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BEFORE THE NEVADA ADVISORY COMMITTEE
TO THE UNITED STATES COMMISSION
ON CIVIL RIGHTS

In the Matter of:)
)
Public Meeting -)
)
State of Civil)
)
Rights in Nevada)
)

REPORTER'S TRANSCRIPT
OF
PROCEEDINGS

Taken on Wednesday, June 23, 1982
2832 East Flamingo Road
Las Vegas, Nevada

CSR #7

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Meet.
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WATERS FALLS
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NON-CONTENT

1 APPEARANCES:

2 Chairman WOODROW WILSON, Presiding
 3 Member SUSAN DeLUCA
 4 Member EDDIE SCOTT
 5 Staff STEVE WALTHER
 6 Staff SALLY JAMES

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1 On Wednesday, the 23rd day of June,
2 1982, beginning at the hour of 1:00 o'clock p.m., the
3 Nevada Advisory Committee to the U. S. Commission on Civil
4 Rights met in the Board Room, Clark County Board of
5 Education, 2832 East Flamingo Road, Las Vegas, Nevada.
6 The Honorable Woodrow Wilson, Chairman, presiding, and
7 Committee Members Susan DeLuca, Steve Walther and Eddie
8 Scott also being present, and the following proceedings
9 were had:

10 ---o0o---

11 CHAIRMAN WILSON: This afternoon this
12 meeting of the Nevada Advisory Committee on the United
13 States Commission on Civil Rights will now come to order.
14 We are convened here today to gather information on the
15 Civil Rights problems in Nevada and recommendations to
16 resolve these problems.

17 I am Woodrow Wilson, Chairman of
18 the Nevada Advisory Committee. The Advisory Committee
19 receives information and makes recommendations to the
20 Commission in areas which the Committee or any of its
21 subcommittee is authorized to study.

22 The other members of the Committee
23 attending, in attendance today is Susan DeLuca, Las Vegas;
24 Eddie Scott of Reno and also with us today are Steve Walther
25 from the Commission's Western Regional Office.

1 This fact-finding meeting is being
2 held pursuant to Federal Rules applicable to State Advisory
3 Committees and regulations promulgated by the U. S.
4 Commission on Civil Rights.

5 The Commission on Civil Rights is
6 an independent agency of the United States Government,
7 established by Congress in 1957 and directed to;

8 (1) Investigate complaints alleging
9 that citizens are being deprived of their rights to vote
10 by reason of their race, color, religion, sex, age, handicap
11 or national origin or by reason of fraudulent practices;

12 (2) Study and collect information
13 relating to legal developments constituting discrimination
14 or denial of equal protection of the laws under the
15 Constitution because of race, color, religion, sex, age,
16 handicap or national origin, or in the administration of
17 justice;

18 (3) Appraise federal laws and
19 policies with respect to discrimination or denial of equal
20 protection of the laws;

21 (4) Serve as a national clearing
22 house for information about discrimination; and

23 (5) Submit reports, findings and
24 recommendations to the President and Congress.

25 I would like to emphasize that this

1 is a fact-finding meeting and not an adversary proceeding.
2 Individuals have been invited to come and share with us,
3 the Committee, information relating to the subject of
4 today's inquiry. Each person who will participate will
5 voluntarily agree to meet with the Committee. Since this
6 is a public meeting the press and radio and television
7 stations as well as individuals are welcome.

8 The persons meeting with the
9 Committee, however, may specifically request that they
10 not be televised. In this case we will comply with their
11 wishes. We are concerned that no defamatory material
12 be presented at this meeting. And in the unlikely event
13 that this situation should develop it will be necessary
14 for me to call this to the attention of the persons making
15 these statements and request that they desist in this
16 action. Such information will be stricken from the record
17 if necessary.

18 If the comments a person is offering,
19 however, are of sufficient importance the Committee will
20 hear the information. In that event the persons against
21 whom allegations are made will have ample opportunity to
22 respond by making statements before the Committee or
23 submitting written statements if they desire.

24 Every effort has been made to invite
25 persons who are knowledgeable about the progress in this

1 area to be dealt with here today.

2 In addition we have allocated time
3 this afternoon to hear from anyone who wishes to share
4 information with the Committee about the state of Civil
5 Rights. Those wishing to participate in the opening
6 session must contact the Commission Staff.

7 The first person we have listed to
8 appear this afternoon is Miss Doris Lum of the Nevada Equal
9 Rights Commission. If she would come forward at this time.

10 MISS LUM: I am appearing here this
11 afternoon on behalf of the Nevada Equal Rights Commission.
12 I am the Senior Equal Opportunity Representative under
13 the direction of our Executive Director, Tina Martinez,
14 who is unable to appear today.

15 I would like to just give a bird's-eye
16 view of the present status of the Nevada Equal Rights
17 Commission, inasmuch as we are the State Agency mandated
18 to protect the civil rights of the citizens of the State
19 of Nevada.

20 In the information that I am
21 providing, and just to indicate the strength of the Nevada
22 Equal Rights Commission, despite what the public may have
23 heard through the media or otherwise, as a member of the
24 Commission I feel we are doing a fairly good job in the
25 State of Nevada in protecting very strongly those rights

1 of the State of Nevada.

2 The Commission has been in
3 existence since 1961 and I am sure that most of you know
4 we have gone through a number of administrations. We have
5 had six to date. We have had a severe funding cutback
6 just last year which resulted in the diminishing of our
7 investigative force to approximately 30 percent. We are
8 anticipating further cuts. However, this in no way will
9 diminish in no way the productivity of our investigators
10 in pursuing and focusing on the investigation of the
11 possible employment discrimination, aging discrimination
12 or public accommodations discrimination that many of our
13 citizens may be faced with or may anticipate to be faced
14 with in the future.

15 I would like to tell you that the
16 types of cases that are being filed with the Nevada Equal
17 Rights Commission are still the cases that have had a
18 prevalent issue here in the State of Nevada.

19 Prior to 1977 the impact of cases
20 filed with the Commission dealt with race. The percentage
21 in that field has dropped from 75 percent to 30 percent.
22 The heavier impact that we are now faced with, and just
23 filed with our Commission has to do with first, discrimination
24 cases which involved predominantly sexual discrimination
25 and equal pay.

1 In the same means we are progressing
2 in a new thrust of the, what we call the Title VII
3 discrimination which is covered under the State which is
4 in the handicapped area which has jumped from practically
5 nil to a good, around 14 percent of our cases.

6 The other area in which we have
7 noted a greater impact is in the age cases that we are
8 now receiving. Since we very often, we are nonsubsidized
9 by the Government on some of these alleged discrimination,
10 for example in the age discrimination area we have now
11 completed and set aside that operation and we are facing
12 in the year to come, not having any subsidizing by the
13 Federal Government on an age contract. We will however
14 still continue to receive the funding from the Federal
15 Government on our Title VII cases which are the cases that
16 are based on race, color, national origin, sex or religion.

17 The Commission has in the past
18 received and had filed and/or docketed in its case file
19 739 cases for the past year. We completed 638 cases.

20 The resolution rate with reference
21 to the benefits achieved to the citizens of the State of
22 Nevada is about 27 percent. The administrative closure
23 is quite low - our most important achievement in case
24 processing can be observed in that we now take 50 days,
25 an average 50 days for case closures but it used to be

1 three years or more.

2 In addition, the total - the benefit
3 that has been acquired for the citizens of the State of
4 Nevada for the fiscal year 1979-80 in terms of reinstatement
5 to jobs, securing promotions, back pay - all of these things
6 with the effort for the year 1977 which our legislators
7 saw fit to support the Nevada Equal Rights Commission
8 by providing to it enforcement rights such as injunctive
9 rights and also subpoena powers, we have been able to
10 share a greater force in the state.

11 The benefits from 1979-80 were
12 \$479,000. The benefits of 607,000 in fiscal year 1980-81;
13 at this point in time we are about halfway getting what
14 it was last year.

15 However, there is a depressed
16 economy and that can account for the difference in recovery
17 of the benefits to our people here in Nevada.

18 I also would like to point out to
19 you that there are very many special interest groups in
20 the State of Nevada or in our local Las Vegas area. We
21 are being required to provide, and this is something that
22 is being researched - the subject of a satellite office
23 in our Westside area. We have many many special interest
24 groups which require the assistance or the focus of the
25 Nevada Equal Rights Commission.

1 However, unfortunately, in many
2 instances we are not able to comply with this as much as
3 we would like to.

4 The area of origination of most
5 of the cases that are on or come to be on file with our
6 Commission are Clark County, Nevada - some from North
7 Las Vegas, some from Henderson and other rural areas.

8 The industries that are producing
9 these changes, still the greater part of them come from
10 the gaming industry, construction, mining and the Union
11 and so on. So in our referrals to other agencies, such
12 as the Nevada Equal Rights Commission, the U. S. Department
13 of Justice, the LEEA and various other entities of the
14 United States to which we do refer very very many of our
15 people.

16 The FBI - those entities which
17 protect those rights of the citizens which we are not able
18 to do so. Like we have many many inquiries from the female
19 sex with regard to credit, denial of credit - which of
20 course belongs in the Banking Division in the Department
21 of Commerce. So that we in the Commission fill out and,
22 for the first time in six administrations, we have a female
23 heading the Commission, Miss Tina Martinez and a very
24 capable person and very outgoing and is community motivated
25 and I am sure whatever else may come about the Nevada Equal

1 Rights Commission will still be overseeing and protecting
2 the rights of those individuals who will come to us and
3 ask us for help in assisting them to overcome those
4 injustices they feel they are suffering out there in the
5 community.

6 Thank you very much.

7 CHAIRMAN WILSON: Just a moment, Mrs. Lum.
8 Do any of the Commissioners have a question they would like
9 to ask?

10 MS. DeLUCA: I know the Nevada Equal
11 Rights Commission is concerned about the loss of federal
12 funds relating to age discrimination and I am wondering,
13 do you anticipate that those funds will be picked up by
14 the State of Nevada?

15 MISS LUM: No. We have already been
16 asked for an additional 10 percent cutback in budget. Our
17 contingency cutback, and we have already acceded to that -
18 I doubt very much if there will be any budgetary increase
19 by the State on the age contract.

20 MR. SCOTT: I wanted to ask you, do
21 you receive complaints on Native Americans - Indians?

22 MISS LUM: Mr. Scott, since I am the
23 Intake Officer of the Commission, over my desk I think in
24 the last one year period we have had maybe three - three
25 complaints of Native Americans.

1 MR. SCOTT: And do you have any Native
2 Americans on your Staff?

3 MISS LUM: We had a Commissioner who
4 was a Native American on Staff. No - may I tell you, may
5 I break down the Staff for you?

6 We have five blacks. We have six
7 whites. We have Hispanic -- part Hispanic and the other
8 part of me Asian so I guess it would be two and one-half
9 Hispanic and one-half Asian.

10 MR. SCOTT: But staff-wise you haven't
11 had any Native Americans?

12 MISS LUM: No.

13 MR. SCOTT: Do you think that might have
14 something to do with the lack of complaints of Native
15 Americans?

16 MISS LUM: Mr. Scott, I would say not
17 because it appears we are not in an area where we would
18 be able to, recruit that many. I think I may have, you
19 know - I may have miscalculated. Maybe we had more than
20 three, but not that many. It would be comfortable to say
21 that the Indian community, whether in the North or here
22 has created such an impact - not just filed with the
23 Commission. I think up North they are more viable and
24 there are more people of various tribes up North, but as
25 yet I haven't seen them.

1 I don't believe that would have
2 anything to do with it.

3 MS...DeLUCA: Mrs. Lum, I may have not
4 heard this but did you mention that any of your possible
5 discrimination complaints come from the public school
6 industry?

7 MISS LUM: Well, Miss DeLuca, the answer
8 to that would be since I do not have jurisdiction over
9 Title VI or Title IX, none of them really come this way
10 except the employment issue. Then we do have them coming
11 our way.

12 CHAIRMAN WILSON: One other question -
13 on negotiated salaries in the gaming and hotel industry,
14 what has been the experience of the Equal Rights Commission
15 - what percentage - just an estimate of negotiated
16 settlements or employment complaints?

17 MISS LUM: Generated from the Hotels?

18 CHAIRMAN WILSON: Yes.

19 MISS LUM: I would say a good part of the
20 27 percent; I would say as much as 21 percent is from
21 the gaming industry of settlements, negotiated settlements
22 are affected out of the gaming industry, which is filed
23 with the Commission.

24 SALLY JAMES (Staff Officer): Does your
25 mandate prevent you from initiating studies of discrimination?

1 You just request -

2 MISS LUM: No, our enabling act requires
3 us that the Executive Director, or the Director of the
4 group - the Commission itself can initiate any investigatory
5 process they may wish to do into that type of discriminatory
6 practice brought to their attention within the community.

7 Within the past year we have not
8 had any come to us. At least I would not know of any since
9 I was in the executive capacity of the Commission. Those
10 things would be brought to the head of the agency or to
11 the Commission itself.

12 MS. JAMES: Asking Staff to initiate the
13 study?

14 MISS LUM: Yes. Mr. Wilson might be
15 able to answer this.

16 CHAIRMAN WILSON: Yes, we have one in
17 the last several months - requested of the Staff and that
18 was a handicapped matter.

19 MISS LUM: In that particular let me just
20 give a little bit of background. Thank you for reminding
21 me of that.

22 In a recent period we had a charge
23 filed by a handicapped citizen who was visually handicapped.
24 The charges filed was against one of our Hotels. We were
25 able to successfully negotiate a settlement on that, which

1 is highly unaffected as to the advantages in our handicapped
2 citizen rate. We have never had that in Nevada. This is
3 the first case we have had, so in that respect, yes - the
4 Commissioners have directed we provide a study on the
5 available facilities and the amenities that are provided
6 for our handicapped citizenry and we are on the verge of
7 completing that study at this time.

8 MR. SCOTT: I wanted to ask you regarding
9 the University of Nevada, Las Vegas Campus, do you receive
10 complaints very often from the University?

11 MISS LUM: Mr. Scott, I don't know how
12 to reply to that question simply because we are required
13 by statute to hold confidentiality.

14 I could say, like Miss DeLuca asked
15 me about the complaints from the educational fields. Yes -
16 if they relate to employment; yes - we do receive them
17 if they relate to an employment situation, whether they be
18 from the elementary or secondary to higher education -
19 when they relate to employment. But -

20 MR. SCOTT: Are you saying yes then for
21 the University of Nevada?

22 MISS LUM: You are pointing me in a
23 difficult position, Mr. Scott, because the statutes say
24 that the Commission must not discuss the names of respondents
25 or complainants or any parties who file charges with our

1 Agency so I can only answer in terms of employment, yes.

2 MR. SCOTT: Let me ask about age
3 complaints; any complaints because of age discrimination?

4 MISS LUM: Yes.

5 MR. WILSON: Thank you very much.

6 The next person to appear will be
7 Aleda Nelson, Executive Director of the National Conference
8 of Christians and Jews.

9 MS. NELSON: I have prepared a written
10 statement today and I will try to make my presentation
11 as interesting as possible when I read this, so if you
12 will bear with me on the written part here.

13 As the executive director of the
14 National Conference of Christians and Jews I wish to respond
15 to your invitation to address this Commission and take this
16 opportunity to talk with you primarily to explain what
17 NCCJ is and does, and how the local Civil Rights Commission
18 can presently look toward us as an organization. I would
19 also like to share with you some of our concerns.

20 Considering NCCJ's stated purpose of
21 eradicating prejudice and the furthering of equal rights
22 for all persons we, by comparison to the task, have sadly
23 limited resources in which to accomplish such a broad goal.
24 Also, because brotherhood and the fight against prejudice
25 is so broad the perception often is that we are the champion

1 programs dealing with sexual harassment, child abuse, multi-
2 cultural issues in education and public forums on local
3 issues in justice.

4 We have been part of recent efforts
5 to bring the school board's attention to the equal
6 observance of religious holidays and special events of
7 all faiths. Our program efforts are supported by board
8 approval based, again, on financial, professional and
9 community resources available for programs in the areas
10 of inter-religious and inter-racial understanding, police-
11 community relations and youth.

12 Overall, our major focus has dealt
13 with creating dialogue between divergent groups and in raising
14 awareness on the kinds of thinking that leads to acts of pre-
15 judice, discrimination and oppression; for that particular
16 reason NCCJ is continuously committed to teaching the
17 lessons of the Holocaust.

18 Frankly, because of our limited
19 resources in surveying the community's needs and addressing
20 those needs we are looking forward to the information
21 received from your hearings as a means by which we can
22 better utilize the resources we do have at our disposal.

23 With regard to your purpose of
24 determining major local civil rights issues there are
25 civil rights issues which our programming has focused

1 on which I would like to share with you. However, I want
2 to point out that for the most part, the kinds of local
3 information which we directly receive which involve
4 specific accusations of discrimination are most often
5 singular cases in the areas of religious, age and sex
6 discrimination in employment.

7 Our response to those calls is
8 to refer them to the Equal Rights Commission, the legal
9 services department, Voluntary Action Center, or other
10 local services agencies which may be appropriate. These
11 calls reflect no substantive trends in and of themselves
12 and it would not warrant the committee's time to describe
13 them individually.

14 The areas of our concern which I
15 wish to share with you have to do with the education of
16 Hispanics, the inequity in laws dealing with domestic
17 violence particularly in the protection of women, and the
18 employment of youth. I mention these items because they
19 are areas of concern which have come to our attention,
20 which are under the purview of our purpose and which we
21 believe are worthy of further attention by our office
22 and therefore perhaps by the Civil Rights Commission.

23 We are not experts in the areas.
24 Our role in approaching the issues is or will be one dealing
25 with experts in creating educational programs which may

1 be of benefit to the community. And again, in helping
2 you to further determine the specifics of the areas of
3 concern we will provide you with the names of those
4 persons who may be the most help to you.

5 First of all, this past year NCCJ
6 developed a team of local professionals including the
7 Sheriff, the current director of Juvenile Court and top
8 school district personnel to participate in a major NCCJ
9 southwest conference on the Education and Employment of
10 Hispanics convened in Phoenix. NCCJ's attention was
11 focused on Hispanics because as most people are well
12 aware that population is rapidly growing and by the year
13 2000 is projected to constitute this country's largest
14 minority. A consensus was that while Hispanics constitute
15 the fastest growing population in the country there is
16 very little known about them by the majority of Americans.

17 NCCJ's major concern focused on the
18 education of Hispanics due to data presented by Conference
19 studies which reflect that nationwide, 60 percent of
20 Hispanics do not finish high school. Nationally, explana-
21 tions offered for this high drop-out rate suggest, among
22 other social factors, inequality in educational opportunities
23 and prejudicial stereotyping in counseling and the direction
24 of Hispanic youth. Further, NCCJ is concerned with
25 forthcoming attempts to resolve the problems facing the

1 equal education of Hispanics because of the attendant issue
2 of bilingual education which is one fraught with great
3 misunderstanding and emotionality.

4 NCCJ's efforts to pursue local
5 programming in this area are currently on hold pending
6 the completion of a study being conducted by the Hispanic
7 Committee for Quality Education which for the past year
8 has been examining the state of educational opportunities
9 for Hispanics in Clark County.

10 This is a study which is being done
11 in cooperation with the Clark County School District, and
12 I encourage the Committee's attention to the information
13 which will be presented by Robert Rivas, Chairman of the
14 Committee for Quality Education and director of the local
15 Center for Employment Training. He will be making a
16 presentation to you today. I am sure you know that.

17 Then, based on discussion with
18 public defenders, professionals dealing with women's issues
19 and individual women in the area of equal rights for
20 women, we express concern for current laws which state
21 that battery with substantial bodily harm constitutes a
22 misdemeanor while laws which have not been rewritten since
23 1911 make a \$100 theft a felony. The inequity of this
24 situation is made more dramatic when one considers that in
25 even proving substantial bodily harm the victim must be

1 permanently disabled by the battery.

2 While legislation concerning domestic
3 violence may be complex the resulting devaluation of women
4 is what is reflected and perpetuated in laws which are
5 not strong enough to really prosecute the accused.
6 Currently the District Attorney's office is in the process
7 of trying to make battery with substantial bodily harm a
8 felony, which is an effort we support.

9 We refer you to Estelle Murphy of
10 the Women's Crisis Shelter for more detailed information
11 on specific cases and trends related to denied equal pro-
12 tection to women and other local issues of discrimination
13 to women.

14 Finally, in the area of youth
15 employment I wish to express our concern over confidential
16 reports from school district personnel who state that Clark
17 County employers, when seeking out youth for employment
18 at a significant rate specifically request Caucasian
19 youth at the stated exclusion of Black and Hispanic
20 youngsters. These are reports which we wish to pursue
21 through further investigation.

22 Because we have simply received
23 these reports and have not yet pursued our own follow up
24 investigation it is an item I hesitate to mention; however
25 I do mention it because our source is trusted and it is

1 an item which may be affirmed through further commentary
2 today. I sincerely hope that such a generalized comment
3 is not inappropriate.

4 This concludes the comments I wanted
5 to make to the Commission. I appreciate your time, and
6 the opportunity to clarify NCCJ's current role in the
7 community and share with you some of our concerns.

8 CHAIRMAN WILSON: Do any of the
9 Commissioners have questions they would like to ask of
10 Miss Nelson?

11 MR. SCOTT: But in terms of supporting
12 children, Hispanics you refer to, you know -

13 MS. NELSON: Yes.

14 MR. SCOTT: What the NCCJ has done
15 specifically to improve Hispanics' education in the
16 school at the -- locally here.

17 MS. NELSON: As I mentioned in our
18 report we are pursuing local action based on, pending
19 the reports that are going to be made available by Mr.
20 Rivas in the School District, on the state of affairs
21 in Clark County.

22 It would be premature for us to
23 pursue any action at this point in time until we get that
24 data, and that has been in the process of being developed.
25 So what we have done is formulate a team of interested

1 people in certain areas in this community who attend
2 this conference and they serve as a bridge for future
3 programming efforts. And that will be utilized when it
4 is appropriate. Does that answer your question?

5 MR. SCOTT: Also does NCCJ take a
6 position on positioning or integration of schools?

7 MS. NELSON: Well, I think I can
8 best describe our position on that in that I am not an
9 expert on the topic and I don't know that our Board would
10 want to pursue that, but I think I would have maybe a
11 statement on it. Our role would be to bring people together
12 to discuss the issue involved, coming out with a particular
13 statement on it.

14 MR. SCOTT: But you don't know if NCCJ
15 has taken a position on it?

16 MS. NELSON: To my knowledge the National
17 Office hasn't taken a position on it.

18 MR. SCOTT: And doesn't NCCJ support
19 any kind of funding efforts of any of the students or
20 the children like Native Americans or Hispanics?

21 MS. NELSON: I am not sure what you mean.

22 MR. SCOTT: The funding? Does NCCJ
23 support with funding any of the educational courses you
24 have reference to?

25 MS. NELSON: The way we support whatever

1 program we do, we are partially funded. And any program
2 we do come out of grants we write or out of the prescribed
3 budget we have out of our - just raised from our private
4 funding. We are not in a position financially to provide
5 funding of any substantive size to anyone, really.

6 MS. DeLUCA: Would you comment further
7 on the brotherhood camp for outstanding youth, if you would
8 comment further on what this is about and the need you
9 see for it.

10 MS. NELSON: One of the programs we are
11 investigating right now, which is in the rather embryonic
12 level is the establishment of a local Brotherhood Youth
13 Camp which would be available to all Southern Nevada youth
14 and its potential for inter-religious and inter-racial
15 programs through the development of relationships through
16 students and hopefully overcoming those barriers of race
17 and religious understanding and we see it as a significant
18 program and a significant use of our time and energy because
19 we are dealing with youth in preventing some of the
20 difficulties that come to maturation when people become
21 adult.

22 It would be open to all the people
23 in Clark County and I feel rather hesitant at this point
24 in time because it is still under consideration, to go much
25 further into it. But it is an exciting prospect and one I

1 am really looking forward to.

2 CHAIRMAN WILSON: Thank you very much.
3 Thank you for coming and we know that as far as your
4 time is concerned it is very valuable. Thank you very much.

5 MS. NELSON: It is my pleasure.

6 CHAIRMAN WILSON: The next person this
7 afternoon, the person to appear before us will be Robert
8 Rivas, President of the Hispanic Committee for Quality
9 Education.

10 MR. RIVAS: Mr. Chairman, members of the
11 Nevada Advisory Committee to the United States Commission
12 on Civil Rights, my name is Robert Rivas and I am President
13 of the local grassroots of voluntary organizations, a
14 Hispanic organization by the name of the Hispanic Committee
15 for Quality Education. The Hispanic Committee for Quality
16 Education was organized and formed in 1980.

17 And as a rudimentary overview or
18 brief introduction to the Committee I would like to basically
19 share with you our functional statement as it was organized
20 back then. Basically there are four courses that were set
21 as a purpose for the Committee itself.

22 First would be develop viable
23 relations with consultants for the School District,
24 Community College and UNLV and establish a competitive
25 working relationship;

1 Number two, to promote cultural
2 activities that would include outside speakers, conferences,
3 workshops;

4 Third is the implementation of
5 arts and crafts, establishing promotional programs and
6 overall academic achievement;

7 Fourth is to motivate the Spanish
8 youth to expand to higher education and to enhance quality
9 education in equal employment opportunities by systemic
10 applications to the Spanish-speaking members.

11 I am also here representing, since
12 I am its local Vice President, the League of United Latin
13 American Citizens, under Grant No. 11081 and as such I
14 have been voted as the delegate to the National Assembly
15 of LULAC to be held in San Antonio, Texas from June the 28th
16 through July the 5th, this year, 1982.

17 With us in attendance, also as
18 members of the Hispanic Committee for Quality Education
19 in addition to myself is Ed Ochoa who also addresses many
20 of the meetings, and Mr. Bob Ramos from the Henderson area
21 and Mr. , whom you know and have worked with
22 in the past, the current State Director and National Board
23 Member who, through his efforts, in its purposes and goals
24 has managed somehow to assist this Committee in its conduct
25 to this end at the Commission on Civil Rights.

1 To go on, on behalf of these two
2 Hispanic organizations in Nevada I would like to thank this
3 Advisory Committee for allowing us the opportunity of a
4 presentation on the agenda.

5 The following parameters will guide
6 today's presentation: One, Introductory Statement and
7 Overview; second, Elementary and Secondary Education;
8 three is Undergraduate Representation; four is Employment
9 in Education; five, UNLV Unmet Goals Report of September 1981
10 and six, Conclusions and Recommendations.

11 Allow me to begin today's presentation
12 by defining key characteristics within the Hispanic community.
13 Today in America there lives a group of nearly 12 million
14 people or about 5.6 percent of the U.S. population who
15 for simplicity's sake identify themselves as Hispanics.
16 They are composed of a diverse mixture of many countries
17 that include: Mexico, Cuba, Puerto Rico, Spain, Central
18 America and South America.

19 Although Hispanics are often stereo-
20 typed as one people, nothing could be further from the truth.
21 Despite common points, the Hispanic American peoples are
22 distinct ethnic groups. Each group has its own heritage,
23 is white, black, red -- or a mixture, may be Catholic,
24 Protestant, Jewish or Indian Spiritualist and has its own
25 folklore, holidays, arts, social structure, architecture,

1 etc. So, for the sake of respect, Hispanic Americans should
2 be understood and recognized for who they really are and the
3 valuable contributions they have offered to American culture.

4 If the history books used in today's
5 schools were initially written by people of Hispanic
6 culture, many more people would understand the true origins
7 of American culture. For instance the influence of Spain
8 and the Indian civilizations of Mexico, Central and South
9 America to this day can be identified in day-to-day practices.

10 The advanced civilizations of
11 this hemisphere which included the Olmecs, Mayas, Aztecs,
12 Chichimecas, Incas, Toltecas all contributed and influenced
13 today's American culture in areas such as: Food, agriculture,
14 language, dress, arts and crafts, music, religion, engineering,
15 astronomy, mathematics and politics.

16 Since the writings of the ancient
17 Quiche Maya's religios Popol Vuh and the bloody sacrifices
18 made to Huitzilopochtle, the great splendor, pride and
19 leadership of the civiliations of the past have dwindled
20 to a subdued, oppressed nation of people representative
21 of Third World poverty.

22 Whatever the contributions made
23 by the Hispanic people, today's fact remains that we are
24 a nation - community largely ignored and misunderstood
25 by dominant culture America.

1 In 1978 Lou Harris and Associates
2 was commissioned by the National Conference of Christians
3 and Jews to conduct study No. 52829-B: A Study of Attitudes
4 Toward Racial and Religious Minorities and Toward Women.

5 In this study there was a chapter, pages 68-75 entitled
6 "The Perceived Status of People of Spanish Origin."

7 Excerpts from that study provide the following key comments:

8 "It is immediately apparent that many of the demeaning
9 experiences that Hispanics feel is discrimination
10 simply are not known about nor even perceived by large
11 numbers of the American public. The most sizable
12 disparities between non-Hispanic and Hispanic per-
13 ceptions of discrimination emerge in these areas:
14 on the way their children are treated by non-Hispanic
15 teachers, in the wages they are paid, in the way they
16 are treated by the local police, in getting skilled
17 labor jobs, and in getting unskilled labor jobs."

18 The study continues on to state:

19 "In fact, one of the problems Hispanics face in America
20 is that 62 percent of the non-Hispanic public simply
21 has no real contact with them. This number rises
22 to 68 percent in the Midwest, 71 percent in the South,
23 70 percent in the small towns, 75 percent in rural
24 area, and 66 percent among women, in the white
25 population. Only in the West and in the big cities

1 can majorities be found among whites who know any
2 Hispanics. Yet, when asked how their experience
3 has been with them, a lopsided 90-6 percent feel
4 that coming into contact with people of Spanish origin
5 is pleasant and easy."

6 Upon completion, the study provided
7 a profile of what non-Hispanic whites thought of Hispanics.
8 These included:

9 Hispanics have worked hard for a better life here.

10 They're deeply religious.

11 Hispanics do not face more discrimination than other
12 immigrant groups.

13 Hispanics do not want to live off the hand-out.

14 Hispanics try hard to learn English.

15 They're highly emotional and are apt to fly off the
16 handle.

17 In its concluding remarks, the Lou
18 Harris study observed:

19 In this study, for perhaps
20 the first time on a national cross-section basis,
21 perceptions of the Hispanics by the rest of the adult
22 population have been tested. The key facts that emerge
23 show Hispanics to be a minority which is obviously
24 struggling hard to get ahead in a most difficult
25 environment.

1 It is perfectly apparent that
2 the non-Hispanic public simply is unaware of the
3 problems Hispanics face, and indeed is somewhat
4 puzzled by the phenomenon of this minority group.
5 However, they tend to feel that Hispanics are willing
6 to try hard to get ahead, that they do not ask for
7 much they are not entitled to, that they are deeply
8 religious, and they are trying to learn the language.

9 The two missing links quite
10 clearly are a lack on the part of non-Hispanic people
11 of close contact with Hispanics and little sense of
12 the frustration and discrimination many of them face
13 in their daily lives.

14 The media may have been defi-
15 cient, because there seems to be a lack of exposure
16 to what life in the barrios is really like. Perhaps
17 Hispanics do tend to turn inward to their own
18 community.

19 Finally,

20 But in terms of the dominant
21 white community in America, the Hispanics have suffered
22 most of all from simply being ignored. The irony of
23 it all is that when whites come into contact with
24 members of this minority group, they find the experience
25 highly positive. In the meantime, Hispanics endure

1 their experiences largely unrecorded and largely unknown
2 to the vast majority of their countrymen.

3 In further defining key character-
4 istics of the Hispanic people, the problem area of ethnic
5 identification cannot be overlooked. A major source of
6 difficulty arises in the operational definitions used in
7 identifying Hispanic Americans from variations over time
8 and among data collection agencies.

9 For example, the Census Bureau has
10 variously counted Hispanic Americans as: "Spanish-speaking
11 immigrants" (1850); persons speaking Spanish as a "mother
12 tongue" (1910); persons who identified themselves as being
13 of the "Mexican race," "all persons born in Mexico or having
14 parents born in Mexico who are not definitely White, Negro,
15 Indian, Chinese or Japanese" (1930); persons with "Spanish
16 surnames" in the southwestern states (1950); persons with
17 a combination of Hispanic birth or parentage, Spanish
18 mother tongue, and Spanish surname (1960); and persons of
19 "Spanish origin or descent" (1970).

20 These varying categories make it
21 impossible to calculate long-term Hispanic population
22 trends or to separate data into the various Hispanic
23 subgroups: Mexican American, Puerto Rican, Cuban, or other
24 Spanish origins. In the remainder of this presentation
25 persons of Spanish origin or Hispanic Americans will be

1 referred to simply as Hispanics.

2 Every state in the U.S. has some
3 Hispanic residents, but 75 percent of all Hispanics are
4 found in five States: California, Florida, New Mexico,
5 New York and Texas. Mexican Americans are the largest
6 Hispanic subgroup and are concentrated in the Southwestern
7 states. Hispanics are concentrated in the central cities
8 according to 1980 Bureau of the Census data. 85 percent
9 lived in metropolitan areas. Furthermore, half of all
10 Hispanic families lived in the central cities, as compared
11 to only a fourth of all non-Hispanic families.

12 Hispanics are younger than the
13 total white population. The median age for Hispanics in
14 1980 was 22.1 years compared with 30.6 years for whites.
15 Hispanics have larger families than do other Americans.
16 Whereas 82 percent of non-Hispanic families consist of four
17 or fewer persons, only 70 percent of Hispanic families
18 are in this category.

19 According to information obtained
20 from the 1976 Survey of Income and Education (entry 1.11),
21 80 percent of Hispanic Americans lived in households where
22 Spanish was spoken. About a third of all Hispanics, just
23 over 3.7 million, usually spoke Spanish. Cubans exceeded
24 all other subgroups in the proportion (96 percent) who
25 lived in Spanish language households. More than half usually

1 spoke Spanish.

2 Central or South Americans had
3 the smallest proportion of persons living in Spanish-speaking
4 households -- about 75 percent. "Other Hispanics" had
5 the smallest proportion who usually spoke Spanish
6 (21 percent).

7 The median income for Hispanics
8 in 1978 was \$5,564 compared with \$6,484 for non-Hispanics,
9 a differential in median income of \$920. In 1977, 20 percent
10 of all Hispanic families had incomes below the poverty
11 level as compared with 9 percent for non-Hispanic families.

12 Hopefully the material covered
13 thus far has provided insight for this Advisory Committee
14 on the diversity and key characteristics of the Hispanic
15 people. Moving ahead, I now would like to begin addressing
16 the area of education. In so doing I wish to provide the
17 Advisory Committee with an overview: national and local.

18 Highlights at the national level--

19 Elementary and Secondary Education--

20 In 1976 there were approximately
21 3 million Hispanic children enrolled in elementary
22 schools, representing 6 percent of the total
23 public enrollment.

24 About two-thirds of these
25 Hispanic students were attending schools which were

1 comprised predominantly of minority students.

2 Hispanics aged 14-19 were twice
3 as likely as whites not to have completed high
4 school. Non-completion rates were considerably
5 higher for Puerto Ricans and Mexican Americans
6 than for other Hispanic subgroups.

7 Postsecondary Education--

8 In the 1970's, Hispanics in-
9 creased their participation in higher education,
10 but they are still underenrolled in undergraduate,
11 graduate, and professional studies.

12 Junior colleges play a major
13 role in higher education for Hispanics. In 1978
14 more than half of all Hispanic full-time freshman
15 and sophomores were attending 2-year colleges.
16 California accounted for over a third of these
17 Hispanic students.

18 Attrition takes a high toll
19 on Hispanic college enrollment. A longitudinal
20 study showed that over half of the Hispanic students
21 who had entered college in 1972 had left within
22 four years, compared with a third of whites.

23 Hispanics in 1976-77 earned
24 4 percent of all associate degrees, but only 2
25 percent of all bachelor's and master's degrees

1 awarded. Of all doctorate and first-professional
2 degrees, 1.6 percent and 1.7 percent, respectively,
3 were awarded to Hispanics.

4 Outcome of Education--

5 Data from the National Assess-
6 ment of Education Progress show that at each of
7 the three age levels (9-, 13-, and 17-years)
8 Hispanic students seriously trailed the national
9 average in achievement in Science and Mathematics.

10 In 1978 the unemployment rate
11 for Hispanics was almost twice that of whites,
12 9.1 percent versus 5.2 percent.

13 At each level of education,
14 Hispanic men earned somewhat less than white men.

15 At the local level, in Clark
16 County, there is a total population of 34, 998
17 Hispanics representing 7.6 percent of the total
18 population. From 1970 to 1980 the Hispanic
19 community in Clark County has experienced an un-
20 precedented growth rate, more than doubling. In
21 comparison, the general population of Clark County
22 has also increased from 273,288 in 1970 to
23 461,816 in 1980, not nearly as drastic a growth
24 pattern as the Hispanic community.

25 In Clark County there are three

1 primary educational institutions: Clark County School
2 District, Clark County Community College and the University
3 of Nevada Las Vegas. In the opinion of the Hispanic
4 Committee for Quality Education and LULAC, the growth and
5 prosperity experienced by these three local educational
6 institutions indicates little or no progress in bridging
7 the educational gap between Hispanics and non-Hispanics.

8 In most areas of academic achievement
9 Hispanics severely trail their Anglo counterparts in the
10 classroom. High school dropout rates are disproportionately
11 high for Hispanic students when compared to all other ethnic
12 groups. Take for instance the following statistics from
13 a June 1978 report assembled by Dr. James Frey: An
14 Evaluation of the HEW - Assited Program to the Hispanic
15 Population of Clark County, Region IX, Contract No. HEW
16 C-9-77-0010, which stated:

17 "The drop-out rate for Hispanic
18 students is exceeded only by that of American Indian
19 students. For the 1976-77 school year, drop-out rates
20 in the Clark County School District are as follows:
21 Anglo 6 percent, Black 7 percent, Hispanic 11 percent,
22 American Indian 17 percent, Oriental 3 percent,
23 other 5 percent."

24 To date, since this report in 1978,
25 the Hispanic Committee for Quality Education has found that

1 the drop-out rate is increasing in areas of the county were
2 Hispanics are a dominant population.

3 Dr. Frey's report added--

4 "Many studies have been done on
5 the relationship between social class and level of
6 aspiration of high school students. Basically, teachers
7 have their roots in middle-class backgrounds. The
8 values of the lower-class child are alien to those of
9 the teacher. His lack of motivation by the teacher's
10 standards may stamp him as a failure and a teacher's
11 premature judgment that the student lacks intellectual
12 worth may foster a sense of inadequacy and add new
13 difficulties to his efforts to achieve. These findings
14 appear to hold true for the Hispanic community in Las
15 Vegas."

16 Two years following the HEW
17 report, Dr. Susan Tucker of UNLV's College of Education and
18 Director of the National Origin Desegregation Assistance
19 Center prepared an Executive Summative Report (June 1980) for
20 the Clark County School District. The purpose of the
21 report was to help:

22 National origin children and their parents articulate
23 clearly their needs regarding education.

24 The Clark County School District identify the nature
25 of services now being provided.

1 The Clark County School District identify unserved
2 needs in which deliverable services might be provided.
3 Other agencies and community groups understand their
4 educational needs and how their roles and resources
5 can help with these as well as make educators, parents
6 and children of Clark County more conscious of the
7 resources available from these groups.

8 The report sampled three main
9 national origin groups: Native Americans, Hispanics and
10 South East Asians. The largest sampling was from the
11 Hispanic group.

12 The study concluded in numerous
13 findings and recommendations. In order to preserve time,
14 the following findings were extracted for presentation:

15 Unmet educational needs are
16 reflected in high drop-out rates and poor attendance
17 among the Hispanic student population at the secondary
18 level.

19 In trying to study perceived
20 needs, there is an obvious problem involved in that
21 students, parents, and other adults in the community
22 consistently cite the same general needs of Hispanic
23 students: Language skills, cultural enrichment, and
24 work orientation. The high consistency of these
25 general needs suggests the presence of reflective

1 conditioning and shallow analysis of needs.

2 Little or no evidence exists that
3 school personnel have devoted much attention to
4 studying alternative approaches to multicultural
5 education. No evidence was found that school personnel
6 have collaborated with the community related to these
7 ideologies. This has led to poorly defined programmatic
8 responses.

9 The opportunities for cooperation
10 between the multiple levels of involved people (parents,
11 active citizens, personnel from community agencies
12 and state agency personnel) are enhanced by the
13 mutuality of those involved. Prior to the current
14 needs assessment, little evidence was found of inter-
15 agency efforts. Specifically, community groups and
16 parents do not have a history of being involved with
17 state agencies in program planning. But currently,
18 evidenced willingness to do so. The absence of a
19 negative history strongly suggests productive results
20 from this multiple collaboration procedure.

21 A degree of subtle insensitivity
22 does exist. Evidence shows few teachers' responses
23 who have thought deeply about Hispanic student needs.
24 This finding occurs in tandem, with the phenomenon
25 of an equally small number of administrative staff,

1 who show evidence of having given considerable thought
2 to Hispanic-related educational issues.

3 Overwhelmingly, teachers re-
4 ported that in their perception Hispanic children
5 should be taught in the same way as other children.
6 Assuming the teachers are in fact teaching the Hispanic
7 student in the same way, data indicated Hispanic
8 children are not achieving as well. It is concluded
9 that other instructional methods may be necessary.

10 Much evidence exists that in
11 terms of student expectations, Hispanic students
12 put more emphasis on schooling to help their future
13 vocations. In spite of this phenomenon, their career
14 expectations are predominantly "blue collar." On
15 the other hand, expectations elicited from non-Hispanic
16 students indicate a preference for "white collar"-
17 related work.

18 Elementary teachers cited
19 language-related skills, poor motivation and home
20 problems as significant causes for Hispanics dropping
21 out. However, students indicated that if they dropped
22 out, it would be in reference to economic necessities.

23 When secondary teachers were
24 asked to cite reasons for Hispanic students dropping
25 out, two frequent comments occurred: Low self esteem/

1 school failure and economic necessity. However,
2 Hispanic students in secondary level reported the most
3 common reason for dropping out had to do with economics
4 (working with or for parents).

5 More recently the Hispanic Committee
6 for Equality Education has been meeting monthly with
7 representatives of the CCSD. The purpose of the series
8 of meetings was to identify areas of service deficiency
9 to the Hispanic student and adult.

10 Over a period of eight months
11 beginning in November 1981, the Hispanic Committee has
12 reviewed numerous data as requested from the school district.
13 On August 5, 1982 the Committee is due to come out with
14 a written report targeting four distinct areas:

- 15 1 - Academic Achievement
- 16 2 - Bilingual Education
- 17 3 - Hiring and Promotional opportunities
- 18 4- Population Count.

19 A copy of the final report and
20 recommendations will be forwarded to this Advisory body.

21 As a source of sampled reference,
22 the Committee has found that among other conditional
23 parameters, the academic achievement of Hispanic students
24 in the CCSD closely parallels national trends:

25 Hispanics fall behind their

1 classmates in progressing through school and their
2 attrition rates are higher than those of non-Hispanic
3 students.

4 Note for instance the following
5 findings by the Committee in analyzing 1980-81 test results
6 from the Stanford Achievement Test (SAT) and California
7 Achievement Test (CAT):

- 8 1. Third grade Hispanic students performed at or
9 above the "national average" on approximately half
10 of the subtests.
- 11 2. Third grade Hispanic students consistently performed
12 below the white students.
- 13 3. Third grade Hispanic students generally performed
14 above the black students.
- 15 4. Third grade Hispanic students performed better on
16 quantitative than on verbal measures.
- 17 5. Consistent with District-wide student performance,
18 Hispanic students at the elementary level indicated
19 a better relative performance to national stan-
20 dardization groups than did secondary students.
- 21 1. Sixth grade Hispanic students perform at or above
22 the "national average" on slightly more than half
23 of the subtest.
- 24 2. Sixth grade Hispanic students consistently perform
25 below the white students.

1 quantitative than verbal measures.

2 4. Eleventh grade Hispanic students in comparison
3 to Third, Sixth and Eighth grade Hispanic students
4 do not compare as favorably with non-black students
5 of their respective grade level.

6 There is clear evidence that
7 additional emphasis must be placed on research and develop-
8 ment as it pertains to the analysis of academic achievement
9 trends for Hispanic students elementary to secondary. There
10 is not enough programmed data to sufficiently cross-examine
11 trends on a year-to-year tracking system.

12 In the area of postsecondary edu-
13 cation, college enrollment and participation, Hispanics
14 have not progressed sufficiently. On the national scene,
15 Junior Colleges play a major role in higher education for
16 Hispanics. In 1978 more than half of all Hispanic full-time
17 freshman and sophomores were attending 2-year colleges.
18 Moreover, attrition takes a high toll on Hispanic college
19 enrollment.

20 A longitudinal study showed that
21 over half of the Hispanic students who had entered college
22 in 1972 had left within four years, compared to a third of
23 whites. In a study conducted in school year 1976-77,
24 Hispanics earned 4 percent of all associate two-year
25 degrees and only 2 percent of all combined bachelor's and

1 master's degrees awarded. Of all doctorate and first-
2 professional degrees, 1.6 percent and 1.7 percent,
3 respectively, were awarded to Hispanics. Clearly this
4 effort falls short of the Hispanic community's aspirations.

5 At the local level, CCCC had a total
6 enrollment in the Spring Semester of 1981 of 398 Hispanics
7 for a 4 percent representation. UNLV in school year 1982
8 showed an enrollment level of less than 4 percent Hispanics,
9 a majority of who were not local.

10 If the above trend for completion
11 of a postsecondary education is normal, then less than
12 2 percent of the enrolled Hispanics will receive degrees.
13 Once again, not nearly the desired goal of the Hispanic
14 community's aspirations. We ask why?

15 Local employment for Hispanics in
16 the area of education has been less than an equitable
17 experience. In all of the three local educational agencies/
18 institutions "gross negligence" characterizes the lack of
19 progress made to address the underutilization of Hispanics
20 in the educational workforce.

21 In all cases affirmative action
22 plans were initiated by controlling Boards and implemented
23 by the administration only to fall miserably short of their
24 goals for Hispanics.

25 The AAP's were laden with poor

1 management controls such as lack of monitoring, limited
2 analysis of categorical matrixes, ineffective recruitment,
3 inadequate flow of authority, no established lines of
4 accountability between decision-planning and decision-
5 making, etc. All these elements contributed (to the
6 detriment of Hispanics) substantially in perpetuating a
7 general condition of mismanagement of AAP's.

8 Pulling away from the local scene
9 in a relevant example of a current trend of discouraging
10 failures related to administrating affirmative action plans
11 in educational setting, this June 17th's issue of L.A.'s
12 newspaper the Herald Examiner contained an article entitled
13 UC's Affirmative Action Fails.

14 "The University of California -
15 which 10 years ago touted its shift from equal
16 opportunity to a clear emphasis on affirmative action -
17 has failed almost entirely to increase its women and
18 minority faculty in the past decade . . ."

19 Reading further the article reveals,

20 "In a time when the minority
21 population of California is increasing, for the
22 university to feel it can remain isolated from those
23 kinds of demographic changes is a grave mistake"
24 Board Regent Wada said. "I think there has to be
25 some kind of penalty for departments that aren't doing

1 a good job . . . or are just antagonistic toward
2 affirmative action. The data shows it."

3 Specific to the Hispanic represen-
4 tation on U.C. campuses, employment gains recorded since
5 1977 indicate a slightly higher than 1 percent addition
6 of Hispanics, though part of that increase was attributed
7 to the inclusion of native-born Latin Americans in that
8 category in 1977, this during a period of healthy growth
9 among the Hispanic populations in California. The ripple
10 effect of this condition is the development of deep-seated
11 socioeconomic problems that inevitably must be met head-on
12 and corrected.

13 Here in Clark County the employment
14 trends for Hispanics in education are mirror images of what
15 is now history for the U.C. system in California.
16 Underutilization/under-representation of Hispanics at the
17 Elementary, Secondary, Community College, Undergraduate and
18 Graduate levels has been alarmingly inequitable.

19 During a decade of prosperity and
20 unprecedented growth in Southern Nevada, the Hispanic people
21 have been ignored and unjustly omitted.

22 There are no educational entities
23 in Southern Nevada that have met their obligation of
24 employing a balanced workforce that includes a representative
25 and proportionate share of Hispanic educators and

1 administrators. Take for instance the comments of Dr.
2 Tucker, from the previously mentioned Executive Summative
3 report of 1980, "Although the school system has become
4 increasingly aware of the need for minority hiring, only
5 incremental gains have been made in this area.

6 Because of the limited number of
7 Hispanic teaching and administrative staff, an adequate
8 array of credentials, qualifications, and experiences is
9 not present to fulfill the diversified needs of Clark County's
10 Hispanic student population."

11 This brings us to this Advisory
12 Committee's report to the U.S. Commission on Civil Rights:
13 Unmet Goals, AA in Employment at the UNLV, in which the
14 Committee reported:

15 "Hispanics and American
16 Indians were the most severely underrepresented minority
17 groups in total professional positions. By 1981,
18 Hispanics comprised only 1 percent of these jobs."

19 The report pointed out that in
20 four years, up to 1981, only two Hispanics were hired as
21 professionals on the UNLV campus. In real, net terms,
22 once separations are calculated, the net gains over this
23 four-year period were 0. No gains.

24 Furthermore the Committee found:

- 25 1. An unwillingness by the administration to take

- 1 responsibility for and to correct internal
2 conditions at the university which affect low
3 numbers of minorities and women in professional
4 jobs.
- 5 2. An inadequate recruitment budget to solicit
6 applications from minorities and women.
- 7 3. The use of an insufficient data base by the
8 university from which to assess the availability of
9 minorities and women in higher education.
- 10 4. Contradictory perceptions about the definition and
11 purpose of affirmative action among UNLV
12 representatives.
- 13 5. A reluctance by administration leaders to become
14 involved in employment decisions.
- 15 6. A belief by minority and women professionals that
16 evaluation of their work was inequitable and
17 that they were prevented from full participation
18 in personnel committee activities.
- 19 7. The use of non-uniform criteria by personnel com-
20 mittees in making recommendations concerning
21 employment.

22 On the basis of the foregoing, the
23 Nevada Advisory Committee recommends that:

- 24 1. The administration at the University of Nevada
25 Las Vegas:

- 1 a. reevaluate and restructure its affirmative
- 2 action plan so that it will remedy under-
- 3 employment and underutilization of minorities
- 4 and women in professional positions; and
- 5 b. increase the university's travel budget to
- 6 support adequate recruitment.
- 7 2. The affirmative action office at UNLV:
- 8 a. develop a comprehensive system to determine the
- 9 annual availability of minorities and women
- 10 in faculty and administration; and
- 11 b. increase its efforts to educate university
- 12 staff about the history and purpose of
- 13 affirmative action in relationship to equal
- 14 employment opportunity.
- 15 3. The Board of Regents for the University of Nevada
- 16 System:
- 17 a. establish by-laws which require department
- 18 personnel committees to use uniform standards
- 19 in the employment selection and appraisal
- 20 process, and to include as members in each
- 21 committee a representative of the Board of
- 22 Regents and the President's Office; and
- 23 b. develop a plan which will insure the racial/sex
- 24 diversity of these committees.
- 25 4. The regional office of the Office of Federal

1 Contract Compliance Programs of the U. S.
2 Department of Labor with jurisdiction over the
3 University of Nevada conduct an investigation of
4 UNLV's compliance with Federal affirmative action
5 requirements, and provide technical assistance
6 to help the university develop an effective
7 affirmative action program.

8 What have been the results of these
9 recommendations? What action, if any, has been implemented
10 to correct the current inequities and how has any of this
11 been specific to the employment plight of the Hispanics?
12 It is our position that in the area of equal employment
13 opportunities and more recnetly affirmative action plans,
14 that discriminatory, racist patterns which existed throughout
15 the mid and late seventies have caused irreversible and
16 irreparable social/economic harm to the Hispanic community
17 in Southern Nevada.

18 Social in the sense that Hispanics
19 were denied their civil right to contribute effectively in
20 the development of a multicultural educational setting and
21 thus impact educational perspectives (to include Hispanic
22 culture).

23 Economic in the sense that jobs
24 unfilled by Hispanics are dollars lost to that community
25 and a denial to the right to enjoy the privileges that

1 those dollars would have provided.

2 In a sense, because of documented
3 patterns of discrimination and racist policies, we speak
4 more of a human denial to the God-given right to work, to
5 provide for one's family, one's community and develop self-
6 worth, self-dignity as opposed to a denial of a civil right.
7 This takes us beyond the realm of legal parameters.

8 Furthermore, it is our position
9 that AAP's as a management tool to correct past inequities
10 are and have always been merely a polite gesture of good
11 faith and policy programming with no respect for the
12 integrity of providing equal access to those who had formerly
13 been shut out.

14 The UNMET GOALS report is documented
15 proof that racism and discrimination is alive and well in
16 Southern Nevada - that AA is but a phrase and equal employment
17 access to our educational institutions is at best only a
18 thought -- an idea whose time has not arrived. If AA is a
19 miserable failure what are the alternatives?

20 Hispanics have long awaited their
21 turn at the civil rights turnstiles? Their fair share
22 of the "American Dream" in the land with "liberty and
23 justice for all," which was once ours, has existed as a
24 bitter reality of economic oppression and cultural genocide.
25 Nevada ranks 22nd nationally in total population of Hispanics

1 within the State, this decade being tabbed by media as the
2 decade of the Hispanics -- I come here before you today
3 as a Hispanic (more so as a human being) not to ask but
4 to demand for our civil rights to better the condition of
5 education for our community.

6 That being the case, may I
7 recommend the following:

8 1 - That this Advisory Committee establish (in Clark
9 County) a taskforce or subcommittee entitled:
10 The Taskforce for Civil Rights in Education for
11 Hispanics. A representative body should include
12 members of:

- 13 - The Hispanic committee for Quality Education
- 14 - League of United Latin American Citizens
- 15 - CCSD
- 16 - CCCC
- 17 - UNLV
- 18 - Nevada Civil Rights Advisory Committee
- 19 - NCCJ
- 20 - State Department of Education

21 The purpose of this Taskforce
22 would be

23 A - To conduct a fact-finding mission for policy
24 recommendations to governing bodies

25 B - Coordinate limited resources for unmet needs

- 1 C - Develop alternatives to failing AAP's
2 D - Sponsor a conference focusing on Hispanic
3 issues in education.
- 4 2 - A followup report/response to the questions posed
5 regarding the recommendations written into the
6 UNMET GOALS report of September 1981. This should
7 be specific to the Hispanic component and addressed
8 to HCQE and LULAC.
- 9 3 - Issue a statement to all identifiable Hispanic
10 organizations/agencies on the intent of this
11 Advisory body to confront and meet head-on
12 educational deficiencies that act to the detriment
13 of the Hispanic community.

14 In conclusion, the needs of the
15 Hispanic community are as diverse as the people themselves.
16 We constitute the largest minority population in Nevada,
17 yet we do not reflect that statistic in employment --
18 particularly within the educational institutions. Our
19 youth have been stereotyped as academic failures, gang
20 members, lowriders, in short troublemakers. Immigration
21 has built us up as aliens who come to America to steal jobs
22 from Americans, jobs no one else will do.

23 We speak a different language,
24 eat hot food and invented dingo-ball -- whoever we are,
25 whatever you call us -- one thing is clear, we are here to

1 stay and we will be an integral fiber of this community.
2 We will have our place under the sun and demand our civil
3 rights as a process to equal access of our available
4 resources.

5 I would like to thank this Advisory
6 Body for listening to me. If you have any questions I
7 will respond to them now.

8 MR. SCOTT: Yes. I would like to know
9 how you viewed the reputation of the Nevada Equal Rights
10 Commission and the Nevada Advisory Committee.

11 MR. RIVAS: Well, I would have to make
12 a statement. In using the Committees I read as a reference
13 point, my personal opinion is that our community, the
14 Hispanic community, has not fully utilized its resources,
15 its ability to handle some of the claims of injustice that maybe
16 taking place among some of the employers here today. We
17 are just not found to be using this service.

18 MR. SCOTT: But when you utilize them
19 how has your product been?

20 MR. RIVAS: I am not - I can't adequately
21 answer that. I don't know that many people who filed with
22 them. I don't know how properly they have been serviced.
23 I really can't answer that, in fairness.

24 MR. SCOTT: So you don't know if the
25 Hispanic community has taken its complaints to the Nevada

1 Equal Rights Commission designed to handle those complaints?

2 MR. RIVAS: That is correct. I wouldn't
3 be proper in stating one way or the other.

4 MR. SCOTT: I raise that question in
5 listening to the particulars you mentioned, the affirmative
6 action, the goals and the patterns that exist.

7 We do have that. That is why I
8 raise that question.

9 May I ask you another question. How
10 many elected officials do you have in this area?

11 MR. RIVAS: Elected officials?

12 MR. SCOTT: Yes.

13 MR. RIVAS: The only one I know is again,
14 Manny Cortez, and a Judge who is very active.

15 MR. SCOTT: In this state?

16 MR. RIVAS: Judge Mendoza.

17 MR. SCOTT: And is voting material a
18 problem for the Hispanic community?

19 MR. RIVAS: In some cases dissemination
20 of it is a problem and in others a language barrier. There
21 is a group that have just recently organized itself and
22 incorporated, calling themselves Spanish Political Action
23 Committee. Perhaps they will address that area some.

24 MR. SCOTT: That is about it.

25 MS. DeLUCA: Mr. Rivas, when do you

1 anticipate approaching the Clark County School District with
2 regard to the recommendations?

3 MR. RIVAS: The Clark County Board of
4 Trustees has set aside August 5th at 7:30 p.m. in this
5 same Board Room for a special board meeting to discuss
6 the Spanish issue of the Clark County School District at
7 which time we will release our report to them.

8 MS. DeLUCA: I appreciate your thorough
9 report. You answered all the questions I would have asked.

10 CHAIRMAN WILSON: I only want to say
11 that, I want to congratulate you for this tremendous Report.
12 And it was a Report that we feel was needed and it dealt
13 with problems that we certainly hope to address. It had
14 substance and I think that you and the organization that
15 you represent are to be commended for this tremendous
16 Report. That is the kind of information we need.

17 Thank you very much.

18 MR. RAMOS: In answer to Mr. Scott's
19 question of Mr. Rivas, Mr. Rivas is representing the youth of
20 this community. I have been around for 34 years and as
21 Commissioner Wilson knows there have been numerous reports.

22 CHAIRMAN WILSON: Will you identify
23 yourself?

24 MR. RAMOS: Bob Ramos. I only wanted
25 to answer Mr. Scott's question for Mr. Rivas.

1 We have gone through this, as
2 Commissioner Wilson is aware, for 10 - 15 - 20 years,
3 through the Commission. I, regretfully, have to say it
4 has fallen on deaf ears. There is always a kind of wishy-
5 washy kind of reponse.

6 It is always a matter of priorities,
7 always a lack of personnel or one thing or another. It
8 was why, in the last 34 years our general complaints have
9 fallen on deaf ears on the part of this past Commission.

10 MR. SCOTT: I am talking about
11 the Nevada Equal Rights Commission.

12 MR. RAMOS: This is what I am
13 talking about.

14 MR. SCOTT: So my question regarding
15 these patterns that have existed that you have been bringing
16 these to the Commissions over a period of time until you
17 now feel somewhat dissatisfied.

18 MR. RAMOS: Extremely dissatisfied.

19 MR. SCOTT: Gave up?

20 MR. RAMOS: Not gave up, but
21 just extremely dissatisfied.

22 MR. SCOTT: What do you think
23 needs to be done to change that?

24 MR. RAMOS: I believe you have done
25 some of the - well, let me rephrase that. You have in

1 your files in your Commission and your Staff a number of
2 affirmative action commitments by various agencies and they
3 have failed, drastically failed to accomplish that and
4 they just live on them and there has been no followup by
5 this Commission or this Staff.

6 MR. SCOTT: He says he recognizes the
7 Nevada Equal Rights Commission.

8 MS. DeLUCA: Whereas this body is the
9 Civil Rights Commission.

10 MR. RAMOS: That is my mistake, the
11 Civil Rights and the Equal Rights have all been approached
12 by the Hispanic Community in the past years and neither one
13 of the agencies has followed up.

14 MR. SCOTT: But the Nevada Commission
15 has staff available in the community at all times, does
16 it not?

17 MR. RAMOS: Right, and it is affirmative -
18 the same.

19 CHAIRMAN WILSON: At this time we will
20 take a short break, about five - ten minutes.

21 (Brief recess.)

22 CHAIRMAN WILSON: Ladies and gentlemen,
23 we will reconvene the Nevada Advisory Committee meeting.
24 The next person to appear will be Marjorie Becker, if she
25 will come forward, please.

1 MS. BECKER: I am not really prepared
2 to give you a long report or an extensive report. Did you
3 want information about my department?

4 CHAIRMAN WILSON: Yes. State your name,
5 the organization you are representing and if you are just
6 representing yourself we would like that too.

7 MS. BECKER: It is Marjorie Becker,
8 4624 Nolan Lane, Las Vegas, 89107. I am here representing
9 myself.

10 I have been involved with a large
11 number of individuals concerned with the handicapped in
12 the community over the years. Currently my only affiliation
13 is with the Nevada Vocational Advisory Counsel and I do
14 write a column for the Las Vegas Sun entitled Handicapped
15 Notebook.

16 The area that I have been and
17 continue to be particularly interested in is education for
18 handicapped children. We have been able to resolve most
19 of the problems by negotiating with the School District
20 or by due process. Therefore I had good success with
21 that agency.

22 There are several areas, broad
23 areas of concern that are civil rights kinds of issues I
24 think.

25 The provision of the least

1 restrictive environment, that children be educated to the
2 maximum extent possible with normal children, and that is
3 decided on a very individual basis but it is a problem
4 that we find with a lot of our handicapped youngsters.

5 Appropriate and meaningful vocational
6 education - I think this is an area where across the state
7 we are not doing the kind of job and we are not preparing
8 our handicapped children for the real world. And it needs
9 to be addressed. And the other problem, general problem
10 is providing the - we get related services but not in the
11 amounts needed for our youngsters. On individual cases
12 we solve most any problem but a lot of our youngsters are
13 still not getting what I call an appropriate education,
14 which is their guarantee under the law.

15 The handicapped community is very
16 very concerned about the proposed changes to 94.142, the
17 education for all handicapped children, and Section 504 of
18 the 1973 Rehabilitation Act. These are our - everything
19 in 504 is considered the Bill of Rights for the handicapped,
20 and changes which have been posed by the Reagan Administration
21 are very very alarming. I would recommend any kind of
22 support to resist the changes that have been proposed.

23 The other agency involved in the
24 protection of the avocational system is a state agency
25 which no longer receives any state funds. It needs to

1 receive \$50,000 of federal funds and 41,000 of state funds.
2 It now is funded solely by federal funds and it is, the
3 drastic cuts in the budget has precluded the director from
4 providing the kinds of services for handicapped people from
5 getting this aid and I don't know if that is something
6 that can be addressed by you folks in any manner, but I
7 would like you to know many many funds have used this system
8 effectively and they obtain their redress through the
9 system. Well now the system is sorely compromised.

10 The Equal Rights Commission we feel
11 is discriminating by serving only the visually handicapped
12 and the physically handicapped. And I understand there is
13 a law that - or a change in the existing law will be
14 proposed in our next Legislature, but for those who are
15 deaf or epileptic or mentally retarded, for instance, cannot
16 get assistance to the Equal Rights Commission. So it is
17 kind of ironic that the Equal Rights would be discriminating,
18 but that is the way it is.

19 I think that those are the areas
20 I had personal concern. Are there any questions?

21 CHAIRMAN WILSON: Any questions?

22 MS. DeLUCA: Do you feel that the Equal
23 Rights Commission discriminates against the orally
24 handicapped, epileptic, or by definition, if you listen
25 to their announcements over the radio would require we

1 serve the visually and orally handicapped and therefore
2 all other categories are excluded?

3 In other words it is discouraging
4 complaints from those others?

5 MS. BECKER: They won't accept them.

6 MS. DeLUCA: They simply won't accept
7 them?

8 MS. BECKER: Right.

9 MR. SCOTT: I need clarification. Is
10 that part of the statute now?

11 CHAIRMAN WILSON: It is part of the
12 statute.

13 MR. SCOTT: Is it spelled out to
14 specifics?

15 CHAIRMAN WILSON: Not in the specific
16 category.

17 MR. SCOTT: She stated it covered two
18 areas.

19 CHAIRMAN WILSON: Oh, handicapped - I
20 will have to check that out. I thought it was more
21 specific than that. If it would reach areas you are
22 concerned about, of course we will check that out and
23 certainly we will make recommendations for review on that
24 particular part of the statute because now we are having,
25 as I suggested at the beginning of the meeting, the agency

1 is checking out the areas and reporting back to the
2 Commissioners the status of the handicapped statutes,
3 at this point. And we certainly will make sure that this
4 area is fully addressed in our recommendations.

5 MS. BECKER: Very good.

6 MR. SCOTT: What type of organized
7 community support is involved with the handicapped issues
8 or that you may be involved with? Or, let me ask it this way.
9 Are there any organized community support among several
10 agencies dealing with the handicapped, as a group, to
11 foster, you know, the efforts and the officials of the
12 handicapped?

13 MS. BECKER: There has not been one
14 umbrella group that represented all handicapped. Parents
15 of handicapped children, yes - there is an umbrella group.

16 There is a state college and there
17 is a local organization that is concerned with all kinds
18 of handicapped youngsters who have groups, just for deaf,
19 blind and so forth. There is a new organization which is
20 being formed here in town which is the Center for
21 Independent Living, which is a rather misleading term.
22 It is not a facility that teaches independent living skills.
23 It hasn't really gotten off the ground but it should be or
24 could be resolved for handicapped, for dealing with the system
25 for instance if they didn't handle it right - the Governor's

1 Committee for Employment of the Handicapped.

2 I did not talk at all about
3 employment and that deals not only with employment but
4 many other issues that are involved. But it is sort of
5 fragmented.

6 CHAIRMAN WILSON: Thank you very much.

7 Next would be Luisa Gonzalez. And
8 I understand she has a representative here that will appear
9 for her today. Will that representative come forward,
10 please?

11 MR. NOGUARA: My name is Javier Noguara.
12 I represent the Nevada Association of Latin Americans.
13 She had a question about the case of refugees - who is a
14 refugee here in this case.

15 NALA gives Spanish classes, English
16 classes in the morning for refugees only for Vietnamese.
17 It gives out federal funds distributed only to the
18 Vietnamese - teaching English as a second language. Classes
19 are only for boat people. The Cuban is not a refugee
20 according to grant funding.

21 But is this not discrimination. This
22 is a case of refugee versus refugee.

23 Always before the language barriers
24 were entitled to attend the English language classes only at 9:00.
25 Then only the boat people - they are entitled to 100 per

1 month for work to attend classes to learn English. These
2 of Cuban origin and other Spanish-speaking community in
3 Las Vegas are not entitled to have English classes in the
4 morning. I think that is the question. That is all.

5 CHAIRMAN WILSON: That completes your
6 report. Are these classes provided by a state agency?

7 MR. NOGUARA: Yes, a state agency.
8 That is a class for speech and they are given by a
9 professor teaching from the University at Las Vegas.

10 CHAIRMAN WILSON: And they are forbidden
11 to give those classes to any group other than the boat
12 people?

13 MR. NOGUARA: Yes, boat people means
14 people who -

15 CHAIRMAN WILSON: I understand.

16 MR. NOGUARA: There are so many Cuban
17 people who try to enter in these classes.

18 CHAIRMAN WILSON: Tried to enroll?

19 MR. NOGUARA: Yes, tried to enroll but
20 first must be qualified by the Welfare Department. And
21 they cannot proceed to these classes in the morning if the
22 Welfare Department does not qualify them. So, many Cuban
23 people come to Las Vegas to work with a language barrier
24 and try to learn English in order to look for a job, to get
25 a job. Okay.

1 But because they had no job they
2 go to the Welfare Department in order to go to that class.
3 But they are not qualified for that class - only for the
4 Vietnamese.

5 I understand Vietnamese or Cuban
6 or any other nationality who has not a very good knowledge
7 of English is in the same condition. They cannot work -
8 Vietnamese or Cuban, because they have a language barrier
9 and first to have a good knowledge of English you have to go
10 to some English teacher who gives English classes -
11 refugee people, and they are paid \$100 per month but foreign
12 people who are not Vietnamese are not entitled to those
13 classes; only for Vietnamese people.

14 CHAIRMAN WILSON: Could you do this
15 for the Commission? NALA does have the address of the
16 Regional Officer or Director and also myself. Could you
17 compile this information and put it in writing and get that
18 report to us on what really transpired in this program
19 situation? We will be very happy to know exactly what it
20 is all about so we can include it in our report.

21 MR. NOGUARA: Okay. The other part of
22 this is the people who are not qualified in the morning,
23 Cubans especially, they are sent to another class in the
24 afternoon that is given by the Clark County Community
25 College. These classes are free but are not paid, like

1 the Vietnamese is in the morning.

2 CHAIRMAN WILSON: In other words, the
3 Vietnamese are paid \$100?

4 MR. NOGUARA: Yes.

5 CHAIRMAN WILSON: To attend?

6 MR. NOGUARA: To learn English.

7 CHAIRMAN WILSON: To learn English?

8 MR. NOGUARA: Yes.

9 CHAIRMAN WILSON: Yet the Cubans that
10 apply are refused?

11 MR. NOGUARA: Are refused.

12 CHAIRMAN WILSON: And they can enroll in
13 the Community College part itself - it is no fee?

14 MR. NOGUARA: It is no fee.

15 CHAIRMAN WILSON: They are paid to
16 enroll.

17 MR. NOGUARA: Yes.

18 CHAIRMAN WILSON: I understand. Would
19 you please put that in writing for us if you possibly could?

20 MR. SCOTT: Just one question. Being
21 that it is Vietnamese wouldn't that be a problem that you
22 have got a different language or are you speaking primarily
23 about any problem?

24 MR. NOGUARA: I don't know thoroughly
25 about the case. You see in the morning there are 50 people

1 running different groups of English classes because they
2 proceed every day. They have a benefit of \$100 per month.
3 A Cuban who can or wants to go to those classes, as the
4 Vietnamese go are not qualified by those classes. So I
5 think that the \$100 - well, I think it is not the money
6 question solely. If I am Cuban - suppose I am Cuban and
7 go to NALA in order to enroll in that class. NALA told
8 me, 'Go first to the Welfare Department. If you are
9 qualified you are not having a job - you qualify for that
10 class - you will come every morning and if you assist the
11 teacher you get \$100.' That is the case of the Vietnamese.
12 But are not the Cubans entitled for that class?

13 CHAIRMAN WILSON: One of the things,
14 the reason why I asked you to get us this information in
15 writing is the programs are applied for and granted in
16 specific situations. So it could be differences in whether
17 it was applied for by the Vietnamese or by the Cubans or
18 whatnot and that could create the problem. It would be
19 the difference in providing this monetary incentive for
20 one group and not providing it for the other.

21 So, please get us that information.
22 And NALA - they will be able to compile it for us and
23 get back with us.

24 MR. NOGUARA: Fine.

25 CHAIRMAN WILSON: We would appreciate

1 it very much.

2 The next person to appear is Suzanne
3 Thomas, Regional Representative for the Governor's Committee
4 on Employment of the Handicapped.

5 MS. THOMAS: Before I begin, my name
6 is Suzanne Thomas and I am Regional Representative for
7 the Governor's Committee on Employment of the Handicapped
8 in Las Vegas. I would like to clarify one thing if I could?

9 CHAIRMAN WILSON: Yes.

10 MS. THOMAS: On the status of the
11 Equal Rights Commission and who they serve, I think what
12 Marjorie Becker was trying to say is there are some mis-
13 leading advertisements and brochures regarding their
14 services and problems as far as visually handicapped. Most
15 people assume that to be only those people who have a
16 mobility impairment, in wheelchairs or on crutches. That
17 is not the case.

18 They do serve, but they do not
19 serve people in any way mentally retarded or mentally
20 restored processes and that is something I want to tie in
21 and rectify at the next session. We will try and get it
22 changed. They are not serving that particular segment.

23 CHAIRMAN WILSON: Thank you very much
24 for that clarification.

25 MS. THOMAS: The Governor's Committee

1 on Employment of the Handicapped was formed in 1975. And
2 in our estimate what we were mandated to work towards was
3 insuring the most mobile and satisfying quality of the
4 various people. That goes a lot further than just employment.

5 The Governor's Committee's
6 responsibility is very diversified. We have four standing
7 subcommittees. Those committees are Architectural and
8 Transportation, Employment, Programs and Facilities, and
9 Legislation.

10 The Committee is made up of three
11 paid employees. We are all state funded and we have 13
12 members appointed by the Governor to serve as the volunteer
13 committee. Some of the goals of the Committee, to give
14 you an idea of the things we are involved in, and I am
15 only touching the brief highlights here - the removal
16 of architectural barriers through brain power and through
17 dissemination of information. Contacting, hopefully, Nevada
18 businesses with regards to their employment of disabled
19 persons initiating specific choices for disabled persons
20 in terms of recruitment; advising employers of their
21 obligations with regards to hiring and recruiting disabled
22 vets and retired persons; persisting in writing affirmative
23 action plans for employers and other businesses who desire
24 to have such a plan; promoting programs that provide
25 services that are lacking in the community, trying to

1 identify those programs which are lacking in the community.

2 We act as the applicant for all
3 disabled persons, organizing with the state and federal
4 agencies support for nonprofit organizations - basically
5 anyone who wants to work with us.

6 One of our highest priorities is
7 a public information program which educates the public
8 about the needs of disabled persons, and also the
9 abilities of the disabled persons.

10 The Governor's Committee is
11 concerned about three basic issues in terms of Civil
12 Rights, with regard to federal legislation.

13 First, and foremost would be the apparent
14 dismantling of Section 504 of the Rehabilitation Act. As
15 you know, the act granting equal rights to services -
16 generally in the social, medical, educational and recreational
17 areas - is in danger of extinction. We understand the O.M.B.
18 draft proposal suggests that recipients of federal financial
19 assistance may determine the extent of participation in
20 programs and activities by the disabled by assessing the
21 "redeeming social value to society" resulting from the
22 disabled person's participation.

23 We have made great strides in removing
24 attitudinal, program and physical barriers from our
25 universities, municipal buildings, social service and

1 recreational facilities - but, we have a long way to go.

2 The underlying theme in the proposed
3 revision seems to be, "a qualified handicapped person with
4 regards to delivery of services is someone who can be
5 provided the services at little or no additional cost."
6 When the first regulations came out, many of us thought
7 there were more questions here than answers. We learned
8 to be creative thinkers and to work around problems with
9 ingenuity, rather than dollars. The recipients worked
10 with us - in the beginning because they had to - later
11 because they understood the problem and need.

12 We worked together with the
13 regulations. The proposed regulations seem to have the
14 philosophy, "when in doubt, get a waiver." The services
15 requested are not reasonable. We certainly understand
16 the money crunch we are facing. The community is just
17 getting to the point where compromise, working together
18 with ingenuity - not especially dollars - is resulting in
19 a better quality of life for the disabled. Without the
20 regulations as a guide, and yes, a "though shalt" we will
21 lose all we have gained. With few exceptions, people only
22 do what they "have to."

23 The theme throughout the new proposal
24 seems to be voluntary compliance. For instance recipients
25 do not have to make reasonable accommodations, they only

1 have to consider making reasonable accommodation. Repeated
2 throughout the original regulations is the term "equal
3 opportunity." That seems to be missing from the new version.
4 We urge you to oppose any changes in the 1978 HEW Section
5 504 guidelines.

6 Briefly, because I know other persons
7 are going to address this issue, our second concern is the
8 proposed changes in P.L. 94-142, the Education for all
9 Handicapped Children Act. The new proposals will combine
10 the eight special purpose programs previously funded under
11 94-142 into a second discretionary fund administered by
12 the Foundation for Education Assistance and reduce the
13 total fund. We feel this will most certainly create
14 competition between parents of children with more common
15 disabilities or perhaps less severe disabilities for the
16 funds. We urge the funds remain categorical. Other areas
17 of concern are relative to the relaxing of the Individual
18 Written Plan requirement which ensure each child's
19 education is tailored to their needs - and then followed.

20 Our third area of concern is
21 Section 502 of the Rehabilitation Act, establishing the
22 Architectural and Transportation Barriers Compliance Board
23 (ATBCB), and the minimum guideline standards issued by
24 that body.

25 There is a tremendous need for a

1 single set of standards to be adopted with regard to
2 design of accessible facilities useable by the disabled.
3 The State of Nevada, along with many other states, has
4 adopted these standards. We urge all federal standard
5 setting agencies to adopt the ATBCB Guidelines as Standards.

6 Enforcement of existing regulations
7 must be carried forward. The ATBCB was established in
8 1976 as a result of the failure to implement the
9 Architectural Barriers Act of 1968 which required all
10 federally funded buildings to be constructed with access
11 for the disabled.

12 Disabled persons can be - and want
13 to be - contributing members of society. They can't do
14 it without an appropriate education and the ability to
15 move about in the community. We urge your support for
16 programs which will enable the disabled to be taxpayers -
17 not tax takers.

18 Thank you.

19 MR. SCOTT: Is there any memorandum
20 on how many - what is the population of people that
21 comprise the handicapped in this state?

22 MS. THOMAS: A Gallup poll was done
23 in cooperation with the State of Nevada in 1975. And the
24 result of that poll showed that 21 percent of all Nevadans
25 have a physical or mental disability or visual and hearing

1 disability that impair one or more of their daily life
2 functions.

3 MR. SCOTT: Anything since then?

4 MS. THOMAS: No. It is quite an
5 extensive study. I can get copies of it for you. It is
6 broken down by county, by disability and by age.

7 MR. SCOTT: But our population has grown
8 so much since 1975 I wonder if there was a difference in
9 that report since then.

10 MS. THOMAS: I hope not. We were the
11 highest in the country with that 21 percent.

12 MR. SCOTT: Do you know if building
13 codes now in the cities and counties require -- Is it
14 required in the building codes that provisions must be
15 made in any new buildings for handicapped?

16 MS. THOMAS: Yes, sir. The 1979 Edition
17 of the UBC, which was adopted by all agencies requires
18 certain modifications be made to all buildings, and that
19 would include hotels, gas stations, restaurants - any new
20 buildings would have to fulfill the requirement in having
21 the requirements of that code enforced.

22 CHAIRMAN WILSON: I would like just to
23 say that the County is aware of that problem and we certainly
24 tried to make sure that the codes are complied with.

25 MS. THOMAS: I know that. The County

1 isn't one of the problems.

2 SALLY JAMES: This is the problem. Is
3 there a state agency that is responsible for that
4 enforcement?

5 CHAIRMAN WILSON: She means that to be
6 compliance.

7 MS. THOMAS: The Uniform Building Code
8 is enforced by each of the Cities' Building Department.

9 MR. SCOTT: Is there any lagging of
10 any city you are aware of?

11 MS. THOMAS: Yes, sir. I think that there
12 are problems in terms providing ramps to new facilities.

13 MR. SCOTT: In what cities?

14 MS. THOMAS: In basically most of them
15 except the County and Henderson and has been in the last
16 several months following it very closely.

17 CHAIRMAN WILSON: So there is a problem
18 in the City of Las Vegas and North Las Vegas?

19 MS. THOMAS: Right, and occasionally in
20 the County but not often.

21 MR. SCOTT: What about other cities in
22 the state?

23 MS. THOMAS: I only have Tonopah and
24 down. I know there are problems in the Reno - Washoe County
25 area and many businesses throughout the State.

1 CHAIRMAN WILSON: Mr. Riley?

2 MR. RILEY: Chairman Wilson, Members
3 of the Commission. I don't represent any one organization.
4 I am here strictly speaking for myself. I have prepared a
5 written statement which I would like to read and this
6 strictly has to do with myself and my association with
7 two of the so-called assistance agencies here in the State
8 of Nevada, namely Nevada State Welfare and the Clark County
9 Social Services. With your permission?

10 CHAIRMAN WILSON: Okay.

11 MR. RILEY: My particular catastrophe
12 struck without warning in about 1979. Emergency major
13 abdominal surgery had to be performed in order to save my
14 life. For 20 minutes I lay dead on the operating room
15 at Desert Springs Hospital.

16 After the second surgery some 36
17 hours later I was given a 20 percent chance of making it.
18 I am the first in the State of Nevada to be handicapped as I am
19 today. There was total impassiveness in the so-called assistance
20 agencies, Nevada State Welfare and Clark County Social
21 Services, right up to capable doctors to perform the
22 necessary followup surgery to prevent me from actually
23 dying. Consequently I was transferred to UCLA for this
24 special surgery.

25 Immediately upon my arrival a

1 special catheter was surgically impaneled into my bowel and
2 into my jugular vein. That was in November 1979. I spent
3 three weeks there and was given intensive training as to
4 the care of this catheter and for the procedures necessary
5 to maintain the wound in my chest. I -- you have to excuse
6 me. I have two special pumps and filters and incidentals
7 in my apartment at the 16 hours a day I must inject this
8 special liquid compound through this tube in my chest in
9 order to maintain myself for the next 24 hours. I do not
10 take food orally.

11 At this point in time so many of my
12 rights have been flagrantly and deliberately violated by
13 these agencies it is difficult not to be angry. However, I
14 will make every effort.

15 In June 1979 while recuperating at
16 home I was contacted by an agent of the Clark County Social
17 Services and she persisted in attempting to get me to agree to
18 her statement that I would be well enough by June 1980 to
19 return to work. Her statement was not in a questioning tone
20 'You should be well enough by next June to go back to work,
21 right?' And I replied it was improper for me to make this a
22 positive date and I doubted very much if any doctor could.
23 Several months she posed this statement to me and she simply could
24 not see that I was having a severe problem. Her similar comment before
25 replying was 'I think you should be well enough by next June,'

1 and I replied that time will tell.

2 On July 2 and August 12 and
3 September 24 I wrote to this agent relaying severe problems
4 about this and none of my letters were ever answered. On
5 November 3, 1979 I was admitted to Southern Nevada with a
6 diagnosis of gross malnutrition as a result of improper
7 diet.

8 To go back, I was not advised
9 until February 29, 1978 that a new case worker had been
10 assigned. On April 11th I received some \$2400 from the
11 State of Nevada. This form stated I had submitted a
12 voluntary withdrawal form on April 1 requesting that all
13 my medical assistance be withdrawn. I should point out at
14 this time, ladies and gentlemen, my medical bills at this
15 point in time exceeded \$3,000 a week - not a year but a
16 week.

17 Well, I had made no such request.
18 I wrote to this agent to make an explanation and requesting
19 copies of the alleged form. I have never received a reply.
20 Instead on May 7 when I returned home from the doctor's
21 visit I found a small business card taped to my door and
22 it bore the name of the agent of the Clark County Social
23 Service advising me to contact her regarding this letter
24 to the State. I did not contact her by phone as she
25 suggested but I wrote her a letter, similar to the one

1 136 pounds at my own doctor's montly examination. So
2 somebody is wrong.

3 He states on his report that I
4 list no serious allergies. I have a card in my billfold
5 that lists eight allergies to medication - penicillin -
6 I have severe anticoagulant reaction from many medications,
7 so that is on my hospital record. He -- one particular
8 instance he really goes all out in his incompetence.

9 He states that quote ears - no
10 discharge - normal drums.

11 Since I was five years old the
12 eardrum in my right has been gone - totally deaf in that
13 ear. Any first year medical student who examined my ears
14 would know there is no eardrum there, that I am totally
15 deaf. Had he examined my ears he would have known the
16 same thing. But he did not.

17 On page four of his report he
18 really goes all out to display his incompetence. He goes
19 into some detail about a urine test, two pages later on
20 the lab - a lab urine test was not even done because I
21 didn't give him any specimen.

22 It doesn't surprise me at all that
23 70 percent of the people who apply for disability are
24 terminated, when you have people like this doctor making
25 out the reports.

1 Okay. November 1980 the catheter
2 on this side became obstructed and they had to put it on
3 the other side. It was not until late in the afternoon
4 I was able to contact my doctor at UCLA to explain to him
5 what was taking place. He said I should get there
6 immediately. He called Nevada State Welfare and was too
7 late. Their office was closed, again.

8 My former wife - I explained to
9 her what was taking place. I was on the bus in two hours
10 on the way to UCLA. They removed the catheter, put it on
11 this side and everything was fine.

12 When I came back from UCLA I sent
13 all my bills I had paid, cab, bus fare - into Nevada State
14 Welfare and under their Section 103.109 of their Manual
15 I am entitled to receive reimbursement for those expenses.
16 That was 18 months ago and since that time I have written
17 11 letters. I have been to Small Claims Court. I have
18 been to Clark County Legal Services and nobody will help
19 me. I still haven't been reimbursed. If that isn't
20 discrimination because of disability I don't know what it
21 would be called.

22 Maybe like Mike O'Callahan said
23 in one of his little columns in the paper, justice is for
24 those who can afford it.

25 Gentlemen and ladies, I have just

1 covered a few things that have happened. I spent two years,
2 the last two and one-half years at the Law Library,
3 Clark County Library going through manuals and law books
4 and at this particular point in time I have 167 typewritten
5 pages like that that hopefully I can get in to Federal
6 Court in a suit against both the Nevada State Welfare
7 and the Clark County Legal Services, but not only for
8 discrimination and violation of civil rights but a violation
9 of my constitutional rights and desperately putting my
10 life on the line.

11 The latest incident that took place
12 in Clark County. Six weeks ago I applied for new credit
13 to Clark County and my application wasn't even acknowledged.
14 Yet a neighbor of mine two weeks after I had applied for
15 the same thing, and he already has his. I am only one of
16 three people in the State of Nevada handicapped as I am.
17 In fact I was the first one - the first one. It is a very
18 dubious honor. I don't go around bragging about it, indeed.
19 But in any event it is the case.

20 Precedents are being set on me.
21 It is not fair. It is not fair to the other two people
22 like me in the state nor to the 2300 in the country, who
23 indeed are subjected to the same thing, because I receive
24 letters from them, from New Jersey to California and it is
25 the same thing all over. Something has got to be done -

1 not just for me but for the rest of them.

2 Thank you.

3 CHAIRMAN WILSON: Thank you.

4 MR. SCOTT: Are you receiving any kind
5 of support, federal or otherwise, like SI or anything?

6 MR. RILEY: The only thing I receive
7 at this particular point in time is my disability
8 compensation, and that isn't worth mentioning. I receive
9 no assistance in any way from either Clark County or
10 Nevada State Welfare.

11 CHAIRMAN WILSON: When was the termination
12 of your assistance, what date? You mentioned a date?

13 MR. RILEY: From Clark County?

14 CHAIRMAN WILSON: Yes.

15 MR. RILEY: February 10 this past year.

16 CHAIRMAN WILSON: You reside in Clark
17 County?

18 MR. RILEY: Yes, sir.

19 CHAIRMAN WILSON: What type of assistance?

20 MR. RILEY: I haven't heard from them
21 in over a year except to get a rejection notice. Other than
22 that they pay no attention to me. Their Manual states they
23 are supposed to visit with me and see how I am getting along,
24 but I never see anybody.

25 What I have today I fought, and I

1 occasions tried soliciting assistance from agencies. I
2 believe one was here this afternoon, the Center for
3 Independent Living. Of course they are just getting
4 started. They are not even sure to what degree they are
5 going to be of assistance at this time to the disabled
6 in the community.

7 I have been to Vocational
8 Rehabilitation. That is a whole story. I am still in
9 an ongoing battle with them trying to get some past matters
10 straightened out. But at this point in time the only
11 assistance I receive is my disability from Social Security
12 and on occasion when things get real tight my former wife
13 does jump in and help out in several ways. But that is it.
14 That is it. I hate to say it but that is it.

15 CHAIRMAN WILSON: I would like to ask
16 Penny Hernandez of EOB to come forward as this time - at
17 least hear something coming from that agency.

18 MS. HERNANDEZ: I am Penny Hernandez
19 from the Equal Opportunity Board of Clark County. Part
20 of the reason that we did not submit prepared remarks in
21 advance was partly because we were a little bit unsure of
22 what the situation was going to be. Also, to some degree
23 our ability to contribute to an august body like this has
24 been diminished somewhat by the same cutbacks that other
25 community-based organizations are dealing with.

1 However, I do believe that EOB
2 has a small contribution, at least to make in terms of
3 comments to this Committee, since we have been designated
4 the Anti-Poverty Agency for Clark County since 1965 and
5 have been an ongoing entity since that time. Advocacy for
6 minorities, the poor, the frail, the very young and the
7 elderly has long been at the heart of our operations. One
8 of the reasons we have not had a great deal to offer in
9 terms of comments today has to do with our current funding
10 situation. At one time we had an Executive Action Officer
11 who was able to address these kinds of issues on a higher
12 plane than we are able to, since we are no longer able
13 to afford that position due to our fund cutback. This
14 has not diminished our commitment to affirmative action
15 for equal opportunity for all. It has simply not afforded
16 us the individuals to speak to that commitment.

17 Another problem that faces us in
18 terms of being able to be responsive to the concerns of
19 this Committee has to do with the fact that we have been
20 apprised both from our federal funding sources and our
21 state funding sources that administrations on both of
22 those sources are not terribly concerned with advocacy.
23 And feel that in fact advocacy is not the proper arena
24 for public funded organizations to be involved in and
25 should we persist in somehow not taking on the advocate's

1 role that we might find our adversely affected funding
2 situation to be more adversely affected.

3 We are therefore faced with the
4 choice to be able to do what we can within the community
5 to support our own ideals and the American ideals of civil
6 rights, or we can risk having nothing to speak about because
7 one or more of our services would then be dispelled due
8 to lack of funding.

9 We are in fact operating programs
10 that address issues related to civil rights - for example
11 our senior handicapped transportation, which we have been
12 operating since 1976 is growing and expanding and indeed,
13 in fact it is the only major transportation system in Clark
14 County that makes transportation available for the severely
15 handicapped, for example, and the wheelchair bound.

16 We also offer seniors that care,
17 senior citizens and as a respite for their families we
18 are involved in any number of other issues relating to
19 support of civil rights for the disadvantaged.

20 Perhaps I can be of some assistance
21 to the Committee if they would like to address some
22 questions. It has been our experience up to this point that
23 in requesting individuals who come to us with problems
24 that they in fact make themselves available to come to this
25 body - although horrified at the thought. Las Vegas is a

1 very large - small town. And when times are difficult,
2 economic hard times, or as they are now, we find that
3 people are less and less willing to step forward for fear
4 of retribution. That certainly tends to be true among
5 the disadvantaged and the minority members of this
6 community.

7 So we find ourselves with little
8 to say, since the individuals would be the best ones to
9 tell their story. So perhaps I could just make those
10 statements and offer any comment you might request.

11 CHAIRMAN WILSON: Any questions?

12 MS. DeLUCA: You also operate a fulltime
13 program, don't you?

14 MS. HERNANDEZ: We offer over 25 different
15 programs.

16 MS. DeLUCA: Maybe you can mention some
17 of those.

18 MS. HERNANDEZ: Basically our programs
19 are in five different areas. Under the broad heading of
20 education for example we operate Headstart which we have,
21 since 1965. A couple of those day-care programs and child-
22 family resource programs would address the family authority
23 in exclusively minority families and disadvantaged
24 households.

25 Under health care services, most of

1 our health care services are concentrated in the areas of
2 medical and infant care. We also are concerned with women
3 and children supplemental feedings; physicals and blood
4 pressure checks for disabled children and senior citizens -
5 although we used to do a lot of cancer cervical screening,
6 funding doesn't permit that any more.

7 Under the area of transportation,
8 as you know for senior citizens we have about 40 vans -
9 about half are equipped with chair lifts and we do about
10 10,000 rides a month in Clark County now.

11 Under aging services we have the
12 Food Bank Senior Center which was the first senior center
13 opened in Las Vegas, in 1971. And we have a foster grand-
14 parent program which we have also had since 1971 and adult
15 day care for the frail and elderly seniors which has been
16 operational for a little better than a year and half. And
17 we are currently working on an adult day care concept
18 which would carry over and add a nursing care component
19 to the day care for adults, seeking alternatives to nursing
20 home care.

21 And we are also supporters of the
22 community food bank which has been here since 1975.

23 CHAIRMAN WILSON: One of the things I
24 would like to ask - I planned to ask one of the other
25 organizations that was supposed to appear here today and,

1 to your knowledge what area do you feel is probably the
2 greatest concern in this community today involving civil
3 rights, in the area of the - you think that you are getting
4 more input from the area of administration, of justice and
5 freedom? What concerns - what are the concerns, the
6 greatest problems we have?

7 MS. HERNANDEZ: Unqualifiedly, without
8 question it is absolutely in the area of employment. And
9 this is not just feedback we receive in the community.

10 We have been out in the community
11 for 17 years and get quite a bit of feedback from our
12 participants, program participants. But this has been
13 my own experience as planning officer, designing manpower
14 programs. We have been involved in one aspect of job
15 training or another since 1965. And in putting together
16 some short term, relatively inexpensive programs for the
17 Governor's career quota I was confused by several private
18 employers in town, that they were not interested in anything
19 other than white applicants; that when I explained to them
20 that the program was directed toward low-income CETA-eligible
21 people they almost went into cardiac arrest and pointed out
22 to me they did not want CETA to be called in; to be called
23 CETA it is sort of an epithet to be hurled at someone.

24 They told me if that was the kind
25 of job training program I was going to be putting together

1 they weren't interested in seeing or talking to any of
2 my trained individuals, even though they had helped me
3 set up the program.

4 MR. SCOTT: Do you have any contact with
5 the Community Development Block Grant?

6 CHAIRMAN WILSON: And are you familiar
7 with its distribution?

8 MS. HERNANDEZ: The Community Development
9 Block Grants are generally handled by the municipalities.

10 MR. SCOTT: But are you familiar with
11 its distribution?

12 MS. HERNANDEZ: I know the kind of program
13 but I am not familiar with its distribution.

14 MR. SCOTT: Do you know of any program
15 viable and funded, that is supported by the Community Grant?

16 MS. HERNANDEZ: Any program directed at
17 any particular time? They do quite a bit of different
18 things. Most of those kinds of funds go into improvements
19 although they do assist some community-based organizations
20 with a small allocation from them, yes.

21 MR. SCOTT: That is what I was referring
22 to.

23 MS. HERNANDEZ: Like KMPR got an
24 allocation from the City. So did we. They also support
25 our senior transportation program, as does the County -

1 those kind of things. I couldn't give you an exhaustive
2 list.

3 HELP got an allocation, which used
4 to be Voluntary Action. It is now HELP for Nevada.

5 MS. DeLUCA: Do you know what your
6 funding cutbacks have been, and what percentage?

7 MS. HERNANDEZ: Oh, yes. In 1981 we
8 served over 16,000 local participants in a program on a
9 budget of 6.25 million dollars. This year we are probably
10 funding a level of 4 million dollars and we are hoping
11 to stretch it to serve 14,000, hopefully because we have
12 had a tremendous cutback in staff, by about half as a
13 matter of fact. We had 250 this time last year and we
14 have about 130 now. That helps to be able to spread the
15 program dollars.

16 One of the problems is that small
17 programs are extremely expensive to run, for instance,
18 our health services. They use up an awfully large
19 allocation for the individual to be served. This tends
20 to be true sometimes with education programs, which tend
21 to be a long-term program rather than a flash in the pan.

22 Headstart for example for the
23 age children over three to five years, and it is a
24 tremendous amount of money but it is an investment in
25 equal opportunity and an investment in the equal individual

1 to try and trace their place in the society. What is a
2 human investment worth? You can't really say anything
3 about that in the tangible sense.

4 I guess I want to say EOB bears the
5 same concern you do regarding the civil rights issue facing
6 the state. But when unemployment reaches the point it
7 is at now we can say without hesitation that employment
8 is the area that everyone is going to be hassling over.
9 The jobs are scarce. It is a serious market for the
10 employers who have always had to be pushed in order to do
11 the right thing, and really behave in the manner that
12 conforms to the American way. And when they have a
13 situation where there are huge numbers of applicants
14 applying for very limited openings I guess they feel they
15 can afford to be picky.

16 Also, the threat of losing one's
17 job, getting a bad reputation and coming out and complaining
18 about ill treatment and the prospect of not being able to
19 work any more in the town you live in is very very tough.
20 It has a way of shutting people out.

21 I couldn't get one person to come
22 here and speak. Of all the people we are referring to
23 we couldn't get one of them here simply because we aren't
24 in the position of doing anything. And also we don't want
25 to incur the wrath of the current administration any more

1 than we already have.

2 MR. SCOTT: In your funding cutback
3 is it heavy in the community development block ground
4 area?

5 MS. HERNANDEZ: Community service block
6 grant money is what we generally qualify for. One of the
7 problems we have in funding is that now that the money is
8 being screened from the fed to the state and then down we find
9 agencies who are so out of favor with the administration of
10 the state they tend to suffer and the community programs
11 are not judged on their merits for funding but are in
12 fact judged on how well they patronize the current
13 administration.

14 And that has been a real problem.

15 Also I must say I think there has
16 been a certain amount of insensitivity to the needs of the
17 poor, and the problems of the minorities from this particular
18 administration, based on the fact while they have a very
19 large allocation of funds set up in Carson City to be sent
20 down for the various community-based agencies, for these
21 kinds of programs, what we found in fact is that is not
22 happening, and when it does get funneled out it tends to
23 be based on lines that relate more to political advice
24 rather than the needs of the people the programs are
25 intended to serve.

1 Those kind of programs, community
2 service programs are not high on the priority list; at
3 least that is the impression we have got from the heads
4 of the state.

5 CHAIRMAN WILSON: Thank you for your
6 very important presentation and information you have made
7 here this afternoon and we are very appreciative of your
8 coming and I want to say too I am aware of the tremendous
9 job EOB has done over the years that they have been in
10 existence here in this community.

11 MS. HERNANDEZ: Thank you.

12 CHAIRMAN WILSON: You have been very
13 supportive and EOB, because of it - the fact that they have
14 improved the quality of life for people - and we certainly
15 hope those working out there for the organization appreciate
16 it.

17 MS. HERNANDEZ: Thank you very much.

18 MR. SCOTT: I now want, through the
19 Chair, I would like to make a statement.

20 We certainly would like to know if
21 there come any vibrations to you or EOB because of your
22 appearance here today before this Commission. I am sure
23 this Commission would like to know that.

24 Mr. Chairman, am I, through you
25 making your comments.

1 CHAIRMAN WILSON: That is fine.

2 MS. HERNANDEZ: My boss is going to kill
3 me when he hears what I said here today.

4 CHAIRMAN WILSON: No, he is not.

5 MS. HERNANDEZ: We are concerned and I
6 will be glad to let you know, if that will be of any
7 assistance.

8 CHAIRMAN WILSON: Thank you. Ladies
9 and gentlemen, we have several other groups, community
10 groups that were scheduled to appear here. One was the
11 Economic Welfare Rights Organization headed by Ruby Duncan,
12 Director. We will be requesting a written report from this
13 organization since they did not appear so that it can be
14 included in our report.

15 For the organization which I am
16 very surprised and upset about is the Las Vegas Branch of
17 the National Association for the Advancement of Colored
18 People. Sam Robertson, Vice President of the organization
19 was supposed to appear here this afternoon but I don't see
20 Las Vegas Robertson nor any representative, but we are in
21 touch with - in contact with, it would be NAACP to get
22 their input and their report.

23 At this time I am going to ask
24 Steve if they have any suggestions or statements that they
25 would like to make now.

1 Unless we have some other individuals
2 that feel they have some input if they would like to report
3 to us I am going to ask the Staff if they would have
4 anything to say at this time?

5 MS. JAMES: Just to make it clear we
6 will be doing this in Reno and if anybody wants to send
7 us anything in writing we certainly encourage them to send
8 it there.

9 CHAIRMAN WILSON: The Advisory Committee
10 will be meeting tomorrow afternoon in Reno, Nevada at the
11 Educational Facilities there, the County Education Facilities
12 with the same kind of hearing seeking the same information
13 that we have tried to develop here.

14 I want you, in conclusion,
15 certainly, I want to thank those of you that came here to
16 appear before us and made their presentations. We are
17 certainly deeply grateful that you would take the kind of
18 interest that you have taken to appear here before us,
19 because without your input the Committee is totally
20 helpless to provide the Commissioners with the kind of
21 information we should be presenting to the U. S. Commission.

22 And in conclusion I want to thank
23 the members of the Advisory Committee here, Susan and
24 the other staff for their always wonderful job that they
25 do here for us in Las Vegas and I want to thank you for

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assisting us and being part of this session this afternoon.
And with that that concludes the
meeting.

(Whereupon there being nothing
further the hearing was
adjourned at the hour of 4:00
o'clock p.m.)

ATTEST: A true and accurate transcript to the best of
my knowledge and belief.

MILLERS FALLS
EZEKIEL
COTTON CONTENT

Stella Butterfield

STELLA BUTTERFIELD, C.S.R. #7

