
5 was generated from that actual case.

6 (Pause.)

7 MR. ENGWIS: So much we can't even show you.

8 MR. BROWN: That's the paperwork and if some of you
9 can see those yellow lines on that paperwork, that's where all
10 the information was duplicated on that paperwork in that one
11 case. We hope that gives you an idea of what criminal justice
12 is doing.

13 SPEAKER: How many hours were spent on that?

14 MR. ENGWIS: I don't recall. We did go through that
15 with the various components. It's probably a good thing I
16 don't.

17 SPEAKER: (Inaudible).

18 MR. BROWN: Well, we really haven't had the ability
19 yet and you need to understand that each one of our police
20 agencies in Jefferson County have assigned one or two police
21 officers to help us on these various things. We have Jan and
22 two other people helping him. We have no money to fund the
23 thing. We have just been going the last year and-a half as we
24 can do it and get to it. We have not yet been able to make a
25 time study of just how much time this goes, but you can see

1 that there's just an incredible amount of time wasted.

2 MR. ENGWIS: Our supposition at this point, which we
3 went on to prove and we'll show you two slides in a second, was
4 that essentially the criminal justice system as you may already
5 know is not at all working together; it's not a system. The
6 fragmentation, the breakdowns -- in essence, everyone is doing
7 what the hell they would like to do. That's unfortunate because
8 they're never tied together.

9 We have found a way to do that which is the point
10 we're getting to. But first, let me show you the results of not
11 working together, of the fragmentation that we discovered in
12 our county.

13 MR. BROWN: Again, you hate to stand up and say, "Hey,
14 we're not perfect and we're not the best in the world." But
15 compared to many in the world, we're pretty damned good. Never-
16 theless, the message is very clear on this slide.

17 In 1978, what we were doing was incarcerating
18 defendants and on this bar graph you will see the top line are
19 felony twos and threes, the most serious offenses -- the percen-
20 tage of people that nothing happened to. 40 percent of the
21 people who were jailed in Jefferson County within this study
22 for the most serious offenses, either the police did not submit
23 the case to the District Attorney's office, the District
24 Attorney did not accept the case, or the case was dismissed in
25 court. Not a thing happened to that person.

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1 The same basic percentage for four, five felonies;
2 an excessive percentage on Class 1 misdemeanors, but those are
3 basically your bar fights and domestic disputes and quite often
4 the complaining witness comes in and doesn't want to pursue it,
5 so that is an understandable percentage. But look at the next
6 one. Misdemeanor two. Now, that's where we really get the
7 person that's like spitting on the sidewalk and breaking your
8 neighbor's window and boy, do we do well then. Only 14 percent
9 of those people get off; 86 percent of them get convicted, some
10 results occur.

11 The basic message to us was very, very clear. What
12 we're doing is not impacting justice. We are teaching almost
13 half of the people who come through the system -- did come
14 through the system in 1978 on serious felony offenses that they
15 can laugh at the system. They come in, they get jailed, they
16 leave and nothing happens to them. So we knew that we had a
17 serious problem.

18 That problem is a community problem as well as an
19 institutional problem. That is a problem for you and a problem
20 for us. You can't have those people out on the street. You need
21 them in prison or in jail appropriately. At the same time, you
22 have to give the message to the community. You have to give the
23 message to us and we have to give it to the community.

24 Quit wasting time on these minor offenses. Deal with
25 them appropriately. Give a ticket and send the person to court

1 and have them pay their fine or, if they need to spend a day or
2 two in jail, fine, deal with them appropriately at the time.
3 But let's concentrate our resources, and they're very limited
4 from the taxpayer's point of view, let's concentrate our
5 resources on the serious offenders, the serious offenses, and
6 let's make our criminal justice system more effective and more
7 efficient.

8 MR. ENGWIS: Let me transfer this same kind of infor-
9 mation to the police. I think it's very important to start
10 understanding what is happening and how the police do function
11 in their decision-making. But, at any rate, what you see here is
12 a study conducted by the "Inslaw" Corporation of Washington,
13 D. C., regarding officers who obtain conviction -- I think you
14 can see most of this.

15 Over half the officers in many of the police depart-
16 ments make an arrest that never results in a conviction. On
17 the other hand, there are a very small proportion of officers
18 who almost always obtain convictions. Of course, convictions are
19 solely not the prerogative of the police. But if you consider
20 this slide and the information relayed on this slide to the
21 information of the prosecutor, you can see where we are not
22 assessing the real impact and productivity of the system upon
23 the defendant out to the solutions.

24 MR. BROWN: In short, what we have concluded was, you
25 know, these are the problems we have. Why they exist, we didn't

1 know, but we knew that they existed. Our next step, then, was
2 to begin to identify those problems, who was responsible for the
3 problems, not to be able to point our fingers but to find out
4 what the problem was, the source of the problem and how to solve
5 it. That's what had to be done and I'm sure many of you,
6 whether you are police or minority community here today, know
7 that there are some police officers who just aren't very good;
8 there are some who are very good. We've never had the capability
9 to identify between the two and deal with those people as well
10 as deal with the crime they handle.

11 What we then begin to do, after we accumulated this
12 information, we begin to expand that initial concept that we
13 gave you on the first slide. This is functional criminal
14 justice and again, as I say, we have limited resources but we
15 do have a photograph of this and we xeroxed it and those xerox
16 copies are sitting here on the table if any of you are interested
17 in obtaining a copy of this slide, you are welcome to do so at
18 the break. It will probably be a better time to do it.

19 What we were able to do is to break down these
20 discretion blocks more clearly and more fully into these
21 parameters you see here: the discretion to arrest, police
22 discretion, charging and prosecution discretion, court dis-
23 cretion, correctional discretion, and, most importantly and
24 finally, public involvement. That's what we'll be getting to in
25 our presentation today.

1 We will not be touching judicial and correctional
2 discretion today in our presentation because we do not think it
3 is really appropriate to this conference. I'd be more than
4 happy to make later presentations to a group at a different
5 setting, but I do not think it is appropriate to this particular
6 conference.

7 We first looked at the police discretion and begin to
8 deal with it.

9 MR. ENGWIS: It has become obvious that there's a
10 large amount of discretion throughout the system. The problem
11 is we tried to deny that, probably, for too long, at least in
12 the police field. Debates have raged for decades now about
13 whether or not the police should have discretion and, of course,
14 the basic image has come forth that the police enforce every
15 crime equally; similar offenses are always treated the same;
16 they enforce every crime that they encounter. This is not true
17 and has never been true.

18 The first discovery we made is that we need to
19 acknowledge that fact. The question becomes, how do police
20 make decisions then? How do they determine from similar
21 offenses, perhaps, different results? What are the criteria
22 in the structure for the use of their decision-making power
23 which we feel they definitely need out there. That was our
24 mission in essence, to decide how police made decisions, to put
25 them into some framework that would be adhered to by all police

1 agencies adopting this, and that could be monitored easily by
2 the public.

3 I'm sure to the layman it is very difficult to under-
4 stand how police make decisions; how do they decide what to do;
5 how do they decide when to incarcerate someone? The formula
6 we came up with is essentially what you see here. I would only
7 like to point to the first block up there, circumstances sur-
8 rounding the offense, the offender and the victim witness. It's
9 a general classification from which the police officer draws his
10 conclusions.

11 Based upon those circumstances of those situations,
12 an officer can decide. He can tell you how he decided so, with
13 that, we developed a structure that we can set on the front desk
14 of any police station to tell people how we, as policemen, make
15 decisions.

16 Let me show you that structure. When do people have
17 to go to jail? This is much different than when they do now.
18 When do we incarcerate an individual? Well, I can tell you and
19 you should be able to see this on any front desk of any police
20 station. People are incarcerated to insure their appearance
21 where that cannot be assured in the field, where no identifica-
22 tion is present, et cetera. People must be incarcerated when
23 there is a risk that they will continue their offense, some
24 injury or damage will occur. And people must be incarcerated
25 in some cases based on the seriousness of the offense. We

1 certainly cannot release the most serious offenders. It's not
2 logical.

3 But for any other reason, people should not be taken
4 to the county jail. And I can go there now and find some who
5 are there for other reasons and we found many of them in our
6 original jail study that we showed you. This is part of the
7 structure that we are changing. You can now find out why some-
8 one went to jail. If it's not for these reasons, he shouldn't
9 have gone there.

10 MR. BROWN: Incidentally, I just want to point out
11 again, Jan is talking about people application. I am talking
12 about institutional application. That translates to impact on
13 individuals as well as impact on the tax dollars.

14 Again, the mythological cop that Professor Rogovin
15 was relating to last night applies here. The mythological jail
16 -- every time somebody does something wrong, by God, they're
17 thrown in jail. That punishes them. That stops them -- and it
18 doesn't. It's phony. It always has been.

19 Yet, that's the perception of the public. So we need
20 to go to the public and say, "Look, just because you do some-
21 thing wrong, because you break a window, because you shoplift a
22 \$1.98 bottle of shampoo doesn't mean that the police should be
23 putting you in jail. Maybe the judge decides that you need to
24 be there, but this incarceration here is not by the courts.
25 This is by the police, throwing somebody in jail before they

1 have determined to be guilty, and what Jan is saying on a people
2 basis and what I'm saying on an institutional basis, if the
3 person is dangerous, they've committed a serious offense, they
4 constitute a danger to the public or they are not cooperative
5 or you cannot identify them, they are likely to flee the juris-
6 diction, those are the reasons you throw a person in jail. Not
7 because they've done something wrong.

8 MR. ENGWIS: Before you think that we are abandoning
9 crime in general on those cases, we're not. But there are better
10 ways to process these people. We are strongly advocating summons
11 and complaint in any instance where the incarceration determi-
12 nants are not present. That is the only acceptable way to
13 process an individual at that point. This includes felony
14 summons and complaint for those felony class four and five
15 offenders. We will show you some results of that in a little
16 while.

17 We have found that you can process felony offenders
18 by summons. It is logical, much more logical than the incarcer-
19 ation.

20 We also are strongly encouraging the use of detox
21 primarily as an alternative to incarceration. Too many times,
22 as we're all aware, the quickest solution is the county jail.
23 But for the individual with an alcohol problem it does absolutely
24 no good for him, so we're trying to use those resources and
25 expand those resources for diversion.

1 Let me go all the way to the other extreme where a
2 charge probably should never even be filed in the first place
3 and too often occurs now. This is a very important area of
4 officer discretion. In many cases the officer should be able to
5 decide of his own volition, on the street, with this structure,
6 that he is not going to enter someone into the criminal justice
7 system even though an offense has occurred. Why? Because it
8 does absolutely no good. Nothing happens. It is a total waste
9 from start to finish.

10 We are looking at instances of victim restitution --
11 is the only solution required by the victim. The victim will
12 not become involved in the system, he is hostile about becoming
13 involved. And, also, the offense is very minor. Very minor can
14 be defined by any community. There must be latitude in this.
15 Nonetheless, we should acknowledge and we should structure the
16 fact that officers can resolve situations on the street. A
17 crime is a crime is a crime and every encounter that the officer
18 makes with a crime results in an arrest is no longer true. We
19 do not have the resources and it's not fair to the defendants.

20 Let me move one step further and I think this is
21 very, very important. This is the point at which the police and
22 the prosecutor, at least in our jurisdiction, are able to unite
23 in their thinking. Traditionally, police officers think of
24 two things when processing a defendant: the elements of the
25 offense and whether or not probably cause existed. Those are

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1 the only things that an officer's had to worry about heretofore.
2 What we are trying to encourage now is that they consider the
3 disposition, what's going to happen to the defendant. We have,
4 in effect, moved the prerogative of the prosecutor to the
5 police to determine convictability for the reasons that you see
6 on the board.

7 This has been a large step in getting the officers
8 to understand that they have the broader reward system than
9 simply within their department with the statistics at the end
10 of the month. Their reward system is the ultimate conviction
11 of the defendant, some impact on the defendant. This has not
12 existed before. I have asked many police officers what the
13 dispositions were of their last 10 arrests. To date, none of
14 them can tell me.

15 MR. BROWN: If you think there are frustrations in
16 the minority community, you ought to be aware of the frustrations
17 within the police community. When the police appropriately take
18 a person and put them through the process and then they just leave
19 or nothing happens to them, that has to be the most frustrating
20 thing in the world. What we have tried to do -- and I think that
21 that frustration has been the source of very deep antagonism
22 between the police and prosecutor and courts across the country.

23 What we've done is say, "Look. These are what we have
24 to be bound by as prosecutors. What are your needs?" which we
25 have done with the police arrest standards. We've combined them

1 so that the police know what we're doing. We know what the
2 police are doing and there is a reasonable expectation of
3 results from the activity by the police officers. We will
4 translate that to the community involvement in a moment.

5 MR. ENGWIS: One last structure in this discretion
6 that needs to be mentioned is a situation where charges will be
7 forthcoming, but there's a better way, we think, than jail now
8 and put the case together later, unless you absolutely have to.

9 We are encouraging as much as we can the full develop-
10 ment of the case presentation to the prosecutor, hopefully
11 through the felony summons process, so in those cases where
12 charges are pending, we are trying to find a more rational way
13 of completing those.

14 MR. BROWN: I think two comments are appropriate
15 here. Number one, not only in that charge-pending category does
16 it allow the police to operate more appropriately on their cases,
17 but they -- it allows them to operate more appropriately with
18 the community. If the police do not have sufficient information
19 to actually prosecute a person, to file and prosecute, but they
20 have enough information to throw him in jail -- those are
21 technical distinctions. One is probable cause and the other
22 is proof beyond a reasonable doubt.

23 If the officer doesn't have that much information,
24 if he throws the person in jail then the person leaves because
25 the officer ultimately cannot obtain that information. That's

1 frustrating to the officer, but how frustrating to the individual
2 who may, in fact, be innocent right from the beginning. Just
3 because an officer arrests a person doesn't mean that they are
4 guilty of something.

5 It is not only a frustration to the police officer,
6 it's also a frustration to the individual who is impounded by
7 the police. The charge-pending designation within these arrest
8 standards allows that officer to say, "Well, I think you're
9 guilty, but I don't have enough evidence to file this with the
10 prosecutor yet. Don't leave town, but go on home or go back to
11 your job or whatever it is. You can expect, probably, to hear
12 from me again." That allows the officer to deal much more
13 rationally with the community than has been permitted in the
14 past.

15 Charging and prosecution standards: Obviously for
16 the same reason that the police needed the arrest standards, the
17 police and the community and the prosecutor himself needed
18 prosecution standards. Equal treatment under like circumstances
19 for like people, regardless of race, creed, previous condition
20 of employment, present condition of money or present condition
21 of employment or influence or who you know or who you don't
22 know. The prosecutor must deal with the community equally at
23 all times on an equal basis.

24 The police have to know what he's going to do; the
25 defendant has to know what he's going to do; and the community

1 has to know what he's going to do because it's the same discre-
2 tion for the prosecutor that it is for the police. You don't
3 need to have a delegation sent to the police department every
4 time something doesn't come out right. You don't need a dele-
5 gation to the prosecutor's office either.

6 Just as the police should have these standards out
7 on their front desk, the prosecutor needs to put his standards
8 in writing and put it on the front desk. You come in and you
9 say, "Why did you do this, Mr. Prosecutor?" and the prosecutor
10 needs to stand there and say, "I did this for these reasons under
11 these standards and I will do it consistently every time."

12 What has resulted in Jefferson County -- and you hear
13 me making these wild statements. I'm sure they're wild to some
14 of you, but there are a number of police officers here from
15 Jefferson County and you're certainly welcome to talk with them.
16 This is the first functional integrated accountable criminal
17 justice system that has ever existed in any jurisdiction in the
18 United States. We're not talking theory; we're talking about
19 what exists today. It's here. We've been using it for a year,
20 well, half the year, we've implemented. It took us a year and a
21 half to implement.

22 That, ladies and gentlemen, gives the police officer
23 the ability to encounter a defendant at the top-left, deal
24 appropriately with that defendant, in his judgment as well as our
25 collective judgment. He deals with him as he knows or as a

1 reasonable expectation to believe we will deal with him when he
2 comes to the prosecutor's office. And then there are results as
3 we go through that determination process.

4 You will see that there are pretrial and trial results
5 so the officer doesn't have to determine whether or not he's
6 good because he's throwing people in jail; he can determine
7 whether or not he's good because there are the expected results
8 that we collectively have agreed to. That is an integrated,
9 accountable and functional criminal justice system existing in
10 Jefferson County today.

11 MR. ENGWIS: I'd like to at this time transfer this
12 system into results. We started with the problem identification
13 with the jail and I ask you to keep some of those figures in
14 mind. What we would like to do is go back and show you the
15 change of the operation under arrest standards by our police
16 agencies and our prosecutor. I apologize for some of the over-
17 lays. We finished the most recent evaluation just last night
18 and the statistics that you will see are completely up-to-date.
19 I think you will be pleased with some of the results as we have
20 been.

21 This indicates nine months of operation by two of our
22 police agencies within the arrest standards and six months
23 of operation by the remaining agencies. We have a total of six
24 major agencies working within the standards profile.

25 Here are the results that we have seen in some major

1 areas. We're looking primarily at reducing the bookings at the
2 county jail. It seems to be a rational result of the process
3 we've explained to you. The charge seriousness should increase
4 and the less serious charges should decrease through alternative
5 processing. The charge type should change primarily in that
6 traffic classification and it should be reduced by adherence to
7 the standards.

8 The felony summons process that I mentioned to you
9 of diverting people from jail who might respond to a summons,
10 even though they are accused of a felony, should be reflected.
11 And, finally, the alternative processing of alcohol-related
12 offenders into the detoxification centers should show up. And
13 here are the things we found.

14 First of all, on the jail booking trends -- I'll try
15 and use both of these at the same time. These are our total jail
16 bookings for any reason and I will break those down into discre-
17 tionary bookings by police in a second. But I did want to show
18 you that our jail bookings, the number of people booked into our
19 county jail, is the lowest that it's been since 1975.

20 The top bar depicts the average of the years '78
21 through the last quarter of 1980. The bottom bar reflects the
22 bookings since then.

23 MR. BROWN: This is particularly dramatic when you
24 understand that the crime rate in Jefferson County has increased
25 as it has around the state of Colorado since 1975, and to have

1 had the bookings down to the 1975 level we think demonstrates
2 the effectiveness of this process.

3 MR. ENGWIS: How about those bookings that the police
4 have of their sole discretion. These are only the bookings that
5 the police officer determines are in the required incarceration
6 category. As you can see, after the initiation of the arrest
7 standards, and we are going from the last quarter of 1980, there
8 has been a continual drop of discretion arrests by police. We
9 are averaging 82 less bookings per month. It doesn't sound like
10 too much but that is a 26 percent decrease in police bookings.

11 Charge seriousness was the next category and I'd like
12 to show you what's happened to those petty offense and municipal
13 ordinance violators that made up such a large portion earlier.
14 What you see by color is the various charge classifications:
15 felony, red; orange is misdemeanor; blue is petty offense.
16 For three years, 1978 to 1980 and 1981, today, we have decreased
17 the number of petty offenders being booked in the county jail.
18 It's the lowest point that it's been since '78, also.

19 MR. BROWN: Again, the indication that we are con-
20 centrating our very limited resources collectively on the more
21 serious crimes and less concentrating on the less serious crimes
22 in terms of putting people in jail. Certainly the summons and
23 complaints are being issued and certainly the people are coming
24 to the court. Our court load constantly has increased.

25 But we're talking in terms of putting people in jail

1 and wasting our jail resources as well as police officer time
2 inappropriately. Never the appropriate operations but the
3 inappropriate.

4 MR. ENGWIS: Okay. The traffic-related bookings,
5 which is the charge type we mentioned earlier, has gone from a
6 high of 48 percent before the inception of the standards this
7 year. The first six months our proportion of bookings for traf-
8 fic offenses are 34 percent. A positive trend downward and we
9 expect that to continue.

10 Felony summons use: There is a better way to process
11 defendants. We have gone from a proportionate use of felony
12 summons for all felony arrests from 10 percent up to 25 percent
13 during the last six months. I would like to add here that of
14 those felony summons issued, the failure-to-appear rate has been
15 only 3 percent. Just because the charge seriousness is greater
16 than a misdemeanor does not mean that many defendants cannot
17 appear on their own on felony summons.

18 MR. BROWN: To relate that back to the general com-
19 munity, I'm sure the police officers here understand what we're
20 saying, but a felony summons is when a person is going to be
21 charged by the police officer with a less serious felony offense,
22 and there are hundreds of them on the books. The officer says,
23 "Look, I'm going to charge you with this crime, but I'm not
24 going to send you to jail. I am going to have the District
25 Attorney issue a summons against you and it will be necessary

1 for you to appear in court when you are served." Can you
2 imagine the ability of the officer to relate to the individual
3 in those circumstances, the control he can have over those
4 individuals?

5 We go back to our original slide this morning. When
6 you saw that the class four and five felonies constituted almost
7 all of the felons who were going into jail at that time, who
8 were being encountered by the police.

9 MR. ENGWIS: Okay, the last area was the use of
10 diversion for the alcohol-related offender. This chart depicts
11 a 21 percent decrease in alcohol-related incarcerations at the
12 county jail. These people are now being processed through the
13 detox center. We expect this to go down substantially in the
14 future also due to the fact that we have been able to obtain
15 funding at the detoxification center for two seclusion rooms
16 which will be used for combative intoxicated defendants who
17 normally would be processed into jail. At least the environment,
18 we feel, would be more conducive to working with those people
19 and solving the problem, rather than just adding to the jail
20 population.

21 MR. BROWN: If you are wondering anything about the
22 condition of these slides, let me tell you that you and I are
23 the first people in the state of Colorado, aside from Jan, who
24 has ever seen them. They just completed the results of their
25 study last night and we are all looking at them for the first

1 time, the results of the first six months of our program.

2 MR. ENGWIS: I might add that we made every effort
3 we could to be accurate and objective with those statistics.
4 Any single factor that we've shown you could be explained by
5 a number of causes. However, I think if you take them alto-
6 gether concertedly, there is no doubt, at least in our mind,
7 that the police are operating much differently than they were in
8 1978 and before the arrest standards.

9 MR. BROWN: Now we're down and we won't hold you very
10 much more. Another five minutes will do it.

11 Public involvement to us is an absolute necessity
12 and we're talking about prosecutor standards and arrest standards
13 and we will be talking about bonding standards and sentencing
14 standards and a whole lot of things. What we're saying is you
15 from the community need to be involved. There isn't anything
16 magical about being a lawyer or being a prosecutor or district
17 attorney that says, "I know how to do things right." When we
18 set our prosecution standards, we set down what we thought was
19 right and we took it to our police and we said, "What are your
20 thoughts?" and they sure let us know.

21 We sat down and we worked out the difference and I
22 went to the bar association and I said, "What are your thoughts?"
23 and I went to the judges and I said, "I know you cannot make any
24 commitment, but what do you think generally of what I would like
25 to be held accountable to?" and I got their input and they let

1 me know their views and we came up with a product and it's
2 sitting on our desk in our office. Anyone at anytime can come
3 in and hold us accountable with what happens in our office. We
4 have to give a satisfactory reason why we do what we do.

5 The police did the same thing. This wasn't magically
6 done. Every police agency in Jefferson County assigned their
7 best officer to work for six months, to work out what you've been
8 seeing here, and we've been working hard ever since. The com-
9 munity can have a great impact by saying, "We'd like to sit down
10 with you because we have some other thoughts. Let's talk them
11 out and let's come to a final solution."

12 It can be done. The only problem with what we are
13 advocating and the only serious deficiency in our system is this:
14 we've got to work at it. You can't say, "Why don't they?" or
15 "Why hasn't someone?" You've got to say, "Let's we," "Let us,"
16 We want to work, we want to participate, we want to contribute,
17 we want to control," "Government exists to meet our needs; we
18 want to be able to participate in identifying what those needs
19 are."

20 It's only an awful lot of hard work that we offer
21 you, but we can give you the direction. We feel we have found
22 the way to identify and solve problems and, obviously, we are
23 trying to share them with you today.

24 One final thing: You'll see a little word on both
25 sides of that diagram called PROMIS. Now, that's not because

1 somebody said, "I'll marry you," and then this morning they
2 said, "Well, I'm a couple minutes late." That's not that kind
3 of a problem. That's a prosecutor-management information sys-
4 tem; that's the name of it. It's an acronym.

5 In order to tell what the police are doing effectively
6 or the prosecutor, in order to monitor the entire criminal
7 justice system, you have to have something that you can look at.
8 You need a public report on what happened. I need it as a prose-
9 cutor but you need it as the public to find out what I'm doing.
10 And it's not because you want to point fingers or throw stones;
11 it's because you want to identify problems and then you say,
12 "Mr. Prosecutor, what are you doing about this problem? Have
13 you identified it and what kind of solutions are you trying, and
14 then I'd like to evaluate how well you're doing it." That's
15 responsible justice; that's functional justice.

16 I think this is the message that we are trying to
17 convey this morning to you. Thank you.

18 MR. KOLESZAR: Thank you, Mr. Brown. As most of you
19 realize, the City of Arvada is in Jefferson County and from a
20 personal perspective, each one of the 160 personnel in my
21 department has been living under the arrest standards that have
22 been put together by Mr. Brown since November 1st of last year.
23 And basically every minute of every day those arrest standards
24 are used by our officers as well as those in Lakewood, Wheatridge
25 and Jefferson County and Edgewater. They do work.

1 What Nolan has said is, in fact, true from a police
2 perspective and I'm sure Mr. Brown and Jan will be around,
3 along with representatives from Lakewood, to answer any ques-
4 tions from the public, from the prosecutors, or from law enforce-
5 ment agencies outside of Jefferson County as far as how well this
6 system does work.

7 We have a coffee break. We are running a little bit
8 behind schedule, but we are going to try to have a coffee break
9 right now over here and we will start our workshops at 10:15.

10 (Pause.)

11 MR. KOLESZAR: Workshops will begin at 10:15.

12 (Whereupon, a short recess was taken.)

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1 WORKSHOP ON CONFLICT PREVENTION - GROUP B

2 MS. BARBARA COOPERSMITH: I'm Barbara Coopersmith.

3 This will be the first of five workshops and we are to be
4 together all that time. There will be a change in your resource
5 people.

6 We are also privileged here, at least I think, to
7 have a Court Reporter. After we introduce ourselves, even after
8 we get into our discussions, if you don't mind, until we are
9 better acquainted, if you will give your name each time you
10 speak that will make it easier for the record.

11 I'm going to send around one time only a sheet to
12 sign your name and affiliation, police department or whatever,
13 and we're going to need a recorder. After each session we are
14 going to immediately turn in any of our suggestions, any of our
15 recommendations, if we have any resolutions we turn them in
16 right across the hall and they will be added to the summary that
17 we'll get tomorrow afternoon.

18 Do I have a volunteer? You don't have to be a
19 recorder for five sessions. Well, shall we flip coins? I have
20 a nice big tablet for anybody who would like to volunteer.

21 MR. LEE: We've all got bad penmanship, I guess.

22 MS. COOPERSMITH: Maybe I should look at the signa-
23 tures and pick what I can read.

24 MR. LEE: You just want the final decisions?

25 MR. COOPERSMITH: Yes, the suggestions, any

1 recommendations.

2 MR. LEE: Okay.

3 MS. COOPERSMITH: Did you say okay?

4 MR. LEE: Yes.

5 MS. COOPERSMITH: Oh, okay.

6 SPEAKER: Thanks for volunteering, Sy.

7 MS. COOPERSMITH: Now, in introducing ourselves,
8 give your name and your department, anything that you might
9 want to add. You don't have to go into great details like how
10 many children, but if that's important you can tell us that,
11 too. I'll start again.

12 I'm Barbara Coopersmith. I'm Associate Director of
13 the Anti-Defamation League, Bene Brith, which is a human rela-
14 tions agency. In the Mountain States Region it means responsi-
15 bility for covering the states of Wyoming, New Mexico and
16 Colorado. Jose?

17 MR. JOSE GURULE: I'm Jose Gurule and I'm with the
18 Colorado Springs Police Department. I'm the community liaison
19 officer assigned to the Chief of Police's office.

20 MR. GARY BUSEMEYER: Gary Busemeyer, Colorado Springs
21 Police Department, retired now. I worked with Jose in the
22 chief's office for the last five years. I had 20 years in
23 the department, 10 years on disability.

24 MR. EARL SPINARD: Earl Spinard, Administrative
25 Captain, Jefferson County Sheriff's Department.

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1 MR. ED CAMP: Ed Camp, Director of Public Safety,
2 Longmont, Colorado.

3 MR. SY LEE: Sy Lee, Urban League, Colorado Springs.

4 MS. LUCY AGUILAR: Lucy Aguilar, Jeffco Community.

5 MS. BARBARA FRITZLER: Barbara Fritzler, CSU student,
6 social work.

7 MR. HASM YANAGA: I'm HasM Yanaga. I'm a common
8 citizen.

9 MR. WILL PIPER: I'm Will Piper, Training Coordinator,
10 Greeley Police Department.

11 MR. DONALD LUTZ: Don Lutz, Lieutenant in the Greeley
12 Police Department.

13 MR. ROBERT CAIN: Bob Cain, Assistant Chief of Police,
14 Montrose Police Department.

15 MR. GRAYSON ROBINSON: Grayson Robinson, Patrol
16 Lieutenant, City of Littleton.

17 MR. WILLIAM BELT: Bill Belt, Patrol Lieutenant,
18 Englewood Police.

19 MR. RON MEDFORD: Ron Medford, Patrol Lieutenant,
20 Englewood Police.

21 MR. MYRON LLOYD: Myron Lloyd, Administrative Aid to
22 the Chief of Internal Affairs, Ft. Collins.

23 MR. THEO HOLLAND: Theo Holland. I'm a volunteer
24 Commissioner on the Colorado Springs Human Relations Commission
25 and by profession I'm Director of Base Recreation and Welfare

1 Activities with the United States Air Force Academy.

2 DR. GWEN THOMAS: I'm Gwen Thomas. I'm the Dean of
3 the School of Community and Human Services at Metropolitan State
4 College and I'm a resident of Aurora.

5 MS. COOPERSMITH: We are privileged to have two
6 resource people with us. It has been suggested that we ask them
7 to speak five or ten minutes and then we start our discussion.
8 Jose Gurule, as you've heard, is the Community Liaison Officer
9 for the Colorado Springs Police Department. Jose?

10 MR. GURULE: Okay. What I'd like to say this morn-
11 ing is just basically what my job is. I heard something yester-
12 day in one of the talks in that big room out there and they said
13 how do you contact the community leaders. I didn't hear an
14 answer to that.

15 When I started -- well, I couldn't say I started it,
16 Gary started this Community Liaison Program to the chief's
17 office about five years ago. I've been there about two and a
18 half years now -- and we went out and we contacted all the
19 Hispanic organizations which we were surprised to find out was
20 about 18 in number. I personally joined three of them and I
21 sit on one of the boards. Through these people we started
22 learning some of the community problems.

23 Then we had to also go out and we went out to the
24 functions in the city, all the Hispanic functions, and we talked
25 to individuals there from all walks of life. We talked to

1 everybody individually and asked about their problems and their
2 concerns and things like this and that really helped us out.

3 Also, with the young people, the street people -- I
4 was brought up in Albuquerque, New Mexico, and the southwest
5 valley which is almost all Mexican and so I hit it off pretty
6 easy myself. I went down to the parks and local hangouts and
7 I talked to all of them. I think I've got a great rapport with
8 all of the young people down there.

9 We've got a big problem now with low riders. I don't
10 know how many of you are having that problem, but we've got a
11 big problem down there now and it's getting bigger because of
12 the people that we're getting in from California into the Fort
13 Carson area. And now -- they started out as car clubs and now
14 they are getting to be gangs. So myself and another detective
15 have made a point of contacting these people, finding out who
16 their relatives are and everything else so in case anything goes
17 down we can stay on top of things like that.

18 Recently -- last week we had a big Guadalupe festival
19 and that's a big occasion down in Colorado Springs. We had the
20 biggest turnout, I think, we've ever had down there and there
21 was three officers assigned for two days there and I picked the
22 other two officers plus myself and we didn't have one incident
23 down there, even though we had all the rival low riders down
24 there and had all kinds of people down there. We didn't even
25 have one problem down there.

1 I think if you're going to work in this kind of a
2 job that I've got, you're going to have to get out there and meet
3 the people where they're at. I heard that mentioned yesterday.
4 You're going to have to go out and talk to these people. We
5 had three or four other people assigned to Gary before I came
6 on and he'd get rid of them because there was nothing -- they
7 just didn't have the incentive to go out and do the job. That's
8 what you have to look for when you're going to put somebody in
9 the community liaison position. I'll leave it at that. Maybe
10 Gary wants to say a word on this, too.

11 MR. BUSEMEYER: When I was stationed with the chief
12 in 1976, we were having a lot of unrest within the city with
13 different ethnic groups. During my career as police officer,
14 in addition to my other duties, I always represented the depart-
15 ment with the Spanish, Indian or Mexican ethnic groups.

16 At any rate, I took all of those ideas and incor-
17 porated them into the Community Liaison Program and what we did
18 there was we chose one Black officer, one Spanish officer and
19 one Indian, or a mixture of, and that was primarily the require-
20 ment basically on their ethnic background. Then we went beyond
21 that point so we had to find the right individual to suit this
22 job. Just because somebody was of Spanish or Mexican descent
23 didn't make them proper for that particular position. We wanted
24 officers who really had an interest in the community in general
25 and would go out and work from their hearts more than anything

1 else.

2 We also felt that because of the crime rate with
3 juveniles and of the different ethnic groups that we infiltrated
4 into the group itself. In other words, we became members -- Jose
5 and I joined all these numerous organizations throughout the
6 town. In fact, all the members of the program did the same
7 thing. We were able to contact community leaders in that
8 respect. We also went to all the churches and we knew all the
9 priests and all the ministers in the town in the predominantly
10 minority areas.

11 We went into the schools. We assisted with the
12 direction of some of the classes, participated in all their
13 events. We worked on that level. And then we went beyond that
14 and went right into the street like the Christmas Fund where we
15 went out and solicited toys and food and clothing and what have
16 you. We distribute those things and get operations for people.
17 We did all sorts of things on that basis.

18 The reason we did it in segments is that you can
19 have all the meetings you want, you can have all the community
20 leaders who can supposedly change and make wonders -- it's not
21 possible. The only way you'll ever change anything is to go
22 directly to the people on the street.

23 We spend billions of dollars a year for the community
24 service programs in your police departments and 80 percent of
25 it is wasted. When you get down to it you've got about 2

1 percent of all your activity and money going toward those
2 people that you're really trying to change.

3 That's why we went to the people on the street. Our
4 reputation is by dealing with children or getting operations --
5 we've got a woman from Mexico who had arthritis to a point where
6 she couldn't walk. We had doctors donate -- one gave us a
7 \$7,000 operation. This spread to the community. By doing it
8 on that basis, these same radical groups or whatever normally
9 causes the problem came to us asking our advice. This is your
10 first start.

11 At any rate, we have the direct public contact, our
12 number one priority, and we've done through that method. And
13 then going above that and dealing with the leaders in the
14 community, we were able to make the changes where we could
15 channel money so we could channel influence, whatever we needed.
16 In other words, for education. If we wanted to see a certain
17 group receive funds in order to go to college or whatever the
18 case may be, we could get the right organizations to donate
19 monies or to donate their assistance in getting this.

20 Now, you've got all these programs that supply these
21 but you've got a lot of people -- Spanish, Indian, Mexican and
22 Black descent -- that are in a financial position where they
23 can't receive these free gratuities. More than likely they
24 are better candidates for it.

25 So by going to these groups, again, we were able to

1 get money to do this and to supply an education for them and
2 what have you.

3 As far as the assistance to the children, we went
4 into those schools, we taught classes. We presented the police
5 department in a completely different image and we were there to
6 assist everybody which is basically what you're supposed to do.
7 When you are sworn in as a police officer, that's primarily the
8 statement that you're swearing to, assistant to the public.

9 Another problem we found was there is a lack of
10 communication which is a major problem but, going beyond that,
11 the police officers involved very rarely understood the people
12 they were dealing with. Now, I can only speak on the basis of
13 Colorado Springs and I'll give you a brief explanation of what
14 I'm talking about.

15 We have southern Colorado which is predominantly
16 Spanish-American people who have been there for the last four
17 or 500 years, and we have Pueblo, La Junta, La Jara and so forth
18 where they have a lot of Mexicans. In the Springs we have a
19 kind of melting pot of those types of people and there is a
20 conflict between Spanish and Mexicans so you have a little
21 problem there. Maybe you have a lot of Puerto Ricans coming in
22 and Cubans and so forth. Then you've got your Black community,
23 persons from New York versus persons from South Carolina. You
24 have different Indian tribes. Different Indian tribes are com-
25 pletely different, their customs are different and so forth.

1 Same way with Spanish.

2 We taught our officers in these training classes in
3 the Academy. We work on a one-to-one basis with the officers to
4 comprehend the people they are dealing with. We felt that if
5 an officer had an inherent prejudice or some feeling about a
6 certain group, if he understood them and what they were composed
7 of and what their background was and so forth, even though he
8 may not change his prejudice, he could still accept these indi-
9 viduals for what they were. And in a police officer's position,
10 we felt that he would have to deal with people on a basis where
11 you couldn't allow your personal feelings to become involved.
12 As much as you talk to someone, you can't actually change any-
13 thing that they actually feel, but you can certainly change the
14 way they treat other people.

15 The way we did that, we used it as a beneficial
16 basis. In other words, we built a rapport with a certain group
17 of people, the information came back and forth and it increased
18 the amount of opportunities to assist them. In return they
19 would assist us.

20 So by combining all these activities we were able to
21 build a real liaison between the community in Colorado Springs
22 and our police department. We accomplished more, I think, in
23 the last two years than our whole Community Services Division
24 and we were completely alienated from that group. We worked
25 strictly out of the chief's office.

1 Another advantage we had there was that we had
2 direct contact with the chief every day going over everything
3 we were accomplishing and we had that authority to change any-
4 thing that we needed to do. Community Services has to be on a
5 different basis and they have to go through the proper channels.
6 That's all I have to say.

7 MS. COOPERSMITH: Thank you. Before we hear from Dr.
8 Thomas, is the sheet going around? What's happened to it? Dr.
9 Gwen Thomas is currently Dean of the Department of Urban Affairs
10 at Metro State College.

11 DR. THOMAS: Well, let me just correct that. Urban
12 Affairs isn't big enough to have a Dean at Metro State College.
13 Urban Affairs is just one of the departments in the School of
14 Community Services.

15 I should have talked first because I'm raising prob-
16 lems and these gentlemen have all the solutions, I guess. You
17 should have heard the problems first and the solutions second.

18 I suppose that I should make it pretty clear that I
19 think that my perspective is essentially a Black one, although I
20 think that there are Chicano people who would share some of my
21 sensitivities.

22 I spent the past three days working on a federal panel
23 that was reviewing videotapes and film strips that were prepared
24 for career education. The idea was that these materials would
25 counteract sex and ethnic stereotypes. One showed a Black

1 student boy whose parents wanted him to be a policeman. I can't
2 remember what he wanted to be. It was something like, maybe,
3 a male nurse or a secretary, something that was meeting the pur-
4 poses of the film.

5 But my point was that no parents I know want their
6 boy to be a policeman. I don't know any Black parents who would
7 tell their sons to be a policeman. And if you put that in a
8 classroom in career ed you'd be laughed out. Students wouldn't
9 buy it.

10 I said this and the Chicano members of the panel said,
11 "Well, don't make him Chicano." Now, what we're really talking
12 about is attitudes in minority communities about the police and
13 I think that we will really solve this problem of conflict pre-
14 vention when we can show films like that and not have to make
15 the kinds of criticism that I have made. "But, in today's world,
16 that would not work. We considered it unrealistic and voted to
17 change it.

18 Now, I should also identify myself, not just as coming
19 from Aurora but as being the person in Aurora who initiated an
20 organization called Concerned Citizens of Aurora. A year or so
21 ago a young Black man, who was the only Black man in the Police
22 Academy, was expelled -- removed anyhow -- on the Friday before
23 the Wednesday that he should have graduated and he felt that
24 that experience was a case of discrimination that he had gotten
25 into the Academy by suing and -- suing that few Blacks were

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1 admitted -- and that it had been determined, therefore, that
2 they were never going to let him graduate. He felt that he
3 exacerbated the situation by having a White fiance and the issue
4 over which he was actually fired did have something to do with
5 this White fiance thing.

6 Whether or not his version of the story is true, I
7 don't know. But there was enough publicity about it and enough
8 concern that a number of us who are Black residents of Aurora
9 decided to form an organization which might seek to increase the
10 number of minorities on the Aurora Police Force and improve the
11 relationships between minority citizens and police in Aurora.

12 Now, the way we approached that idea was that Aurora
13 is a city that has grown up since integrated housing, so you
14 don't have a typical ghetto situation in Aurora. You have Blacks
15 all over the place and in every economic strata. Therefore, we
16 have a city which has a potential for being a model for integra-
17 tion and for having all of its citizens treated the same by the
18 police.

19 In the meantime, Aurora Police Academy -- and this
20 was before the young man was expelled -- the Aurora Police
21 Academy had a training program on ethnic awareness which I was
22 asked to appear. When I said something -- I was talking about
23 affirmative action and the reasons, the historical basis for the
24 nation as a whole having adopted the principals of affirmative
25 action, a police lieutenant interrupted me to say he thought

1 that was hogwash.

2 I've been teaching for 25 or 30 years now, but I have
3 not been so rudely treated by any of the students that I have
4 taught and it appalled me that a man would introduce himself as
5 a police lieutenant and make that kind of intrusion into the
6 remarks that I was presenting.

7 That was something that I said to this Concerned
8 Citizens group and I don't know, it all got in the papers. I
9 get in the papers anyway, you have to understand that. I have
10 a good PR thing going. Almost anything I say I can get published.
11 Sometimes I want it published and sometimes I don't. But
12 invariably I need to watch what I say because it will turn up
13 in the Denver Post or the Rocky Mountain News when I least
14 expect it. So, this whole business was eventually in the
15 papers, but that helped us because it created, I think, a
16 climate in which a number of people were willing to pay some
17 attention to this new organization of concerned citizens.

18 Among those people is the gentleman to your left,
19 Mr. Seals, who works for the Personnel Department in Aurora.
20 The Community Relations Commission was also willing to meet
21 with us --

22 SPEAKER: Human Relations.

23 DR. THOMAS: Human Relations Commission, thank you.
24 We have some things going in terms of communications. But let
25 me say this: I also have the cooperation of the police chief.

1 I went to talk to him about how we could help get more ethnic
2 input into the training of police officers at the Academy. By
3 the time I went to see him, he had a Black officer in charge of
4 the Police Academy. Things were moving along rather interest-
5 ingly there.

6 I talked to him about my own personal notions of
7 things that I might present to this group of concerned citizens
8 as projects that we might adopt for building better relationships
9 in Aurora, and one of the things that I mentioned to him was
10 having policemen get to know some of the Black citizens, you
11 know, that -- Aurora, incidentally, has an amazing bunch of
12 Black folks. You know, we're all educated, we've got good jobs,
13 we're above the norm.

14 That does not mean, however, that we are not the
15 parents of children whom we believe are harassed by police. I
16 have a son who is driving a \$20,000 Cadillac for a limousine
17 service who got a ticket for having his lights on bright on
18 Colfax. Now, I know that that's a criminal offense; but I also
19 know that I have never had a ticket for having my lights on
20 bright on Colfax and I have had my lights on bright on Colfax.
21 Now, I am inclined as an individual person to believe that my son
22 is getting undue attention from the police. They ought to be
23 out there ticketing somebody who is robbing a bank or something.

24 Anyhow, to get back to the point, one of the things I
25 had suggested was that we might get to know each other by

1 inviting policemen into our homes. Well, when I took that idea
2 back to the Concerned Citizens of Aurora they said that was
3 going a bit too far. They're not ready to invite policemen
4 into their homes, which means they are not ready to treat police-
5 men as ordinary human beings. These are people who would
6 invite criminals into their homes. These are people who would
7 invite foreigners into their homes. They participate in all
8 kinds of community service projects.

9 You know, they help delinquent children, they do all
10 these things. But they don't want to act on a normally
11 friendly basis with policemen.

12 Now, this upset me and I reprimanded my friends and
13 associates about this attitude. However, a week or so later I
14 was at a meeting of the American Civil Liberties Union -- I've
15 been on that board for, maybe, 15 years and I am on the Execu-
16 tive Committee of the national board -- but at that ACLU meeting
17 we were talking about complaints of police brutality and, guess
18 what, we get a tremendous number from Aurora. And that's what
19 these people are reacting to. This is the reason that they are
20 saying, "No, huh-uh. I'm not going to invite a policeman to
21 dinner." And I thought it would be a nice idea if we took one
22 Sunday and everybody invited a policeman to dinner at his or her
23 home, a nice friendly gesture. But they don't want to do that.
24 They're not up to it yet.

25 My concern is how do -- I still think it's a good

1 idea. I think it's a goal we ought to reach, personally. I
2 think that that's where we ought to be going. I don't know how
3 we get there. Maybe some of the kinds of things that these
4 gentlemen are suggesting would help.

5 But you see, I'm generally talking about a very
6 upper-class group of citizens. I'm talking about people who
7 you would normally think of as community leaders. People who
8 are the respected members of your society. And I think you've
9 got to have good relationships throughout the whole thing.

10 But that's your essential difference between your
11 White community and your minority community. The more
12 established members of your White society think of policemen as
13 protectors, as helpers, and have a much more accepting attitude.
14 Your ethnic communities are too close to the roots from which
15 they've come, even when they themselves are existing at a fairly
16 good socio-economic level. They are still too close to the
17 people who live in the ghettos and the barrios and they feel
18 a very great concern for the people who don't think of the
19 police as their protectors.

20 I think we've got to get across these kinds of
21 barriers. I think you've got to have the leaders of minority
22 communities on your side before we can get rid of the conflict.

23 MS. COOPERSMITH: Thank you. Before we start our
24 discussion, will you remember the purposes of our Reporter here.
25 Please, when you ask a question or make a statement, give . .

1 your name. We are being recorded by the U. S. Civil Rights
2 Commission.

3 Are there questions to the three people who have
4 made opening statements?

5 MR. LEE: Sy Lee from the Urban League in Colorado
6 Springs. I would like to throw out a question to the police
7 spokespersons as well as the panel in general.

8 It seems that what we have is a serious problem in
9 melting or integrating police in the community. What Dr.
10 Thomas has described seems to be a beginning point, and I'd like
11 to raise the question of how do we, first of all, as a group,
12 and specifically the resource persons, see the police, their
13 role? What does that mean? What does it represent?

14 MR. BUSEMEYER: I'm not quite sure I understand.

15 MR. LEE: Okay. Let me give you another example.
16 I think admittedly most Blacks will tell you the sight of the
17 Confederate flag enrages them. It does because it represents
18 something else. I'm asking you how do you, as a policeman,
19 understand your role, your appearance at a minority community,
20 and then perhaps someone from the minority community -- a point
21 of discussion to begin.

22 MR. BUSEMEYER: I think you should be representing
23 yourself in the community. You're accepted as somebody to
24 assist, primarily. Beyond that point we're going to give pro-
25 tection and other services. Basically you're just there at the

1 disposal of the community in general.

2 MR. CAMP: One of the major things I think -- my name
3 is Ed Camp with the Department of Public Safety in Longmont,
4 Colorado. I want to say this from a police manager's point of
5 view. Unfortunately, sometimes we wait until there's a major
6 issue, like what we had in Longmont, before community leaders
7 and police managers and city officials get together.

8 Irregardless of what brings us together, once we
9 get together, on the part of the police manager I think you have
10 to have some -- be ready to accept some things. Number one, you
11 have to be ready to listen to what the people are saying. It
12 doesn't matter what ethnic group it is or whether it's a
13 conglomerate of your community or a specific small group of the
14 community. By that I don't mean you hear what they're saying,
15 you listen to what they're saying. And then you truly evaluate
16 what they've had to say. And you don't become defensive because
17 you're being criticized. You accept that criticism and, again,
18 evaluate that criticism.

19 If, in fact, your agency is archaic in its practices
20 or traditional in its practices and those practices are no
21 longer applicable to our times, you have to be willing to make
22 changes. If you have officers within your organization who are
23 not adhering to proper police practices -- and to me a proper
24 police practice is that when a citizen comes to you for assis-
25 tance, it doesn't matter what his color is or what his

1 religious belief is or anything else. He has a problem, he's
2 coming to you for assistance, you give him that assistance to
3 the best of your ability.

4 If you have officers who are not doing that, I think
5 you have to take some very definite actions. Number one, you
6 have to evaluate is that officer not doing that because of a
7 deficiency upon your department as far as the training and
8 relaying the wishes of the administration to helping out those
9 citizens? If that's the case, then you have to be prepared to
10 very realistically and very seriously reevaluate and involve
11 yourself in a proper training program. This can be done at a
12 department level or individual officer level.

13 Secondly, if that officer is just as an individual
14 not going to accept that, then you may very well have to dis-
15 cipline him, and I think in all fairness to the officer and in
16 all fairness to the citizen, you have to take that complaint
17 and very thoroughly follow it through. If, in fact, there's a
18 violation, then you must take the appropriate action to correct
19 that and it may be in some form of discipline.

20 Now, I'm not opposed to disciplining an officer but
21 I think that your first approach in disciplining any officer is
22 that you try to make it as beneficial to him as you can, and
23 when it becomes beneficial to him, the hopeful outcome is that
24 it then becomes beneficial to the community.

25 I point to what happened in my own agency. I had an

1 officer who was involved in the arrest of an Hispanic male.
2 There were two officers involved in this; one officer was of
3 pretty fair stature. The Hispanic male was fairly small and the
4 other officer was fairly small.

5 As the man went down, the bigger officer was on top
6 of him. A hand came out from under and he hit this officer in
7 the chest, the smaller officer, so the officer took that as a
8 means of releasing his tension and punched the man twice.

9 A complaint was filed and we followed it through. One
10 of the things I did, and this was in concurrence with the citi-
11 zen -- we could have fired the man. We could have done a lot of
12 things with him. What we did is we sent him to an officer's
13 survival school which was our hope to give him the confidence
14 that that was not the thing to do. Plus the officer admitted to
15 myself later that he thought that was inappropriate.

16 The next thing I did, he got a permanent letter of
17 reprimand within his file involving the incident. And the
18 third thing he had to do on his own time was prepare and give a
19 class in officer survival to the rest of our officers. I have
20 not had a complaint against that officer since and that's been
21 over a year now.

22 The third thing you probably have to do is if that
23 officer does not respond to that kind of training, then you have
24 to get rid of him, have to terminate him. You have to come to
25 that decision and sometimes those aren't easy decisions to make

1 because you, in effect, could be destroying that man's career as
2 a law enforcement officer. But, at some point that might have
3 to be done. If we as police administrators aren't willing to
4 do that, if we're not willing to open up our agencies, then we
5 have a very hard row to hoe, because we will never gain the
6 confidence of the community.

7 I've had more than one incident come down since our
8 shooting last August 14, with very angry citizens coming into
9 my agency about the way we handle things. We take the time to
10 sit down a representative group of those concerned citizens and
11 we take a step-by-step process of why we did what we did, what
12 obligations are upon us to make us do it the way we did, and,
13 at least to this point, in every case those citizens walk away
14 ready to back us.

15 We have an awfully long way to go in Longmont because
16 we're fighting an awful lot of years of prejudices. But, I think
17 that we're making some inroads and they're very minor, but I
18 think it all boils down that whenever a citizen comes in, whether
19 it be a minor complaint or a major complaint, that we as police
20 administrators, we as police in general had better be open to
21 them. Without the confidence, without the support of our com-
22 munity, we do not have an effective police agency.

23 MS. COOPERSMITH: Ed, one of the questions suggested
24 that we might discuss is how can we establish community police
25 dialogue before a major crisis occurs. Now, are you saying that

1 you did not have some of these things in place before your
2 problem a year ago and because the crisis happened you've made
3 some changes?

4 MR. CAMP: Yes. I think that one of the major steps
5 that (inaudible) is what Colorado Springs has done because they
6 actively go out and solicit this kind of thing. They actively
7 go out and not only involve themselves with the community
8 leaders, but they involve themselves with the community in
9 general. I think that they, therefore, have a better chance of
10 a problem that might be occurring or brewing or finding out
11 about it before it happens so they can take preventative mea-
12 sures.

13 So many police agencies sit back and assume that
14 everything is okay. All the sudden there's a major crisis.
15 And it's not saying that in Colorado Springs or any one of us
16 here that are with the police, that we couldn't have a major
17 incident. Your asking -- some of these agencies, I would
18 imagine Aurora probably has better than 200 officers. In my
19 own agency I deal with 60 some officers. But to say that one
20 of those officers won't made a bad decision out on the street
21 that all of a sudden throws a tremendous amount of trauma and
22 tragedy upon their entire community wouldn't happen if you had
23 what Colorado Springs does. It's just not realistic. I think
24 they definitely have the right step.

25 MS. COOPERSMITH: The term -- two terms -- I'm

1 probably the only one in the room that doesn't know what a
2 "low rover" --

3 SPEAKERS: Low rider.

4 MR. GURULE: Low rider. It's where they have the
5 cars, they fix them up and they lower them to the ground, carry
6 big old sacks of cement or things like that.

7 MS. COOPERSMITH: And then the term that Ed used,
8 officer survival, is that something, say, that in Montrose --
9 does every department have a training program that you send
10 officers that have done something wrong back to?

11 MR. CAMP: No. No, this is the way that I used it.
12 Officer survival is just a course, a law enforcement course, that
13 many officers from different agencies can go to. Colorado Law
14 Enforcement Training Academy holds them once in a while.

15 What it does is it teaches an officer -- you send an
16 officer to it and they try to teach him those kinds of things he
17 should look out for that are potentially dangerous. It's to help
18 him survive. How to contact a traffic violator. How to
19 approach a house where there is a family disturbance. You don't
20 go up to a house with a family disturbance and stand right square
21 in the middle of the front door and knock on the door and wait
22 for someone to come to the door and those kinds of things. It
23 gives you ideas of how to survive.

24 DR. THOMAS: What it seems to me is especially
25 necessary in terms of this survival business, though, is the

1 kind of training that would mean that a person would not exper-
2 ience more tension in a situation with a minority than he would
3 experience in a similar situation with a White person. Now,
4 you might tell me that that is an erroneous premise on which
5 to start. I don't believe it is.

6 I believe that people who come from environments
7 where they have not had contact with minorities, when placed in
8 a stressful situation with minorities, experience more tension.
9 And I think that one of the things that police departments have
10 to do is the sort of thing that this gentleman is describing;
11 you get your people into contact with minorities in situations
12 that are not stressful so that you don't have that increased
13 pressure.

14 MR. SPELLMAN: This gentleman --

15 MR. LEE: Sy Lee.

16 MR. SPELLMAN: My name's Spellman. I'm with the Ft.
17 Collins Police Department. I think his basic question was how
18 do the police -- what can the police do to help integrate them-
19 selves into the community. I think that's a critical question
20 and I think it's probably the hardest to answer. I think over
21 the years, partially through necessity because of various events,
22 the police have actually removed themselves from the community.
23 That's not just the minority community but that's the community
24 that they're working in.

25 We've gone to patrol cars instead of walking.

1 Generally windows are either up now because it's hot out or
2 its cold out and they are very isolated from the city, not from
3 the minority community but from the city itself. You add to
4 that the demands for the various police services and the police
5 are now going from one incident to another. They are spending
6 very, very little time interacting with anybody in other than a
7 job demand sort of situation.

8 That makes the question of really integrating with
9 the city very, very difficult. One thing that we've done in
10 Ft. Collins and I think has helped is going to the modified type
11 of a neighborhood policing situation where officers, patrol
12 officers, when they're assigned to work an area are permanently
13 assigned to that area. Through repetition they get to see the
14 same people, whether those are violators or nonviolators, over
15 and over again.

16 If they're working the bar area, they know the people
17 in the bar area. If they're working an area where there's a lot
18 of shopping centers, they know the people there, not necessarily
19 the shoppers but the business people and what not. And I think
20 that's helped to a certain degree because when you know the
21 people in the area, you know how they're going to react and they
22 know how you're going to react. And I think it's taking a step
23 towards integration which you are referring to. I thought I'd
24 throw that out.

25 MR. CAMP: I think that works in a smaller community.

1 Denver has done that for years and it hasn't worked in Denver at
2 all. I think when you have a smaller community you have the
3 opportunity to get more one-on-one.

4 The city I came from before I came to Longmont we had
5 a beat system where basically officers were assigned to the
6 same beat for some time and it does help, but I think -- when
7 you start talking about police-community relations, I think you
8 run an awful big gamut. And when you're talking about a large
9 urban area like Denver, and then you come up to a small,
10 basically rural area like Longmont there is a tremendous amount
11 of difference. The things that we're doing in Longmont are going
12 to be very helpful to get us back in this community. It's going
13 to take a lot of years but I think it's the right step. But
14 Denver's been under that system for years. I know guys that
15 have worked the same precinct for 10 years and they're still
16 having major problems down there because I think it's a whole
17 different attitude, both from the police and the community.

18 MR. SPELLMAN: I think that's probably true. I have
19 difficulties relating to some of the problems that are being
20 addressed here. We have about a 13 percent, I think, Mexican-
21 American population, and when you talk about the problems in
22 Denver and you talk about the problems in Aurora where there's
23 a Black population, and we have a very, very small Black popula-
24 tion, I have difficulties relating to that. I can only try to
25 pick up on some of the things you say and try to apply it to

1 our situation here but the rest of it is very, very foreign to
2 me.

3 DR. THOMAS: You know, you're a good example of the
4 problem I'm talking about. Suppose you went to Aurora and took
5 a job. There are people in Aurora who come from places like
6 Ft. Collins and they're just as much at sea because they haven't
7 had that kind of contact.

8 MR. CAMP: You see, Dr. Thomas, I think there's a --
9 I'm probably saying this wrong -- but there's maybe a socialized
10 factor and I think Bill Koleszar kind of addressed that the other
11 day. If I'm raised in a predominantly White community, I go in
12 a police department in a predominantly White community and all
13 the sudden I'm on the street as a police officer at two o'clock
14 in the morning and I just stopped a Chicano in an alley, I'm
15 going to be scared.

16 DR. THOMAS: That's exactly what I'm talking about.

17 MR. CAMP: And I think that you have to have the
18 sensitivity training, cultural training and the contacts that
19 you're talking about. Those are the things that we have to
20 do to reduce that.

21 MR. SPELLMAN: The converse is also true. If we go
22 to Aurora or somewhere assigned to a Black precinct or a Black
23 district, I wouldn't necessarily know how to react. At the
24 same time, the Black person from Aurora or the Chicano from
25 Denver, if they came to Ft. Collins they will be carrying with

1 them the feelings about the police, distrust about the police,
2 bad feelings about the police -- carrying those feelings and
3 reacting in that way which isn't necessarily true to what's
4 happening in Ft. Collins.

5 DR. THOMAS: I'm not sure that I agree with you about
6 that. What I think is that there is a pervasive attitude that
7 the majority of lawbreakers are minorities that is all over this
8 country. And I think that you people here in Ft. Collins think,
9 well, we're lucky that we don't have so many minorities to deal
10 with. So when you see one, you have a response that comes from
11 that lack of knowledge.

12 I think the person who comes here from someplace else
13 does indeed lump all police together according to that general
14 minority feeling that the police are against me; that's true.
15 You know what I mean. I'm not saying that I disagree 100 per-
16 cent. That person does come with that attitude that the police
17 are not on my side as a rule and so I'm not going to have any
18 particular expectations of police.

19 But I think that the general attitude of this nation
20 about minorities, the kinds of statistics that you've probably
21 seen about the minorities that are in jails and all that sort of
22 business and the cases that actually get pursued that have to do
23 with minorities and so forth and the fact that 40-some percent
24 of the people on death rows in this country are minorities, you
25 know, that kind of stuff. You all know that.

1 So even in Ft. Collins, when you come up against a
2 minority who is a stranger here, your attitude is different
3 than it would be if you were dealing with a White person in the
4 same situation.

5 MR. SPELLMAN: I don't mean to leave you with the
6 feeling that everything's right in Ft. Collins.

7 MR. CAMP: See, I was believing the Chicano policeman
8 in New Mexico --

9 MR. LEE: You're missing the other side of the room.

10 MS. COOPERSMITH: Lucy's been trying to talk for a
11 long time.

12 MS. AGUILAR: I guess I would like to ask you what
13 kinds of programs -- Lucy Aguilar, Arvada, Jefferson County
14 Community -- what kind of programs are being done for the pre-
15 schooler. My children -- I have four teenage children and
16 they've been exposed to several police officers because of the
17 nomadic kind of life we've led. They've been exposed to Chief
18 Bailey Bond and Chris Lucero down in southeastern Colorado to
19 an Officer McCarthy in Arvada. What different kinds of programs
20 are being done for the school children?

21 MR. CAMP: Okay. For Longmont itself, we don't have
22 like a school resource officer. We have a technician who does
23 a multitude of things. He's our evidence custodian, handles
24 our junk autos, a lot of things. But he also is involved in the
25 preschool area, giving talks to the kids and meeting with the

1 kids. We just recently got a safety (inaudible) that he and our
2 fire marshal is involved in but that's about where we're at
3 as far as --

4 MS. AGUILAR: My four children had a -- because of
5 their exposure can walk up to Officer McCarthy in Arvada and it's
6 like a neighbor.

7 MR. CAMP: He's a unique person.

8 MS. AGUILAR: He is very unique, but they can also
9 go back home and feel -- which is Rocky Ford -- and feel that
10 when they go to visit their grandparents that they'd better
11 watch their Ps and Qs out on that street because there's a dif-
12 ferent kind of cop out on that street than there was in Arvada.
13 We deal with that at four different levels.

14 MS. COOPERSMITH: Were there some hands on this side
15 of the room. Yes.

16 MR. SEALS: Yes. Herman Seals from the city of
17 Aurora. I just wanted to respond to the first question that
18 Mr. Lee raised. One of the things that he mentioned and that
19 was the Confederate flag. He also wanted response (inaudible).
20 There was a picture of a Confederate flag in back of you. I
21 don't know whether you had noticed that. That's like waving a
22 red flag in front of a bull to a minority person because, and I
23 think the reason Mr. Lee brought up the matter was to bring
24 about some more sensitivity and awareness in terms of what to
25 be aware of, what to look for before problems happen.

1 People who go around with the Confederate flag on
2 their cars; people that wave them -- there's a business place
3 in Aurora on Dayton Street, right across from the Post Office.
4 The man is selling braces and he, from time to time hangs a
5 big Confederate flag right in his window as well as put out the
6 suit that Confederate soldiers used to wear, and it certainly
7 bothers me and I think most other Blacks and some Whites, too.
8 The police is aware of this and have been watching him for some
9 time because of that activity and some other kinds of things.

10 There is an association with that Confederate flag
11 of racism and of the Ku Klux Klan. Whenever a person, a minority
12 person, sees that it tends to enrage them and make them very
13 angry and puts them on the defensive in terms of what are they
14 going to do. Sometimes I've seen situations where people have
15 that flag on their car and they see a Black person, minority per-
16 son, and they call them names, curse at them or some other kinds
17 of things. So there is an attitude of anti-minority feelings
18 that's associated with that flag and I think that's why Mr. Lee
19 mentioned that. He wants you to be aware of that. .

20 In Ft. Collins, and Longmont and Aurora, in Denver or
21 wherever, when people tend to exhibit the Confederate flag it
22 gives a message to minority people that we hate minority people,
23 that we -- as you know in history the south was certainly pro-
24 slavery and that this was one of the reasons or cause for the
25 Civil War and that type of thing and so it is associated with

1 that when people are seen with that flag that I guess they tend
2 to want to go back to slavery times in terms of their relation-
3 ship, in terms of their feelings toward minority people.

4 MR. YANAGA: I'm not too sure it would be fair to make
5 those kinds of assumptions. After all, everybody has their
6 constitutional right. I guess I'm a minority person. I don't
7 take offense at individuals, you know, having the Confederate
8 flag about, which brings me to the point I'd like to make here.

9 We certainly need to have a better definition of
10 who or what we're talking about when we say "the minority."
11 If you are speaking as a Black person, I think it should be so
12 prefaced. If you're speaking as a Mexican-American -- I don't
13 think one should hide under the banner of minority because we
14 are all minorities in one form or another and it's just too easy
15 to hide under the blanket of this title of minority to get a
16 point across when we are speaking of minority problems.

17 I think a step in this direction might be what is
18 accepted by the more general minority classifications, accepted
19 by the United States Government and even though there are some
20 256 hyphenated Americans, everyone understands that we couldn't
21 possibly in every instance of the 256 different kinds of
22 hyphenated Americans (inaudible) -- the United States Govern-
23 ment at this point, I believe, has adopted four general minority
24 categories, broad categories, that include a high percentage of
25 those that want to be considered minorities. I believe this is

1 Black, Hispanic, Native American, and then the fourth category
2 of Asian-Pacific Islanders. I believe those are the four gen-
3 eral categories.

4 I think when people have a particular minority prob-
5 lem they ought to preface it as to where they're coming from and
6 not just from a blanket position of minority.

7 DR. THOMAS: Well, when you talk about police con-
8 flict, you really have that problem. It's pretty well under-
9 stood where the conflict is.

10 MR. LEE: May I respond? Sy Lee. I guess it's
11 really unfair to raise the question and not be able to offer some
12 input in terms of solution.

13 First, I want to respond to your statement -- and I've
14 talked to you several times and I've forgotten your name.

15 MR. YANAGA: Hasm.

16 MR. LEE: Hasm? Okay. Minority in American means
17 anybody other than White male, period. Okay? You need to
18 understand that clearly. And by that definition it isn't always
19 written that way. But we're talking about practices, we're
20 talking about customs. Women in this country are a minority.
21 White women in this country are minorities. That's why you see
22 the breakdown in terms of affirmative action, how many minorities
23 and women and why you now have the movement of ERA and et
24 cetera.

25 The thing with regards to the Confederate flag -- the

1 flag in itself represents symbolism. The symbolism to Black
2 folk means prejudice; it means segregation; it means the idea of
3 separate but equal; it means Ku Klux Klan, as in lyncher. To
4 another group in this room, if you were to show the Nazi sign,
5 that symbolism would bring about the same kind of rage that the
6 Confederate flag does in Black folk. If you were to show to
7 some descendents of World War II the Flag of the Rising Sun you
8 would find, again, another group of people would be enraged.

9 If we talk about, with regards to the Oriental people
10 in America, when we talk about the concentration camps, when
11 American-Japanese citizens were rounded up and put in concentra-
12 tion camps, you see, again, the symbolism of a different kind
13 of treatment brings about the same kind of rage. The flag in
14 itself is merely a symbol.

15 If you talk about the battle of the Alamo, you would
16 probably find a number of Mexican-Americans who would get very
17 disturbed, you know, because that brings back some really bad
18 feelings about what has happened in this country.

19 I would like to offer a fourth point approach to
20 dealing with the problem of how do you contact community leaders,
21 how do you integrate into the community? I will go on record
22 and say that if you will put these points into operation, I will
23 guarantee you some positive results along those lines.

24 First of all, I think all of us have to realize we
25 are all in this together and I'm no more radical and I'm not

1 going to take the rap for being a Black radical and responsible
2 for the massacre of Nat Turner any more than you want to take
3 the rap for being the originator of the Ku Klux Klan, so let's
4 bury that one right quick.

5 The history of police in America is a very negative
6 one in any minority community, be it Black, be it Hispanic.
7 That history is your first problem, gentlemen; that's what
8 you're dealing with. Nobody is telling you but the minute the
9 uniform is seen, the history comes rushing back of many incidents
10 that we all know about, that has happened to a friend or rela-
11 tive, to our family or what have you. So you start off with a
12 strike against you, you really do. And you need to be aware of
13 that. So, first of all, awareness of the history of the police
14 in the minority community is very negative and if you become
15 aware of that then you know where you're starting from. You know
16 that they're going to have you on the defensive the minute you
17 show up. That's the first step.

18 Secondly is that you're going to have to spend time
19 and have patience and bring about an image change for the police
20 departments, and you've got to be willing to pay your dues and
21 do that, you know. The same way the police departments spend
22 many, many hours in planning to begin an undercover operation.
23 You find out a contact, you study the group, you set up some
24 sort of safety system for the officer, you do a lot of planning.
25 You've got to do the same thing if you want to overcome the

1 negativism among minority groups.

2 Thirdly, and I think this is probably the most
3 important step, you have got to separate yourself as individuals
4 away from the negative history of police departments. You did
5 not cause all of that negative feeling to be there, and you have
6 to realize that. And, yet, you have to be willing to work beyond
7 that. The criticism, again, is to the symbolism and not to you
8 as individuals, and if you don't start off being defensive, you
9 can overcome the negative feelings and make progress at that
10 point.

11 And I think another thing that rarely gets talked
12 about but we certainly get rapped for it is the fact that the law
13 needs to be applied equally police to Blacks, police to Whites.
14 There are Blacks in Black communities who get a break simply
15 because they provide piddlings of information to police depart-
16 ments, and sometimes it isn't even worth the energy that you
17 spend listening to it. If the Black breaks the law, apply it
18 equally. If a White breaks the law, apply that equally.

19 I really think, and I want you to understand, my
20 background -- Urban League is what I do as a volunteer. I
21 worked for a number of years as a psychotherapist, ran community
22 directions programs, psychotherapy treatment, both in institu-
23 tions, recommendations and evaluations for both state and federal
24 "core teams." And this is the basis of this information, con-
25 versations on both sides.

1 Let's stop fighting each other. I want to see law
2 and order in my community as much as you want to see it in yours
3 and believe me, I mean that. It don't hurt me any less if some
4 Black would go out and sexually assault my daughter than it would
5 if it was done by a White. It hurts either way, and I want
6 to see law and order, too. And let's stop fighting each other
7 because we're really in this together. That's the beginning
8 point.

9 MS. COOPERSMITH: Would anybody -- okay.

10 MR. CA N: Bob Cain from Montrose. I'd respond to
11 Point 3 that Sy just made.

12 It's been a traditional thing with the police depart-
13 ments over the last 100 years -- the first thing that a police
14 officer is taught is not to get involved, not get emotionally
15 involved. This is a direct conflict with what the communities
16 want now and this is, you know, a hundred-year thing. It's like
17 the history of prejudice and racial prejudice; it is hard to
18 break. You've got a hundred-year history. It is very nearly
19 impossible to break this out saying that now you want to get
20 involved. That's basically the problem that I see.

21 You were not involved with people, were not involved
22 with Blacks, were not involved with native Americans. Leaving
23 that aside, let's get involved with people, not just because
24 they're Black, not just because they're Brown or whatever, but
25 let's get involved with people and treating those people.

1 MR. BUSEMEYER: I'd like to say something. Jerome
2 Busemeyer.

3 One thing we found -- I never in my career had a
4 complaint as a police officer for saving somebody's life who
5 was involved in a crime. The only complaint that normally comes
6 up is when somebody's arrested or there's an improper arrest or
7 it culminates in a shooting or something of that nature.

8 Getting into what you're just saying there, in all
9 of your basis for being a police officer it always comes up about
10 truthfulness and honesty and so forth. We found in our depart-
11 ment that if can teach an officer that he had as much right and
12 demand by the department to look out for the interests of any-
13 one, suspect or whatever the case might be -- in other words,
14 if a person was unjustly charged, it was the duty of that
15 officer to investigate to the point where he could determine
16 that and even to go to the court or the Judge or whatever in
17 order to alter the situation and correct it.

18 Most police officers who make an arrest and through
19 the process of turning them over to a jailer and incarcerates
20 them and somebody else follows it up, a detective, and just
21 hauls him into court. Well, you have a lot of examples where
22 a boy is in a fist fight. All kids get involved in one time or
23 another, 17 years old; he's on a \$5,000 bond and he's given 90
24 days in jail; went to talk to the Judge and the Judge says,
25 "You're not going to change my opinion."

1 But you've got to look at it from the Judge's point
2 of view, too, though. He's dealing almost continuously with all
3 these types of cases and most of them are legitimate, so he
4 expects this one to be also. But anyway (inaudible) have to
5 jeopardize our positions and everything else to do that with the
6 courts and whatever.

7 Another point I'd like to bring out is like this uni-
8 form. What appearance does it give and so forth? If some of
9 these officers went into different towns and put a blazer on and
10 put the uniform away; others just took the hats off -- that hat's
11 a sign of (inaudible). It's like Smokey the Bear or anything
12 else. You identify a policeman as a certain character. I had
13 one officer working for me and he felt that by going into the
14 areas of, say, Lowell School which had a rough-type of element,
15 that he should undo his tie, take off his hat, roll up his
16 sleeves and look a little dirty. Otherwise he was spotless,
17 spit and shine boots and everything.

18 And I said, "You can't do that. You want these people
19 to respect your image as what you are. When you've got that
20 then you've got them. But you can't go down to what you think
21 is their level or you'll destroy all peer pressure and what have
22 you."

23 And we also found by public contact when you're
24 actually there soliciting this guy that shoots somebody when he
25 shouldn't shoot (inaudible). It's a contact on the street where

1 he's mistreating somebody over a traffic violation or he's on a
2 family dispute (inaudible) and then one day the shooting occurs.
3 And we are out there picking up from all these individuals
4 (inaudible) what's valid and what's not. And then you go to the
5 police officers involved in these cases -- you don't even have
6 to go through the channels of the department to chastize him.
7 You can go to the guy and try to rectify the situation on that
8 basis.

9 Also, going into these classes where you have in-serv-
10 ice training classes and bring up -- you cite examples. Every-
11 body here cites examples. That's the only way you can bring out
12 somebody's emotions in citing examples. They identify with that
13 person being hurt; isn't that true?

14 So, at any rate, when you go into these training
15 classes and so forth, you can bring up and cite analogies and
16 so forth, bring out the officer's emotions to where he under-
17 stands it. I've sat and talked to police officers that I knew
18 had done something and I'll tell him, "Did you hear about this
19 thing that just happened?" You relay the same circumstances
20 that he was involved in and he sits there and listens and says,
21 "Who is that guy?" And he's all excited and I say, "That was
22 you."

23 MS. COOPERSMITH: There was somebody over here.

24 MR. MEDFORD: I had a question. Ron Medford.

25 Earlier the word "propaganda" -- and I forgot exactly

1 what text or how it was used, but if you use propaganda about
2 the government, was it propaganda referring to news media or
3 what?

4 DR. THOMAS: I think it was probably news media.
5 It was probably misuse. What happens is a whole kind of mythol-
6 ogy develops that actually has facts at the basis of it. I
7 mean, it is a fact that you do have more minorities in your
8 jails and that you arrest more minorities than you do nonminor-
9 ities in relationship to the percentage of them in the popula-
10 tion.

11 But that does not mean really, you know, that minori-
12 ties are non-law abiding which is the kind of conclusion that
13 people are allowed to arrive at. And when I say minorities, I
14 certainly don't mean Asian minorities in this instance because
15 they are -- the statistics show that they are the least
16 arrested, the least incarcerated, the least in conflict with
17 the law of the population within the country. Let me clarify
18 that.

19 Of course, I think I did say at the very beginning
20 that I think I have a Black perspective. I don't think there is
21 any doubt in your mind ever, anywhere, that I happen to say that.
22 But I do use the word "propaganda" perhaps illadvisedly. What
23 I mean is that people take situations that indeed do exist and
24 amplify what stops with reality into implications that are not
25 valid but which are generally accepted by the population.

1 In this case I think I was talking about my policeman,
2 generally, when I said that. But I think that does happen and
3 I'm not sure that it's the government doing it. I think it's
4 sort of a common phenomenon that goes on.

5 MR. MEDFORD: I think the propáganda thing is very
6 real. I think it's very real from all sides, not only the
7 police but minority groups themselves, the news media, whatever.
8 It's sort of like a rumor control situation. If you can get to
9 the source of the rumor, then you can control it or then you can
10 start to control it. But if you cannot get to the source, how
11 do you control propaganda? How do we control our own propaganda?
12 If we're putting out erroneous information to the public, to the
13 news media, you know, it's ill-advised to do it from either side.

14 I don't understand the word "minority" other than from
15 your side, you know. From your perspective of the word
16 "minority". Minority, by definition, deals in numbers and, you
17 know, statistics. Female is not, certainly, a minority.

18 DR. THOMAS: That depends on whether you're talking
19 about employment, if you're talking about corporate executives,
20 police situations. There's a lot of situations in which women
21 are minorities. Exactly what area are you talking about?

22 MR. MEDFORD: Well, I want to know in what text were
23 you speaking of, you know, minority numbers in areas and what
24 have you. But I feel that the police -- just like the gentleman
25 earlier put it -- need to get involved in the community, in the

1 community off the beat.

2 Now, irregardless of where you work as a police offi-
3 cer, like in Englewood we don't have a certain area or a specific
4 area for Mexican-Americans, Blacks or whatever. So we don't have
5 a minority community. We have a community of minorities. Is
6 there a difference?

7 DR. THOMAS: Well, sure.

8 MR. MEDFORD. Okay. I think that's the way we use
9 all of our communities. It's a community of minorities; not
10 a minority community. There's a difference. We identify this
11 area right here, like that picture. It's a specific point right
12 there on the wall. If we do the same with minorities, then
13 we're setting them aside. They're not aside. They're a part
14 of all of us.

15 DR. THOMAS: That's a very difficult thing to do,
16 though, when you do have locations in which you have concentra-
17 tions of minorities. Let me give you an example of what I'm
18 saying.

19 My children do all kinds of normal things like, for
20 example, being out after curfew at one of the times in the his-
21 tory of Aurora when we had a curfew. An officer brought this
22 kid home to me and said, "Madam, is this your son?" And I said,
23 "Yes." And he said, "He's out after curfew." And I said,
24 "Thank you, sir." And that was that. Except that inside that
25 door I said to this young man of mine, I said, "Let me explain

1 something to you that you need to know. You have just been
2 through a very special experience. You are Black and police
3 officers don't treat all Black boys like that. If you lived in
4 Five Points, you would not have been brought home to me in such
5 a police and considerate manner."

6 Now I feel that I have to do that in order to make
7 that kid survive the age of 21 when presumably he'll have sense
8 enough, you know, to tell his own -- now that's the reality of
9 Black community or minority community; that if you happen to
10 live in a suburban community where you're the only Black person
11 for the next four or five blocks, then your Black child gets
12 one kind of treatment. If you happen to live in a community
13 where all your neighbors are the same color, you may be treated
14 very differently.

15 We who are minorities feel that that's a reality that
16 we are forced to teach our children. And what we're asking for
17 is a world in which we don't have to do that, a situation in
18 which I would not have felt that I had to say that to my child
19 because one day he might be visiting some friends in Five Points
20 and I don't want him to be overconfident about the way that he'll
21 be treated by policemen. I don't want them to assume that a
22 policeman is like any other White man. I can't let him grow
23 up like that in today's world.

24 MS. COOPERSMITH: This young man and then Jose and
25 then I think it will be time for a break and we can -- our

1 afternoon, early afternoon, is along the same lines. So we
2 will be continuing.

3 MR. HOLLAND: Theo Holland, Colorado Springs.

4 I've heard quite a bit about communications and the
5 things that we want police departments to improve, their image
6 and communication and the effectiveness in the minority commu-
7 nity. I would like to know what the police feel that the
8 minority community can do to help effect this.

9 It seems to me that we're putting this whole onus on
10 the police department to come up with all of the solutions to
11 stop all of the problems and it's putting them in a Gestapo-
12 type role when it's not that way. They are public servants and
13 I feel that as a citizen we have a responsibility to work with
14 police departments and not have them come up with all the solu-
15 tions.

16 I'd just like to know what the policemen feel that I
17 should be doing to help them in the job that I want them to.

18 DR. THOMAS: That must be a good question.

19 SPEAKER: I've been waiting for that one.

20 MS. COOPERSMITH: I'm sorry, have you been raising
21 your hand and I've been ignoring you?

22 SPEAKER: No.

23 MS. COOPERSMITH: Just one finger. That doesn't
24 count.

25 MR. SPINARD: Earl Spinard, Jefferson County.

1 That is an excellent question. I came to this conference in a
2 format of "I need to learn". I'm prejudiced. Let me give you my
3 prejudice. Ignorance in what we're discussing, starting yester-
4 day at the press conference up to this point. And I've heard
5 cultural training for law enforcement is needed; I've heard
6 in going out law enforcement, meaning the community, getting to
7 know the leaders; I've heard history -- ironically in our
8 community we don't have a, quote-unquote, "identified minority
9 community situation".

10 My background is military, education, academics,
11 lecturing, corrections for six years at both the state and the
12 county level and I disagree with statistics.

13 This gentleman just raised the most beautiful ques-
14 tion I've heard in this whole conference. Communications is
15 an absolute must and it's being placed on law enforcement to
16 enact. I don't feel that is a fair judgment. I've heard many
17 law enforcement officers sit around and say, "I'm a second-class
18 citizen myself. I'm a minority group myself." And they say
19 this continuously, no matter what ethnic group they're from.

20 But I like what I'm hearing here. It is a two-way
21 street and why can't the identified leaders of all organizations
22 communicate effectively. It's because we've not been taught how
23 to communicate. I don't know what basis you can step off from
24 to understand communications. I happen to teach it but I've not
25 found the secret.

1 Groups -- and I have a Mexican-American group in my
2 private community where I live. I have a Black family that lives
3 right next door and we get along just fantastically, but I've
4 never been associated with problems. They come over swimming.
5 We have a great time.

6 And you say one-sided. That's all I've heard now
7 for almost a day and a half. What is the police going to do to
8 change it? The Doctor mentioned the community minority, they're
9 not ready to bring us into their homes. Why not, I say? I
10 don't understand what has happened. I am ignorant. I would
11 like to be educated. I would not feel adverse about going into
12 any person's home. I've been to many. Why can't they share
13 their cultural feelings?

14 I've never heard -- I just got a tremendous education.
15 I never knew that a Confederate flag upset Blacks. I never
16 heard in my life and I have served in the service from Africa
17 to Asia for six years. I never imagined such a thing. I'm here
18 at this conference to learn and I'm hearing a one-sided confer-
19 ence.

20 How can we all share a communicational base to
21 understand each other to reach what you're going after in this
22 conference? I hear the specific instance in Longmont; I hear
23 the specific incidences in Denver; and as recent as this morning
24 -- I haven't gotten the facts on it yet -- in corrections I
25 dealt with predominantly White populations, both at the state and

1 county levels. I had more damn problems with lice than I could
2 ever think of having. But I don't hear an open communications.

3 They're coming to law enforcement for the answers.
4 We don't have them. When is someone going to start sharing?
5 That's my proposed question and I defer to Ed.

6 MR. CAMP: If I might just real quickly, I think
7 there's a double -- I keep referring back to Longmont because
8 that's my most recent experience. One of the major things the
9 community wanted was sensitivity training and cultural training.
10 Well, I think that's what I want. I want the community to come
11 in and start getting some sensitivity training toward police and
12 some cultural training toward police. And that's one of the
13 things I think we're doing.

14 We're involving our officers in cultural training and
15 sensitivity training and we are starting to bring in members of
16 our community to let them see what our culture is. That is what
17 I was referring to when I said when we do something and they
18 don't like it, when I say "they" I mean the community, and they
19 get angry, I say, "Come in. Come into my office and we'll sit
20 down." And myself and my Deputy Director and maybe one or two
21 of my officers will sit down and we go step-by-step about why we
22 did it. And then they know.

23 And then the next time when we do it again, somebody
24 is there to say, "Wait a minute. They have to do it that way."
25 And so I think that's a two-way street. And it's hard, it's very

1 to take a young Chicano officer who comes into my police bureau
2 and goes out and has to handle a disturbance with Chicano members
3 of the community and they're calling him every derogatory thing
4 you can possibly think of, flipping off obscene gestures in his
5 face, spitting in his face, and have him come back and me try
6 to say, "Don't forget where you're at. Don't forget why you're
7 here," and continue to be sensitive to the frustrations that
8 the man's going through.

9 20 years ago in Longmont, very blatant signs were on
10 businesses, "No Mexicans or Dogs Allowed." And they may have
11 tore down the signs after World War II but the same people who
12 felt that way are still the power in our city. So we got a long
13 way to go. That's what I would like to see, is an honest effort
14 on the part of the community to sit down and say, you know, we
15 have a Ridge Along Program and I think it's the greatest thing
16 going. You get out and sit down beside that cop for eight hours
17 or nine hours, as our shift goes, and you find out that he's
18 really no different than you are. He's got a wife, he's got
19 kids, he's got ambitions, he's got fears. Some of these kids are
20 petrified when they step out of that police car and there's five
21 or six angry people standing out there. And that's what I'd
22 like to see; that kind of exchange.

23 MS. COOPERSMITH: The gentleman from Montrose. Do
24 you want to wait till this afternoon?

25 SPEAKER: Yes.

1 MS. COOPERSMITH: Somebody have something that --
2 so that's the place we'll start this afternoon.

3 I certainly want to thank our resource persons and
4 our Reporter, and everybody else.

5 (Whereupon, the workshop was recessed at 11:45 a.m.)
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AFTERNOON SESSION

1
2 MR. ART MONTOYA: May I have your attention for one
3 minute, please. I'd like to call Father Garcia who will give a
4 blessing for those of you who haven't finished your meal yet.

5 (Whereupon, a prayer was offered by Father Garcia.)

6 MR. MONTOYA: Thank you very much, Father Garcia.
7 Now, while you continue with your meal, I think I'll attempt to
8 start with this session.

9 I do want to thank everybody that is here. I want
10 to welcome you on behalf of everyone who made this conference
11 possible. I also want to thank all the participating indivi-
12 duals and organizations that have contributed to making this
13 conference possible.

14 As I look around, I see a lot of smiling faces and I
15 also see some very red eyes. I know mine look just the same way
16 but I had that cherry pie, I don't know what your excuse is.

17 I'd like to introduce to my near right the Manager
18 of Public Safety in the City and County of Denver, Mr. Elvin
19 Caldwell. Sitting next to the vacant chair there, Representative
20 Laura DeHerrera, Representative Rich Castro. To my near right,
21 our luncheon speaker will be introduced by Mr. Manuel Solano
22 who is a Regional Director from MALDEF. Next to Mr. Solano is
23 Dr. Lawrence E. Lewis who is President of the Mile High Chapter
24 of the NAACP. Following him is Lavonne Brooks, Colorado Springs
25 Urban League, a very active member of the steering committee, by

1 the way. Next to Lavonne Brooks is Chief of the Highway Patrol,
2 Wayne Keith.

3 Another very active member of the steering committee,
4 Lieutenant Art Quintana from the Brighton Police Department.

5 And to my extreme left, Father Peter Garcia. Another person who
6 is not at the head table but should be recognized is Mr. Tony
7 Tafoya, member of El Comite, Longmont. Okay, Manuel.

8 MR. MANUEL SOLANO: Thank you, Art. I have been
9 asked to introduce a very distinguished individual in the
10 Chicano-Hispanic community. Vilma Martinez graduated in 1964
11 from the University of Texas. She got her law degree in 1967
12 from Columbia Law School. She is a member of the New York Bar
13 Association and the California Bar Association.

14 In 1967, she was a staff attorney for the NAACP and
15 handled a variety of cases, but her main emphasis in that
16 employment was employment discrimination-type of cases.
17 During the period that Vilma was employed by NAACP, she and
18 other concerned individuals throughout the United States, con-
19 cerned Mexican-American individuals, got together to formulate
20 an organization called MALDEF, Mexican-American Legal Defense
21 and Educational Fund. The purpose of their getting together
22 to formulate this particular organization was because they felt
23 there was an extreme need, a need that could not be handled
24 properly throughout the legal system, and that was legal defense,
25 legal education of a very important segment of our society, the

1 Hispanic or Chicano who was here during the 1500s and had been
2 a very vital force in this country.

3 That organization is now a national organization and
4 has done an extreme, well-worth job in policy changes, in policy
5 reviews, in immigration policies, in voting rights, in proper
6 and equitable redistricting of our respective districts through-
7 out the states that our Chicano community resides. They have
8 taken on the responsibility of equality of justice.

9 Vilma is one of the individuals who was a spearhead
10 in formulation of, in my estimation, one of the most valuable
11 legal tools, legal organizations in our Chicano community.

12 As a result of her work and the knowledge throughout
13 the legal community, she was an extremely qualified attorney --
14 she was wined and dined, of course, and went with a New York
15 law firm called Cahill, Gordon & Rindell, an extremely presti-
16 gious law firm. But, because of the dedication that Vilma has,
17 she was not satisfied with representing those few corporate
18 conglomerates. Her heart was in a different area. Her heart
19 was in equality of justice.

20 In 1973, she took the position as National Executive
21 Director of Mexican-American Legal Defense and Educational Fund.
22 MALDEF has offices in Los Angeles, in San Francisco, in Denver,
23 in San Antonio, in Chicago, and in Washington, D. C.

24 During her employment history, Vilma has argued and
25 participated in cases of extreme significance to the minority

1 community. She has argued and participated in cases in state
2 courts, in U. S. District Courts, in the Court of Appeals and in
3 the highest court, the United States Supreme Court.

4 In 1975, Vilma was named Mexican-American Woman of
5 the Year. From 1976 to the present, Vilma has served on the
6 Board of Regents of the University of California.

7 I have given you a short synopsis of a multitude of
8 accomplishments that this lady has offered the minority community
9 through her legal expertise and through her heart. Her heart
10 is as big as gold.

11 I present to you Vilma Martinez.

12 MS. VILMA MARTINEZ: Thank you, Manuel, for that
13 very generous introduction. And when pay-raise time comes
14 around, I shall remember it. In all seriousness, I was very
15 moved by it. Thank you very much.

16 I'm very happy to be with all of you on such an
17 important occasion. On this day last year, the lives of Jeff
18 Cordova and Juan Garcia, two 21-year-old Chicanos, were ended
19 abruptly by shots fired by a Longmont police officer. That tragedy
20 had a resounding effect in both the Mexican-American and police
21 communities. The anger and the sadness that emanated from that
22 incident gave way because of people such as yourselves to a
23 constructive development; that is, a forum for police officers
24 and Chicanos to begin addressing the barriers existing here.
25 It is my hope that this beginning will lead to better

1 communications between us in the future.

2 I've heard today discussion on how we can improve
3 relationships between police officers and Chicanos. I want to
4 discuss the record of police violence against the Chicano and
5 how such violence harms not only Chicanos but also police
6 officers. I want to try to offer you some reform that might
7 prevent these incidents from recurring.

8 Professor Rogovin spoke last night in a rational,
9 dispassionate and at times a lighthearted way of the complex
10 set of functions that we ask police officers to perform. Very
11 few of us would dispute the complexity and the importance of the
12 job of the police officer. I admit that I would not have had
13 the courage to walk in those shoes.

14 In my presentation, I do promise to be rational. I
15 do not promise you dispassion or lightheartedness. My personal
16 and professional experiences in police-community relations have
17 left me with too heavy a heart. I have read too many autopsy
18 reports, seen too many photographs, read too many stories and
19 accumulated too much evidence of the unlawful abuse of people
20 in my community by the police.

21 Many believe that police brutality against Chicanos
22 is a myth, but examining the record proves otherwise. In fact,
23 Mexican-Americans have endured a long history of violence at
24 the hands of police and other officials. In the words of the
25 1970 U. S. Commission on Civil Rights Report, quote, "Evidence

1 shows that it is a fact of the Mexican-American's life to be
2 subjected to unduly harsh treatment by police, to be frequently
3 arrested on insufficient grounds, to receive harassment and
4 penalties disproportionately severe compared to those imposed
5 on Anglos," close quote.

6 Statistics of police violence against Chicanos and
7 other minorities point to its widespread existence. In a 1979
8 press release of the Department of Justice, Gil Pompa, a Director
9 of the Community Relations Service reported that of the 1,353
10 potentially serious racial incidents to which his office
11 responded, approximately one-third involved disputes between
12 minorities and police. A majority of those incidents were cases
13 in which Blacks, Hispanics or other minorities charged that
14 police had no justification for the force they used.

15 He also asserted that excessive force complaints from
16 Hispanics increased about 50 percent between 1977 and 1978.

17 Here in Colorado, according to an article in the
18 Rocky Mountain News, law enforcement agents have killed 37 peo-
19 ple in Denver since 1973. The article pointed out that Chicanos
20 had most often been the victims, accounting for 16 of the dead.
21 Few Mexican-Americans can forget stories such as that of Santos
22 Rodriquez, a 12-year-old boy from Dallas, questioned by police
23 about a service station robbery. As he sat in the seat of a
24 squad car the policeman put a loaded gun to the boy, began
25 playing Russian Roulette with the gun, shot him and killed him.

1 Many of you might recall the case of Trujillo v.
2 Dill, a case handled by MALDEF several years ago. The incident
3 took place in Denver when a large number of Chicanos assembled
4 for a fiesta. Police officers, in an attempt to control a minor
5 fracas, fired shots at the crowd and injured several innocent
6 bystanders. MALDEF won their interest for the victim in that
7 case.

8 What does the abuse of Chicanos by police mean? It
9 means we have some problems to work out and that police officers
10 have problems. I don't believe that police officers involved in
11 those shootings last year have been untouched by that incident
12 either. I know we are all human.

13 Unlawful abuse of minorities, or any citizen for
14 that matter, engenders fear, hostility and distrust. This can
15 lead to more violence against minorities or violence against
16 the officers themselves.

17 The most valuable asset that a police department can
18 have is a good reputation with the community that it serves.
19 This trust, this good reputation as anybody knows had to be
20 earned by having police officers and leaders who work on behalf
21 of and are perceived as working on behalf of the community they
22 serve. When incidents of police misconduct occur, police
23 officers lose the trust of the community they are hired to serve
24 and come to be seen as enemies.

25 The Carter Commission, a presidential committee that

1 studied official violence included that community outbreaks are
2 often triggered by the abuse of police authorities. A tragic
3 example occurred in Miami, Florida, last year. The acquittal of
4 three officers who had beaten a Black citizen to death enraged
5 the Black community. The riots that ensued led to the loss of
6 many lives, many casualties and many hundred dollars worth of
7 damages.

8 I reiterate the job of the policeman is hard and the
9 standards are high; the expectations are high. For example, I
10 know that police officers are sometimes provoked by citizens;
11 they are ridiculed and taunted with names like pig. I do not
12 approve of these taunts which are hurled at police officers.
13 Unfortunately, they come with the job. Officers must be trained
14 to respond appropriately to such taunts. Verbal abuse, no matter
15 how vicious, can never warrant killing.

16 Supreme Court Justice Powell stated in 1974, quote,
17 "A properly trained officer may reasonably be expected to exer-
18 cise a higher degree of restraint than the average citizen and
19 thus be less likely to respond belligerently to fighting words."
20 I agree with Justice Powell's standard.

21 The question before us today, and I compliment you
22 for being here to ask that question, is where do we go from
23 here. I have a few modest suggestions. First, articulate and
24 define the job of the police officer. We heard those eleven
25 jobs that were expected of the police officer last night. Each

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1 one is very hard and it is very important that people applying
2 for the job, that the community where these officers will serve
3 know and understand that job description. Does your job
4 description clearly convey to the applicant, to the officer, to
5 the community what the job is? When I looked at my job descrip-
6 tion, mine doesn't. Now that I can write my job description,
7 I'm not sure I would have applied for this kind of job. So
8 it is important and it is a practical suggestion. Look at that
9 job description. Does it adequately, actually describe the job
10 to be performed? Does it contain qualifications necessary,
11 necessary to perform that job? Or do you have in there height
12 and weight requirements which screen out disproportionately
13 Mexican-American women and which aren't related to performance
14 of the job? You know, you really don't have to be able to reach
15 tall buildings in a single bound. And you don't even have to
16 lift 150 pound weights to be an officer.

17 College degree is another one. Increasingly people
18 looking for easy solutions say, "College degree." And I say
19 since when does a college degree teach you anything. It doesn't.
20 You have to measure the qualifications, the personality of that
21 person to perform whatever it is you want that person to perform
22 out there in the community and behind the desk.

23 The next modest suggestion that I have is to give
24 your officers proper training. To protect citizens from harm,
25 police officers are charged with enforcing the law and fighting

1 crime. To combat lawlessness, officers are given wide author-
2 ity, minimum supervision and, quite often, too little training.
3 Police officers encounter perilous emergency situations where
4 snap judgments must be made. They must be trained to perform a
5 wide range of services and functions not directly related to law
6 enforcement, and I do not want to pretend to be able to tell you
7 what training is desirable, or adequate, because I could not do
8 that. But I can offer you a few suggestions from my vantage
9 point and they are these.

10 Include Spanish courses and educate officers to
11 minority cultures and mores. Many rookie officers are assigned
12 to ghetto areas or barrio areas without any guidance or instruc-
13 tion as to what to expect. And can we expect inexperienced
14 officers to encounter a host of problems simply because they
15 don't understand Spanish and they are unfamiliar with Mexican-
16 American customs and mores. With such odds, we might expect a
17 clash of cultures that might be avoided through proper training.

18 I sometimes wonder, you know I've had a few friends
19 from the Anglo community who are one of two children and they
20 come into one of my family gatherings and I know it's a real
21 culture shock for them. And I know, I remember I had one very
22 close friend who was Anglo -- we were in junior high school
23 together. And after years of this close friendship I finally
24 got the courage to say, "Nancy, why is it when I come up to
25 talk to you you always move a step back?" She said, "You know,

1 Laura, I am just not comfortable standing that close to you,"
2 and it was that simple. But my culture and my tradition wasn't
3 very comfortable standing with each other, touching each other,
4 making a lot of noise, the noise level inside when you have
5 more people.

6 If an officer is not prepared to deal with that, to
7 understand that, that it is not unusual, that it is not threaten-
8 ing, misunderstandings could result.

9 Include practical training on when and under what
10 circumstances an officer may use deadly force. Such training
11 would help officers make appropriate decisions about when they
12 are and when they are not in life-threatening situations.
13 Decisions to use deadly force are irreversible and should only
14 be used to safeguard the lives of officers, bystanders or sus-
15 pects.

16 Lieutenant Fief of the New York City Police Depart-
17 ment said of the new firearms policy, "The new policy treated the
18 officer's gun as essentially a defensive weapon to be used in
19 the protection of life." After the new directive was in place,
20 there was a dramatic reduction of 75 percent of shooting
21 involving individuals thought to be felons.

22 Another recommendation that I have is recruit
23 Chicanos and Chicanas and promote them to policy-making positions
24 within the police force. The historical abuse of Chicanos by
25 police has left scars of mistrust in our community. One way to

1 tear that down is, to recruit more of us into the force. And
2 here I take a little exception to Professor Rogovin's uncomfor-
3 tableness with quotas and decisions made by the numbers, as he
4 put it last night. My experience has too often been that the
5 only way to get minority Chicanos, Chicanas, Blacks higher than
6 promoted as police officers have been to -- and I'm going to use
7 the legal phrase here, I don't mean it as excess -- "Sue the
8 bastards." We have had to sue them and sue them and sue them
9 again. We had to sue them because they wouldn't recruit them.
10 And then they started outreach but not hiring so we had to sue
11 them for not hiring; we had to sue them to strike down non-job-
12 related discriminatory standards like height and weight require-
13 ments and college degrees.

14 But you know how smart they are. We thought we had
15 taken care of bigness by striking down height and weight require-
16 ments. All of a sudden you had to be able to scale an 8-foot
17 high wall, even though the manual stated that you shouldn't be
18 scaling more than a 6-foot high wall. In effect, that require-
19 ment for the job in question was the reinstatement of the height
20 and weight requirement. We had to challenge that, and we did.

21 I would remind the lawyers and inform the rest of you
22 that the law sanctions quotas where there are two things: a
23 prior finding of discrimination in hiring and, secondly, there's
24 no other reasonable, effective way to get the job done. So
25 there is where I take my bold departure from Professor Rogovin

1 last night.

2 And look at the statistics here. Chicanos and
3 Chicanas can find an insignificant number of police officers in
4 there. Out of 1377 officers, 137 are Spanish surnamed, 8.3
5 percent. Out of 154 sergeants, four are Spanish surnamed,
6 .003 percent. Of 44 Lieutenants, one is Spanish surnamed, .002;
7 of 23 Captains, one Spanish surnamed, .004.

8 Another recommendation that I have is to implement
9 an effective civilian complaint process. A complaint process
10 serves a dual role of helping, in my judgment, the community and
11 the police department. The process can identify and weed out
12 officers who are prone to violence. They can promote high
13 police standards. They can help civilians attain a sense of
14 reparation when they have been victims of police misconduct and,
15 most importantly, it can function as a forum where police and
16 community can come together to decide jointly the problems and
17 their solutions.

18 Unfortunately, police departments feel threatened by
19 civilian complaint review programs and they view them as attacks
20 on the force. This negative attitude on the other hand sends
21 the message that the illegal practices are condoned and sanc-
22 tioned.

23 Let me say a few words about why I disagree with
24 Professor Rogovin on this important point because I think he
25 made a very effective, but not persuasive, presentation of why

1 they wouldn't be effective. In his judgment, and I quote from
2 his statement, "It is all too easy for an unresponsive police
3 administrator, when confronted with an allegation or allegations
4 of excessive use of force, to use his noninvolvement and his
5 unwillingness to confront the issues by suggesting that any
6 inquiry belongs to that civilian complaint force."

7 Now, that's all right. But what if you have a
8 defensive police administrator? What if you have a racist
9 police administrator? What if you have a scared police adminis-
10 trator? What if you have a police administrator that feels he
11 has to protect his folks at all costs? Then what do you do?

12 Professor Rogovin says the answer is clear. What
13 you do is you go after the political leadership that gets
14 elected, even though the police chief isn't. But look at all
15 the problems we have in getting political access since we're
16 minorities. So that is not, in my judgment, a way to answer
17 the very real problems that are confronting you and us right
18 now, and that is why I continue to recommend that you look into
19 the civilian complaint review process.

20 In closing, our best hope is to increase communica-
21 tions between police officers and Chicanos and other minorities.
22 MALDEF has created two anticrime projects, one in San Antonio,
23 Texas, and one in San Bernadino, California, to enhance police-
24 community trust. In San Bernadino we are working with community
25 groups, law enforcement agencies and Chicano gang leaders. Our

1 staff is working to integrate gang members more positively into
2 the local Latino community.

3 In San Antonio we are working to bring the police
4 and community closer together in a project aimed at educating
5 the community on crime prevention techniques.

6 There are many ways to bring about increased communi-
7 cation. I have tried to offer you a few suggestions. But you
8 have taken the first and all important step by coming together
9 to discuss the needed changes. I know that we have a long way
10 to go and I wish you luck in that long road and, more importantly,
11 I wish you success. Gracias.

12 MR. MONTOYA: Thank you very much for that very
13 provocative and informative presentation.

14 As I look around here, I'm really, really pleased at
15 the number of people here at the luncheon. I just hope you
16 will all be around for three more workshops.

17 Now I'd like to ask Mr. Tafoya to make a brief
18 presentation.

19 MR. TONY TAFOYA: Thank you, Art. Thank you for
20 giving us the opportunity to address the assembly.

21 As most of you know, or should know by now, this is
22 the anniversary of the tragedy that occurred in Longmont a year
23 ago. The mothers of both victims are participating in this con-
24 ference because they, like you, believe that similar tragedies
25 should never occur again.

1 Could we at this time recognize Mrs. Anaya and Mrs.
2 Garcia? Would you please stand?

3 In memory of the two young men and in respect to the
4 families, El Comite, speaking for our community, we'd like to
5 ask that you join us in a moment of silence and we request that
6 you stand, please.

7 (Pause.)

8 MR. TAFOYA: Thank you.

9 MR. MONTOYA: Thank you very much, Tony. And I do
10 want to thank the two mothers for being here and helping us meet
11 our objectives.

12 I would also encourage everyone to, perhaps, make a
13 little bit more -- I'm just as guilty as the next person but we
14 have a tendency to go with those that we're familiar with,
15 ethnically as well as professionally. I think that if we are
16 really going to achieve that mutual respect, we have to start
17 rubbing shoulders, talking with some of the people that we're
18 not familiar with, getting their perceptions, getting their
19 ideas. We will be that much better off for having done so.
20 I think we're going to be amazed. We probably all have similar
21 thinking coming from different directions. Everybody that I've
22 spoken to here, depending where they're coming from, has said
23 basically the same thing from a different perspective. But if
24 we start mixing with the others, we're going to be that much
25 richer for having done so.

1 A couple of housekeeping items if we may. Those of
2 you that were recording at the respective workshops and have
3 not turned in your report, please do so to the three secretaries
4 who are in the headquarters Room 212. While I'm at it, I do
5 want to recognize the three secretaries who are doing a tre-
6 mendous job typing to put this thing together. Their's is
7 really a thankless job; they don't have much of an opportunity
8 to get exposed to any of us and we really are thankful. Would
9 you please stand up? Miss Nevins, please stand up. Mrs.
10 "Neeps".

11 Incidentally, this evening, following our evening
12 dinner, we will be entertained by the Arvada Police Band, a
13 country western group I believe. They're called the Country
14 Fuzz; is that correct? And they will be set up and ready to go
15 as soon as we eat our dinner.

16 . Is there any other housekeeping item that I'm not
17 aware of that perhaps someone from the Executive Committee has
18 at this time? If not,, I thank you and we'll take a break and
19 get back to our respective workshops.

20 (Whereupon, the luncheon meeting was closed at 1:30
21 o'clock p.m., to resume at 1:45 o'clock p.m. for further work-
22 shops.)

A F T E R N O O N S E S S I O N

1:45 p.m.

CONFLICT RESOLUTION - WORKSHOP B

MS. COOPERSMITH: I think we'll get started.

We're now on Section 2, Conflict Resolution. We have a new reporter, Becky Bender. I just learned this afternoon that we are the only group being recorded by the U. S. Commission on Civil Rights, so that makes us very special. We also have a reporter here from the Longmont Times-Call. Now, neither of these things should be inhibiting in any way.

I'm going to need a recorder again. Do we have a volunteer? How about you, would you mind?

MR. PIPER: Please reiterate what you want to be recorded.

MS. COOPERSMITH: We want you to take down any suggestions, any resolutions, or any ideas that will be coming out of this group.

MR. PIPER: Sure, not to extend to the next session.

MS. COOPERSMITH: No, we'll need someone else for that.

I don't think there's any sense in introducing ourselves again. Maybe the next session we'll have you introduce somebody else in the room, so you might be listening to names a little more carefully.

2
1 We have two resource people: One we have
2 heard from, but I think he may want to make some additional
3 remarks on conflict resolution, Jerry Busemeyer, I understand
4 retired now but I understand formerly of the Colorado Springs
5 Police Department. Do you want to add to some of the things
6 you said this morning?

7 MR. BUSEMEYER: Yes. One of the things I thought
8 was important towards the end there was anytime you go by signs
9 such as the flag being flown by certain people for the South,
10 you're going to have just the opposite with any group; in other
11 words, Spanish or Mexican Americans may fly the flag from
12 Mexico or the blacks may fly one from the Black Panthers. And
13 there's no way to counteract something like that, because
14 you're taking the rights away from one group versus another.
15 So we have to get beyond that point and think in terms of what
16 exactly you can do to resolve these situations. Over the years
17 you've had all these different meetings and groups and
18 organizations developed by the government, which included the
19 federal government down to your municipal governments, and
20 someplace we're going to have to draw the line and get something
21 done.

22 One more thing I'd like to add, a lot of you
23 people in this room that are chiefs of police or in a position
24 to do something about this, until a problem comes about where
25 it's a crisis, then we have some action. I think that an ounce

1 of prevention is worth a pound of cure. Many of you don't have
2 large minority groups in your cities at this point, but you
3 will have in the future. By starting now, these community
4 liaison-type programs, it isn't just aimed toward the minorities,
5 it's aimed toward the whole community in general. But to avoid
6 future problems, this is the time to become involved. Your
7 experience that you gain will benefit you later if you have
8 minority problems come up. So I think it's a good idea to
9 start now instead of waiting for something to happen.

10 MS. COOPERSMITH: I think for anybody new, the
11 mention of the symbol of a flag, the Confederate flag, now that
12 and the swastika and Dixie send a whole bunch of us up the
13 wall. I think it was mentioned more as you have to understand
14 where some people are coming from when they react this way,
15 and I think it was also felt that sort of an unasked question,
16 Are the police willing to understand this sort of feeling?

17 Anyway, I forgot to say again for the purpose of
18 our reporter, if when you speak you will mention your name
19 first it will help her a great deal in transcribing the notes.

20 Our second resource person is Manuel Rodriguez,
21 Independence House in Denver.

22 MR. RODRIGUEZ: Thank you very much. My name
23 is Manny Rodriguez; I'm the executive director of Independence
24 House Family. It's a community corrections facility in Denver,
25 Colorado, and in Albuquerque, New Mexico. My program is

1 structured to facilitate ex-offenders as a diversion program
2 and transitional program to make an attempt to become
3 adequately readjusted into the community as a successful,
4 productive citizen.

5 My interests in this workshop are twofold: One,
6 two months ago my youngest brother was a victim to police use
7 of deadly force. He was shot on the right side of his head
8 just below the right eye by a .45 magnum; it was three feet away.
9 The one that shot him was a rookie; it was his first time out
10 and it was a warning shot.

11 Second, my second concern is, I represent law
12 enforcement. Because of my job, my responsibility is to
13 protect the community to determine if an individual in my
14 halfway house is a threat to the community and can he or can
15 he not return to society. So I'm on both sides of the fence
16 at this time.

17 Some of the things that I thought about that
18 might help is that if police officers somehow could determine
19 that if the individual that is questionable at the time, if he
20 is dangerous or nondangerous. From the experience that I have
21 with my little brother, there was times that we went to visit
22 him in the hospital -- and by the way, the bullet didn't
23 penetrate. It's still in his skull. We didn't file any
24 charges against the police or nothing, it was just that he was
25 involved with another individual that was involved in an armed

5 1 robbery. The other individual got away, and he was caught in
2 the middle and he was the one that was shot.

3 In this case, he was the innocent. The other
4 individual was the one that pulled the armed robbery, and he
5 was unaware that there was an armed robbery that was going to
6 happen. Because of that, he took off in the vehicle and the
7 individual that robbed the store -- it was a drugstore in
8 Albuquerque, New Mexico -- he took off running with the gun.
9 And there was ten police officers that followed my little
10 brother and cornered him, captured him, and the other police
11 officer ran out right to the car and shot immediately, which
12 should have at least been a warning shot. He should have
13 identified that the other individual was running with the gun,
14 he was the one that pulled the armed robbery; yet my little
15 brother was the one that got shot.

16 The other thing that I'd like to talk about is
17 attitudes. I think now at this time we're dealing with
18 attitudes from both the police officers and the community,
19 because it's such a big problem that automatically whenever
20 there is a confrontation it seems like something is going to
21 come of it, somebody is going to get shot, somebody's going to
22 get hurt, or there's the fear of something happening.

23 And I think it's because of the publicity, the
24 media. They never talk about such a workshop as this. Even
25 today's paper, if you read it, the media covered it and

1 immediately the big thing that was emphasized, it's a farce.
2 So immediately the community is saying, Well, that's just
3 another workshop they're having to get a bunch of people
4 together and nothing is happening from it. Nothing good was
5 said in the paper, if you read it closely, that there is some
6 kind of solutions coming out of there. So that does not help
7 the attitude of the community or the police officer, both.
8 I agree with what Vilma said, they're both afraid: The
9 community is afraid and the police are afraid.

10 The other thing I'd like to talk about is being
11 in the field that I'm in, alternatives. And I know that in the
12 era that we're living in now with the new Reagan Administration,
13 as a fact I know that he's allocated billions of dollars
14 strictly for building prisons, which is not going to help that
15 individual that may not be a criminal, may end up going to a
16 facility, an institution, and becoming a criminal. So when the
17 police officer identifies anybody coming out of the institution,
18 automatically there's hostility and they think he's going to
19 react to the police officer, and the individual feels that the
20 police officer is going to react to him.

21 I think that we should work towards alternatives
22 to identify some of these people that do need to go to jail and
23 those that don't. And that's the three areas that I think that
24 could answer questions on or whatever.

25 MS. COOPERSMITH: We don't want to be too

7
1 structured, but I would like to go over just several questions
2 that might help us in our discussion this afternoon, and then
3 we'll try to get back where we left off. The questions that
4 we might think about and have been mentioned here: What role
5 can be played by the press? What are the advantages and
6 disadvantages to various responses to crisis? How can small
7 departments establish fair and credible internal review
8 procedures and policies? How can a public hearing be
9 established and made useful? What information should be given
10 to the public? How can a well-organized community play a
11 positive role in response to crisis? How can law enforcement
12 and the community be informed regarding legitimate resources
13 available to them? What special problems, if any, exist in
14 smaller communities? Those are just guidelines that might give
15 you some ideas.

16 Before we pose questions to our resource people,
17 Ed, would you like to sort of summarize in a few words where
18 we left off earlier? Earl, I'm sorry.

19 MR. SPENARD: I think it was a point of
20 discussion that was generated by a question from this gentleman
21 here (indicating) from the Colorado Springs Air Force Academy
22 of laying the problem of solving problems on law enforcement,
23 in general making them the solvers of all problems instead of
24 a joint sharing of knowledge to come up with solutions or
25 prevention of problems jointly, instead of, When are you,

8
1 quote-unquote, cops going to do something about it? I think
2 it's a responsibility as persons, no matter what the career
3 field is, whether it is among a minority group, whether it is
4 among law enforcement, whether it's among the community in
5 general, but as a joint effort on a people communicational
6 level of development towards problem resolution. Short summary.

7 MS. COOPERSMITH: Very good. Are there
8 questions of our two resource people?

9 MR. SPENARD: I'd like to start. I had the
10 opportunity to discuss with some folks over our luncheon period
11 and just what you left off with is what I'd like to pick up on,
12 and that is we recognize the inability for effective
13 communications throughout the entire systems, whether it's here
14 at this specific conference or where it's at, but I'd like to
15 emphasize, When are we going to get to media responsibility in
16 reporting?

17 I've got many friends in the media business. I
18 respect them as individuals, I can't respect them as
19 professionals. I might be, I might say, biased. That is an
20 industry that is a profit-making industry, and I realize and
21 understand that they have to report newsworthy items so they
22 receive sponsorship for continuation. If it's the printed
23 press, it's the number of papers that are sold for an industry
24 and a product being developed. If it's the sponsorship of a
25 media program on television, it's just because they have money

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1 resources coming in for continuation and they have to cover
2 major areas.

3 Emphasizing what was said, I did a little
4 research last night, did not personally watch it myself but
5 the media coverage on television of this conference was as a
6 farce. That's all that was covered. A special interest group
7 of La Raza Park received the coverage of what this conference
8 is all about, and it is not in my mind. When are we going to
9 get and make the media responsible for what they publicize
10 which creates, in my own mind, probably 80 percent of our
11 problems that we're here to discuss?

12 If we publicize La Raza Park as it was last
13 night, you'll have another special interest group in Dade
14 County, Florida. Because of La Raza Park, they're inflamed
15 about what occurred in Denver, maybe rightfully so. But all
16 I see constantly on media to the point where I don't read
17 personally a paper, because I can't believe half of what is in
18 print because it is always emphasized to the detriment of what
19 good people are trying to establish.

20 I'm presently now recognized, and I got a call
21 from a friend, You're attending a conference that's a farce.
22 Why are you wasting your governmental body's time and money to
23 send you there? And that was the comment to me. And my only
24 return is, Do you believe everything you see and hear and read
25 in our media today?

10 1 I'm glad a media person can join us today.

2 SPEAKER: I remember you.

3 MR. SPENARD: Right. We go way back.

4 I think we have some responsible people in the
5 field of journalism, but because it is a product to be sold,
6 they only go after newsworthy items in their eyes. If you see
7 an officer killed in the line of duty, officer killed in the
8 line of duty; it's no big thing. You might see the funeral
9 procession because there are 120 cop cars lined up blocking
10 traffic on Broadway all the way to Fort Logan. If you see a
11 minority individual killed, you're going to see it carried from
12 the beginning all the way to the end, because it's going to
13 sell media time.

14 Right, wrong, or indifferent, they'll carry that
15 situation all the way to conclusion and criticize everyone
16 involved in it, that no matter what decision was made it's
17 wrong. That's the way the public receives it. But the officer
18 that gave his life in the line of duty, I can't buy any more in
19 my own profession, I raise my hand, I'm sworn in that I'm going
20 to give my life for my fellow man. I probably will, I've been
21 in the profession too damn long.

22 But when, and I leave it at that, is the news
23 media, and when are we going to get with the news media and
24 make them responsible for what we are as people.

25 MS. COOPERSMITH: Are you suggesting that it

11 1 would do some good if we try to talk to the press or meet with
2 the press?

3 MR. SPENARD: I think as we're here to
4 communicate, try to understand, as we brought up some issues
5 on Confederate flags that I've never heard of and many others
6 I haven't heard of, if we make the media come in and make them
7 responsible, there's as much control there as we have on each
8 other in effective communications. They're supposed to be the
9 professionals, the journalists, the people that are by chosen
10 vocations reporting news as informational facts. I would not
11 put 2 percent facts on what I read in today's newspapers. I
12 see a lot of commercial advertisement, I see a lot of one-sided
13 stories never brought to conclusion because the conclusions
14 don't sell papers. It's a nice little simple court decision
15 and let it go.

16 I think the media can be made responsible for
17 what they publicize and should be made responsible by, again,
18 public people pressure. I don't know when the last time I read
19 a humane story or saw one of an award that was given to a
20 community group, unless it's for special interest concerns.

21 MR. SEALS: Herman Seals, City of Aurora. In
22 defense of the press, we simply cannot place all the blame on
23 the press for the kind of problem that Manny mentioned about
24 his brother that was shot in the head by a rookie policeman, and
25 I sympathize with everything you say because I've had my

2
1 problems with the press too. And I know they make mistakes
2 and they get things wrong and sometimes print things they want
3 to. If he's a reporter, he's probably going to quote everything
4 you said and mention your name and it's going to be in the paper
5 and so forth.

6 But we certainly -- there is a problem, and I
7 think you will have to admit that, that there is a problem
8 between the minority community and the police departments. And
9 there have been incidents that have happened, and you have
10 heard some of them cited this morning and Mr. Rodriguez just
11 cited an incident about his brother and the speech at lunchtime
12 we heard some examples.

13 So the press, and I put that in the form of a
14 question to you, I'm sure you don't mean to infer that the press
15 was the cause of those kinds of things happening. And if you're
16 correct in saying that, that the press is the cause of Manny's
17 brother being shot in the head by that rookie policeman, then
18 I would agree with you that we need to call the press on the
19 carpet and start dealing with the press. But my understanding
20 is, what the press does is after the incident happens, they
21 merely report the incident. And I have read and just about
22 every day in the newspaper of incidents of good that they
23 report on television, of awards, of individuals that do heroic
24 things. The Deborah Sue Corr killing in Aurora was followed by
25 the press; they reported that, not just the funeral but the

13
1 whole incident of what happened, the family and so forth. To
2 me, I felt they did a good job in terms of reporting that, of
3 a policewoman who was very brave, did an excellent job, and who
4 lost her life.

5 So I think that we certainly just can't put all
6 the blame on them and that they do, perhaps, react to it. But
7 I also, as I said, do read stories where they do try to
8 emphasize the positive and talk about good things too.

9 MR. SPENARD: My emphasis is to identify and
10 reach resolution. You have to identify all the problem areas,
11 and if the media, as I'm saying, is part of the problem, they
12 need to join us.

13 MR. SEALS: Okay, I accept that.

14 MS. COOPERSMITH: Would the group want to make
15 that as a recommendation? It's a good one, so if there are no
16 objections. . . .

17 MR. LEE: Sy Lee, Urban League, Colorado Springs.

18 There are a couple of things that are beginning
19 to happen, which happens more times than not, which makes the
20 statement in the newspaper almost invariably true, it does
21 turn out to be a farce. The media, while it makes mistakes,
22 is really not the subject of this conference. The subject of
23 this conference is the police and minority community, and I
24 think we'd do well if we dealt with that one part of it. Maybe
25 we need to have a conference and deal with the media, but that

14 1 certainly is not the purpose of this conference at this point.

2 Police, in order to avoid some of the negative
3 things that come out, you have to realize that a lot of the
4 criticism, as I said earlier, is because you're dealing with an
5 historical fact that police departments have not been responsive
6 to communities. I hope we can make those kinds of statements
7 and discoveries without our having to buy into individually
8 that we have to defend a system that is not working.

9 When you talk about the number of times or the
10 lack of good coverage when an officer falls in the line of duty,
11 and I sympathize the same as anybody else does because a loss
12 of a human life is a loss of a human life, be it a policeman,
13 be it an offender; the fact is, a life is lost. But police
14 departments across this nation boast of how few officers die
15 in the line of duty, and it would astound you if you counted
16 the number of people killed by policemen in a given year. And
17 I think you'll find that the head count in terms of where
18 policemen are killing more people than officers are dying in
19 the line of duty is really heavily weighed in the police favor.
20 It's almost like the lions 20, Christians 0; and that's the kind
21 of thing we've got to stop defending.

22 The criticism is not against any of the
23 gentlemen in this room per se. We're talking about a system
24 that is not working. The issues are, if rookie policemen
25 because of lack of training are killing citizens, we need to

15

1 deal with that and not defend it. Why is it that we're not
2 requiring before any man straps on a gun, walks on the street
3 and assumes the duty, that he's not fully trained? Why is it
4 that we prepare our police departments where an officer goes
5 on duty he has for defense a gun, a nightstick, a can of mace,
6 but the only thing he ever uses in defense of himself is the
7 .357 magnum strapped to his side.

8 The incident two or three days ago in Denver,
9 a man with a pocketknife versus a policeman armed with a can
10 of mace, a nightstick, and a .357 magnum, and we say that we
11 can defend that kind of behavior?

12 MS. COOPERSMITH: I think, though, this will
13 probably come up in the training, which is the next session.
14 But I think the point was made, is the press not helping in
15 the conflict between the police and the community now, the
16 police and the minority community. I think that's the context
17 we're talking about.

18 MR. LEE: I think that's shifting blame again,
19 because the real problem goes right back to communications
20 between minority and police. I'm not saying we don't need to
21 deal with the press, but if the press was that far out of line,
22 I assure you we'd see more lawsuits against the press for
23 slander, libel, and what have you.

24 MR. RODRIGUEZ: I think that would take me back
25 to the media. In the one instance of my brother was, once the

16 1 police had shot him and it was dark and he found out he had
2 shot him, he immediately went and picked him up and the
3 policeman started crying. And at that time, there was other
4 words said that, Wait a minute, don't worry about it. We'll
5 take care of it, we'll just see what happens later on. And
6 immediately the next morning the media said, "Two armed robbers
7 caught, one shot." Even though they never found a weapon on
8 him, he was not involved in the armed robbery, immediately the
9 system by use of the media had a way out. So that did not give
10 my brother the chance to even have a case to fight it, because
11 immediately the system jumped on it and the only thing they
12 wanted to do was make sure they had a case to put him in jail
13 so nothing would happen to the policeman.

14 So the media did have a lot to do in a case like
15 that. And I don't know how the media came out on the incident
16 you spoke about, but I'm sure when the media spoke of it with
17 the man with the penknife, he was dangerous before it was even
18 investigated.

19 MR. SPENARD: I don't want to shift responsibility,
20 I don't want to shift blame. When you're dealing with people,
21 and we're all individuals, no matter what field or career we've
22 chosen, no matter what our ethnic background is, when you have
23 people you have problems. And one of the most effective means
24 today that is being used to communicate is the media. It is
25 the biggest communicational source internationally. If they

17 1 cannot share in our people problems effectively, then they
2 become part of the problem, not the solution.

3 We have many problems in law enforcement. I've
4 been personally involved, and I know Ed has, in arresting a
5 bad cop and prosecuting him. And there's nothing worse than a
6 bad cop in a cop's mind. And we try diligently year after year
7 to weed these type of individuals out. I am saying, if you
8 don't bring the total problems into this type of communications
9 to reach solutions, make training efforts to learn cultural
10 backgrounds and report it effectively, then we are missing part
11 of our problem. The general public, as so aptly was put earlier,
12 believes this conference to be a farce. Maybe by a show of
13 hands, is it?

14 (No response.)

15 MR. SPENARD: But that's what the public sees
16 this conference to be from the media results. Instead of
17 sitting throughout what we've been through in deliberation here
18 this morning and this workshop now, through speakers that have
19 had excellent points, one side or the other or jointly, if they
20 were reporting those informational facts, others might join us
21 to assist us to resolve these problems. Instead, Ft. Collins
22 is having another damned farce conference over issues. And
23 that's what the public has read and believes.

24 MS. COOPERSMITH: Ed?

25 MR. CAMP: I'll just touch a little bit on the

18

1 media. I think quite often a reporter, newspaper reporter,
2 is left with dealing with the police to try to put the pieces
3 together, because quite often in the area of police we are not
4 allowed or we are not able to give him a full story based upon
5 whatever the investigation is going down. So he winds up trying
6 to piece all that together as best he can. If you have a
7 responsible reporter, he's going to make sure that report is
8 responsible. If you have an irresponsible reporter, then you're
9 going to get a bad shot in the newspaper.

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10 But I think newspaper people are no different
11 than the rest of us. We have bad cops, we have good cops.
12 There are good reporters and there are bad reporters. Me
13 personally, and I'm sure everybody in this room knows we've
14 had our fair share of the news media in our city this last
15 year, but all in all, I think they've been pretty fair with us.
16 They've at least given us our opportunity to give our side to
17 it. There have been times we were not able to do that, but
18 all in all I think they've been pretty good to us.

19 But I'd like to get to another -- I think one of
20 the things that we're drifting away from here is that this
21 particular workshop is conflict resolution, and I think once
22 we find ourselves in some kind of an active conflict, the
23 newspaper then becomes just another means to help us resolve
24 that. And I don't think if that conflict deteriorates into
25 something that is volatile and does, in fact, explode, that

19 1 you're going to wind up placing that problem or that deficiency
2 on solving that on a lot of people, and you can't stand around
3 on the news media and probably aren't going to be able to set
4 it on just the police or the community.

5 But I still believe personally, and this is
6 something that has only really come home to me in the last year
7 because in the particular situation I was confronted with, I
8 was probably as naive as anybody in this room, but I think the
9 fact that our community got together and members of our
10 community started letting us know that, damn it, you better
11 listen to us because we've got some problems, and luckily for
12 us our city fathers and the people who are in decision-making
13 positions did, in fact, listen, that we have done some major
14 things in Longmont, not to guarantee that another incident will
15 never happen again, but by God, we're doing everything we
16 possibly can to see it never happens again. And we want and we
17 welcome criticism of our police officers and our police
18 procedures. And by God, we evaluate them.

19 We're in the process right now of completely
20 rewriting our manual. There is a couple of real hot issues
21 right now, and that's police use of force and police use of
22 weapons. And because of the particular litigation that our
23 city is going through right now, I can't get into it, but I'm
24 a firm believer that your use of force policy has to put
25 responsibility on that police officer. And if it doesn't, then

20
1 you've opened yourself up for a chance for him to misuse that
2 weapon. And I think it's a bunch of bull when you have people
3 who want you to maybe be within the guidelines of a state
4 statute when, in fact, that state statute might be inappropriate
5 and because of any litigation that might come out of you being
6 more strict than that state statute, you are not allowed to
7 make your use of force policy any more strict than what that
8 state allows.

9 And from a personal level, I think the State of
10 Colorado's use of force policy, pardon my French, but I think
11 it sucks. But I think that when you get into that area, you
12 have to put the responsibility on that police officer. But
13 when you place that responsibility on him, he has to know and
14 be very sure and thoroughly understand what your limitations
15 are; and by God, if he stays within those limitations as a
16 policeman, come hell or high water you better back him up.

17 MS. COOPERSMITH: Is there no standard use of
18 force policy in this state, or does each department --

19 MR. CAMP: There is a state statute that
20 addresses use of force, and from that point on I think every
21 department has its own use of force policy.

22 MS. COOPERSMITH: In Montrose, for instance?

23 MR. CAIN: We do have a use of force policy.

24 MS. COOPERSMITH: Stricter or less strict?

25 MR. CAIN: It follows the guidelines of the

21 1 state as required.

2 MR. LEE: What are the state guidelines? What
3 does the state law say?

4 MR. BUSEMEYER: You can only shoot in protection
5 of a life or somebody that is potentially a threat to society
6 immediately, you can use deadly force. You can't shoot
7 somebody that is not a threat, if they're escaping from a
8 burglary. Some of them are really stupid. You can't shoot
9 somebody that is entering your house; you can only use enough
10 force to go beyond what they've got. In other words, the guy
11 comes in with a knife and you're home, you can possibly use a
12 gun in protection of your life. But if he doesn't threaten
13 you, you're supposed to allow him to leave.

14 And one of the major problems with that law
15 enforcement today is, you've dropped your standards from
16 starting in 1962, all major departments have dropped their
17 standards: Testing procedures are completely different,
18 physical is completely different, their evaluations are
19 completely different. There is some psychological evaluation
20 now within the Colorado Springs Police Department before these
21 applicants are actually hired, but they're putting on dopers,
22 they're putting on rapists, they're putting on people that have
23 burglary records, all because it occurred in the past, they
24 were juveniles and so forth. And you give this guy a gun or
25 badge, he's got 60 or 90 days training, no other experience.

22

1 He's put out with another officer; in that one moment he's out
2 there, he can become like we're talking about here, the rookie
3 that accidentally kills, or it could be he's not emotionally
4 equipped to be carrying a gun to begin with and he'd shoot,
5 so forth and so on.

6 But as long as the government requires you to
7 have certain types of people -- they're trying to take away the
8 polygraph for applicants -- what measures are you going to have
9 available to you as a police chief or whatever to determine
10 what type of people come onto your department? I probably
11 shouldn't say anything, but a few years ago there were two guys
12 going down the street, an older man and a kid, and they slammed
13 on their brakes and were switching seats. And I had a rookie
14 cadet with me, he was just in the process -- he's an officer now
15 -- and I sensed something was wrong and I told the rookie,
16 stay in the car; it's a bad situation. Our policy at the time
17 was that you do not pull your weapon. You could not shoot
18 unless you were shot at or in imminent danger.

19 I walked up to that car and that kid turned and
20 ran and I turned my head, and I knew I made a mistake right
21 there, and this guy shot me, then he turned and shot at the
22 cadet. I ended up a year off the job and 47 days in the
23 hospital, and I lost my kidney, spleen, along with other
24 injuries. The kid that ran was captured later, was involved in
25 two murders right after that, two very brutal ones. It was a

23
1 double murder. And the guy that shot me has killed four guys
2 since he's been down in the state pen. And this is what you're
3 facing.

4 Now you ask me, would I pull a gun if I went
5 into a dangerous situation like that? And I would, and I
6 wouldn't feel any qualms about it. And I'm sorry if these
7 mistakes happen, but a lot of these mistakes we're talking
8 about are just things that will happen because of circumstance.
9 We had a police officer in Woodland Park. He had a report of
10 burglary, three of them over a series of nights, and this
11 particular night he sees these three guys running out of a 7-11,
12 jump in a car, and go through a signal light. He chases them.
13 He gets them stopped and calls for assistance, and it would take
14 30 minutes before the sheriff can arrive to cover him. He's
15 carrying a shotgun, which is a good weapon under those
16 circumstances.

17 He did everything properly; he had the three
18 suspects laying on the ground -- two, there was three prior to
19 this -- had them laying down on the ground. He went to shake
20 them down, and one ex-state patrolman stopped and said, Can I
21 help you. And the kid says, No, I've got it under control.
22 And as he's holding this shotgun, apparently it slipped because
23 you wear these silk-type coats, and the gun went off and killed
24 one of the kids. And it turned out they hadn't stuck up the
25 place. They chastised this kid by the news media before his

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1 trial even came up. The ex-state patrolman, he was fired
2 himself, makes a statement that this guy was a smart aleck and
3 he wouldn't take advice and he wouldn't allow him to help.

4 When it was all said and done, this guy was
5 cleared and he's back at work. It was an unfortunate
6 circumstance, and it could happen to anybody. But as far as
7 a shooting is concerned, that's a two-way street. There are an
8 awful lot of police officers who are every day one step from
9 being shot and killed. But nobody gives credit there. You
10 shoot, and everybody that uses a gun is wrong, and that's not
11 true. You have to have means to protect society, and one of
12 them is carrying that gun. You've got to have guidelines, like
13 in any portion of life, but there are restrictions everywhere.

14 MR. CAMP: All I'm saying is that you have to
15 make that officer responsible, and you can't give him a free
16 license just to use that weapon, And you also have to be very
17 upfront so he understands what these responsibilities and
18 guidelines are.

19 I'd like to make a suggestion for four possible
20 means of dealing with conflict resolutions whenever you sit
21 down as a group to discuss any type of conflict. One is to
22 deal with principles rather than all the little details; the
23 second is to determine the criteria against which judgments are
24 going to be made; and then as a police agency, experiment with
25 possible courses of action rather than just debate about them;

25
1 and lastly, apply a rational decision-making process to the
2 solution.

3 MS. COOPERSMITH: Do we want to suggest those
4 four suggestions that you just made, or discuss those?

5 MR. LEE: I agree with them.

6 MS. COOPERSMITH: Would that be something the
7 group would want to recommend to the conference? Any words of
8 wisdom that come out of here would be reported on Saturday
9 morning and will go into the minutes of the conference. You
10 want to repeat those?

11 MR. CAMP: Deal with principles rather than
12 details; and number two is to determine the criteria against
13 which judgment will be made; experiment with possible courses
14 of action rather than just debating those actions; apply a
15 rational decision-making process for those solutions.

16 MS. COOPERSMITH: How would you experiment?

17 MR. CAMP: Well, as an example, we have right
18 now one of the things we wanted to do was get our officers more
19 involved with the community, so one of our experiments was a
20 ride-along program which in fact, and I'm not going to take
21 credit for that, the citizen group that came up after the
22 incident in Longmont, that was one of the requests that they
23 had, that we get a ride-along program. Having come from an
24 agency that had a ride-along program, I had no problems with
25 that and we instituted it probably within a few weeks.

26

1 Our particular program has been very successful,
2 in my estimation. We probably run about 35 people a month.
3 And it's done a lot, and we use it for other purposes. A
4 citizen is allowed to ride anywhere from the age of 14 on up;
5 between 14 and 18 they must have parent or guardian permission
6 to do so. They ride with the officer anywhere from a period of
7 an hour or the entire shift, and then we ask for a critique.
8 We take that critique and we look at it. We look at it for a
9 couple of reasons: one, to see if one officer winds up with
10 several critiques that are similar and there is some problems,
11 then perhaps we have a training problem or attitude problem
12 with that officer and we can deal with it right away; it also
13 helps us to identify some of our training needs. So that was
14 one of our experiments.

15 Some of the other things we've experimented with
16 is that constant community contact. I'm scheduled to go speak
17 on August 20 to our human relations commission. I've gone to
18 El Comité meetings and talked to them, and then the fact that
19 we've opened up our doors. If there's a problem in the
20 community, many times we've sat down with our committee
21 relations specialist, who is a civilian. He comes into my
22 office with somebody in the community that he's having a problem,
23 we get the officers that were involved in it, and we get it
24 worked out. And that's been very beneficial. The people go
25 away with a better attitude that we are, in fact, going to do

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1 something about it. And if there's a problem with officer
2 attitude, I can do something about it right away. Those are
3 some of the things that we're dealing with.

4 MS. COOPERSMITH: What do some of the other
5 departments do? Do you have ride-along programs or programs
6 that are helpful along this line? We've heard from Colorado
7 Springs and Longmont, but we have Littleton and Englewood and
8 Aurora representatives here.

9 MR. BELT: I'm Bill Belt from Englewood. We had
10 a ride-along program which was working fairly good, then we had
11 a bank robbery case, shoot-out, the officer was shot at and he
12 couldn't shoot back because he was driving. So the officers
13 became very concerned about that, and the officer says, What if
14 we had had a citizen riding along with us in that car? The
15 citizen would probably have been shot. So they brought this up
16 to the chief and the command staff, and we reviewed it, and
17 decided, maybe we shouldn't have the ride-along program because
18 of that situation, because the officers felt they would become
19 more concerned about the citizen getting hurt and then would,
20 possibly, get themselves hurt in the course of the action.
21 So we did away with the ride-along program, and the only way
22 anybody can ride is if they get permission from the division
23 chief or chief himself.

24 MS. COOPERSMITH: Mr. Feldman?

25 MR. FELDMAN: We have had a ride-along program

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1 for ten years. I think it's been very successful, and we get
2 a lot of mileage out of it, a lot of people take advantage of
3 it. I think we have a little bit more participation in it
4 because of the university here, and there are certain classes
5 of the university where it's a mandatory part of the class.

6 Some other things that we've tried have been
7 school lunch programs where officers go to the elementary
8 schools to have lunch with the kids, a very relaxed, informal
9 setting. We also have officers in schools almost on a daily
10 basis giving presentations on a variety of subjects and have
11 cultivated a real good working relationship with the schools
12 along those lines.

13 Our crime prevention program, I think, has been
14 real good in making community contacts, and we've taken a
15 little bit different approach on crime prevention. I think the
16 majority of the departments, they have a crime prevention
17 officer or crime prevention bureau with several officers in it
18 to give the majority of the presentations. In our department,
19 we have one crime prevention coordinator and consider all the
20 officers to be crime prevention officers and the patrol officers
21 are the ones that go out into the community, into the homes
22 giving neighborhood watch presentations or whatever, putting
23 them in the business of doing the security surveys. And again,
24 it's an effort for the officers to get out of the cars and meet
25 with the people and talk on something other than a confrontation

29 1 basis. We found it to be pretty helpful.

2 MS. COOPERSMITH: How will these programs, will
3 they lead into what I think is very important, how can a well-
4 organized community play a positive role in response to a crisis?
5 Is there a lead-in there?

6 MR. CAMP: I'm not sure this is going to fit
7 with that, but one of the things that we have done, and we've
8 done it numerous times, if we come upon a situation where
9 there is, let's say, a group of bikers or maybe seven or eight
10 Hispanics and it becomes apparent that a confrontation may come,
11 physical confrontation between the police and the particular
12 group, we've gone out a lot of times in our community and had
13 community people come in and negotiate with those people by use
14 of a third party. And we have consistently had success with
15 that. I've been criticized for it, but I don't believe it is
16 the police position to go out and kick ass and take names on
17 a continual basis. There's a time you may have to do that, but
18 I don't believe that's the all-out effort of the police.

19 If I can use a priest, or in some instances I've
20 used one of my firefighters who is an Hispanic, we've used
21 members of El Comité, we used several people from within the
22 community to come and talk. We make it very clear to that
23 individual that if he cannot resolve the situation, then we
24 may, in fact, have to use whatever force is necessary to resolve
25 it. And we've had very good success with it. I think that's

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1 one very responsible way that our community has responded to
2 our needs.

3 MR. LEE: I'd like to offer something based on
4 an observation that was made earlier. One of the officers
5 made the comment about the antiquated use of deadly force
6 policy. I think it would be an excellent opportunity if the
7 police would get together with some community persons and then
8 approach, perhaps, city council and then from that point up to
9 the state legislature and get something done to clarify and
10 strengthen and update the policy on the use of deadly force.
11 If the police have expertise in the area of knowing that that
12 existing policy does not meet today's need, then utilize that
13 knowledge that you have with the community group and proceed
14 to try to get it changed.

15 MR. BUSEMEYER: I think it was just recently,
16 within the last few years, it was updated and I don't know where
17 their criteria came from, but I'm sure most people aren't aware
18 of what their rights are. I'm talking about the average
19 citizen with a gun, much less the police. And the police
20 officer has to go by circumstances at that particular time, and
21 you can sit back later and judge or make your decision whether
22 you felt the officer was right or wrong, but until you're
23 actually in that position, it's very difficult for somebody
24 to understand what a police officer is going through. It's
25 very easy to sit back and say, he should have done this or he

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1 should have done that. And some of these things are accidental;
2 there's no explanation for them except that they happen, they're
3 tragedies and so forth. But as far as what the current law is
4 and how to go about changing that, it's very difficult for
5 police officers to have any impact. That has to come more from
6 the communities.

7 MR. LEE: I agree. But with the knowledge you
8 have about it, for example as you say, the average layman
9 doesn't know that if a person comes in their house that they
10 can't just blow them away. If a guy comes in with a penknife
11 and he's trying to burglarize and you confront him with a gun,
12 that you are, according to this policy, that you are to allow
13 this man to back out of the house and say, I'm sorry, and run.
14 The average citizen doesn't know that. The average citizen
15 still feels that he has every right, constitutionally, to
16 defend his home; and if a guy walks in there with a knife, most
17 citizens are probably going to waste him.

18 But what I'm saying is, it's an excellent
19 opportunity for something that you know to be shared with the
20 community, and that, I think, would be an inroad for some
21 dialogue, for some changing of images. But in most instances,
22 police -- I understand the bind you're in, you're not supposed
23 to be political and all that, but if you're providing education
24 to the community, I think you'll find some allegiance there and
25 let them, then, take the ball, perhaps, to city hall and get

32 1 some changes. But I think that would be a good place to start.

2 MR. SPENARD: I'd like to pick up on that. We
3 have tried this on occasions within our community, to acquaint
4 the public with what law enforcement as deficiencies within
5 the statutes we have to enforce. You acquaint, as a citizens
6 group we might be meeting with through our crime prevention
7 bureau or through a one-on-one neighborhood sit-down bull
8 session within our own communities, and you tell a citizen,
9 the average citizens group ranging from doctorates to lay
10 workers, you tell them there's no law against prowlers, you
11 tell them that you best not waste that person coming in your
12 house -- if he just uses physical restraint against you, wipes
13 you out and steals everything you have, for God's sake don't
14 shoot him because you're going to be charged with first degree
15 murder -- you start really relating these facts to them, the
16 response we got was total fear. In trying to lead them into
17 productive legislative impact to make changes, we were totally
18 unsuccessful. Not relating them the problem of fear, but our
19 concerns to assist you, the community, and to assist ourselves,
20 and it's the old political cliché of, We elected those people
21 to do the job, let them do it, that's why they're there. I
22 don't want to be bothered with that, until it personally impacts
23 me. Until it comes home, they don't want to get involved.

24 MR. LEE: I understand the frustration. I know
25 that that happens. When we in the Urban League, for example,

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1 advise citizens that they need to write their congressmen and
2 try to stop the Reagan Administration from cutting out CETA,
3 they sit around and say, You guys are the experts, you do it.
4 But you can't quit. Every Sunday the minister is saying,
5 repent and all this good stuff; he can't quit. You can't quit.

6 MR. SPENARD: I totally agree, Sy. I hope we
7 get the Panama Canal back.

8 MR. LEE: I know it's frustrating.

9 MR. SEALS: On the other side of that, as Dr.
10 Thomas mentioned in Aurora where she went to the members of the
11 Concerned Citizens Group (inaudible) and the minority community
12 said, No way. If they were to follow your advice in terms of
13 making an announcement or going through some organization in
14 trying to initiate even a meeting to start doing that, you're
15 probably going to get a negative reaction from people saying,
16 We're not interested.

17 MS. COOPERSMITH: Law enforcement has lobbyists,
18 though. I see them up there. Can't you make suggestions about
19 what you think is right and proper?

20 MR. CAMP: I think one of the problems that we
21 as police run into in some instances the police aren't really
22 interested in changing the use of force policy the state has,
23 but also I think it winds up being more of a political issue,
24 in that many of your elected officials and your appointed
25 officials in the city who actually run the city government are

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1 very leery of changing or coming up with a use of force policy
2 that is any more strict than what the state allows, because as
3 soon as you do that, that becomes the guide the court is going
4 to go by.

5 So if an officer is involved in a shooting, when
6 you go to court you can't say, Well, the state statute allows
7 that to happen; because the judge is going to say, But you have
8 a policy that does not allow it. So you open yourselves up for
9 a lot of litigation and probably a less defensible situation
10 by doing that. And it takes somebody, quite frankly it takes
11 a lot of guts to do that.

12 Vilma Martinez today referred to Lieutenant Fry,
13 who is now no longer with New York P.D. and is a consultant.
14 But when New York went ahead and did that and made a more
15 strict policy in the use of force, not only did the shootings
16 of civilians go down but the shootings of police officers went
17 down. But that's a big step and a lot of small communities
18 are afraid to do that.

19 There's an incident down in Arizona where a
20 small community, I think outside of Phoenix, had a problem.
21 They called in a Phoenix policeman to come in and cover. The
22 police officers from the small community mistook the Phoenix
23 officer for a suspect and wound up shooting and made him either
24 a quadriplegic or paraplegic. The Phoenix officer sued and
25 collected. That city had to float a bond issue to pay off that

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1 claim. So cities are very reluctant to go beyond what the
2 state allows them to do.

3 And that's the thing, you get into a situation
4 where you may have a police chief or police administrator who
5 wants to do that, and he may have a council or city manager
6 that says, You do and you won't be here. So he's got to make
7 that decision. That's one of the problems, I think, we run
8 into as police officers.

9 MR. LEE: I know it's risky. What I'm saying
10 is this, one, as long as police say that that isn't a good move
11 to make because of this and this and this -- and there is a
12 problem, granted, I know it's a problem. But then you're the
13 only one being held accountable for what happens when somebody
14 accidentally or through mistake kills someone. If you get
15 city fathers involved in it; and if they do come up with a
16 statute that is more strict than the state law and that's the
17 one that the court follows, then the city itself bears a part
18 of that responsibility if an individual is shot and maimed,
19 as in the incident you talked about. See, the police didn't
20 take all the flack for that. The citizens of that small town
21 through that bond issue are sharing that responsibility. And
22 I know that that's one of the things that we all get caught up
23 in.

24 And again, let me talk about somebody other than
25 the police for a moment. If you take the situation with welfare

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1 social welfare agencies, if they don't, in fact, mobilize a
2 community about a political issue, when the problem comes they
3 catch the flack. If they approach it from the standpoint of
4 getting community involvement and a problem comes, then the
5 total community bears that responsibility.

6 I know it's tough, but I think police are going
7 to have to start doing, as other citizen groups are doing,
8 when they want a piece of legislation passed, they find a way
9 to lobby the politicians until that politician goes along with
10 whatever idea they're trying to promote. Then it becomes a
11 citizen thing. And the police are going to have to utilize
12 either the police protective associations or police lobbyist
13 groups or footprinters or whatever organization you can get,
14 a group to help you out of that situation. That's all I'm
15 saying. As long as you hang on to it, it's your problem. When
16 you share it and get other people involved, then it becomes a
17 community concern.

18 MS. COOPERSMITH: Mr. Cain?

19 MR. CAIN: With reference to the chief of Longmont
20 if when you provide your city or your people with a policy that
21 is more strict than the state and you get back into the next
22 section of our classes coming up, you have to provide enough
23 training that everybody understands this. You're still faced
24 with vicarious liabilities, not only yourself but everybody that
25 works for you, any of your lieutenants, captains, whatever. But

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1 it doesn't just stop at the chief, it goes into city council
2 and elected bodies, vicarious liability is a steady thing. I
3 think that's what slows a lot of people down and stops a lot of
4 thing, is that fear. I personally don't want to be sued for
5 a million dollars. At home, my city council as individuals
6 don't want to be sued for a million dollars or ten million
7 dollars. So everybody backs off just as far against the wall
8 as they can get and just let it pass.

9 MS. COOPERSMITH: We've sort of gotten, again,
10 it seems like we're back on giving all the responsibility to
11 the police, which is where we left this morning. So could we
12 go back again to, How can a well-organized community play a
13 positive role in response to a crisis? What are the signs of a
14 crisis?

15 MR. LEE: I think that is what I'm saying
16 anyway, if I'm made aware, if I as community am made aware that
17 the policeman cannot carry out his job well because of some law
18 that limits him to an extent that he's paralyzed, I want to
19 know about it and then what I want to do is try to go to whoever
20 the policy makers are to get that law changed to be in line with
21 what's needed to get the job done. That's the approach I'm
22 taking.

23 MS. COOPERSMITH: That's right. I guess what
24 I'm thinking is a crisis in terms of a riot or something of that
25 sort.

1 MR. SPENARD: I might just interface for a
2 minute. I think the real statement is how do you get the
3 community involved period, not wait for crisis.

4 MS. COOPERSMITH: Right.

5 MR. SPENARD: There are many strategies, there
6 are many schools of thought on it on how you identify
7 community leaders, how you identify community groups of concern.
8 Through crime prevention we've extended it a little bit farther
9 than a lot of agencies where we have community leaders that
10 they, themselves, become part of our Crime Prevention Bureau,
11 volunteers, that have called their communities together that
12 when there is an harassment situation with a child in the
13 community, that it's just not talked about, that that group
14 within that community or that parent brings that child in and
15 we get to resolution.

16 Then you have, again, back to the familiar
17 problem of communications, how do you effectively communicate
18 and bring together community responsibility for all? And just
19 because I'm in law enforcement, I've been the victim of crime
20 myself and understand, I thought, the law, but I came out of it
21 very frustrated as a community citizen over a burglary incident
22 that occurred at my home, incidents -- there are thousands of
23 them. But I'm saying, how do we, as a question, get the
24 community involved when we hear continuously, Don't tell us
25 your problem. How do we? I don't know.

39 1 MS. COOPERSMITH: Ed, do you have an answer?

2 MR. CAMP: You know, I went to Longmont a nice
3 little tiny kid out of a white community, and all of a sudden
4 I had reality hit me right square in the teeth. I know myself,
5 and I think it's a two-way street, I know myself if I ever take
6 over another agency in another community, that is one of the
7 first things I will do, and that is try to determine who the
8 leaders of that community are. And I'm not talking about only
9 the ones that are up front, I'm talking about the real, the
10 informal leaders who, in most instances are the real leaders.
11 And I am going to make contact with those people and I am going
12 to ask them what the hell is going on in that community and
13 what their perceptions of the police are.

14 I'm very fortunate, and I consider myself
15 extremely fortunate in that my community is a very responsible
16 community, and those people -- and when I say "those people,"
17 I'm talking about Anglos, Hispanics and all, they could have
18 ripped that town apart. We could have had bombings, we could
19 have had riots, we could have had policemen abused and
20 assaulted, but they didn't. They said, This is our home and
21 we don't want it torn apart. Let's find out what we can do to
22 change it. And now we're trying to do that. And next time I'm
23 not going to wait for something to happen or for a group out
24 of my community to come and say, Hey, dummy, we've got a
25 problem, you better get moving on it. I'm going to go looking

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1 for it.

2 MR. BUSEMEYER: We found that by going to the
3 churches, almost every family in Colorado Springs has some
4 member attending a church, and by our contact with those
5 priests and ministers and the church itself we were able to
6 pick up on numerable problems, because the people would always,
7 especially in Catholic churches, tell the priest whatever was
8 going on. And he, in turn, would bring us in when we had a
9 complaint. We did this with schools, also. The teachers
10 would pick up from the students and the students would pick up
11 from their parents, and that was another method we determined
12 problems.

13 We went to social groups like the Boys Club;
14 and in the Springs, we have one on the west side and one on the
15 east side of town, and all that type of social groups, and then
16 we went into the high schools the same way. We had officers
17 working schools, but they rarely ever picked up on anything
18 that was going to be an ethnic problem. They were more
19 counselors or assisting teachers, what have you, guarding the
20 halls and that sort of thing.

21 But as you build up contacts, then your reports
22 of incidents increase. And another thing we found, that when
23 you're dealing with these people they tend to, when you're on
24 that level, accept you on a more truthful basis and more honest
25 basis and it spreads, especially when you're dealing with

41 1 children. Everybody likes you to like their children. If you
2 treat a child nice, the parent generally likes you. We've had
3 officers that could sing come down there and entertain the
4 students, especially the small ones, and show their uniforms
5 and take them to the cruisers and allow them to be familiar with
6 the police car and what it was for and things of that nature.

7 It doesn't take long before this spreads
8 throughout the community. The next thing you know, you're
9 deluged with calls to send officers up, and that's when you go
10 into your department and pick out your community services or
11 whatever area you utilize for that type of thing. But good
12 deeds and being helpful at the right time can do wonders for
13 your police department. But that's how we got into our
14 community, and that's how we got the response we did.

15 MS. COOPERSMITH: And these good deeds, how did
16 the press treat them?

17 MR. BUSEMEYER: They didn't really fool with
18 the police, they came right to us. I started to tell you a
19 little while ago, a woman has this crippling arthritis, and
20 there were seven children in the family, and the father was
21 making \$1.75 an hour. He was a very hardworking man, he was in
22 the process of getting his papers here. But at any rate, this
23 woman looked like a madonna. She was so paralyzed, she sat
24 like this (indicating). She sat on the bed all day long, and
25 the little children would take care of her.

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1 So we got involved through the school. The
2 children weren't attending school and weren't eating properly,
3 were bringing lunchboxes with nothing in it. And it came
4 Christmastime when we found out also the school was having a
5 difficult time trying to get to the people, because they didn't
6 want charity. So we had to work our way around that and to
7 avoid hurting their pride and still get in there and see that
8 they received food and so forth.

9 The way we did this, he and I stood on the
10 street corner one night handing out toys, and of course these
11 kids came up with the rest of them. And at that point, then,
12 we went into the food and the next thing you know we had a
13 rapport built up. Then the woman was such a pathetic case we
14 mentioned it to a few doctors, and one of them was head of the
15 chiropractic association in the Springs area and he asked to
16 see the woman. At any rate, the operation which he performed
17 cost \$7,000, which he did for nothing.

18 Then we got involved with some other kids in the
19 school and then, of course, media wanted to know about this first
20 woman, and we mentioned about the wage the father was receiving.
21 The next thing you know, this guy that was hiring this man was
22 about to fire him, but instead he increased his wage, I think,
23 to \$5 an hour. Then we went to the city housing and were able
24 to get a home for them -- they were living in a home that was
25 full of cockroaches and rats, and the kids would talk about the

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1 rats -- well, there are laws against this sort of thing, but
2 there was never anybody to go to see they were getting the
3 benefits of society. Then we went to this guy that owned the
4 house -- and he was a minority himself and he had a series of
5 these houses full of rats and cockroaches, so we utilized the
6 law against him and cleaned up his operation. And they're a
7 very successful family today.

8 But that spread on the whole east side of town,
9 and the next thing you know we were just overwhelmingly
10 received everywhere we went.

11 MR. RODRIGUEZ: In regards to the question, how
12 can a well-organized community play -- we as a community group,
13 we have an organization that I belong to called the Coalition
14 of Democratic Chicano Caucuses. Right after the Longmont
15 issue, we demanded to meet with the governor, and he continued
16 to put us off. He'd send other people to meet with us, and
17 we felt that we had to meet with him in order to get something
18 done in regards to getting people placed on boards, policy-
19 making boards such as CLETA -- this will tie into training.

20 So finally we requested a press release, and
21 at this time the governor found out that we were going to have
22 a press release so immediately we got a meeting. So we had a
23 meeting with the governor, and at that time we requested from
24 him that all we wanted was parity within the state. We just
25 wanted to be represented, just like everybody else. But there

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1 are 18 to 25 percent Hispanic, Chicanos, in the state, yet on
 2 the boards across the state we only had approximately 8 percent.
 3 All we wanted to do was just reach a fair level of representa-
 4 tion.

5 So we picked on CLETA at that time because the
 6 issue was Longmont. And there was one opening that was coming
 7 open, so he sent us over to see J. D. MacFarlane, who was the
 8 adviser to the governor's council appointees. At that time we
 9 talked with J. D. MacFarlane and he said it was a matter of
 10 demography and there were so many positions open and only
 11 sheriffs could be appointed, or people within law enforcement
 12 could be appointed.

13 So at that time we knew there was not that many
 14 Hispanics that were in law enforcement, that were sheriffs or
 15 high level law enforcement officers, so we had to go look
 16 throughout the state and find somebody that would fit that area
 17 of where there would be a vacancy, and we found one. But he
 18 didn't want to be part of it, so then we had to wait a few more
 19 months. And there was another opening that came open, and we
 20 found another guy up in Montrose, I think it was Valdez -- I'm
 21 not sure, I don't remember the names -- but that's how we played
 22 a part of forcing the political -- the governor -- to make an
 23 appointment.

24 And from that, we did get an appointment, which
 25 will probably be formal within the next couple of months or so.

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45 1 We did get somebody appointed on the CLETA board. Those are
2 the kind of things -- I'm just trying to tie into what law
3 enforcement is doing to get involved in the community. But
4 when you play a part of the community, trying to get involved,
5 it's a much harder process because you've heard of the police
6 review committees that they've tried to set up in Denver, and
7 they've just been killed every time. They just will not allow
8 them to exist.

9 So you see, it's much easier for law enforcement
10 to go in and get involved in the community, whereas us as a
11 community group, we have to force our way in. But it can be
12 done if you have the time and if you have the people behind
13 you.

14 MR. HOLLAND: Theo Holland from Colorado Springs.
15 I'd kind of like to single out a point that Ed
16 brought up, it kind of seemed like it went by, it's the contact
17 with the real leaders. As we talked about meeting with people
18 like ourselves who are willing to get out and meet and talk
19 and solve, the ministers or the people, those are not the people
20 that are going to be involved in conflicts or initiate conflicts
21 or really have the core problem. If you talk to them, there's
22 no minister, myself, or anybody else who can speak for them or
23 represent them, like the young group that was here yesterday.
24 There were a lot of people here on their behalf, but they're not
25 speaking for them. Those people are the ones that we've got to

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1 make a contact with some kind of way or we will forever keep
2 having the conflicts. And once we do have the conflict with
3 the group, then the emotional ties go up the line to the
4 leaders, so to speak, in their behalf.

5 But until we have some method of getting out and
6 meeting the real leaders of potential troublemakers, so to
7 speak, the groups you see on the corner in Colorado Springs,
8 you can go by a certain elementary school and you'll see 15
9 young black guys playing basketball, sitting around in their
10 cars, I wouldn't go over there. I don't know them, I wouldn't
11 even attempt to try to talk to them. If a problem broke out,
12 I don't think anybody else in that community would either.

13 But there is one somewhere in there who could
14 talk to those guys and find out what their problem is and who
15 could be a good mediator with the police force. And these
16 people we're missing altogether. And I feel we've got to
17 develop some method of getting to those people and getting some
18 kind of inroad in hearing their problems, getting them involved
19 in what we're doing now.

20 MR. BUSEMEYER: Maybe I didn't make myself
21 clear. But that's what I thought we were saying we do. Officer
22 Gurule here, concerning the Low Riders, that's a supposedly bad
23 group in Colorado at this point out of California. He went
24 into the group, not as a police officer to make arrests or
25 something, but to build some sort of rapport which led,

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1 ultimately, to some arrests, but it also led to stopping of a
 2 certain amount of the crime and so forth. The publicity that
 3 he got over this as it spread where all these kids are
 4 imitating and so forth, he was able to reap the rewards of
 5 that because the Low Riders were involved. And this thing
 6 continues to increase in volume, and so does your influence
 7 within that community.

8 And another officer with the blacks does the
 9 same thing. He doesn't spend his time as a police officer
 10 going around arresting these guys, he's around them all the
 11 time to solicit problems, to feel them out and so forth. But
 12 he does it in such a manner that it doesn't appear that that's
 13 his sole purpose. And he assists them. You start out helping,
 14 and you do things to encourage them to come to you, utilizing,
 15 like I said, with the churches and so forth. There are all
 16 these different groups that you can go to.

17 Who are the leaders of the community? I go to
 18 these meetings all the time and I see the same people every
 19 time I go. And I ask the people on the street, Who is so and
 20 so; and they say, Who? They don't know who they are. And
 21 what's the problem with the people on the street? Is it the
 22 guy going down the street causing a traffic violation and he's
 23 mistreated, or is it this guy who has just pulled some stunt
 24 and is involved with the police? How about the guy with the
 25 traffic violation that shouldn't have been stopped? How many

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1 are there? Nobody knows.

2 You talked about nobody getting involved
3 yesterday. They would like to. They may go out to the street
4 later and do something or they may go to some priest or whatever
5 and try to resolve a situation that you don't even know about.
6 That's what we want. We want their participation. In all the
7 schools you've always got a gang, but if you can get that main
8 leader of the gang, you've got that group. I could cite
9 example after example of successful stories, but the point is,
10 we're talking about principles here. You want to get down to
11 exactly what you're going to do. I think we're at that point
12 now.

13 MS. COOPERSMITH: Ed, the leaders you talked to,
14 are they the so-called informal leaders that you're talking
15 about?

16 MR. CAMP: I think initially they were. I don't
17 think they are anymore, but they still have a very strong
18 backing of the community. But there is an age group of about
19 20, 21 to about 30 that are really having a problem relating
20 to the people that I've been working with. Now within that
21 group, I think we're starting to identify leaders. One of them
22 is right here at the conference, in fact.

23 We also are just beginning to get our Low Riders.
24 In fact, they're just starting their car club. But when you
25 look at the people in that club, some of them are really

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1 problem kind of people and they are involved in criminal
2 activity, and some of them aren't; some of them are very nice
3 family-oriented kind of guys. But this one kid had enough
4 faith in me that he got Salazar, our community relations
5 specialist, and they came to my office and laid out exactly
6 what they were going to do this Saturday so that the police
7 officers wouldn't all of a sudden think they were going to be
8 invaded with a carload of Low Riders looking for problems.

9 We're going to keep an eye on it, but it makes
10 me feel pretty good that this kid that probably a year ago
11 wouldn't give me the time of the day will come in now and sit
12 down and say, This is what we're doing. So I laid it out to
13 him, I'm not interested in hassling you, but these are some of
14 the guidelines that we have to require. And he said, No
15 problem. So we'll see what happens Saturday. But he's
16 definitely one of the informal leaders who, in effect, can
17 relate to these other kids. And I wouldn't hesitate for a
18 minute to utilize him if a major confrontation came up to try
19 to help us get things going.

20 MS. COOPERSMITH: Earl, the volunteer group you
21 mentioned, is this a posse-type organization?

22 MR. SPENARD: No. No, strictly in our crime
23 prevention areas. Crime prevention and neighborhood watch and
24 the whole thing nationally is, they've concentrated on
25 developing volunteer groups within segments of the community of

50 1 people that are concerned on issues that have attended maybe
2 one crime prevention meeting that want to bring their neighbors
3 in, and then they take the leadership roles. We step back and
4 assist them, and we get a lot of information from them on
5 community activities. But they take an active role, not as
6 law enforcement -- it isn't, it's community relations, human
7 relations -- and they become informal leaders, as was discussed,
8 within a ten-block area.

9 They get somebody that moves in and all the
10 wives or husbands get together and they have a little neighbor-
11 hood party and they acquaint them with problems they've had in
12 the area or things they should be watching for. And it's
13 become very productive to where our crime prevention person can
14 call on -- off the top of my head in south Jefferson County
15 there are probably 12 specific leaders, and with those leaders
16 they have approximately 5 to 10 people not working for them
17 but volunteering with them for that same end goal. And it has
18 been very productive to the point that the crime rate, i.e.
19 burglary of that specific area dropped almost in half, 50
20 percent within a six-month period of time. They started
21 reporting those cars that weren't normally in the area at
22 unusual times of day instead of just --

23 MS. COOPERSMITH: Neighborhood watch type of
24 thing?

25 MR. SPENARD: Right.

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1 MS. COOPERSMITH: Englewood and Littleton, what
2 is going on out south? Are there any programs? How do you get
3 involved with community?

4 MR. ROBINSON: I'm Grayson Robinson from
5 Littleton.

6 We're pretty active in the crime prevention
7 aspect that Earl talked about. We work real close with
8 Jefferson County; we borrow from them, they borrow from us.
9 So I think our programs are comparable.

10 We don't have the problem, we don't perceive
11 the problem yet because it hasn't come up, and that's the
12 reason I'm here, to learn from everyone else and to assure that
13 if we have the problem we'll begin to notice it or at least
14 begin to address it. We don't have a minority community at all
15 in Littleton. We have less than 2 percent minority in our
16 whole city, and the minority people are scattered throughout
17 the whole community. We don't have any concentration of minority
18 people at all. Most of the people that I'm involved in serving
19 are white, upper middle socioeconomic standard. That's the
20 majority of our community.

21 So I can't really relate. I'm kind of back with
22 Mr. Feldman, I can't really relate to some of the things other
23 people are talking about. Granted, just because we don't have
24 the problems or we don't perceive the problems doesn't mean
25 we're not going to have them or they're not right around the

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1 corner from us. But I do have a difficult time relating to
2 some of the things people are talking about.

3 MS. COOPERSMITH: You have a lot of hate
4 literature distribution.

5 MR. ROBINSON: We only have one guy, though.

6 MS. COOPERSMITH: I know him. You have more
7 than one. We'll talk about that afterwards.

8 MR. SEALS: If you have hate literature, that
9 may be why you only have a few minorities.

10 MR. HOLLAND: And your problem may be right
11 around the corner.

12 MR. ROBINSON: It's an Aurora citizen doing it.

13 In Littleton, maybe we're a little bit isolated.
14 Maybe because of that isolation I've allowed myself to become
15 more of an optimist than I'm hearing from this entire conference.
16 Very frankly, last evening I had just damn near made up my mind
17 to pack it up and leave my beautiful accommodations in
18 Parmalee Hall and leave. And even this morning I made up my
19 mind that the conference was, in my mind, going to be a farce.

20 I changed my mind after we started talking a
21 little more in the workshop, specifically the comment about
22 everything was pretty well regulated toward the police doing
23 something. I appreciate that, because that was one of the
24 reasons in the back of my mind that made the determination that
25 this conference was, in fact, a farce. I've changed my opinion

53 1 of that at this point in time.

2 I think what we're talking about is total
3 socialization, as opposed to, you know, it's a police problem,
4 it's a black problem, it's an Hispanic problem. It's everybody's
5 problem; however, maybe based back on the statement that I'm a
6 bit of an optimist, I see a lot more good coming out of the
7 police departments, coming out of the Hispanic neighborhood or
8 Hispanic people, in my case the black people, I see a hell of a
9 lot more good than I see bad.

10 Earl mentioned the media. I concur completely
11 with Earl. The media doesn't tell us anything about the good
12 that we see out of anything. The \$7,000 operation in Colorado
13 Springs, that's nice but it doesn't sell advertising space in
14 the paper or on the radio. The officer that shot the two
15 gentlemen in Longmont, from my point of view, one isolated
16 situation -- obviously, it was bad; I know it was bad. But
17 no one ever came forward to talk about the good things done in
18 that community prior to that shooting. And that bothers me a
19 little bit.

20 I think that one guy makes a mistake, fine,
21 handle that mistake. Take care of that mistake. But I just,
22 you know, I know there's a problem with police/minority
23 relations. I'm not that much involved with it as some other
24 people in this room might be to think that it's so dramatic
25 that some people tend to be dragging it out throughout this

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1 conference. I think an awful lot of people tend to be taking
2 a media approach to life as opposed to really seeing the real
3 world a little bit. It's easy to sit in this conference and
4 say, Oh, yeah, by God we have problems all over the state and
5 this is a lousy state. We have problems, but they're not so
6 instrumental that people can't address them.

7 I'd really like to see some people take a look
8 at some of the positive things. Maybe that's my perception
9 from Littleton because we don't -- I don't think things are
10 all that bad. We have problems down there too, but it seems
11 like you take three or four bad things that happen and that's
12 all people talk about. Nobody says a damn word about the
13 good things, and it kind of concerns me a little bit.

14 That was one of the major concerns this morning
15 when the conference began, again, that it was going to be a day
16 of negatives.

17 MS. COOPERSMITH: Well, that's a good positive
18 note to stop on now and go have a cup of coffee. And I think
19 we come back in 15 minutes. Thank you very much.

20 (Whereupon, a 15-minute coffee break was taken.)
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TRAINING - WORKSHOP B

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2 MS. COOPERSMITH: I think we will start. This
3 is the session on training. I will need a recorder. Somebody
4 is going to surprise me and volunteer.

5 What about Barb?

6 MS. FRITZLER: I would really prefer not to.

7 MS. COOPERSMITH: Lucy, would you like to?

8 MS. AGUILAR: Since I always volunteer for
9 everything, I'll pass.

10 MS. COOPERSMITH: Mr. Feldman, would you like to
11 do it?

12 MR. FELDMAN: I wouldn't like to, but I'll do it.

13 MS. COOPERSMITH: We have two resource people
14 we'll hear from first for between five and ten minutes. We
15 have a third resource person listed, Chief of Police John
16 Valdez from Center. I don't know, is he here?

17 (No response.)

18 MS. COOPERSMITH: He may not be here. Let's
19 start with Will Piper, Greeley Police Department training
20 coordinator. He said he insisted on sitting down at that end.

21 MR. PIPER: Well, this is where I've always sat.
22 I sort of feel at home down here.

23 I don't have any speeches prepared, but I'd like
24 to tell you my background a little. I am more of a resource
25 person-type than a policy maker or something like that. I'll

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1 tell you about the kinds of information that I know about and
2 what my job is, and rather than talk about all of those things
3 which could easily last an hour and a half, if there are any
4 questions then I'd be glad to provide specific information
5 about that.

6 I have a police background and an education
7 background. I've been an officer on the street; I've taught in
8 the public school system; I've also lived for two years in
9 Central America in a small Spanish-speaking village.

10 My job is coordinator and principally of the
11 Greeley Police Academy, which is housed at Ames College. It's
12 run in conjunction with Ames Community College, and we provide
13 the same training that CLETA provides at Golden. It's a
14 program that leads to certification of police officers by the
15 state.

16 I have some knowledge of what the law requires
17 in a CLETA certified course. I can tell you what the Greeley
18 Academy course is, it's slightly more hours; it's about 50
19 percent more than the law requires. CLETA also provides more
20 than the law requires in their training; we provide slightly
21 more hours than that.

22 I have attended a few of the CLETA curriculum
23 meetings, which is an attempt to update, and as it's turning
24 out, to expand the required by law training for basic police
25 officers.

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1 Those are the areas in which I have some
2 knowledge. I'd like to also just make a little statement.
3 We've heard a lot, I've heard a lot about the frustrations of
4 the minority community, and I think I can appreciate some of
5 those. I haven't experienced them, not being a member of the
6 minority community. I haven't heard police officers, I don't
7 believe, really represent as to what some of their frustrations
8 are, and I think they're considerable.

9 I work with street cops every day, and I don't
10 know that I'm the perfect spokesman to speak for them, but I
11 would just like to say a couple of comments, then if there are
12 any other people that want to fill in on that I think they
13 could. Officers also have a tough job. They're constantly in
14 a fishbowl. They're dressed in a uniform, they drive marked
15 police cars, everybody looks at them. They're subject to
16 internal affairs investigations if a citizen makes a complaint,
17 whether it's with merit or without merit. They still have to
18 go through that investigation. They're constantly aware of the
19 fact that everything they do can be scrutinized; they are
20 subject to lawsuits; they're subject to danger.

21 There's, I would say, at least in northern
22 Colorado, officers I come in contact with, mostly Weld County,
23 there is a great deal of frustration about the results of their
24 work. People get out they know are guilty; there's a poor
25 conviction rate. Pay is low; working conditions are long; they

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1 have to work shift work. Every three months they take a tour
2 on the midnight shift, then they rotate to the day shift, then
3 they rotate to the swing shift. Some feel maybe there is a
4 lack of appreciation of the kind of work and the things they
5 have to go through. I think there's quite a bit of stress in
6 that.

7 I was talking to Jerry Hoover of Boulder last
8 night. He was one of the first officers in San Diego to arrive
9 at the scene of the airplane crash there about three years ago
10 where some 150, or however many people were killed. He said
11 that within two years after that incident 12 officers had
12 retired because of the stress involved just in that one
13 incident of having to deal with that kind of a tragedy.

14 So without excusing mistakes or bad officers,
15 I think there's another side to this problem and a realization
16 that those kinds of frustrations that a police officer has,
17 I think needs to be acknowledged in any kind of solution or
18 attempt at solution to the subject that we're talking about.

19 I don't know that I have any real solutions,
20 but one thing that strikes me as being important is, I don't
21 think we will ever be able to eliminate prejudice. We all have
22 our prejudices. I am prejudiced against cereal that has a high
23 amount of sugar in it. And we find prejudices throughout our
24 life, and I think it's putting the cart before the horse if we
25 decide that the way to deal with this problem is to deal with

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1 prejudices first. I think the first thing we should do is to
2 deal with policies, decide what the right policies are on use
3 of force and deadly force and to the best of our ability train
4 officers to know what they are and to follow those policies.

5 If that happens, I think a lot of the frustration
6 that -- well, I would hope that a lot of the frustrations that
7 the minority community feels would be alleviated. If they're
8 treated objectively and fairly and according to a uniform
9 policy that everybody is treated by, then, secondly, we can
10 start to build bridges between the groups and to deal with the
11 prejudices and to develop some mutual respect.

12 MS. COOPERSMITH: Thank you. Now, we have
13 P. C. White, who is on the staff of the Human Relations
14 Commission in Colorado Springs representing the community.

15 MR. WHITE: How many of the communities here
16 have a Human Relations Commission?

17 (Show of hands.)

18 MR. WHITE: Do you use your Human Relations
19 Commission in your everyday working of the police department?

20 MR. CAMP: Ours is very, very new, but I have
21 met with them a couple of times. In fact, I have a meeting
22 with them next week.

23 MR. WHITE: Let me tell you something about the
24 City of Colorado Springs' Human Relations Commission. They're
25 charged by city council to do a couple of things. The major

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1 thing they're charged with is to maintain the peace among the
2 240,000 people in the city of Colorado Springs, and the only
3 way we can accomplish that is through educational and
4 instructional means. We're not a legal body; we have no
5 enforcement authority. But we do go out throughout the
6 community and try to instruct in human relations training and
7 cultural awareness training. We spend 50 percent of our time
8 in the community as far as community-based agencies, and the
9 rest of the time we are basically throughout the schools.

10 One of the concerns that I have is that I don't
11 believe an effective police training program can be in being
12 without a strong human relations program and a cultural
13 awareness program. And I've talked to a lot of police
14 departments, and your training program -- not the group here,
15 I don't know your program, but a lot of them there's no
16 instruction in the area of cultural awareness training. I
17 don't know how many of you -- how many of your program have
18 four to eight hours in the area of cultural awareness training.
19 We do not enjoy that even in our Colorado Springs Police
20 Department, not cultural awareness training.

21 I think that's so important that, as the
22 gentleman was saying, 2 percent of Littleton, did you say?
23 And that 2 percent where you're not hearing from may be
24 isolated, and I think there may be some cultural awareness
25 problems out there that they're trying to get about through

61 1 some people and maybe the police department in Littleton needs
2 to reach out and see if there is a cultural awareness problem
3 within Littleton with that 2 percent. I don't know what
4 particular group that may be, whether it's Hispanic or black
5 or whatever, but I think that because it's only 2 percent it
6 certainly doesn't mean that there may not be some problems out
7 there.

8 One of the things we try to do is to get out
9 into the community and try to impress upon everyone that, one
10 thing, everybody is a human being. Everyone has individual
11 rights. We try to reduce the level of judging people by groups,
12 within the groups their conflicts.

13 One of the things last night when the professor
14 was addressing the group that I enjoyed was that he provided
15 hope, hope to all of us that there would be some accountability
16 on both sides, both the police and the minority community. I
17 think in the police departments, I don't know how many of you
18 have a community relations unit working directly for the
19 chief of police, not the community support and not hidden
20 somewhere else, but working out of that office that do nothing
21 but promote the police department human relations education
22 program. I think that's a major responsibility you have.

23 It's like we were saying, when the perception is
24 about what the police department is doing, if no one from that
25 department is going out promoting it, then the only ones at

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1 fault is yourself that you're not promoting your good program.
2 And certainly there's some good programs within each police
3 department. I think you have that responsibility to take it
4 to the community, and I think you have that responsibility to
5 seek out the leaders that would help promote your programs.

6 Many times you do not give yourself the credit.
7 I think you perceive that the whole community is against you,
8 and that's not true. A lot of citizen organizations in
9 Colorado Springs I know participate in award programs for the
10 police department, singling out officers who are doing good
11 things. So I think you have a responsibility to carry your
12 program, also, to the community.

13 When we were talking earlier in the conflict
14 resolution I heard some things about how do we break down some
15 of the barriers that exist out there. Here's some of the things
16 that we tried to do in Colorado Springs in promoting: We
17 believe that the happiness and the well being of everyone has
18 some value. Everyone, regardless of who that person is, has
19 some value. And I think in promoting and building some self-
20 image out of that person when they're in a situation, you have
21 to do that. I don't think it always has to be of, I'm going to
22 arrest this guy and he's been convicted five or six times.
23 That doesn't mean that there's some self-value there about
24 himself.

25 Certainly, we need to be able to draw some of

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1 these things out, and I'm not sure that a lot of police
2 officers see that as part of their role. A lot of police
3 officers feel they're not social workers. And there's no doubt
4 about it, schoolteachers say the same thing, My job is to stay
5 in the classroom. I don't go out of the classroom for anything.
6 And a lot of police officers feel that social services take
7 care of social problems, and I enforce the law. I think that
8 before you can enforce the law you have to have some understand-
9 ing about what's going on with that person.

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10 The belief that the dignity and worth of each
11 person should be respected at all times. All convicts and
12 everyone that's involved in the police still have some dignity.
13 Because you arrest a person or because the person is involved
14 in something, that doesn't mean the person is not a human being.
15 And many times I think a lot of people feel that once they're
16 involved with the law that everything about themselves is gone,
17 and I think that's wrong. And so many times that it is done
18 that way, and I think our job is to remind ourselves that they
19 are human beings, regardless of what law that they've broken.

20 That's what the Human Relations Commission in
21 Colorado Springs tries to promote. A lot of people see us as
22 a threat because well, you know, you're saying some things that
23 don't have anything to do with the law. Well, we feel that
24 there are enough laws on the books. If we get down to building
25 some gaps on mutual respect about each other, because we are

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1 human beings, that we will not have some of the tension that
2 we have throughout the United States among both police and
3 minority communities.

4 Sensitivity training, I don't know how much
5 sensitivity training law enforcement people get. I don't know.
6 I feel that 50 percent of your training should be in the early
7 human relations/cultural awareness training. I don't think
8 you spend 90 percent of your time on how to draw the weapon,
9 how to put on the badge. I think it should be dealing with how
10 to deal with people, how to understand.

11 How many times do you have group sessions among
12 just the police officers and project yourself into a situation,
13 as we were talking about earlier, the experimental process,
14 role model? How do you go into a black community? How do you
15 deal with an Hispanic? Some officers say, I don't know how to
16 deal with them. I never grew up with them.

17 You have to remember, ladies and gentlemen, that
18 the black movement in Colorado, in the western states, is a
19 new movement. The Western Slope of Colorado is having all kinds
20 of human relations problems. They're considering now combining
21 two counties over there under one Human Relations Committee.
22 Oil shale money brought in a lot of people, different ideas,
23 different backgrounds. They want the money, but I don't want
24 the behavior and I don't want some of the people. You've got to
25 take the whole ball. You have to take the whole ball.

55 1 I think in dealing with some of the problems,
2 we have to realize that racism, sexism, and social classes
3 still exist in the United States. Ft. Collins is a growing
4 community. It will see more minorities coming in here. It's
5 a good community, it's a clean community. People are trying
6 to escape from those things. That doesn't mean it's good or
7 bad, but you have to realize that people will be coming.

8 In summary, I feel that every police officer,
9 regardless of the height and weight, should be judged and hired
10 based on the total qualifications of the officer. To search
11 out the problems and background of that officer, I feel that
12 all of that should be done before that officer is put on the
13 street. And many times it's not. I heard Buzz talking about
14 the officer with the drug record and other kinds of records
15 that we're putting out there today. I agree, I think all of
16 that should be cleaned up before we put that person out on the
17 street.

18 The law enforcement career field is a good
19 career field. I think there's people that's in this career
20 that belong there; there are a lot of people that do not belong
21 there. I think you're going to have to clean up your own
22 act among your departments. The community looks to the chief
23 of police and the director of safety to be managers. You can't
24 rely on the personnel system to clean up your own act. You
25 cannot rely on the Civil Service Commission to clean it up.

66 1 I think that's the role of the chief of police and the manager.

2 There's no place in law enforcement for an
3 untrained officer. There's no excuse. "We didn't have time
4 to train him" -- that's no excuse. Many times police
5 departments rely on the Civil Service Commission and personnel
6 to take care of their recruitment. That's the job of a
7 manager. The chief of police is charged with the total
8 management of the police department, not personnel, not the
9 Civil Service Commission, but the chief of police or the
10 director of safety, or whatever the position may be.

11 I feel none of the above can be accomplished
12 without some positive affirmative action and equal opportunity
13 program. And I'm not talking about quarters, I'm talking about
14 the philosophy of what affirmative action is all about and
15 what equal employment opportunity is all about. If you've got
16 a community with a mixture of all groups of people, you must
17 realize that you need a representation among your police
18 department. The law don't have to tell you that. You know when
19 you're being fair. I don't think any outside agency has to come
20 in to a police department and say, Your affirmative action plan
21 is not up to strength. The chief of police is sitting there and
22 he knows by numbers what breakdown his makeup of his police
23 department is.

24 And I just feel strongly that a good police
25 department cannot succeed without a strong community relations

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1 unit. I really don't. I don't see how you can, I just don't.
2 We try very hard to maintain a good role with our police
3 department in Colorado Springs. They call us sometimes and
4 sometimes we get involved in things they don't think we should
5 be involved with. But we both work for the city. I think our
6 goals should be the same. I think if you have a community
7 relations unit between you and the police department and you
8 have a human relations commission, you should be kissing and
9 sleeping with each other, because you work for the same
10 government. Your purpose and goals should be the same.

11 How can a human relations commission be a threat
12 to the police department, to any police department? I think
13 the police department maintains your resource for you. You
14 want to know what's going on in the community, ask your human
15 relations commission or human resource department who the
16 leaders are, what organizations you should be talking to. The
17 data banks are right there. I think you have to use those
18 tools, know how to use those tools and not see them as a threat.

19 I think as we approach the year 2000 that human
20 relations education, training, human relations training is
21 going to be more and more refined. If industry can see that
22 training is a major factor within their company, I think we
23 need to look at that. You know, General Motors spent a lot of
24 money on training and they're concerned now that their turnover
25 and people walking out of the door because of bad terminations

1 cost them a lot of money. They'd like to see that money go
2 back into their company. I think that's what we need to do.

3 We have to see why there is a problem between
4 the minority community and the police department. Is it
5 training? Is it community relations? Is it lack of sensitivity?
6 What is it? And we need to look at it. I think this conference
7 is a start.

8 Thank you.

9 MS. COOPERSMITH: Thank you.

10 Do we have questions of the two resource people?

11 MR. HOLLAND: Theo Holland from Colorado Springs.

12 I would just like to -- I guess it's more of a
13 personal view, but it's something I feel I want to say, and I
14 think it really needs to be said, especially after our two
15 presenters this afternoon. We citizens have made demands on
16 our police force and things that require skills, technical
17 skills and things of individuals that are far beyond what
18 they're compensated for.

19 The gentleman from Greeley, I think, hit the
20 nail squarely on the head when he mentioned the frustrations
21 of some of our policemen in the jobs they're doing. Plus what
22 some of the national air controllers who say they are in a
23 stressful position; and their salaries right now are very, very,
24 good, but they still feel they need more and shorter working
25 time. However, our police force are asked to be top level

1 managers, psychologists, anything there is to do dealing with
2 people they're asked to do it -- no, they're not asked, they're
3 expected to do it and expected to do it with 100 percent
4 accuracy.

5 Being in a service-oriented business, I know
6 how frustrating it is. And we talk of training. Until we
7 address some of the basic problems and we talk about getting
8 good people, minority people, to get on our police force --
9 I wouldn't join the police force for a prayer. As a minority,
10 why would I want to join the police force? They make 20,000;
11 you can go drive a truck and make \$35,000 a year and still have
12 to have all of these technical skills, every minute of your
13 duty hour is a stressful life and death position on your part
14 and the people you're serving.

15 And I think we've really got to look at the
16 structure. Maybe the communities can't afford to do it, maybe
17 we have to ask for some additional governmental help.
18 Controllers are federally paid; maybe our policemen need to be
19 subsidized some kind of way, but we've got to bring up some of
20 the things for the policemen that they can be motivated and have
21 the training and perform the tasks that we're asking of them.

22 It's a losing battle. We can philosophize and
23 talk and do all these things and you go back to that policeman
24 that walks the beat, but when he's out on that street, he's got
25 the same attitude and the same problem. The hell with it, I'm

1 not going in there and I'm frightened and scared, putting my
2 life on the line for what? And I think this is probably one
3 of the primary underlying things really getting the police
4 force that we, the citizens, are asking for. That's all I have
5 to say.

6 MS. COOPERSMITH: May I just ask here about
7 CLETA? Are all departments required to send officers to CLETA
8 or a similar -- I mean, is Greeley the exception?

9 MR. PIPER: I really misspoke, as Dave pointed
10 out. It has been called the Greeley Police Academy. We're
11 going through a transition where we'll probably end up calling
12 it the Northern Colorado Police Academy, because we service
13 Larimer County, Weld County, and some outlying areas. It's
14 true that every officer within a year of being hired must be
15 certified by the state as having passed certain criteria. One
16 of them is a recognized police academy; another one is that
17 they have a first aid card; another one is that they work 40
18 hours on the job and have been supervised in that 40 hours by
19 the police department. Did I forget any?

20 MS. COOPERSMITH: Well, but every department in
21 the state has to send their officers to this training?

22 MR. PIPER: Not exactly. An officer that's been
23 certified in another state can come into this state and,
24 under certain conditions, take a challenge exam that is
25 equivalent to the final exam that people who go through the

1 academy at CLETA take and become certified that way. But
2 every officer has to be certified within a year of being hired
3 in Colorado.

4 MS. COOPERSMITH: Mr. Feldman?

5 MR. FELDMAN: I've got some real strong feelings
6 about basic training, CLETA, some of the things that have been
7 happening around the state with basic training. A lot of it
8 ties into what this gentleman had talked about earlier, that
9 police departments have lost a lot of their discretion in who
10 they can hire. I think most police departments want to get the
11 very best person, but sometimes because of the size of the
12 department, what they can pay, the location of the department,
13 or some demands that have been placed on them, they're having
14 to settle for second best.

15 I would like to see the basic training that's
16 administered by the state be a continuation of the selection
17 process. I think too often once the person is hired he's
18 pretty well assured of some sort of continued employment, but
19 when you're hiring people, regardless of how in-depth a
20 background you do or polygraph examinations or reference checks,
21 whatever, you're still buying an unknown quantity. And there
22 has to be some continuous evaluation.

23 One of the places that can be picked up is in the
24 basic training, whether that's administered by the department
25 or Golden or you're using the regional academy or..what. And I

1 do think there has to be continual screening, and I think
2 training is one place to do that. Currently, not very many
3 people wash out of CLETA training and for a variety of reasons.
4 I think the standards can be raised significantly.

5 Two, there's a lot of small departments who can't
6 afford to lose those people, because if they lose those people,
7 they're not going to be able to replace them. And if you're
8 working with a one, two, three-man agency and you're down one
9 position, you're in a lot of trouble. But I think that these
10 standards have to be set and I think the quality of the
11 training has to be improved significantly.

12 MS. COOPERSMITH: Ed, you had your hand up.

13 MR. CAMP: Well, I was going to follow along,
14 I guess, on some of those lines. Those departments who have
15 received court ordered hiring quotas, they have a whole
16 different issue to deal with. But those of us who haven't
17 had, we are hurting ourselves if we have, say, a minority
18 population and we don't go out and actively recruit the best
19 quality personnel out of that minority community. I've never
20 been able to understand that, because you wind up with like the
21 City of Denver or some of the larger cities in this country,
22 all of a sudden they get an edict from a court that says, You
23 will hire X number of people. So then all of a sudden to meet
24 that they do lower their standards and they don't always get
25 the best applicants.

1 But those of us who don't have that hanging over
2 our heads, it should behoove us to do it now because there are
3 a lot of quality blacks, a lot of quality Hispanics, a lot of
4 quality Asian people and American Indian people out in our
5 communities that would make as good a cop as any cop we've got.
6 And hopefully in our organization we're starting to do that and
7 we're in an infancy stage in that area.

8 What Mr. Feldman said about the small department,
9 I think that's one of the things that, unfortunately,
10 communities are settled with right now is that we can go out
11 and hire -- again, a very large city has a better setup than
12 we do because a lot of them have their own academies, so they
13 hire, put their officers through their certified academy, then
14 they either go on the street or on into a field officer training
15 program. But the smaller communities, we can hire somebody and
16 it could be as much as 10 or 11 months before we get a shot at
17 getting somebody into an academy.

18 So what do we do with this guy? Well, in the
19 past in Longmont we put him through what we called a mini-
20 academy, a five-week academy, and then we put him out on the
21 street for a few weeks with a supervisor and an officer, and
22 then away they went. Well, see, maybe that was okay -- well,
23 not okay, but when I came on I rode in a car for two weeks with
24 an officer, they handed me my car and said, Go to it. And I
25 can't remember the times that I would see something happen and

1 not have the slightest idea what happened but know it was wrong
2 and have to pull my car over into a parking lot, whip out my
3 code book until I found it. The next time I knew it, and that's
4 a hell of a way to learn.

5 But we have taken a position in Longmont, and
6 we just flat bit the bullet, and now we hire somebody, they get
7 indoctrinated. Then we get them into an academy and we begin
8 to hire around the academies. And we have several academies
9 that we use, so we don't get locked into one. Then when an
10 officer comes out, he goes into a field training officer
11 program. Our field training officer program runs anywhere from
12 8 to 14 weeks, depending upon whether the officer has previous
13 experience and get through his training blocks.

14 But where we had an officer for maybe eight
15 weeks a year ago that was on the street as a solo, we now have
16 him for anywhere from probably six to eight months before he's
17 a solo. And that's a decision -- it's a policy decision that a
18 chief has to make. You take the calculated risk and put the
19 officer out and you're talking about a three, four, five-man
20 department, you may very well have to take that risk. But we
21 have just taken a position in Longmont that we aren't going to
22 do that anymore, and if we have to run short on the street, we'll
23 run short on the street.

24 But we're talking, we have 60-some police
25 officers we can deal with. If I were a chief of a five-man

1 department, I'm not so sure I would still say that.

2 MS. COOPERSMITH: But they still have to be
3 certified within a year.

4 MR. CAMP: Within a year. But the point I guess
5 I'm making is that for a period of eight months this officer
6 may be on the street with no certification and no training
7 other than what you're able to give him right in-house.

8 MS. COOPERSMITH: What do you do in Montrose,
9 Mr. Cain?

10 MR. CAIN: In Montrose, at no time will an
11 officer be a solo, it doesn't matter how long it's going to
12 take to get him into an academy, he will not be solo, he will
13 ride with his supervisor or a solo car or somebody that has
14 been certified until such time as he is certified by the
15 academy and receives his certification. At that time, he still
16 has to pass through the training officer to be eligible for solo.

17 We're a small department; we're a 17-man
18 department. We have 17 people on the street. And like the
19 chief said, this is, even with our size department, a problem
20 when you're down one or two people, it completely disorients
21 shift work, you can't keep the number of people you'd like to
22 have on the street at one time. It's a lot of scheduling
23 problems; it means overtime; it's a lot of problems. Just the
24 simple fact that you have a body out there, it doesn't make a
25 bit of difference; if he can't do the job, you might as well not

1 have him out there.

2 MS. COOPERSMITH: Mr. White wanted to comment.

3 MR. WHITE: I have a question I'd like to direct
4 to the director of safety. Since the incident over in Longmont,
5 how much human relations training, cultural awareness training
6 now do you incorporate into your training program for the
7 Hispanic community?

8 MR. CAMP: What we've done and what we're doing,
9 all of our recruits, when they come in go through a training
10 program with the Boulder County Mental Health, which has
11 sensitivity training, cultural awareness, stress, domestic
12 disturbances. And then we send as many officers as we can to
13 that course.

14 What we have just got finalized is through,
15 again, the mental health with Dr. George Shelton, who is fairly
16 well known in the police community for her expertise, we've
17 plotted out about a year and a half program that begins, in
18 fact, next week, and then we hope to just make than an ongoing
19 program. And the thing of it is, in my estimation, once you
20 buy into, it's not, Well, let's give it this year and then not
21 again. It's continuous. It's got to be an ongoing program;
22 that's what we're trying to do.

23 MR. WHITE: Now, does this program require that
24 your senior officers go to --

25 MR. CAMP: Everybody from the command officers

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1 down, including myself.

2 MR. WHITE: Any of the other departments doing
3 anything like that?

4 MS. COOPERSMITH: Mr. Feldman?

5 MR. FELDMAN: We just started. It's taken a
6 long time to put together, but we work through Art Montoya here.
7 Giving blocks of training to police officers is difficult, and
8 I think a lot of people don't realize it. It's difficult to
9 schedule because of the shifts they work and it's damn
10 expensive because it's usually at time and a half. But the way
11 we're scheduled in Ft. Collins, we're on a 35-day rotation, and
12 the officers will work all shifts, including four nights of the
13 power shift or an evening shift from 7 p.m. to 3 a.m.

14 And we've blocked off one or two of these
15 nights as training nights, and we have the luxury of being able
16 to assign them to days. Too, Art Montoya has been lining up
17 and will be presenting with some outside resources eight-hour
18 blocks of training in cultural awareness to all of our officers.
19 Then it will be run over five weeks. And it just takes a long
20 time to get it together.

21 MR. WHITE: Well, the only thing is, like you
22 say, the time and the cost is certainly a major factor. The
23 only question is that if you don't do that, what's the price
24 you're going to pay.

25 MR. FELDMAN: That's understood. But right now,

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1 we're talking about cultural awareness and we're talking about
2 minority problems, and that has to be multiplied by all the
3 problems the police are confronting. It might be a driving
4 school, because we pay a tremendous price in liability for a
5 bad accident. It might be something having to do with firearms
6 or any number of things, and this is one -- I'm not selling the
7 importance of it short, but what I am saying is this tremendous
8 number of other considerations we do have to provide training
9 for, and they all can't come at once. That doesn't mean one is
10 more or less important.

11 MR. WHITE: I understand that.

12 MS. COOPERSMITH: There was a gentleman over
13 here.

14 MR. ROBINSON: In Littleton we've started all
15 officers have to go through 12 hours initially and then a 4-
16 hour refresher every year. We're on contract with Fisher in
17 Aurora; we have him on staff as a psychologist, and it's been
18 fairly beneficial to us.

19 MR. LEE: I want to make a statement, then ask
20 a question. First, as a community person I want to share that
21 I learned a lot from this exchange today as well, both in terms
22 of problems that police face and information that they have.
23 I, professionally, in Colorado Springs work and own an
24 investigative business. I have a pretty good relationship with
25 law enforcement in Colorado Springs, so firsthand I know a lot

1 of the frustrations and the problems that they run into.

2 But given the tremendous task that is assigned
3 to the various police departments, the feeling of defensiveness
4 that most police departments have, and probably justifiably so,
5 because again, police departments make decisions that really
6 have to do with life and death in a lot of situations -- is
7 this man armed? If I approach the house, what's going to
8 happen? What about the other person that I am to protect? And
9 what have you -- I know we really need to examine, and from what
10 you've described all day has been that this system of
11 recruitment, training, and placing an officer on the street is
12 a failure. You should not feel defensive about that, because
13 if you were a little more in tune with what the discussions
14 have gone on, you would also be able to point out to the
15 community where the community has failed you as police officers.
16 And we all share and live in the same community.

17 We, perhaps, in the minority community have not
18 done as much as we should in terms of helping in the recruitment
19 process of minorities. Part of that is because we don't talk
20 to each other. I don't know what kind of problem you have, Ed,
21 in getting people. In Littleton, when you don't have but 2
22 percent of your population that is minority, and that may be
23 a mixture of orientals, that may be a mixture of other
24 foreigners to this nation, when the community doesn't know that,
25 then it's very difficult for them to appreciate the kind of

1 problem you're having. So that there really has to be more
2 dialogue, there really has to be a closer examination of the
3 system of how we go from day one recruitment to the day that
4 you can turn out a finished product on the street.

5 So the question I really want to ask is, And this
6 is going to involve some dialogue from police personnel, what
7 do you really see in terms of your needs from the community to
8 give you the time to recruit and turn out a certified officer
9 that you feel, based on your own experience, is going to be
10 qualified to handle most situations on the streets? And if we
11 can get that kind of input, then perhaps we can be more helpful
12 in helping you achieve that goal.

13 MS. COOPERSMITH: Mr. Piper?

14 MR. PIPER: I think there's a wide disparity
15 within the state as to what different departments do. I heard
16 quite a few comments last night and this morning that some of
17 the speakers really hadn't done their homework about what the
18 state of the art in Colorado is. I can pretty much speak only
19 for our own department.

20 Most of the things that were brought out that
21 should be done, we've already done, as far as hiring and
22 training and those kind of problems. For example, when we hire,
23 our requirements are, we have no height requirements; we have
24 a very general weight to height proportion ratio; we have
25 psychologists at \$125 a shot to assess in a personal interview,

1 also based on psychological tests, whether this applicant is
2 suitable to withstand the stresses and to deal with the
3 responsibility of deadly force. We send them to an academy --
4 we don't hire anybody and let them sit around. They go to an
5 academy. Our own academy is 11 weeks, which surpasses CLETA's
6 academy by three weeks and which surpasses the state's standard
7 by another two weeks.

8 When they do come out of there, we give them a
9 week or two in-house training in our local policies and
10 procedures. Then they go into a 14-week FTO program where
11 they're constantly monitored and evaluated on a daily basis,
12 and some are washed out. The last group of five recruits, one
13 was more or less decided that he didn't want to continue, but
14 it was based on a pretty firm feeling that she at this point in
15 her life wasn't ready to handle that kind of job.

16 So we're really trying to be on top of it and
17 to do that kind of a thorough job. There are other departments
18 within our county that there's one that gets -- I don't know
19 the exact number, but I would say half of its police work done
20 by unpaid volunteer reserves. They come to the academy, and
21 we're one of the few academies that accept reserve officers.
22 Some academies only take sworn police officers that are hired,
23 but since we are working with a junior college, their
24 philosophy is to help train as many people as needed.

25 But you find this wide range. We have one town

1 where it's just a marshal is by himself. He worked there for a
2 whole year before the council thought that he might work out
3 and it was worthwhile to spend the money to send him to training.
4 So the cost of that person's salary for the time that they're
5 gone, then the additional problem they have is they look this
6 person over and he works out okay and he goes and gets certified
7 and then the first thing that officer wants to do is apply to
8 another department that pays maybe \$400 a month more. And that
9 small department is right back in need of another officer.

10 So what I'm saying is, it's kind of a financial
11 problem, and I imagine that that's probably true around the
12 state.

13 MR. LEE: What I hear you saying, and God, it
14 must be frustrating as all get out, on one hand you're saying,
15 We're doing everything we can; but many times -- someone
16 mentioned a 17-man department -- you're down one officer and
17 that officer may be on the street before he's completed all of
18 the training, you see, and then as a police chief you have to
19 be sitting there on needles and pins every time there's a
20 situation that involves this officer, whether or not he's going
21 to do something that is going to get the department in problems.

22 And I guess what I'm saying is that somewhere
23 you've got to stand firm and say, Look, city council, we have
24 got to have a man trained and it's going to take 14 weeks to do
25 it. If it costs extra money, we've got to have the extra money

1 to do it. If it means we've got to pull him in and pay him
2 overtime, we've got to have the money to do it, rather than
3 getting into the bind of a piece of training here and a little
4 bit of shift work and we'll try to catch up the rest of the
5 training. You've got to stand firm on it.

6 The other thing is that maybe you need to do
7 something about when a man signs on with the department that
8 it's a commitment like the Army used to do, if you want to go
9 to school in the Army, you give us two years of service for
10 every one year of school we provide for you. Something's got
11 to happen in order to get you guys out of the box and some of
12 this heat off of you. But I mean, those are the kinds of
13 things that you're identifying as frustration but you're not
14 really clearly saying, This is a problem that needs to be
15 addressed and, city council, community, we need that kind of
16 support.

17 The other thing I hear is that there's a
18 difference in whether or not the officer comes from southern
19 Colorado or from Greeley. There are different standards. You
20 guys have got to take a firm stand and say, it's got to be this
21 way. They've got to have X amount of training, they have to
22 deal with the department for a period of time. Until you say
23 that strongly, it's a catch 22 situation for police.

24 MS. COOPERSMITH: Where does CLETA get its funds,
25 through the state?

1 MR. CAMP: Legislation.

2 MS. COOPERSMITH: Is that the route to go?

3 MR. CAMP: They've been very reluctant over the
4 few years to properly fund it.

5 MS. COOPERSMITH: That doesn't mean we should not
6 try to make them.

7 MR. FELDMAN: There's another issue here, and
8 that is that CLETA, who provides basic training for the majority
9 of departments in the state in Golden, in the next year or two
10 is going to be closing its doors to basic training. CLETA wants
11 to get out of the basic training and instead have established
12 around the state, as in Greeley, a variety of regional law
13 enforcement training academies. Now, some communities, some
14 parts of the state already have them. They're in a good
15 position, where others can't.

16 One of the big advantages, particularly for the
17 small departments, of sending an officer to Golden was it cost,
18 what, 25 bucks; it's cheap, room and board. If I was a small
19 chief in Julesburg and I had to send my officers down to Ames,
20 which would be the closest academy, for example, it would cost
21 motel bill, it would cost per diem for 11 weeks, and the city
22 can't afford that. So the problem is continually compounding.

23 Also, right now everybody can go through a
24 recognized academy, whether it's a regional academy or CLETA,
25 and they come out with basically the same piece of paper saying

1 they're a certified officer, but the standards of the academies
2 are different. Will's final examination to pass through is
3 different than the one provided at CLETA. There are basic
4 guidelines on the course content, but there is no control
5 really over the course quality or the quality of the
6 instructors.

7 So right now it's quite a hodgepodge, and losing
8 one basic centralized academy at least sometime in the future
9 is going to increase that problem, and that's because the
10 funding in the legislation -- or will the legislation fund
11 your course, Will?

12 MR. PIPER: CLETA itself wants to get out of
13 the business. They are trying to voluntarily withdraw and use
14 the resource that they have to, as I understand it, to
15 establish a state model and to establish state minimum
16 standards, uniformity, perhaps even leading to a uniform test
17 for certification, such as a bar exam.

18 Right now, as I understand it, they spend 85
19 percent of the money that they get from the legislature on
20 putting on the basic standard CLETA course. And they don't have
21 they claim, that with the resource they have they don't have
22 the ability to work on outlines to monitor academies. CLETA
23 has never visited our academy to see what kind of job we do;
24 they take our word for it. Nonetheless, we're trying to do the
25 best possible job we can, and we feel at least in some respects

1 our academy is better than CLETA's. It hasn't ever been tested.

2 There was one academy that was tested with the
3 CLETA test, and everyone failed it, or nearly so. They went
4 through an academy, we gave them the test that CLETA gives,
5 and they couldn't pass it.

6 MS. COOPERSMITH: Where was that?

7 MR. PIPER: I didn't say.

8 MR. LEE: You don't want to name that.

9 MS. COOPERSMITH: I didn't get an answer to who
10 funds you.

11 MR. PIPER: CLETA has what's called pass-
12 through funds. Currently it's at \$433 per police officer and
13 only, at least as far as I know right now, only if they
14 successfully pass the course. So every police officer that
15 goes through our academy, we get reimbursement from the state
16 for \$433. Depending on how many people you have, if you have
17 30 people, then you could pay for the academy; if you only have
18 -- traditionally we've had 15 to 20 people -- that makes it
19 really tough going. Currently we're getting some money from
20 FTE through the state educational system because we work in
21 conjunction with Ames College, and it looks like we're going to
22 be able to put on a quality program regardless of how many
23 people, except that we probably wouldn't run an academy for
24 only ten people; it just wouldn't be economical.

25 MR. WHIMBUSH: Roy Whimbush from Denver.

1 I have a question to ask. I would like to know,
2 Is it permissible for the police officers to participate in
3 such organized groups as the KKK and the other radical groups
4 that is rising up very strongly across the nation?

5 MR. SPENARD: Would you repeat that?

6 MR. WHIMBUSH: Is it permissible for the police
7 officers to participate in radical groups such as the KKK and
8 other radical groups that is popping up all across this nation?

9 MR. CAMP: I think I would say to prevent an
10 officer from joining an organization like that might be hard,
11 but for him to participate in some of their activities would
12 probably almost guarantee his firing.

13 MR. WHIMBUSH: Don't you feel, though, if he
14 joined that he joined with a commitment to participate in the
15 activities?

16 MR. CAMP: I personally would agree with that,
17 yes.

18 MR. WHIMBUSH: That's the only way you would,
19 and I think that is one of the major problems with the Denver
20 Police Department and others around the cities, because it has
21 been a strong recruitment in this area and we have had some
22 major problems since the recruiting started. So maybe that's
23 really why we don't have no type of community relations or
24 human relationship. It's something for us to look into.

25 MS. COOPERSMITH: I think, and as an old-time

1 watcher, my organization has been doing that for years -- we're
2 really talking about a tiny, little bunch of members as far as
3 the Klan and the Nazis go. I mean, active members. I don't
4 know of anybody -- I have no evidence that there are any sworn
5 police officers that are members. Do you have?

6 MR. WHIMBUSH: No, I don't.

7 MS. COOPERSMITH: I don't think you can
8 minimize the problem, but it seems like it's really a small
9 problem compared to many other things, attitudes.

10 MR. WHIMBUSH: But if we could see underneath
11 those hoods, we could find out who is participating. That makes
12 a difference.

13 MS. COOPERSMITH: Mr. Cain?

14 MR. CAIN: Bob Cain from Montrose.

15 I'd like to add to that the simple fact that I
16 really feel that most police officers, as well as most minorities
17 want to do the right thing. And I think that just by sheer
18 numbers the police officers, if one in my organization joined
19 some group such as this and anybody else knew about it or had
20 any inkling that this had occurred, that he'd be drummed out of
21 the corps, so to speak. He wouldn't last but a minute, because
22 I think everybody here knows what type organizations those are.
23 I think you're sworn when you become a police officer to protect
24 people from those types of organizations. I think the peer
25 pressure within a department, the police department, is one of

1 the most tremendous things that you've ever seen. It really is
2 tough. It's a hard row to hoe and a tough life to live.

3 MR. CAMP: If you want to hear the real exposure
4 to that, read the book Onion Field and find out just how peer
5 pressure can destroy someone.

6 MS. COOPERSMITH: Well, can we get back to some
7 sort of solution? It sounds like there's no reason we couldn't
8 get the state legislature to appropriate lots of funds,
9 establish an ideal training program.

10 MR. LEE: I'd like to offer that we, as a
11 resolution to the Justice Department, a couple of things: One
12 is that the Justice Department and community groups go on
13 record and support and request proper funding and location and
14 identification of an entity that would carry on the kind of
15 training that we're going to lose in Golden for one; and
16 secondly, that that organization, or that we move to, I guess,
17 get a legislative move to standardize the training requirements
18 across the state so that everybody is receiving the same
19 training, be it southern Colorado or northern Colorado. And
20 I guess that's enough. I'll give somebody else a chance.

21 MS. COOPERSMITH: Did you record that, Mr.
22 Feldman?

23 MR. FELDMAN: Justice Department and community
24 groups request state funding through legislature for proper
25 and standardized training.

1 MR. LEE: Well, for adequate funding so that an
2 officer would be in a position to start week one and continue
3 through week fourteen so he's certified and thoroughly trained
4 to go on the streets, and that that organization also provide
5 the training, because I understand we're going to lose the
6 thing in Golden; is that correct? Does that mean we're going
7 to be without a training academy?

8 MR. PIPER: No. The idea is that regional
9 academies such as are in Greeley, Boulder, Denver, and Aurora
10 and Colorado Springs and the Western Slope, will pick up the
11 slack and will be funded through the pass-through money.

12 MR. LEE: Pass-through by what? Block grants?

13 MR. PIPER: Well, the same money that comes--

14 MR. LEE: You mean we're going to be in
15 competition with the police departments?

16 MR. PIPER: It's not federal money, it's
17 strictly state money.

18 MR. CAIN: It's strictly state money, it's
19 strictly joint budget committee. That's wherein the problem
20 lies. It's just almost impossible to lobby the joint budget
21 committee.

22 MR. LEE: Everybody else does, I guess we might
23 just as well give it a try.

24 MR. CAMP: One of the things that the chiefs of
25 police have tried to do a couple of occasions here in the last

1 few years is try to convince legislators to work up a state
2 statute that would allow financing for police training,
3 criminal justice training, to come out of fines. Not that fines
4 would be increased, but perhaps 1 percent of a fine would go
5 toward police training. California does that and does it very
6 successfully. The one time that I had any involvement in it
7 at all, the biggest objection came from the judges; and in
8 fact, by the time it got to the legislators, the judges were
9 the ones that killed it.

10 They've tried to raise it a couple of times,
11 but it's generally been defeated in the committee. But that's
12 a viable program, from my perspective, anyway, that if you
13 receive a citation you're going to pay fine, and it's not like
14 you're going to be paying any more of a fine, you're paying the
15 same amount of fine, the money is just distributed different.

16 Another proposal that they had was through
17 gasoline taxes, but that's also been defeated up to this point.
18 So many times, in the infinite wisdom of the legislators,
19 they've mandated standards upon the police or they mandated
20 some statute and then totally either failed to fund it at all
21 or cut the funding back so far it's totally impractical to even
22 believe anybody could reach the requirements of that statute.
23 Training is one of them.

24 MR. LEE: Is this something that you, as a law
25 enforcement body, would give to the community as a task in order

1 to assist in resolving some of the problems?

2 MR. CAMP: I don't think the chiefs would turn
3 that down for anything.

4 MS. COOPERSMITH: Why don't we make that a
5 recommendation?

6 MR. CAMP: I think that the Colorado chiefs of
7 police and the regional law enforcement association, which is
8 made up of police executives from the metro area, have been
9 pushing for that, and I'm sure they would not turn down any
10 kind of backing.

11 MR. CAIN: Has the Denver Police Department
12 lobbied against it?

13 MR. CAMP: Yeah, that's true too. Therein lies
14 another whole problem, was that the Denver P.D. is a very --
15 they have a very powerful lobbying.

16 SPEAKER: They're the most powerful police
17 organization.

18 MR. CAMP: And they can squelch an awful lot.

19 MS. COOPERSMITH: That doesn't mean this group
20 can't recommend it. We don't have to worry about chiefs of
21 police or Denver --

22 MR. CAMP: I don't want to get on Denver's case,
23 but there's kind of a feeling amongst other law enforcement
24 people within the state that there's the State of Colorado and
25 then there's Denver.

1 MR. LEE: But see, things like that are things
2 that really need to be thrown out on the table.

3 MS. COOPERSMITH: Right, and put before the
4 group. If we feel that's important, like the resolution that
5 Mr. Lee made, I think we should recommend that.

6 SPEAKER: That's an excellent system, by fines.
7 It works perfect in California.

8 MR. LEE: You made that a resolution, didn't you?

9 MR. CAMP: Sure.

10 MS. COOPERSMITH: Do you have that, Mr. Feldman?

11 MR. FELDMAN: Yes.

12 MR. PIPER: Just briefly, the way I understand
13 how that works in California, one of the aspects of that is that
14 the departments that send officers to the basic training get
15 reimbursement up to 50 percent for the salary of the officer
16 while he's gone. That would work wonders in our area for the
17 small departments that claim they can't spare the person for
18 training because they can't, financially can't afford to send
19 him. If we had something like that, that would be a big
20 incentive for the smaller departments to let their men go for
21 training.

22 MR. LEE: Is this a recommendation? You guys
23 are scared to talk, you know that? You really are.

24 MS. COOPERSMITH: I don't think it commits us
25 to anything, really, except that a group of police and community

1 met and felt this would be a solution or would be helpful. And
2 I don't know why we're so hesitant in this group to make
3 recommendations.

4 MR. CAMP: I can give you a reason for some of
5 the officers being hesitant, because they have department heads
6 they have to go back and answer to. If they see something and
7 all of a sudden their name is attached to it and that may not
8 be a consensus --

9 MR. LEE: We're not putting your name on it,
10 though. It's just a recommendation from the group.

11 SPEAKER: Another part of the hesitation, at
12 least from my point of view, a lot of us have tried this stuff
13 in the past, either at the local level or maybe we have
14 attended some conferences with the legislative body, and it's
15 been an exercise in futility. It comes down to a point where
16 you can only hit your head against that wall so many times and
17 it begins to hurt like hell. And that's a lot of my -- a lot
18 of people have tried it before.

19 MR. BELT: Bill Belt from Englewood.

20 An example is trying to organize police, trying
21 to organize the police department of the State of Colorado
22 where they have a lobbyist that speaks for them. It's almost
23 impossible to do that, because each police department or
24 organization feels they're going to lose power within their
25 department. Or if you have like the Colorado Police Protective

1 Association, which is a state-recognized organization, and then
2 Colorado Law Enforcement Officers Organization, which is another
3 one, they won't even join their membership to lobby and say, We
4 have 3500 police officers and this is the way they feel.

5 MR. LEE: I realize the frustration, again, but
6 First Baptists don't want to join the Second Baptists, the
7 Third Baptists. You could go through any organization, that
8 problem is pretty universal, but you can't quit. Another
9 suggestion I would offer would be, police departments -- from
10 what you're saying right now, it's a unique opportunity to have
11 input to community groups. It may work for you, Ed, if you get
12 the community behind you in Longmont to say, Look, what I really
13 need to have avoided that situation was every time I put an
14 officer on the street, he's fully trained. Get that group to
15 start putting some pressure on the governor's office or wherever
16 so you can get the kind of things that you need. But somewhere
17 we have to break the barrier and start working together, and
18 that's really what I'm saying.

19 You can identify what the problem is, and even
20 if it's a matter where you come to me and say, Look, Urban
21 League, here's a problem we've got. Why don't you guys try to
22 give us a hand? And then stay on our backs until we get it
23 done. Because when we see in community a situation like in
24 Longmont, like in Denver, you better believe we're going to stay
25 on your back until something gets done. It's a two-way street,

1 but you have got to make that a reality rather than one way
2 by simply coming right back to community. And when people in
3 the community really understand some of the problems that you're
4 having and some of the things that would improve the community,
5 I think you'll really find people willing to work with you.
6 But you've got to start talking about it.

7 MR. WHITE: Let me follow on with that. I really
8 think, sincerely, that there are a group of legislators that
9 are watching the outcome of this conference here. Don't take
10 it light that some of the recommendations will not be looked at
11 by some legislators in the State of Colorado. I think you're
12 selling yourself short if you don't think that the issues will
13 be looked at. Whether something will come out of it in the way
14 of law or funding, but I think if you're willing to spend the
15 time here, I think you should be willing to put your
16 recommendation without a name or city or town, as a group, the
17 group in Room 207-209 recommended this. Who knows who was in
18 207-209? I don't.

19 MS. COOPERSMITH: What do we want to do with
20 this? It can go in as we discussed or it can go in as a
21 recommendation. It can go in as a number of members of Group B.

22 MR. CAMP: I feel it should go through as a
23 recommendation because police training is not only a concern of
24 the community but it's a concern of the police, and this year
25 alone for our next year's budget I had \$5,000 cut off my training

1 budget.

2 MS. COOPERSMITH: Well, is the group in
3 agreement with us?

4 MR. LEE: You guys vote. Come on, say something.

5 (Show of hands.)

6 MS. COOPERSMITH: Okay, very good. And you have
7 that all down, Mr. Feldman?

8 MR. FELDMAN: I have several things down.

9 MR. GURULE: I want to say something. He
10 mentioned a while ago that they come out of the academy and put
11 their three months in with the FTO and that they're a finished
12 product. That kind of bothers me a little bit, because I went
13 to 12 weeks of training and 3 months of training in FTO, and I
14 didn't know anything until I went out on my own and started
15 hitting my head against the wall and started learning on my own.
16 And Jerry was my supervisor on patrol. I learned from watching
17 him and him telling me things if I did something wrong.

18 MR. CAMP: It's like learning the fundamentals
19 of football and then when you go out and play you find out
20 that's great, but there's a lot more to it.

21 MR. LEE: I'm not locking it into a 14-week
22 thing, I just grabbed the figure that something threw out. But
23 what I'm saying, you guys know what it takes, you've lived it,
24 I haven't. And what I think you should say, and you guys
25 really need to become more vocal, what you should say is that if

1 it's 14 weeks in the trenches and then another 6 weeks riding
2 around under close supervision, if it's a matter of having
3 some scrimmages, like they do in football to determine when a
4 man is ready, you guys have to determine when that man is ready
5 and you've got to say that loud and clear. Everybody else does.

6 MR. PIPER: There's a resolution by the Colorado
7 Chiefs of Police to the effect that there ought to be no
8 officer put on the street without having attended an academy
9 and some form of supervised evaluated training program. And I
10 wasn't there -- you probably know it met some resistance, did it
11 not?

12 MR. CAMP: It met resistance from the very small
13 departments, because again, they see it as very threatening.

14 MR. BUSEMEYER: There's a problem we had in
15 Colorado Springs. The changing under pensions under this new
16 state law, when I went on the job I was guaranteed 50 percent
17 of my pension when I retired if I put in the proper amount of
18 time and I was of a certain age, and I was also guaranteed
19 that if I didn't go for these raises, and I think we were 14th
20 in the state last year yet we're the second largest city, that
21 at the end of this period you'd be compensated by more benefits.
22 And all of a sudden in 1980 we lose all of the benefits. If
23 we are shot or hurt on the job, we got 20 percent of our pension
24 versus 50, irregardless of the time you've got on the job. If
25 you work an additional job, you have to give a portion of that

1 money back to the city, and all this sort of thing.

2 So consequently, the turnover is tremendous
3 there. Right this moment, the average police officer on the
4 street has less than one year on the job. Now there's your
5 experience right there. Then you had your older men who were
6 forced to retire; we had 20-some retirements. These were your
7 training officers, these were the basis of all the experience
8 in our department. Consequently, they can't catch up down
9 there. There is nobody with that amount of experience on the
10 job; and if they have the experience, they're not in the
11 position to distribute it within the department.

12 We try to send men to the FBI academy and so
13 forth, but they're tied up in whatever their occupation is on
14 the job and it's not passed on to the men. And this is a
15 crucial thing throughout the state.

16 MR. CAMP: I have 31 street officers. I have
17 one that has three years service; I have probably seven more
18 that have two years service, and all the rest of them have less
19 than a year. They're all certified, and I only have one that
20 has yet to go through, and he's into that now.

21 MR. LEE: I can't help you in Longmont, but
22 Jerry, if you guys will come to us, our organization will
23 support that and John can't fire me, I don't work for him. But
24 what I'm really saying, though, if your community knows this,
25 because it's important to us too, how many --

1 MR. BUSEMEYER: Like he was speaking, the
2 officers themselves will not even join -- like the insurance
3 was to be covered when you retired, now you're paying \$96 of
4 your own insurance, and as the rate continues to go up, that
5 cuts down on the pensions and what have you. They couldn't
6 get the officers to even fight for that, even though it was a
7 contract when they came on the job. But this goes back to the
8 same thing, you fight this county or you fight this person,
9 that person, year after year for every little bit you receive.
10 If you get out of line on your request, they chastise you.
11 They've fired police officers that got out of line; they
12 prohibit unions; they prohibit anything that would be a forceful
13 issue.

14 MR. LEE: But I think if you leak that information
15 to organizations like Chicano groups, black groups, minorities.
16 Hey, if you saw me on the street corner and said, Hey, look
17 man, this is a concern, then you give us the information to ask
18 the proper questions and to explore the proper areas, and we'll
19 do it. Because it's just important to us to have officers that
20 are trained as it is for you guys that have to ride in the car
21 and your life is dependent on this guy.

22 What I'm saying is, look at it a different way,
23 because really, honest to goodness, if you came to me, one year,
24 I didn't know that. It's scary.

25 MR. BUSEMEYER: I think we all understand that,

1 but I also think it looks good on paper and (inaudible). This
2 has been going on for years and years and years.

3 MR. LEE: But if someone would just slide that
4 information across, then --

5 MR. GURULE: Taggart passed it on to somebody,
6 because I was there when he told them, and the press was there
7 and it came out in the paper that we had cops out there that
8 were rookies training rookies, was what we had when he put it
9 in the paper. That's the truth, because I was there. We have
10 400 cops down there.

11 MR. BUSEMEYER: Four hundred thirty-five sworn
12 officers down there.

13 MR. SMITH: Mr. Cain had something.

14 MR. CAIN: I was just going to add to put
15 forth to the training, that I think everybody will agree that
16 once you receive a certification from the state, it takes very
17 little training by law to keep that certification. I really
18 feel that that should be much more stringent. There ought to
19 be different degrees of certification and require that after a
20 period of time that you reach this element of expertise and if
21 you don't, there would be some method or means of, whether
22 chastised or what it is.

23 MR. CAMP: There is very few times that the
24 State Patrol in this state is ever a leadership in law
25 enforcement, but that's the one thing that I think they're

1 ahead on because they require yearly training blocks where
2 they pull people out of the field and send them to school.
3 I've always been fortunate that I've been in agencies where I
4 was always able to continue my training, but then I know
5 officers who are hired and they never see another bit of
6 training other than what the department can provide internally,
7 and that's not good. That's not healthy.

8 MR. BUSEMEYER: If most police departments were
9 in business, they would be defunct in no time at all. You take
10 what it costs to put an officer out on the street, and you
11 don't really get a return until you have about five years on
12 the department, give or take the individual. But when that man
13 turns over, you're talking about thousands of dollars that you
14 have invested in him. If you have a turnover like Colorado
15 Springs does where you have 20 to 30 men every six months, I
16 don't care how long they've been on, you figure out that volume
17 of money which could be put to other use, it's tremendous.

18 MR. CAIN: I think continuing education is
19 probably as important as the basic, absolutely.

20 MR. LEE: That's really scary, because we're
21 talking about the most valuable commodity, the most valuable
22 resource we have, and that's human beings. We would not let,
23 the Denver Broncos would not allow a guy to call signals that
24 hadn't been around for at least three to five years, and we're
25 talking about policemen on the street dealing with human lives

1 with less than a year of training?

2 MR. BUSEMEYER: If an officer kills and he's
3 wrong and they're sued and the suit is won, you have what,
4 hundreds of thousands or a million dollars, how much training
5 could you have supplied with that? What other benefits could
6 you have given to the officers to retain them within your
7 department? But it's always after something occurs.

8 MR. LEE: Maybe you ought to go to that free
9 agent agreement that the NFL has. If another police department
10 takes your officer, they have to reimburse the city or
11 something.

12 SPEAKER: Cities will soak more money in golf
13 courses and parks.

14 MS. COOPERSMITH: Well, that goes back to the
15 fact, the citizens, they scream about the rising crime, they're
16 going to have to pay for it.

17 SPEAKER: It's always been a management by
18 crisis in the police departments.

19 MR. MEDFORD: Ron Medford, Englewood.

20 We have a Proposition 13 effect going now, and
21 that cuts down on taxes. Your taxes supply governmental
22 operations. More police action and work is expected, but yet
23 the citizens are under the idea, the false premise that they
24 can cut taxes and still increase police, fire, and these other
25 governmental agencies. You cannot do it.

1 MR. LEE: All we have to do is take the money
2 out of the politicians' hands.

3 MR. MEDFORD: But the politicians say, I cut
4 your taxes, so re-elect me.

5 MR. BUSEMEYER: This is a major problem why
6 you're here. You talk about going from call to call. When I
7 was on the job you had time to deal with people, but today the
8 officer doesn't have that. You don't have the manpower;
9 consequently, with no contact with the public, you become
10 isolated, and that's you against us and so forth. And that's
11 a human tendency to get that way.

12 MS. COOPERSMITH: Mr. Lloyd, then Mr. Whimbush.

13 MR. LLOYD: I was sort of wondering how we get
14 these people to speak up for the police, to ask for more wages.
15 A few years ago we had the council for our budget hearing.
16 They sent out letters to community leaders, beat the bushes
17 trying to get support. We haven't had a soul. We tried that
18 a couple of years, and nobody shows up, other than the police,
19 to present their budget. How do we get community involved?

20 MR. WHITE: Well, you know, I think that within
21 your community, certainly there's someone that chairs your
22 concern. And I think you've got to search out with that group
23 first and then go for those who may not be on the bandwagon.
24 But I think I cannot believe that somewhere within your
25 community there is someone that doesn't share your feeling.

1 MR. LEE: Tell them quietly. I understand the
2 pressure you're talking in terms of your getting fired, but,
3 you know, government workers who are not supposed to be involved
4 in partisan party politics do it all the time. They don't stand
5 up and wave the banner themselves, but they get someone to do
6 it. And the bottom line is, and I concur with what P. C. is
7 saying, you've got to sell the idea, because if we continuously
8 lose good policemen, then what we're going to have are tragic
9 situations of untrained officers on the street. We do have an
10 interest in that as citizens. We do have an interest in that.
11 And we don't want to see that either.

12 MR. FELDMAN: Sometimes it takes the tragedies
13 to get the results. What happened in Longmont was horrible,
14 but we benefited from it because we're 40 miles away. We, for
15 the last five years, have been trying to get a training officer
16 approved in our budget. Now, this is a department of 80 sworn
17 people; you would think there would be a training officer, but
18 every year it was cut, it was cut, it was cut. Ed had a tragedy
19 in his city, and our city manager is going, Uh-oh. And we
20 recruit for a training officer. Now, we don't have him yet,
21 but he's in the budget. He's wrapped up in a hiring freeze
22 because there's not enough money, but we're a step closer.

23 MS. COOPERSMITH: Is it a he for sure?

24 MR. FELDMAN: This person.

25 MR. WHIMBUSH: But I would like to know, who do

1 citizens keep the pressure on? Perhaps we could do something
2 about it. I'm willing to get out and work on that issue; I'm
3 willing to get out and get a petition raised; I'm willing to get
4 out and get people involved and let people know what's going on.
5 Because it's really the citizens that are being affected by the
6 massive problems that is rising in our city, and more or less
7 the black citizen and Hispanic community. And I'm quite sure in
8 order for them to stop getting this type of upset in their homes
9 and these type of killings that is going on, they'll be willing
10 to get out there and push the city officials. Who do we go to?

11 MR. LLOYD: To city council, city officials.

12 MR. SPENARD: Don't forget county commissioners.

13 MS. COOPERSMITH: Earl?

14 MR. SPENARD: I was just going to give you a
15 basis in the Sheriff's Department that is predominant throughout
16 the state. The Sheriff's Department is budgeted on the revenues
17 obtained by the county, and that portion of that budget that's
18 allocated for the Sheriff's Department allocation which includes
19 your common county jail for each county is 1-1/2 percent -- it's
20 a half percent of 1 percent of the mill base of the total
21 taxation collection. We have another supportive financing tool
22 which is called LEA that we derived matching funds for for
23 additional services in totally unincorporated areas. That
24 supplies, then, the common county jail that each sheriff is
25 mandated by statute to run, also.

1 And a sheriff does not control his budget. A
2 sheriff is given his budget by a Board of County Commissioners.
3 When you receive notices, i.e. your 1982 budget is not to
4 exceed your 1981 budget but you're mandated by a federal court
5 that you'll have 86 staff in your jail and you presently have
6 40, the figures don't match. It really is amazing in the law
7 enforcement and city councils. We have citizen groups, we put
8 together citizen groups and will continue to put together
9 citizen groups when we go in for our budget hearing that we're
10 given 15 minutes for presentation on. And we're not told at
11 that budget hearing what our budget is going to be; we receive
12 a computer printout at the appropriate time. And then you have
13 to start cutting that pie.

14 You talk officers dedication, we've been a very
15 unfortunate county this year. Statistic-wise we maybe average
16 one to five homicides in Jefferson County unincorporated; this
17 year we've averaged 18 so far. With an investigational staff
18 of 17 investigators and you go into 8-man shifts and work around
19 the clock, and we're fortunate we have defendants in custody in
20 all cases, except one. Very fortunate. The amount of hours
21 last month, which is part of my bailiwick, of overtime just for
22 17 men is unbelievable. But we tell them, We can't pay you.
23 No overtime. You've already expended your overtime allotment
24 in January and February on the first six homicides, and we don't
25 have any money to pay you for your overtime, but you've got to

1 go ahead and do the job.

2 And you talk about this type of a dedication.
3 We, fortunately, do retain a lot of tenured deputies, but the
4 training element, we do run a regional academy. We send our
5 program in for CLETA certification as to content, then you get
6 into instructors. You want to be an instructor in a certified
7 state academy in this state and you belong to a police agency --
8 I'm not putting this down, there are excellent instructors in
9 the academies and we have excellent resources, but to be
10 certified as an instructor you send your criteria of what you
11 say is your field and you're certified as an instructor. You
12 might only have six months on the street.

13 In our jail right now with 86 staff, our level
14 of tenure is four months. We're housing 172 people. There is
15 no standard for detentions, but the Sheriff's Department has to
16 run a jail. They're trying to put together the standards, but
17 CLETA is wanting to get out of the standards -- not out of the
18 standards, out of the training. So agencies such as ours and
19 many other county sheriffs' departments throughout the state are
20 trying to develop their own standards.

21 There are presently 27 proposed standards for
22 detention facilities in this state. Nobody from the United
23 States Supreme Court down has adopted a standard. The ACA,
24 the American Bar Association, the American Correctional
25 Association, everybody has standards, but then we have to go on

1 what the court says we will do as far as a standard and each
2 issue is taken singularly from all 27 standards.

3 So what do you teach? You might teach the wrong
4 standard, and then you're vicariously liable for giving the
5 wrong information to that potential candidate. You talk about
6 vicarious liability. We just finished up five years running
7 the Jefferson County Jail. I'm in federal court for \$58 million.

8 MS. COOPERSMITH: Mr. Robinson, then I believe
9 it's time to quit for the day. We'll come back in the morning
10 right after breakfast on establishing policies.

11 MR. ROBINSON: I just kind of find it interesting
12 that it seemed like yesterday and early this morning -- I'm
13 going to get back to that because I was really upset -- it
14 seemed like at that point in time we were all talking about
15 those cops, they killed the 12 year-old in Dallas, they killed
16 this, they killed that. And it's right back to the point that
17 maybe we aren't natural enemies, if it's "we" the cops get the
18 minorities. Now I think we can stick the finger on, it's those
19 other dirty bastards that aren't giving us what we need. And
20 the thing that interests me is, I hope the other workshops have
21 seen that same, have come to that similar conclusion.

22 I strongly believe that there probably would not
23 be the need for this conference if the possibility of policemen
24 and minority people within the community had the opportunity to
25 sit down in a room like this or somewhere else and for us to hear

1 people talking about warning shots, us talking to you about our
2 frustrations. It seems like the thought of the people who have
3 been killed or the unfortunate circumstances that come up have
4 been put into the back of our mind. This is something now that
5 we can put our hands on, put our teeth into, and this may be a
6 solution. It just seems interesting to me that we've come from
7 what seemed quite a bit of hostility earlier to now we are a
8 group against those other people.

9 MR. CAMP: I think that's what's so important,
10 is that, well, with the statement I made earlier about dealing
11 with principles in that detail, but I think you have to go
12 through that period. You have to get that out and then pretty
13 soon you start with a common ground, and that's where you build.

14 MR. LEE: If you hang in, it always evolves. But
15 then the other thing, you guys started talking. I know in
16 between sessions I had a lot of frustration because the
17 policemen were not talking, and we didn't know your side of it.
18 We didn't know what frustrations you had.

19 MR. ROBINSON: I think that's natural with cops,
20 though.

21 MR. LEE: Yeah, but that's what we've got to
22 break.

23 (Whereupon, at 5:30 p.m., the workshop was
24 recessed, to continue the following day, Saturday, August 15,
25 1981; dinner and a speaker followed.)

E V E N I N G S E S S I O N

7:20 p.m.

MR. JAMES JOY: I'd like to introduce the head table tonight to you. Starting at my far right over here, it's probably the only time Carl Dudley has been on the far right. Carl gets increasingly radical as time goes by. He used to work for the Urban League, and now that he's unemployed he's an absolute radical. He serves as a member of our steering committee, worked hard for a long time.

The second person is Sarah Beery. Sarah is a member of the Colorado Civil Rights Commission, and she's also a municipal court judge. Anytime you drive through Grand Junction, she'd be glad to fix your ticket for you. You notice that there's no Grand Junction police here, that I know of.

MS. BEERY: There is.

MR. JOY: I'm sorry. I will drive very carefully.

Dr. Cecil Owen, Sr. He's the supervisor of research and development for the Aurora Police Department and adjunct professor in criminal justice at Metropolitan State College.

Next is Cynthia Kent, who is the director of the Office of Native American Affairs in the Lieutenant Governor's Office of the State of Colorado, and a member of our steering committee.

Next is Silke Hansen with the U. S. Department of

1 Justice, Community Relations Service, and a member of the
2 program committee.

3 Peterson Zah will be introduced later, so we'll
4 skip over him for the minute, and I'll come back to Dr. Shirley
5 Hill Witt again in a second.

6 Dennis Renault, U. S. Department of Justice.
7 Putting all these U. S. Department of Justice folk up here with
8 the ACLU, and it always makes me nervous. I always think that
9 they're surrogate FBI people anyway. Dennis Renault, U. S.
10 Department of Justice, the conciliator. He's also chairman of
11 the Federal Regional Council Indian Committee of Reference.
12 I don't know what that means, but that's what he is.

13 Pat Gooden, paralegal with the Pikes Peak Legal
14 Services, and she's state and local officer of the NAACP.

15 Manuel Salinas is the conciliator with the U. S.
16 Department of Justice. I told you they had them stacked up
17 here.

18 And finally, David Rivera, who is the chief of
19 police of the Auraria Campus, City of Denver.

20 My job now is to introduce Shirley Hill Witt.
21 She made me promise to introduce her as princess, so with that
22 we'll introduce her as princess.

23 MS. SHIRLEY HILL WITT: Buenas tardes, good
24 evening, ya'at'ey, and sekon. Seven years ago, almost to this
25 very day, a conference was being held in this very room to which

1 I was visiting, and as interesting as the topic was, that is,
2 trying to put Indians into American history -- and of course,
3 that's a very tough job to do, attempting to rewrite an honest
4 and balanced history of this country -- it was nearly impossible
5 to keep our attention focused on the task at hand; and that was
6 because every television set in this building and surrounding
7 buildings and sets all over the country were showing a
8 Republican President about to board a helicopter on the lawn
9 of the White House to begin an early retirement from government.
10 Now, I have kept checking all day today, checking television
11 sets all over campus, and I must assure you or disappoint you,
12 depending on your political persuasion, that no Republican
13 President is today in the process of abdication. That being
14 the case, we can give our full attention to the speaker we are
15 about to hear.

16 There is a line in the musical comedy, A Chorus
17 Line, which goes, "Who am I, anyway? Am I my resume? Am I
18 a picture of a person? I don't know." Well, we received a
19 copy of a resume and that came to mind when I read over the
20 resume of this next guest, whom I've known for more than a
21 dozen years. It turns out, the secret has escaped that he's
22 really a carpenter in legal aid clothing. Well, we won't talk
23 about carpentry, because I don't know anything about it. Let's
24 put aside the world of wood and let me introduce you to
25 Peterson Zah as the man we know, as the executive director of DNA.

1 DNA People's Legal Services, Incorporated, is
2 a private, nonprofit corporation organized under the laws of
3 Arizona for charitable and benevolent purposes. The initial
4 DNA stands for Dinebeiina Nahiilna be Agaditahe, which in the
5 Navajo language means attorneys who contribute to the economic
6 revitalization of the people. It's almost as difficult in
7 English as it is in Navajo.

8 DNA People's Legal Services, Incorporated, is
9 governed by a board of directors composed of indigent Navajos,
10 Hopis, Apaches, private lawyers, and law professors. DNA
11 People's Legal Services, Incorporated, is under contract with
12 the Legal Services Corporation to properly and satisfactorily
13 conduct and administer the legal services program for the
14 indigents residing in the Four Corners area.

15 DNA People's Legal Services, Incorporated, has
16 nine law offices on the huge Navajo reservation, Hopi and
17 Apache reservations, and San Juan County in Farmington, New
18 Mexico. It now employs 33 tribal court advocates and 34
19 attorneys, plus other supportive staff, for over a total of 120
20 employees.

21 During our lifetimes it is a rare privilege to
22 tell someone what we really think of them. Today I want you
23 to know that I believe that the Navajo people and all Native
24 Americans, for that matter, are especially enriched by having
25 this man as one of us, a truly charismatic leader, Peterson Zah.

1 MR. PETERSON ZAH: Thank you, Shirley. If you
2 didn't say all of those things, I was going to say them anyway.

3 I wanted to thank everyone here that's
4 sponsoring this conference here for inviting me, I guess, as
5 a representative of the Native American communities so that I
6 can share some of my thoughts with you tonight. I guess some
7 of you would have to pardon me during my speech, because I'm
8 not really accustomed to speaking to a bunch of immigrants.

9 Talking and thinking about relationships between
10 communities and law enforcement people or, I guess, between any
11 agencies brings to mind a relationship between the Navajo people
12 and the anthropologists. It seems like this time of the year on
13 the Navajo reservation there are more anthropologists than there
14 are Navajos. I'm going to tell you a story about an incident.

15 Several years ago there was a class that was
16 brought to the Navajo reservation from one of the big eastern
17 colleges and universities. I guess the purpose of the course or
18 the field trip was to get the anthropologist or the students
19 and visit at the reservation and get them accustomed to some of
20 the things the Indian people do culturally. But anyway, as
21 they went across the southwestern area, they stop at the
22 pueblos at Santa Clara, New Mexico. The anthropologist
23 instructor was explaining what the adobe oven is that most of
24 the pueblos there in New Mexico bake their bread in this oven
25 here, and I guess normally it has been done that way for years

1 and years .

2 So as they drove into the Navajo reservation
3 they came across another structure that looked exactly like it,
4 and we call it in our community and on the Navajo reservation
5 a sweat bath or sweat lodge. The anthropologist stopped with
6 the students and she was trying to explain the different
7 structure and how it was built. And just as they were really
8 getting into discussion in terms of what it was being used for,
9 two Navajos came out; naturally, they were without clothes.
10 So one of the students asked, What was that? And the instructor
11 really didn't know how to respond, because she was really taken
12 by the whole thing, the whole event.

13 Anyway, the Navajos headed for their arroyos,
14 because they were afraid they had some strange visitors here.
15 And the students asked, then, again, How do you relate to these
16 kinds of activities and how do you explain it? And the
17 anthropologist said, The only way I could make any sense out
18 of what has happened here is that they might really be alive
19 persons that we call in our society gingerbread men.

20 Talking about agencies, we have government
21 agencies on the reservations anywhere, any reservation you go to.
22 On a Navajo reservation, we have the BIA, we have the public
23 health, and we have legal services program. There is one
24 federal agency that's coming to the Navajo reservation, and
25 that's the NASA. Right by Flagstaff they're doing all of their

1 training -- and for those of you that drove across, maybe, the
2 Navajo reservation know why, maybe, the Navajo reservation was
3 selected. The land that we have out there looks like the moon
4 or Mars.

5 But anyway, they do all of their training there.
6 And one day when the astronauts were out there training, they
7 came across this old Navajo man that was herding sheep. The
8 Navajo man observed for several days, looking at what was going
9 on, making a determination if what was going on really did make
10 any sense.

11 So one day he went back and decided to talk to
12 this astronaut. He had a little recorder, and the astronaut
13 says, I'm recording in here different languages from Earth so
14 that when we go to the moon, if we should meet anybody there we
15 can turn this tape on, because it explains what we're about and
16 where we're from in several languages. The Navajo man decided
17 that he should also say something, so he got the tape recorder
18 and he mumbled in Navajo.

19 The astronaut really didn't know what the Navajo
20 man said, so the next day they decided to go look for this
21 Navajo man to see if they can find his children. And sure
22 enough, they came across the hogan and there were the grand-
23 children there. They proceeded to ask one of the grandchildren
24 to see if they could interpret what the Navajo man said. They
25 turned the tape recorder on, and then the little girl says,

1 Beware of these people. They will make all kinds of treaties
2 with you, they will take your land, they will take your
3 resources, and they will even steal your cultural artifacts,
4 and they'll even take your religion. That was the message
5 that he wanted to send to anybody.

6 • The United States is a nation fond on law. Our
7 leaders regularly remind us that respect for the law is a
8 mortar that holds the structure of this diverse country
9 together. The basic justification for the need to respect the
10 law has always been the notion that the Americans are equally
11 protected by the law. I have three important experiences to
12 call on in looking at the current trend in our society as it
13 relates to the notion that the law's protection is available
14 to everybody.

15 First, I am an Indian, and as such a member of
16 one of the many minorities in our society; second; I have been
17 materially poor almost all my life; third, I am a nonlawyer
18 director of the largest Indian legal services program who first
19 came to that program as a client of the first program director.
20 When the program director lost my case, I guess to make me feel
21 better he decided to hire me. So I see the law and the broader
22 notions of justice from these three perspectives.

23 Without access to the country's legal system,
24 minority people and the poor in this nation really have no say
25 in the American system of justice. My perspective leads me,

1 perhaps hastily, to conclude that our society is about to say
2 to the minorities that justice is for everyone except you, and
3 to the poor folks, justice is for those who can afford it. Of
4 course, this is one man's opinion, and I may sound somewhat
5 discouraged. But I'm really concerned and somewhat afraid.

6 When I came in to Denver last night, I was
7 reading the newspaper in terms of what is going on here in this
8 state. I hope deeply that I will be proven to be wrong, but at
9 this point I feel that the burden of proof really lies with the
10 people who are in power in this country today.

11 As a Native American people, the law has been a
12 mixed blessing for many of us. Our very status as a minority
13 points out one of the major difficulties in dealing with the
14 law, that is that we aren't really just Native Americans living
15 out there, we have cultural ideals; we have things that we want
16 to do. The only problem is that there isn't enough of us to
17 have any impact on the political system in the state legislature.

18 When left for others to manipulate the law, that
19 law has been manipulated in such a way that it robbed many of
20 our people of land, water rights, and the basic notion of human
21 dignity and, in many cases, the civil rights. All too often our
22 legislature and bureaucrats have written the law, and they have
23 also interpreted them. Occasionally they will hide behind those
24 laws to damage the legitimate interests of the Indian people in
25 retaining what little share of the American dream we have

1 apparently been allocated in this country.

2 When we have had access to the legal system in
3 this country, we have done many things to reverse and in some
4 cases, I guess, to delay many unjust trends toward the American
5 Indian in this country. When we had access to courts, we are
6 able to present our legitimate position without concern for
7 the fact that we represent a small minority in the American
8 population, a minority that does not have access to many of the
9 tools, including money, that all too often affects the way the
10 lawmakers view a particular issue.

11 The second perspective I come to you tonight
12 is from a background of poverty. All too often our status as
13 a minority necessarily leads to the fact of poverty, and it has
14 only been in the past few decades that the law has started
15 looking at this problem in America. I have been lucky that I
16 was able to acquire the education that I now have which allowed
17 me some freedom of movement. Not everybody can say that.

18 I have not forgotten the sense of frustration
19 and the powerlessness and the constant pressure that poverty
20 imposes on people. Even if I tried to forget, I would be
21 constantly reminded by the lives and the problems of thousands
22 of people that walk through our office from year to year.
23 Seeing these people is both a continual source of strength and
24 a continual source of pain for me. The pain comes from knowing
25 that people have to live on the outskirts of the good things that

1 our society has to offer, and the strength comes from the fact
2 that poor people feel that they are basically right about
3 something can still seek justice and remedy.

4 The first two perspectives I bring to the law
5 really leads me to my third perspective. As a lay person
6 responsible for a major legal program, I had the opportunity to
7 see how the law works without having been indoctrinated into
8 all the technicalities which sometimes blurs the vision of a
9 lawyer. Working in the legal services has given me the
10 opportunity to use the law like the way I think it should be
11 used.

12 As the president of the Legal Aid Society in
13 New York in 1876 said, "Our society provides not charity, which
14 these applicants do not ask and would not accept, but they are
15 really simply asking for simple justice." In the 14 years of
16 fighting poverty, hunger, ignorance, and unjust treatment of
17 the minorities, I have seen many fine, gratifying examples of
18 people not seeking charity but have been able to obtain simple
19 justice for themselves and for their families as a result of
20 having access to this country's legal system.

21 From all three perspectives, I can see dangerous
22 changes that are coming to our society today. As minorities,
23 we are told that if we just place our faith in the American
24 economic system that has crushed us in the past, we can hold
25 meaningful places in this society. As poor people, we are told

1 that the same system that has kept us in poverty will somehow
2 bail us out and provide charity for those among us who are
3 unable to carry our own weights. As people who seek justice
4 in the American system, we are being told that we can afford it,
5 and if we can afford it, we'll get it.

6 With these lessons being taught from Washington,
7 it's no wonder that my daughter had a problem last spring, and
8 she had a problem with the wording of "liberty and justice for
9 all" part of the Pledge of Allegiance. My daughter told me,
10 she said, "Daddy, they have made me say it at school, but from
11 what I hear around the house you really don't believe it's true,
12 do you?" She's going to have to at least answer a tougher
13 question sometime in the future. I did not respond to her
14 question; I'm letting her mother field that question.

15 In the current rush to reverse almost 40 years of
16 social progress in this country, President Reagan and his
17 Administration are trying to make liars out of the first United
18 States Chief Justice John Marshall, who once said, "This
19 government, a government of law and not of men." The President
20 seems to be telling the minority people that Americans can
21 expect a government of men, and those men will be the landlords,
22 corporation executives, the car dealers; on the Navajo
23 reservation or towns surrounding the reservation, it will be the
24 credit managers.

25 At the same time, he tells us that the laws that

1 have done so much to give the blacks, the Hispanics, the Native
2 Americans some measure of equality must now fall like leaves in
3 the wind. He argues that this is all part of the grand design
4 to return American to its great days. I, for one, think about
5 those good old days and remember their hallmarks of segregation,
6 racial genocide, and trespass to and theft of the vast Indian
7 lands in this country. So I don't want to return to those days.

8 Any grand design to make this country once again
9 safe for the rich and the powerful necessarily includes reducing
10 the potential of the poor and the powerless to challenge that
11 design. As a result, part of President Reagan's great step
12 backward is now to abolish the legal services program. The
13 legal services program, as you know, has provided a vehicle for
14 many people to challenge violations. It has also enhanced the
15 rights of many Native American people; it has also done
16 tremendous education on the part of the Native American in
17 trying to get to know the law.

18 The Native American people are one of the most
19 overregulated people in our society. In order for us to know
20 what those laws and what those regulations are, we need to have
21 lawyers at our disposal. It is important to recognize that
22 unlike many other federal programs facing the budgetary ax
23 this year, legal services is not being eliminated because it is
24 doing something wrong, it is being eliminated because it is
25 doing something right.

1 For example, at DNA we have altered the commercial
2 practices on three Indian reservations. We have enhanced the
3 voting rights of the Native American in the Southwest. We are
4 now participating politically in all state elections. We are
5 altering the practices of the trading posts on the reservation.
6 We are doing many, many things to enhance the rights of the
7 Native American people. We are educating people so that they
8 will know what the laws are that govern their daily activities.

9 At DNA when I first came to work for the legal
10 services ten years ago, the number of Navajo lawyers we had on
11 that reservation was zero; today we have 32 Navajo lawyers. One
12 of the programs that we initiated that the Navajo people wanted
13 was for us to encourage young people to go to law school, those
14 that are capable, and to be able to provide scholarships for
15 them. So that's only one small progress that the Native
16 American people have made through the legal services program.
17 And as I travel across the country, where there are legal
18 services programs present, I see much progress and I think to
19 myself that we are not really unique at DNA, that many of the
20 other legal services programs in the United States are
21 essentially doing the same thing.

22 One of the things that I think is needed in
23 trying to improve the relationship between agencies, law
24 enforcement agencies and the minorities, is for us to come
25 together like this conference here. Rather than sitting across

1 the table staring at one another or across the room staring at
2 one another, I think there needs to be a constant dialogue
3 between the two of us, because the problems that I read about,
4 the problems that I will be reading about tomorrow, is a
5 manmade problem. And anything that is a manmade problem can
6 be resolved by ourselves, us, you, me, the community, people
7 who represent the law enforcement.

8 So it will take a tremendous amount of work. It
9 will take a lot of time and money for us to do those things that
10 are necessary so that we can protect ourselves, so that we can
11 protect the communities. And I think by having these kind of
12 conferences such as what you are sponsoring here is probably the
13 first step.

14 I say that because I also had an experience on
15 a Navajo reservation with some of the border towns. In New
16 Mexico there is a place called Gallup, New Mexico. In the late
17 '60s Gallup, New Mexico, was a fearful place for the Indian
18 people; however, we needed their stores and we needed their
19 businesses, because we don't have all of the commodities that
20 Gallup has to offer on the reservation. So it was a necessity
21 for us to go to the city of Gallup.

22 The police force there in the city of Gallup
23 were not only enforcing the criminal laws, but in many cases
24 the policemen were helping the local merchants to collect debts
25 from the Indian people as they went into town. These were some

1 of the conditions that existed at that time.

2 One incident that happened, there was a raid on
3 the police, there was a fight between the Navajo people and the
4 police force in the city of Gallup where we lost some Navajos,
5 we lost some brothers, but that did not stop our program and our
6 people in trying to tell the law enforcement people in the city
7 of Gallup in sitting down with them so that a reasonable
8 solution could be reached to these kinds of conditions.

9 Gallup is a different place today. There seems
10 to be a different attitude, and I like to say the legal services
11 program had a tremendous role in trying to change the attitude
12 of people in that town. I remember the day when the Navajos
13 were taken to jails, and inside the jail there was one room for
14 the Indians and another side for other people. And we filed a
15 lawsuit against the city, and we had a tremendous battle with
16 the city in terms of trying to come together and like any
17 reasonable people resolve some of those disputes that existed
18 between the Indian people and the law enforcement people in
19 Gallup. The result of the lawsuit was that the federal
20 government saw a jail as an inhumane place to put people in,
21 and the federal government gave a grant to the City of Gallup
22 whereby they built a new jail. We did the same thing in the
23 city of Winslow.

24 So the very same people who were screaming at
25 legal services attorneys, the very same people who were

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1 screaming at me really end up having to benefit from what we
 2 did. I imagine a lot of you are law enforcement people here,
 3 and perhaps occasionally you will run into an aggressive people
 4 with their lawyers, aggressive lawyers, and they may be a thorn
 5 in your side. But one thing that I think has to be realized is
 6 that they also have rights that need to be protected, and that's
 7 what legal services has done in our society. And I'm just
 8 afraid that the federal government now is thinking of eliminating
 9 the legal services program, which is going to be a disaster to,
 10 particularly, Native American people.

11 I guess if you look across the country you can
 12 look at a city like the City of Denver where there are private
 13 lawyers that can, perhaps, take up some of the slack if legal
 14 services programs should be eliminated, because you have private
 15 people who are also private lawyers who are also good people,
 16 and they're concerned about the poor people's plot. But, at
 17 the same time, one has to also think about Indian reservations
 18 and its conditions. If legal services should be eliminated on
 19 the Navajo reservation where you have 160,000 Navajos, there
 20 are no private lawyers so people will not have access to lawyers.
 21 If you look at any Indian reservation, there's no private
 22 enterprise, there's no development; so therefore, you're not
 23 going to have the lawyers that the Indian people have enjoyed
 24 the last ten years.

25 One of the things that I think we need to do

1 from here on is that we need to evaluate our resources in
2 terms of what is available in the communities. When we go from
3 community to community there are all kinds of resources out
4 there. There are all kinds of people who are also concerned
5 as much as you are and as much as I am. They need to be tapped.
6 They need to be brought in. We need to sit down with them,
7 and I think there has been a little bit of that that has been
8 done in the past, and we need to do more of it.

9 You may be asking yourself what, then, can we
10 do and how can we help? First, I think we must reject the
11 common rationalization for doing nothing. I often hear some
12 people say, I'm no match for the bureaucrats, or Why bother?
13 After I work on this problem for years and years it's going to
14 go back to the same place anyway, so I'm not going to waste my
15 time with that. Or some people will say, I have already done
16 my piece; now I'm going to get mine.

17 Great injustices have been tolerated for
18 centuries under these and other excuses that you and I are
19 familiar with. Each excuse is an evasion of personal
20 responsibility for one another and for our children and for
21 the nation. If everyone in the United States years ago took
22 the very same attitude and had adopted that attitude towards
23 slavery and segregation, we would still have those two things
24 today. But people did not do that. They took a separate and
25 distinct attitude and said, That is not right and I'm going to

1 work like hell to abolish that or to do away with that.

2 So in working to better the relationship between
3 the law enforcement agencies and the minorities, we simply need
4 to re-evaluate ourselves as individuals in terms of what kind
5 of commitment we can give to that kind of a movement. Second,
6 I think we need to be more strategic and be more specific. If
7 we try to take on the whole world at once, we simply get
8 overwhelmed and we probably will fail; but if we break down the
9 big problems of injustices to our people into manageable, small
10 pieces, then what could happen from there is that we can build
11 big victories on the small ones. Conversely, small injustices
12 or denials often add up to the large patterns of neglect which
13 hurt many people and erode the basic purposes and performance
14 of certain institutions.

15 Third, we can inform ourselves and discuss what
16 other people around us need. Communication is the key to any
17 effective social change, and uninformed citizens may mean
18 condoning the bad practices, apathy, and agreeing with the wrong.
19 Also, as uninformed citizens we will not save and develop the
20 nation as we'd like to see it developed.

21 Fourth, we can recognize that it is not enough
22 to be personally decent if we continue to ignore the broader
23 causes of the needs of others. It is not enough to give your
24 jackets to a child who might be cold; if we still vote against
25 programs that really help the poor, we're not really doing what

1 we're supposed to be doing. We must open our eyes, we must
2 also open our hearts and offer our skills to the needs of those
3 people who need our help.

4 Fifth, I think we need to be more demanding that
5 certain things be done in the right way. I think many times
6 people aren't really aggressive about some of those things that
7 really need to be done; instead, they sort of leave it to
8 others to do or somebody else to perform that. So I guess as
9 people sometimes we are a little afraid.

10 I don't know what's going to happen to federal
11 programs, legal services. I am concerned that we are coming
12 to a stage, I think in life we are coming to a stage, I guess,
13 in the United States politically where many of the progresses
14 that we made as minorities are beginning to be eroded, are
15 beginning to be put aside. And I think maybe all of us need
16 to take a look at some of the problems that our federal
17 government seems to be doing to minorities and poor people now.
18 We should not allow that to happen.

19 As I look across this audience here, I think all
20 of you can help in your own little ways, where you are. You can
21 help however way you want in trying to correct the wrong in
22 this country, and I know that you will do it. I know that you
23 will work hard in trying to improve the community relations in
24 the State of Colorado.

25 I think this kind of conference and this kind

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1 of gathering, this kind of dialogue needs to happen not only
2 in the State of Colorado but everywhere. I hope that this is
3 a beginning and that you will continue to do what you are doing
4 now and, perhaps, in the future you ought to invite more
5 community people, more Native American people. I was a little
6 disappointed when I was looking at the program that you really
7 don't have a Native American organization listed as part of the
8 sponsoring agencies for this conference, but yet you have a lot
9 of Native American people, urban Indians, that are in these
10 towns, like Denver. They need to get involved; they should be
11 here. I hope in the future that those kinds of things would be
12 done.

13 I just wanted to thank Cynthia for inviting me,
14 and I wanted to thank all of the other people who are responsible
15 for bringing me here so that I could share some of my thoughts
16 with you. I don't proclaim to represent all of the Native
17 American people in this country; however, I do have certain
18 beliefs that I think I should offer to organizations or to
19 people. And on the Navajo reservation, that's essentially what
20 we're trying to do, to look at ourselves, to look at many of
21 the institutions that we have, looking at our tribal governments
22 looking at these scholarships programs, and really saying to
23 ourselves that we are a self-determined people and that we're
24 going to make things work.

25 In many ways, I think by us coming out here and

1 looking at some of the things that are going on in the state,
2 we are really just observing to see how certain things work.
3 If it doesn't work, then we don't want to implement it on the
4 reservation; if it does work, then we ought to take a hard
5 look at some of those programs that do work. So I just wanted
6 to tell you that, and then thank the people here for inviting
7 me. I appreciate your kindness. Thank you very much.

8 MR. JOY: I'm sure you'll all join with me in
9 extending our very deep thanks to Peterson Zah for talking to
10 us tonight and making a tiny dent in what I think is the
11 appalling ignorance that virtually all of us have about the
12 Native Americans, the two tribes here in Colorado. And we have
13 very little contact, most of us, with them and very little
14 understanding of their problems.

15 It should be noted that there are, indeed,
16 several Native Americans here at this conference, and part of
17 the reason for this conference is to have a chance to share
18 with them and talk with them about concerns that they have and
19 that you have and to get to know many of the problems that they
20 see. Cynthia Kent, Shirley Hill Witt, Dennis Renault -- who
21 happen to all be at this table -- are fine examples of that.

22 I hope that as a result of this conference that
23 Peterson Zah's noble demand for simple justice will be
24 approached at least with one small step so that his daughter,
25 indeed, will be able to understand the meaning of liberty and

1 justice for all.

2 With that, we are now about to be entertained
3 by the Arvada Police Department. It's probably the only time
4 I've ever had the Arvada Police Department entertain me. They
5 tried to entertain me in the Jefferson County Jail a couple of
6 times. It is the time for drink and dance and entertainment
7 brought to you by the Country Fuzz, and I hope that you'll all
8 join me, I think they're on the other side of the wall so they
9 can hear us, in thanking them for tonight's entertainment.

10 (Whereupon, at 8:10 p.m., the conference was
11 recessed, to reconvene at 8:30 a.m. the following day, August
12 15, 1981.)

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