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U. S. COMMISSION ON CIVIL RIGHTS

ILLINOIS ADVISORY COMMITTEE

FACT-FINDING HEARING

HATE GROUP VIOLENCE AND THE GOVERNMENT  
RESPONSE

Thursday, February 13, 1986

9:00 A.M.

Cermonial Courtroom

Federal Building

Room 2525

219 South Dearborn Street

Chicago, Illinois 60604

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S P E A K E R SPAGE

ROMA STEWART  
Solicitor General  
Attorney General's Office  
State of Illinois ..... 11

MICHAEL KOTZIN  
Anti-Defamation League  
of B'nai B'rith  
State of Illinois ..... 24

MICHAEL LIEBERMAN  
Anti-Defamation League  
of B'nai B'rith  
State of Illinois ..... 24

JAMES R. REEVES  
Special Agent in Charge  
Bureau of Alcohol, Tobacco & Firearms  
State of Illinois .....82

JOSEPH LEWIS  
Supervisory Special Agent  
Federal Bureau of Investigations  
State of Illinois .....94

JAMES B. ZAGEL  
Director Illinois Department  
Of State Police  
State of Illinois .....102

THOMAS McNAMARA  
Carbondale Police Department  
State of Illinois .....110

---o0o---

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S P E A K E R SPAGE

DR. MANFORD BYRD  
General Services Superintendent  
of Schools  
City of Chicago ..... 157

SHELVIN HALL  
Legal Counsel, Illinois Department  
of Human Rights ..... 182

DANIEL REIDY  
First Assistant U. S. Attorney  
Northern Illinois ..... 190

CARLOS RIZOWY, ESQ.  
Chicago, Illinois .... 211

JOSEPH FRATICOLA  
Asst. Manager-Ethnic Education Unit  
State Board of Education ..... 229

DR. ALICE JURICA  
Director of Social Studies,  
Chicago Board of Education ..... 241

EILEEN OGINTZ  
Correspondent, Chicago Tribune..... 256

AL RABY  
Executive Director, Chicago  
Commission on Human Relations ..... 262

---o0o---

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MR. SCHWARTZBERG: Good morning.

My name is Hugh Schwartzberg and I am the Chairperson of the Illinois Advisory Committee to the United States Commission on Civil Rights.

Today the Illinois Advisory Committee is holding a public forum to hear from public officials and private experts on the issue of group organized violence.

Members of the Illinois Advisory Committee present with me today are Theresa F. Cummings, Irma M. Davis, Preston E. Ewing, Jr., John Lingner, Thomas Pugh, Robert C. Spencer and Joyce Tucker.

I'm sorry, three members of the committee will not be with us for this session. They are Herchal Sedar, Joyce Tucker and <sup>ROLAND</sup>~~ROSE~~ Baker.

Also with us today are the following staff members, in the Midwestern Regional Office of the United States Commission on Civil Rights; Clark G. Roberts, Regional Director and

1 Isidro Lucas the Deputy Regional  
2 Director.

3 At the onset we would like to  
4 officially express our thanks to the  
5 Honorable Frank J. McGarr, Chief Judge,  
6 the United States Court for the Northern  
7 District of Illinois, for his permission  
8 to use this ceremonial courtroom today.

9 This public forum is being held  
10 pursuant to the rules applicable to the  
11 State Advisory Committees and the other  
12 regulations issued by the United States  
13 Commission on Civil Rights.

14 I would like to emphasize that  
15 this is an open meeting and a  
16 cooperative effort, involving the  
17 Illinois Advisory Committee and the  
18 public officials and experts in this  
19 state.

20 Those participating have  
21 voluntarily agreed to meet with the  
22 committee and to share information with  
23 us. The meeting is open to the media  
24 and all interested individuals are  
25 welcomed. We are concerned that we get

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1 all of the available information related  
2 to the response of public officials  
3 to violent acts of groups that may  
4 encourage racial conflict.

5 To this end, public officials and  
6 experts have been invited to make  
7 statements and to respond to questions  
8 from the panel.

9 This particular session is not  
10 designed to hear from individual private  
11 citizens. Private citizens are welcome  
12 to present written statements for  
13 consideration of the Committee and for  
14 inclusion in the record.

15 Such written statements can be  
16 given to Mrs. Delores Miller who will be  
17 at the door. They also can be mailed to  
18 the United States Commission on Civil  
19 Rights, 230, 230 South Dearborn Street,  
20 Room 3280, Chicago, Illinois, 60604, by  
21 the first of March of this year.

22 We are concerned that no  
23 individual or specific organization be  
24 the victim of defamatory or degrading  
25 statements. In the event that such

1 statements may develop, it will be  
2 necessary for me to call this to the  
3 attention of the person making the  
4 statement and request that he or she  
5 desist in that action.

6 Furthermore any person against  
7 whom such allegations are made will have  
8 ample opportunity to make a statement in  
9 response as appropriate.

10 From time to time the Commission  
11 receives reports on the activities of  
12 groups which advocate racial conflict.  
13 The rights of association and free  
14 expression are constitutionally  
15 protected. Even the preaching of group  
16 hatred has usually been viewed by the  
17 courts as subject to constitutional  
18 protection.

19 This does not mean that government  
20 is powerless to withstand the effects of  
21 such teaching. It is not required to  
22 remain silent or inactive in the face of  
23 bigotry. The struggle against group  
24 hatred can be waged in our schools as  
25 well as our homes.

The organized preaching of

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1           hatred threatens to escalate into  
2           violence itself, our law enforcement  
3           system must be prepared to meet that  
4           violence and quash it.

5           It is with response by government  
6           that we are concerned here today. At  
7           the same time, we are not here to  
8           investigate any particular individual or  
9           particular groups. The Illinois  
10          Advisory Committee to the United States  
11          Commission as a result of this forum  
12          will report to the U.S. Commission on  
13          Civil Rights.

14          A transcript of these proceedings  
15          is being made and will be available at  
16          the Commission's Office.

17          At this time I am to start the  
18          session and I have the pleasure of  
19          introducing the first of our  
20          participants.

21          It is not my intention to say  
22          anything about most of the participants  
23          but I would like to say something about  
24          the first one.

25          The present Attorney General of

1           this state has established a new office  
2           in this state, that of Solicitor  
3           General. Just as the Solicitor General  
4           of the United States has primary  
5           responsibility and oversight for the  
6           argument of appeals to the Appellate  
7           Courts of the United States, so within  
8           this state there is now one individual,  
9           the Solicitor General of the State of  
10          Illinois who has been assigned to the  
11          primary oversight with respect to  
12          appellate matters within the State of  
13          Illinois.

14                 Our speaker today is the second  
15                 person to hold that office. The first  
16                 having been Ms. Jill Wine-banks.

17                 Ms. Roma Stewart has been active  
18                 in the cause of civil rights for a long  
19                 time. She was active with the  
20                 leadership council here in Chicago  
21                 and prior to that with the Northwest  
22                 Open Housing Organization in Washington,  
23                 D.C.

24                 While engaged in private practice  
25                 the overwhelming majority of her

1 cases were in the field of civil  
2 rights.

3 She is a member of the Civil  
4 Rights Committee, the Chicago Bar  
5 Association but more importantly, from  
6 1979 to 1980 she was Director of the  
7 Office of Civil Rights and the  
8 Department of Health, Education and  
9 Welfare and later for the Department of  
10 Health and Human Services following the  
11 reorganization.

12 She is assigned to all appellate  
13 cases and to other specific tasks by the  
14 Attorney General.

15 It is my great pleasure at this  
16 time to welcome the Solicitor General of  
17 the State of Illinois, Mrs. Roma  
18 Stewart.

19 ---o0o---

20 ROMA STEWART  
21 Solicitor General  
22 Attorney General's Office  
23 State of Illinois

24 ---o0o---

25 MS. STEWART: Thank you. It  
is a pleasure to appear here on behalf

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1 of the Attorney General, Neal F.  
2 Hartigan, Jr., who was unable to appear  
3 himself.

4 We have a long and unfortunate  
5 history of hate group violence in this  
6 state and in this country and the  
7 government response has historically  
8 been among the problems, either overtly  
9 or covertly, through misfeasance or  
10 nonfeasance.

11 This meeting is in itself a  
12 symptom of a vastly changed attitude on  
13 behalf of government and the private  
14 sector in dealing with the problem that  
15 is as old as this republic.

16 I would like to review with you  
17 some of the major violent episodes that  
18 have occurred during the last century.

19 During the first world war there  
20 were 18 major race riots between 1915  
21 and 1919. One of them, on May 28th,  
22 1917 was precipitated perhaps by a union  
23 meeting in East St. Louis, Illinois  
24 where labor leaders inflamed overflow  
25 crowds with inflammatory speeches

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1 speaking against the large influx of  
2 blacks from the South who were filling  
3 the need for more and more workers in  
4 the emerging wartime economy.

5 As a result of that particular  
6 riot, 39 blacks and 8 whites were  
7 murdered.

8 In Chicago, in July, 1919, a  
9 13-day riot with a total of 38 persons  
10 killed, 15 whites and 23 blacks, 537  
11 injured, including 178 whites and 342  
12 blacks. More than 1,000 families,  
13 mostly black were left homeless through  
14 fire and other damage to their  
15 residences.

16 The immediate cause was an  
17 incident, the underlying cause has been  
18 said partially as a labor conflict  
19 arising out of a boom wartime economy.

20 During World War II there were  
21 five major riots between 1940 and 1944.  
22 The Detroit Riot in 1943 is perhaps the  
23 best known of those incidents.

24 In June, 1943 an anti-negro strike  
25 at Detroit's Packard Plant led to what

1 has has been since called, Bloody  
2 Monday, the week of June 20th, 1943.

3 One of the instigators or called  
4 the instigators of that particular set  
5 of events has been called Gerald L. K.  
6 Smith and his publication, The Cross and  
7 The Flag, preached anti-black  
8 intolerance along with others such as  
9 Father Coughlin whose name has gone down  
10 in infamy.

11 These riots led to a state of  
12 major studies all devoted to the causes  
13 of rioting and black and anti-black  
14 violence.

15 The major studies are perhaps  
16 known to most of you, the Chicago  
17 Commission on Race Relations in 1922,  
18 same as the Detroit Study in 1944, the  
19 Murdol Report in 1944 and more recently  
20 the <sup>(Kerner)</sup> ~~Kremlin~~ Commission Report in 1968  
21 and what has come to be known as the  
22 Walker Report.

23 There were major findings and  
24 recommendations issued from all of these  
25 reports.

1                   From the Detroit Study the  
2                   following were listed as symptomatic of  
3                   the riot virus.

4                   Opinions and sentiments against  
5                   racial groups, rumor mills, racial  
6                   frustrations, demographic groups,  
7                   juvenile delinquency, police behavior,  
8                   overcrowding and employment problems.

9                   The report made many  
10                  recommendations, among those were that  
11                  shifts in race opinions should be  
12                  carefully monitored to watch for  
13                  progressive tendency for hate groups to  
14                  operate more and more boldly. Watch for  
15                  a spectacular rise in juvenile  
16                  delinquency, increasing public distrust  
17                  of the police and pressures for living  
18                  space.

19                  I cannot describe clearly the  
20                  findings of the report of the Chicago  
21                  Commission on race relations because I  
22                  have not seen a copy since 1958, covered  
23                  with the dust of decades.

24                  But the Walker Report, entitled  
25                  Rights and Conflict, some 20 years

1 later blamed the police and the press  
2 for the infamous police riot of 1968  
3 here in Chicago, while the <sup>Kivner</sup>~~Turner~~  
4 Commission Report blamed the growing  
5 division between blacks and whites as  
6 the cause of the race riots of the  
7 '60's.

8 There were many common threads to  
9 all of these reports. Gunter Murdol in  
10 his famous study, the American Dilemma  
11 predicted that social engineering will  
12 be increasingly demanded. The Detroit  
13 Study recommended establishment of  
14 bi-racial commissions, constant  
15 fact-finding, constant integration and  
16 analysis of facts, use of statistics on  
17 the unrest, reported incidents and  
18 opinion polls.

19 Constant translation of analysis  
20 into things to do as actions by  
21 officials, publicity, to public  
22 education, pressure activities and  
23 development of bi-racial experiences.

24 The Turner Commission issued many  
25 recommendations also, basically designed



1 to improve the housing, educational and  
2 economic needs of blacks. But, there  
3 have been some weaknesses in these  
4 reports as well.

5 Sometimes simplistic diagnosis  
6 have been proffered for incidents which  
7 have complex sources. Some  
8 psychologists and social scientists  
9 interested in crowd behavior point out  
10 that most major riots take place during  
11 the summer months, particularly during  
12 heat waves.

13 It has been said that quote,  
14 ghetto residents do not have  
15 air-conditioning, have great difficulty  
16 in getting to beaches, live in crowded  
17 housing, not ideally constructed to  
18 resist hot weather. The steady and  
19 strong discomforts of a long heat wave  
20 can build a state of irritability which  
21 explodes easily, end quote.

22 This explanation appears to  
23 explain the riots involving blacks from  
24 1964 to 1967 which did indeed take place  
25 in the summer with almost predictable

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1 regularity, but this explanation fails  
2 to explain violence caused by hate  
3 groups which also tends to occur in the  
4 summer. The Chicago Riot of 1919  
5 occurred in July and the Detroit Riot of  
6 1915 began in June. Both were initiated  
7 by whites.

8 In the Spring of 1920 and '21 more  
9 rioting in Chicago was predicted as the  
10 white hate groups appeared to be  
11 mobilizing. Yet no riots occurred at  
12 that time. Although a major race riot  
13 has seldom occurred in the same city  
14 within a short period of time, I don't  
15 think we can rely on that fact as a  
16 solution.

17 Our duty here today is to see that  
18 there is no need for 1980's report.

19 To that end, let's look at those  
20 previous recommendations and determine  
21 which of them have been achieved and  
22 which still require action.

23 Some recommendations that have  
24 been implemented are the creation of  
25 bi-racial commissions such as the

1 Commission which is hosting this  
2 particular meeting. And the racial  
3 integration of police forces, that has  
4 been fairly accomplished in many of our  
5 large urban areas.

6 Those that have not been fully  
7 implemented involve data gathering and  
8 analysis.

9 These are not simple tasks as I  
10 pointed out previously. There is a need  
11 for interdisciplinary approach to this  
12 problem because the causes are so  
13 complex.

14 These multiple causes can be  
15 described as follows:

16 Organized hate is spawned by  
17 various factors, including economic and  
18 social fluctuations, economic  
19 competition and ignorance. It is a  
20 mistake to conclude that a single or  
21 series of precipitating incidents are  
22 causes of hate group violence.

23 The worst riots this country has  
24 ever seen have occurred during boom  
25 economies, generally a boom in which

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1 blacks did not share. We are now  
2 in a period of high unemployment and  
3 unemployment among blacks is reaching  
4 record heights. Are we now approaching  
5 a problem period according to the cycles  
6 of the past? That was a question for  
7 the academic scholars in our midst here  
8 today to grapple with.

9 We know these causes must be  
10 attacked at the sources and that can  
11 only be accomplished by a coordinated  
12 effort. To achieve these ends the  
13 causes must be understood. To research  
14 data gathering and analysis that has  
15 been said previously.

16 Many of these tasks have been  
17 accomplished through the studies  
18 mentioned above as well as other  
19 studies.

20 However, the problem of the  
21 seemingly isolated event, the event  
22 which is never reported for one reason  
23 or another requires some attention.  
24 Toward a unified approach, Attorney  
25 General Neal Hartigan has agreed to

1 assist in fulfilling that data gathering  
2 and reporting mode.

3 The Office of the Attorney General  
4 will provide a clearing house for  
5 information which will be utilized  
6 through its computer capacity to  
7 provide, to receive and record  
8 information on incidents of racial and  
9 ethnic violence. This information will  
10 be available to government organizations  
11 which are going to be looking at it and  
12 studying it to assist in planning a  
13 unified approach.

14 But this is not enough, both short  
15 term and long term solutions must be  
16 sought. All must work together to a  
17 common end. From the lessons in the  
18 past, the commitment of the present can  
19 build a unified approach.

20 We really must shake the dust off  
21 the old studies and look at them more  
22 carefully to see where we have fallen  
23 short in fulfilling their  
24 recommendations and which  
25 recommendations we would like to ignore

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1 and then add to that the new wisdom of  
2 an integrated approach. With the  
3 lessons learned from the past, this  
4 approach which will be generated by  
5 today's discussions and other  
6 discussions by other bodies, a major  
7 scourge to the past can at last be  
8 eliminated.

9 Thank you.

10 MR. SCHWARTZBERG: Thank you very  
11 much, Ms. Stewart.

12 Are there any questions of Ms.  
13 Stewart from any members of the  
14 Committee?

15 Mr. Pugh?

16 MR. PUGH: Ms. Stewart,  
17 you mentioned the Attorney General's  
18 Office, clearinghouse function for  
19 information. Is that operational as of  
20 this moment and whose attention should  
21 information regarding racial violence be  
22 sent?

23 MS. STEWART: It is not yet  
24 operational. What the office is  
25 prepared to do is accept information

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1 from private organizations, human rights  
2 organizations, law enforcement  
3 organizations and governmental bodies  
4 and feed them into a central data bank.  
5 It has been brought to the attention of  
6 our office and the Anti-Defamation  
7 League and other organizations that  
8 there is no central information bank,  
9 that the numbers of incidents, the  
10 locations of incidents can be at best  
11 only estimated and that the need for  
12 this type of information is very  
13 pressing.

14 So, what is planned is that all of  
15 these organizations which I have  
16 referred to will be notified of the  
17 service and asked to report to the  
18 Attorney General's Office all of these  
19 incidents and then we will submit  
20 reports on it probably on a quarterly  
21 basis. It is in the planning stages and  
22 we hope that it will be operational  
23 within a few months.

24 MR. PUGH: Thank you.

25 MR. SCHWARTZBERG: Any additional

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1 questions?

2 Then thank you again.

3 The Solicitor General has in  
4 effect set the stage in terms of the  
5 tasks and some immediate plans for the  
6 future.

7 We have invited Michael Kotzin and  
8 Michael Lieberman, the Director of the  
9 Anti-Defamation, League of B'nai B'rith  
10 who are here before us today on the  
11 subject of hate groups and the law, a  
12 status report.

13 At this point it is my pleasure to  
14 call on them for their report to us.

15 ---o0o---

16 MICHAEL KOTZIN  
17 Anti-Defamation League  
18 of B'nai B'rith  
19 State of Illinois

20 ---o0o---

21 ---o0o---

22 MICHAEL LIEBERMAN  
23 Anti-Defamation League  
24 of B'nai B'rith  
25 State of Illinois

---o0o---

MR. KOTZIN:

Thank you,

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1 Mr. Chairman.

2 On behalf of the Anti-Defamation,  
3 let me first thank you and the Committee  
4 for providing us this opportunity to  
5 appear before you today.

6 We have prepared a report, the  
7 status report on the subject which is in  
8 front of the Committee and by what we  
9 propose doing is that first myself and  
10 then my colleague, Mike Lieberman, who  
11 is the Anti-Defamation League's Midwest  
12 Civil Rights Director to in effect  
13 highlight some of the points that are  
14 made in that report.

15 I'll speak in effect, providing  
16 background, context and Mr. Lieberman  
17 will follow by discussing some of the  
18 very current developments regarding this  
19 subject, some of the counteraction which  
20 we ourselves are engaged in and which we  
21 have noted to others as well and then we  
22 will conclude and then we would like to  
23 complete our mutual presentations and  
24 then take the questions together  
25 afterwards.

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1 I'm going to begin with a couple  
2 of words about our organization, about  
3 the Anti-Defamation of B'nai B'rith  
4 which was founded in Chicago in 1913  
5 with the purpose of combating  
6 anti-semitism and all forms of bigotry  
7 and of developing positive intergroup  
8 relations.

9 It is with this purpose that we  
10 have throughout the years of our  
11 existence maintained careful monitoring  
12 of the activities of extremist groups.  
13 We have shared this information as we  
14 are doing today with governmental  
15 bodies, with others as well and we have  
16 engaged in counteraction steps.

17 We, in talking about extremist  
18 groups as we are today, I would like to  
19 begin with a distinction; in fact first  
20 suggest something that we are not  
21 talking about. We're not simply talking  
22 about matters that are evidenced in the  
23 painting of graffiti or minor vandalism.

24 That, we regard as significant  
25 also, that we treat, the

1 Anti-Defamation League publishes  
2 annually an audit of anti-semitic  
3 incidents.

4 For example locally we have been  
5 involved in the recording and response  
6 to such matters when motivated by any  
7 form of religious or racial bigotry and  
8 we indeed regard those kinds of actions  
9 as a manifestation of prejudice and  
10 alarming in their own right.

11 What we have noted in doing our  
12 survey and I think others have noted as  
13 well that those kinds of acts are not  
14 carried out by the members of the hate  
15 groups and the extremist groups that we  
16 are talking about.

17 Those often are carried out by  
18 young people, by teenagers and as I  
19 suggested that suggests something  
20 troubling in its own right.

21 But of a different form, what  
22 we're talking about today is groups  
23 which in philosophy and ultimately for  
24 many of them action as well are  
25 dedicated to the carrying out of violent

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1 acts, destructive acts against people,  
2 property which are motivated by  
3 religious and racial bigotry.

4 Groups of people who are organized  
5 together to carry out these acts and  
6 trained to carry them out and prepare  
7 themselves in other ways for carrying  
8 them out and who have including in  
9 recent months been carrying out those  
10 kinds of acts.

11 Let me then review in effect the  
12 status report, where are we today at the  
13 beginning of 1986 in focusing in on  
14 extremist groups, hate groups. First the  
15 context in America and as I move along  
16 as well as talking about their  
17 representation right here in Illinois,  
18 in the City of Chicago.

19 To begin, historically there have  
20 been two groupings, two kinds of  
21 extremist groups in this country. You  
22 can call it in some ways the traditional  
23 ones, ones with old ideology but even  
24 those have been turning to some new  
25 tactics. But I'm thinking now for

1 example of the Ku Klux Klan which is  
2 really not one organization but a number  
3 of Ku Klux Klan groups and I'm thinking  
4 as well of another set of groups that we  
5 can link together by describing them as  
6 they are and describe themselves, as  
7 neo-Nazis.

8 First of all the Ku Klux Klan.

9 The Ku Klux Klan is an  
10 organization, now a set of organizations  
11 derived from the post-civil war period.  
12 And have traditionally been based in the  
13 South and then during some of the  
14 decades, earlier in the century, of its  
15 growth was located not only in the South  
16 but in the North as well and continues  
17 now to have certain bases in the South  
18 but not limited to that area.

19 The Ku Klux Klan is now weaker,  
20 more fragmented even than it has been in  
21 other recent years. We are talking here  
22 about a small organization, a small set  
23 of organizations. The ADL has been  
24 tracing numbers and has found since 1982  
25 a decline of some 35 percent and we  
would count the Klan membership in all

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1 the Klans today, nationally is no more  
2 than some 6,000, 6,500 active members.

3 We are talking then as we will  
4 continue to be talking today about  
5 fringe groups, groups outside of the  
6 structure of political activity for the  
7 vast vast majority of Americans, groups,  
8 numbers who represent then just a tiny  
9 minority of the country. .

10 Again, that is not a reason to  
11 dismiss them. They are significant and  
12 we will talk about the ways that we  
13 think they are significant but we will  
14 -- we think a realistic view of what  
15 we're talking about of the numbers is  
16 important for setting the context.

17 In fact, one of our observations  
18 of the last couple of years has been of  
19 the declining membership of the Klan for  
20 example is something that encourages  
21 greater desperation and the possible  
22 turning and turning to violent steps  
23 just because of this desperation of  
24 declining numbers.

25 So again, the numbers don't

1 mean it's insignificant, but the numbers  
2 should be noted that we are talking  
3 about people whose positions are  
4 rejected by the vast majority of  
5 Americans. Again there is the threat  
6 that they're not necessarily permanently  
7 rejected and therefore we think the forum  
8 like the one being held today is  
9 important to focus on these groups and  
10 what they truly stand for.

11 The Ku Klux Klan has  
12 representation in the Illinois and  
13 Chicago area as well. There is a group  
14 called the Illinois Knights and the Ku  
15 Klux Klan that is linked to an  
16 organization that is based nationally in  
17 Alabama. Illinois Knights and the Ku  
18 Klux Klan can be found based in Villa  
19 Park, Illinois.

20 They have been seen more recently  
21 in the uptown area of Chicago. We are  
22 talking about people who have traveled,  
23 we know, to meet with other Klan  
24 leadership nationally. There is an  
25 annual meeting in Snow Mountain,

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1 Georgia and we know the Illinois Knights  
2 were there at the Labor Day meeting this  
3 past year.

4 We're talking about a group that  
5 met as recently as this last Saturday  
6 that demonstrated in Chicago protesting  
7 exhibits regarding Black History Month.

8 Also in the Chicago area and  
9 Illinois and Lake County area, Klansmen  
10 linked with another national  
11 organization, the Invisible Empire which  
12 is based in Alabama.

13 Individuals with a group linked  
14 with this planned organization have been  
15 visible in the Lake County area recently  
16 demonstrating, recruiting outside the  
17 high school and more recently, we're  
18 talking about the last month, sending  
19 out a mailing to Lake County public  
20 officials and candidates for office,  
21 asking such questions as what do you  
22 think about the high black crime rate,  
23 what do you think about the movement in  
24 Israel and so on.

25 The Klan's activity in the last

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1 few years as this activity demonstrates  
2 has been of a couple of kinds. One is  
3 attempts to recruit. Their numbers are  
4 small, its goal is to try to recruit to  
5 enlarge those numbers.

6 What they often do is to find a  
7 situation or try to find a situation  
8 that they can exploit as a vehicle for  
9 attracting membership. This was a  
10 pattern a few years ago when schools  
11 were being integrated and tension  
12 between black and white youths in the  
13 schools, high schools were used as a  
14 pretext for trying to attract white  
15 youths to Klan membership and that is  
16 the sort of thing that we see happening  
17 this past Fall and have seen in an area  
18 where racial tensions in the schools  
19 were attempted to be exploited for  
20 membership.

21 Turning to Neo-Nazi organizations,  
22 here we are talking about groups with  
23 even smaller membership. The Klan has  
24 been able to present itself as an  
25 American tradition. Neo-Nazis call upon  
mainly an ideology, an ideology mainly

1 practiced by the enemy of America in  
2 World War II and we think that is  
3 perhaps one reason why their appeal  
4 through the years has been even less  
5 than the appeal of the Ku Klux Klan and  
6 we are talking now about the groups that  
7 combined nationally, perhaps have a  
8 membership of as small as 500 people.

9 The Klan has traditionally based  
10 its origin and then they have strong  
11 bases in the South, Neo-Nazis  
12 traditionally have been a phenomenon  
13 more common in the northern, urban  
14 industrial areas, Chicago included,  
15 other bases like Cleveland, Detroit and  
16 so on.

17 In Chicago there has been a  
18 tradition of Neo-Nazi groups found  
19 especially in the southwest side area  
20 and suburban areas, that area of the  
21 Chicago area. We continue to have  
22 Neo-Nazi groups based in that area, one  
23 being affiliated with the American Nazi  
24 party group formerly known as the  
25 National Socialist Party of America.

That was the best known and

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1           gained a lot of visibility for example  
2           in '77 and '78 when its Chicago members  
3           were attempting to march in Skokie.

4           This is a group then that now uses  
5           the name American Nazi Party, this has  
6           been a split off from it as well, the  
7           group known as the American First  
8           Committee.

9           Again, these tiny, still existing  
10          small Neo-Nazi groups in Chicago have  
11          been joined by now a few other small  
12          groups as well. One of them for example  
13          known as Romantic Violence, a group  
14          which combines the Neo-Nazi tradition  
15          with the contemporary punk rock motiff  
16          which has been active as well in the  
17          uptown area as well as having its base  
18          within the Southwest area.

19          The name of that group suggests to  
20          us something again about the Neo-Nazis  
21          as is true about the Ku Klux Klan too,  
22          there is kind of a romantic ambiance  
23          that is exerted as part of the appeal to  
24          young people. The Klansmen with their  
25          robes and their burning crosses and

1 the Neo-Nazis with their insignia and  
2 their uniforms evoke something that has  
3 a perversity of romanticism but indeed a  
4 romanticism about it.

5 Symbols of power that can appeal  
6 to the powerless, symbols of  
7 anti-establishment, hostility that can  
8 appeal to young people that have an urge  
9 to express those kinds of feelings. In  
10 fact we have found in recent months in  
11 the Chicago area, again in the uptown  
12 area an attempt -- an attempt by some of  
13 these Neo-Nazi groups to recruit and to  
14 appeal to young people and we have found  
15 the possibility and more than that, at  
16 least the symbols of the white power and  
17 the Nazi imagery has exerted an appeal  
18 on some of the young people in that  
19 area.

20 Later in the presentation we'll  
21 talk about the educational steps that  
22 we're engaging to try to respond to that  
23 development.

24 These groups we have talked about  
25 separately until now, they have come

1 together. They came together for  
2 example on June 30th, the Chicago based  
3 Neo-Nazis and Klansmen joined as well.  
4 A Neo-Nazi group from Detroit came in to  
5 protest the annual Gay Pride Parade in  
6 Lincoln Park.

7 There are other demonstrations  
8 that have taken place too against groups  
9 that are demonstrating against Apartheid  
10 and this kind of visibility has been  
11 achieved during some of these recent  
12 months.

13 I would like to turn now from  
14 these traditional groups as we're  
15 calling them, those that have been  
16 known, to another development and hate  
17 group activity that has occurred in the  
18 country, especially over the last two  
19 months.

20 In many ways the Klan, the  
21 Neo-Nazis represent a weaker dimension,  
22 certainly in the hate group family.

23 Hate group activity has been far  
24 more energized by people affiliated with  
25 other groups. There has been spill

1 over in membership to other groups.

2 Groups I'm going to be talking about now  
3 have come from some of those traditional  
4 groups, in other ways some of those  
5 traditional groups have tried to come  
6 along on the band wagon, but in many  
7 ways it can be suggested that the  
8 energizing component, movement in  
9 America has come from groups that are  
10 even more troubling because they are  
11 even more prone to violence.

12 I want to try to characterize  
13 these groups and then demonstrate why  
14 the concern about them is so well  
15 founded.

16 These are groups for one thing  
17 with links to one another and again, one  
18 of the trends over the recent period of  
19 a couple of years has been a furthering  
20 of links between small groups. So again  
21 if we're talking about groups that are  
22 small in membership individually and  
23 small in memberships totally we're also  
24 talking about not really a national  
25 organization but a tendency toward

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1 national linking up, individuals who go  
2 to meetings, shared meetings.

3 Groups that hold paramilitary  
4 training and that is something I'm going  
5 to say more about; have members of other  
6 groups come to the paramilitary  
7 training.

8 Groups which in fact have provided  
9 the hiding places for members of other  
10 groups who have committed criminal acts  
11 and then have been tracked down by law  
12 enforcement.

13 Linking with it, the use of high  
14 technology, contemporary high  
15 technology, there is a computer link as  
16 well between many of these groups.

17 What also links them and in some  
18 ways can be used as characterizing the  
19 dimension of them is an ideology. An  
20 ideology of hate which is even a kind of  
21 theology of hate around something known  
22 as the identity velocity, the identity  
23 church point of view. We're not talking  
24 about a single church with some  
25 structure, but we are talking about a

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1 set of beliefs of people whose belief  
2 system revolves around a notion as they  
3 use the word identity, the  
4 identification of the true chosen people  
5 falls on them, on these white  
6 Anglo-Saxons who are racist, who are  
7 anti-black and who are essentially  
8 anti-semitic because so much of their  
9 philosophy is to say not only that they  
10 are the true chosen people but the Jews  
11 are imposters, the Jews are the children  
12 of Satan. This is the basic concept of  
13 this identity movement and they are  
14 shared by many of the people in this  
15 grouping that I'm trying to characterize  
16 now.

17 It's one of the things that both  
18 links them and then characterizes them.

19 The Klan, is a group that as I  
20 suggested has its origin and much of its  
21 base in the south. Neo-Nazis most  
22 greatly derived of the northern urban  
23 centers. Many of these groups are found  
24 centered in isolated areas of the  
25 country; Idaho, the mountains between



1           Arkansas and Missouri. Southern  
2           Illinois, which we will get too,  
3           Wisconsin, more isolated areas.

4           They come from a sort of  
5           survivalist context. They believe the  
6           end of days is coming. There is an  
7           apostolism about their ideology which is  
8           a part of it indeed, that warfare is on  
9           its way, in fact which will be part of  
10          the coming of the end of days. They  
11          believe that they will be the survivors  
12          and they are to be the survivors of what  
13          might be a race war and they train for  
14          the coming of end of days.

15          They train in the use of weapons  
16          and stock piling of weapons is something  
17          that is seen and the conversion of  
18          weapons to become illegal and they  
19          practice the use of violence that has  
20          been seen as well.

21          One of these groups called the  
22          Order came on the national scene last  
23          year when they carried out acts of  
24          severe violence, including murder, the  
25          murder of a Jewish radio talk show

1 host in Denver, Colorado. Armed  
2 robbery, armored car robberies on the  
3 west coast, California and they netted  
4 over four million dollars. Shoot outs  
5 took place with law enforcement, there  
6 has been death of law enforcement  
7 officers through this as well.

8 One law enforcement, needless to  
9 say took this very seriously. In effect  
10 what these people -- small in number,  
11 were carrying out was something that  
12 they regarded as a revolution.

13 We had a move suddenly in this  
14 country, that from right-wing extremists  
15 to a revolutionary practice against what  
16 they called ZOG, Z-O-G, the Zionist  
17 Occupation Government of this country.  
18 Their enemies are the Jews, their  
19 enemies are the blacks, non-whites,  
20 their enemies are government itself.

21 Again, without question this group  
22 known as the Order demonstrates that few  
23 numbers do not make this a non-serious  
24 problem. On the contrary those few  
25 numbers where the members believe in

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1 violence and the use of modern  
2 sophisticated weapons can in deed do  
3 great damage. Law enforcement took this  
4 matter seriously and tracked down many  
5 of them. Trials took place in Seattle  
6 and again very recently, convictions and  
7 sentencings took place last week of the  
8 captured members of this group although  
9 in some -- although some are still at  
10 large. Most of that money is still at  
11 large, probably shared with some other  
12 extremist groups and the attitudes,  
13 practices which they demonstrate kind of  
14 paradigm of the extreme that we're  
15 talking about and why we think that  
16 there is such justifiable basis for  
17 concern.

18 Some of the other groups in this  
19 framework known as the Arian Nations  
20 which is in Idaho which is reportedly a  
21 spinoff from the group called Covenant  
22 of the Sword and the Arm of the Lord.

23 It is the one based in the  
24 Arkansas-Missouri point which is where  
25 one of the members of the order had been

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1 captured, heavy weapons found there,  
2 major paramilitary training had taken  
3 place there and its leader was arrested  
4 and also convicted of the arson of a  
5 Jewish Synagogue some two years ago.

6 A group called the Posse  
7 Comitatas which has had a base in  
8 Wisconsin and which has had membership  
9 in Illinois and is another one of those  
10 groups that you may have heard of which  
11 is involved with this trend that I'm  
12 describing now.

13 In southern Illinois a group  
14 called the Christian Patriots Defense  
15 League, is based as in past years in  
16 housing paramilitary training and moved  
17 some of that training out of the State  
18 but is still demonstrating some of its  
19 links with some of these people involved  
20 with these other groups. As a final  
21 point in my presentation, let me talk  
22 about an example of the coming together  
23 of some of these groups and the people  
24 involved with them and move us right  
25 into the Illinois and Chicago area

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1 in doing so.

2 One of the leaders involved in  
3 these groups is an individual named  
4 Robert Miles who is based in Michigan.

5 Miles is a person who is formerly  
6 Grand Dragon of the United Klans of  
7 America Commission and is now Midwestern  
8 Director to the Arian Nations, again  
9 demonstrating that movement from those  
10 older kind of extremist groups into this  
11 new wave, taking a leadership role.

12 Miles' background is a person who  
13 both is racist and historically violent  
14 and is demonstrated by the fact that he  
15 spent time in the Federal Penitentiary  
16 for conspiring to blow up school buses  
17 in Pontiac, Michigan in the early 1970's  
18 during the time of integration.

19 Miles had a meeting this part of  
20 Michigan the week of October 5th and  
21 6th, 1985; some 200 people were in  
22 attendance, top leaders of various  
23 extremist groups from around the  
24 country. They talked about plans for  
25

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1 Neo-Nazi groups from around the country.  
2 They talked about plans for Neo-Nazis and  
3 these other smaller groups as well.

4 There were people from Illinois  
5 present at that meeting. Major topics  
6 included the status of the Hate  
7 Movement.

8 Again, the meeting demonstrates  
9 the kind of linking of the various  
10 groups that I'm talking about. They're  
11 organizing together.

12 Another interesting subject, a  
13 major topic of conversation at the  
14 meeting also demonstrates a curious  
15 twist in much of this, was a discussion  
16 of the attitude of the white racist  
17 movement toward Louis Farrakhan, the  
18 leader of the Chicago based Nation of  
19 Islam.

20 A number of speakers there  
21 expressed favorable views toward the  
22 Moslem leader saying such things as the  
23 enemy of my enemy is my friend. I  
24 salute Louis Farrakhan and anyone else  
25 who stands up against the Jews; that  
kind of sharing and expression of

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1 viewing supporting that black leader was  
2 part of the subject matter at that  
3 meeting. From their point of view a  
4 separationist.

5 Robert Miles came to Chicago on  
6 November 2nd, he had a meeting here  
7 which included as speaker, besides  
8 himself, the head of a group called the  
9 Citizens Emergency Defense System which  
10 is an arm of the Southern Illinois based  
11 Christian Patriots Defense League. Some  
12 80 people were present at the Holiday  
13 Inn Ohare at this meeting which had a  
14 purpose again of further organizing some  
15 of the members of these hate groups.

16 The host was an individual named  
17 Robert Swannager who has been involved  
18 in Ku Klux Klan activity in the Chicago  
19 area. He got attention a couple of  
20 years ago when there was an incident  
21 related to him by an investigative  
22 reporter saying that in 1983 he had  
23 mailed notes with the message "no more  
24 fake Holocaust just Jewish  
25 extermination," to some 480 Skokie

1 residents and that incident reportedly  
2 at that time had been attributed to him  
3 more recently and he hosted this  
4 meeting.

5 Another speaker at the meeting  
6 according to Miles' own newsletter is a  
7 person he described as a Klansmen who  
8 was reporting on the status of the  
9 computer program. This individual has  
10 been identified as a person who is  
11 running the computer based outlet in  
12 Chicago which is one of the six national  
13 outlets being used in the computer  
14 linking that I mentioned by these  
15 extremist groups.

16 Let me end then my own segment of  
17 the report and turn the floor over to my  
18 colleague who as I suggested will move  
19 on now to talk about some other recent  
20 developments and counteraction.

21 MR. LIEBERMAN: Mr. Chairman,  
22 Members of the Committee, I'm Michael  
23 Lieberman, Midwest Civil Rights Director  
24 of the Anti-Defamation League.

25 In 1982 the Anti-Defamation



1 League prepared a report in cooperation  
2 with the U.S. Commission on Civil Rights  
3 called Hate Groups in America. As  
4 comprehensive as that report was, I  
5 don't think we could have anticipated  
6 the new development that we have seen  
7 since 1982, developments like extremist  
8 groups using new technology, recruiting  
9 in prisons and concerted efforts among  
10 some extremist groups to reach hard  
11 pressed farmers in Illinois and other  
12 parts of the midwest with their message  
13 of bigotry.

14 It is for me this morning to speak  
15 of these very disturbing new outreach  
16 techniques by these organized extremist  
17 groups.

18 The establishment of the computer  
19 network that my colleague spoke about  
20 brings some of these extremist groups  
21 into the technological forefront of  
22 racism. Chicago is one of six outlets  
23 in the country for this computer  
24 bulletin board. It is a simple  
25 computerized bulletin board, anyone

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1 who has a modum, the mechanism that you  
2 stick a phone into, attached to your  
3 personal computer can hook into this  
4 computerized bulletin board.

5 It is a new departure for hate  
6 groups and its purpose is to give the  
7 appearance of bringing them into the  
8 20th century. It attracts they hope,  
9 young hackers, people coming home from  
10 school, people that might be vulnerable  
11 to their message because they perhaps  
12 don't have background in who these  
13 extremist groups are and their  
14 propensity toward violence.

15 Another purpose of it is to bypass  
16 the embargo of hate literature which is  
17 presently in effect in Canada, another  
18 clear purpose is to make money for the  
19 people who are running the computer  
20 network. It costs money to access, it  
21 costs money to leave messages on the  
22 board. This computerized bulletin  
23 board, we think, contains possibilities,  
24 opportunities for extremist groups to  
25 communicate with one another, to leave

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1 messages and to leave threats that  
2 perhaps could be carried out.

3 One of the sections on the  
4 computerized bulletin board is a section  
5 called, Know Your Enemy and all of the  
6 30 regional offices of the  
7 Anti-Defamation League, the address and  
8 telephone numbers are listed in that  
9 section of the computer bulletin board.

10 We don't think it's a coincidence  
11 that this year a number of the ADL  
12 Regional Offices received a Christmas  
13 card of sorts, that has a picture of  
14 Baby Jesus on the front and a couple of  
15 the magi and on the inside of this  
16 non-conventional Christmas card it says  
17 sincerely wishing you all the joys and  
18 blessings of the Christmas season and  
19 then there is a handwritten note that  
20 says he came as a child and this time he  
21 comes as a warrior, hail his victory.

22 We don't think this is a  
23 coincidence that this came to us in  
24 Chicago and other addresses of the  
25 Anti-Defamation League at the addresses

1 listed in the computerized bulletin  
2 board.

3 The computer capacity of these  
4 organized extremist groups provides  
5 other potential possibilities for them  
6 as well. We know that members of the  
7 Order communicated with the outside  
8 world, some of them fugitives,  
9 communicating with the outside world  
10 through this computerized bulletin board  
11 even while some of them were on the  
12 run.

13 In addition there is a small  
14 Neo-Nazi group located in Oregon called  
15 the National Socialist Vanguard. They  
16 publish a periodical called the NSV  
17 Report.

18 Just to quote from a recent copy  
19 of the NSV Report as to the potential  
20 that they see for this computerized  
21 bulletin board and this is the quote,  
22 "Any white survival activists commencing  
23 a prison sentence should not enter a  
24 prison feeling alone. This new prison  
25 computerization will allow the

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1 Mountain Church, the Church of Robert  
2 Miles, to alert our people within the  
3 institution when one of ours is being  
4 imprisoned by the system so that the new  
5 inmate will receive the proper friendly  
6 reception.

7 On the other hand, whenever one of  
8 our enemies is imprisoned our people on  
9 the inside will likewise be apprised of  
10 the enemy's arrival so that the enemy  
11 can receive the type of welcome and  
12 treatment that he deserves during his  
13 stay."

14 It goes on, additionally white  
15 survival activist are encouraged to  
16 support movement prisoners either  
17 directly or through the Mountain Church  
18 in whatever way they choose. As these  
19 prisoners will one day be out of prison  
20 and will be part of the movements  
21 irregular forces, thus it is wise to  
22 help prisoners now so that they will  
23 help us later.

24 We have seen outreach by some of  
25 the extremist groups, by a couple of

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1 leading purveyors of hate in this  
2 country, by leading figures in the  
3 identity movement that my colleague  
4 mentioned now stepping up concerted  
5 efforts to reach into state prisons and  
6 recruit among the people inside the  
7 prison walls.

8 We know that some of the members  
9 of the Order, some of those 23 people  
10 who reined havoc in the northwest,  
11 including murders and including the  
12 bombing of a Boise, Idaho Synagogue,  
13 including a couple of different armed  
14 robberies, the stealing of some four  
15 million dollars most of which is still  
16 outstanding, not accounted for.

17 We know that some of those people  
18 were recruited inside of state prisons  
19 and some of those people were recruited  
20 for the Order.

21 There are two main centers now in  
22 the country that are reaching out to  
23 prisoners inside state prisons and one  
24 of them is the Arian Nations and the  
25 other is the Robert Miles Mountain

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1 Church in Michigan.

2 Robert Miles puts out a  
3 publication, a periodical that goes to  
4 prisoners, specifically drafted,  
5 specifically geared toward prisoners  
6 called "Behind The Bars The Stars."

7 In that publication many prison  
8 officials are seeing an incitement to  
9 violence. This is a problem that has  
10 been identified in a number of different  
11 states. In Missouri prison officials in  
12 a recent court case identified this type  
13 of literature as being responsible for  
14 incitement to a couple of different  
15 deaths that took place inside the prison  
16 because of the racial and religiously  
17 incited material that had gotten in from  
18 a couple of these groups.

19 In Texas now there has been some  
20 attention paid to the fact that  
21 communications between prisoners and  
22 communications to prisoners might have  
23 to be restricted because of the  
24 religious and racial tension that is  
25 building up inside the Texas Prison

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1           System. There has been a problem that  
2           some prison officials have faced in  
3           dealing with these types of situations.  
4           On the one hand prisoners do not lose  
5           first amendment rights to practice  
6           whatever religious beliefs they have  
7           when they enter the prison walls, that  
8           much is clear.

9           Those rights are restricted in  
10          some ways but they are not taken away  
11          entirely. These particular groups that  
12          we're speaking about this morning are  
13          promoting their materials under the  
14          mantle of religion. The Anti-Defamation  
15          League clearly takes no position on  
16          whether these groups are religion. We  
17          would not want to be in a position of  
18          claiming that they are not a religion.  
19          Those sincerely held beliefs are beyond  
20          the experience or beyond the purview of  
21          what the Anti-Defamation League is  
22          interested in.

23          We do see them clearly and as a  
24          potential to incite violence and the  
25          Court charges to restricting of the

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1 access to these materials, that is a  
2 point that prisons officials and states  
3 officials have focused on, the potential  
4 incitement to violence of the materials  
5 that are getting into these prisons.

6 There is a case that was recently  
7 decided in Missouri, a case that is  
8 referred to in the background report  
9 which we prepared for the Committee.

10 As this case mail from these  
11 groups was being carefully reviewed by  
12 prison officials as it was received by  
13 the inmates. The material was denied to  
14 prisons because it was considered  
15 potentially inciting, the specific piece  
16 was considered inciting.

17 This was being done because  
18 prison officials learned that there was  
19 an organized recruitment drive going on  
20 inside their institutions and there were  
21 reports of pressure and threats against  
22 inmates and even requests for protective  
23 custody of those inmates that chose not  
24 to join those churches.

25 These groups that are working

1 under the mantle of religion. So here  
2 you have a couple of different state  
3 interests, one obviously to the First  
4 Amendment freedom of its citizens and  
5 citizens inside prisoners.

6 A clearly valid governmental  
7 interest to make sure that prisons are  
8 not made more tense on the inside by  
9 outside agitators or others attempting  
10 to create bonds and providing  
11 insinuating materials inside prisons.

12 There is an organization in  
13 Wisconsin called the National League  
14 Research for white prisoners, that is a  
15 clearinghouse for white supremacist groups  
16 that attempt to keep track of cases that  
17 are pending in different states and  
18 there are now cases in Arkansas, there  
19 are now cases in Wisconsin, in Idaho,  
20 this type of material is clearly also  
21 going to inmates who are being  
22 incarcerated in Illinois institutions as  
23 well.

24 On October 23rd of 1984 a man who  
25 lived in Nebraska on a farm and

1            owed a back amount of \$300,000 and there  
2            was no possible way that he was going to  
3            be able to pay anyone back.

4            When the authorities came to close  
5            the action he met them with a .45  
6            caliber revolver. He pulled a .45  
7            caliber revolver on them and the  
8            incident led to a tension filled day, a  
9            long confrontation at his home that  
10           culminated when the law enforcement  
11           officials decided to close in. At that  
12           point he burst out the back of his home,  
13           helmet on, camouflage and a rifle in  
14           hand. He was running toward a fortified  
15           bunker in the back yard where another  
16           rifle was stored and a half stack full  
17           of ammunition. It was then the SWAT  
18           team shot him down.

19           In his home, law enforcement  
20           officials found some 20 different rifles  
21           and a wide array of anti-semitic  
22           materials. He believed that it was Jews  
23           and bankers who were conspiring to take  
24           away his home, his farm. Like Art, I'm  
25           sure the Committee is aware that many  
             farmers in this community, in

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1 this country, farmers in the midwest,  
2 farmers in Illinois are facing desperate  
3 situations as they attempt to hold on to  
4 their farms which have been in their  
5 families for generations. Farms that  
6 have been their grandparents, perhaps  
7 their parents and they are put into a  
8 situation where they are in some cases  
9 desperately groping for any solution  
10 that can be provided to them that will  
11 help them out of their economic crisis.

12 To help them out of their very  
13 serious debt. Into this situation has  
14 come, we have seen a number of different  
15 extremist groups who have made concerted  
16 efforts to exploit these very desperate  
17 conditions and recruit among these  
18 economically strapped farmers, these  
19 groups are not necessarily new to us to  
20 the groups that monitor extremist groups  
21 in this country. They certainly are not  
22 new to law enforcement agencies. We're  
23 talking about groups like the Posse  
24 Comitatas and groups like the Populist  
25 Party and organizations which we

1 have closely monitored the  
2 establishment of. This organization has  
3 a publication, the Spotlight and we have  
4 seen approximately 150,000 people, a  
5 very large circulation, we have seen  
6 Spotlight become a principal publication  
7 for the Populist Party.

8 Articles about situations and  
9 articles about the Populist Party appear  
10 quite frequently in Spotlight. At the  
11 National Committee Meeting of the  
12 Populist Party which was held in  
13 Michigan, there was a great deal of  
14 attention focused for the parties  
15 outreach to farmers, plans to class the  
16 party as a specific political party that  
17 would be receptive or appear receptive  
18 to the needs of farmers.

19 There is clearly a potential that  
20 the extremist groups will take advantage  
21 of this very dismal farmer's situation  
22 and win new adherence among farmers.

23 The Anti-Defamation League takes  
24 the threat very seriously. Over the  
25 past 18 months we have conducted an

1 aggressive investigation of the attempts  
2 by some of the different extremist  
3 groups to recruit among farmers.

4 We have spoken and traveled and  
5 done fact-finding with law enforcement  
6 officials, with farm advocacy groups,  
7 with farmers, with government officials  
8 and with politicians and it is our  
9 conclusion that the social concerted  
10 efforts are being made by some of these  
11 different extremist groups to recruit  
12 our rural farmers. Our investigation  
13 indicates that there is little evidence  
14 that the appeal of these extremist  
15 groups are having any real impact on  
16 farmers at this time.

17 Simply stated significant numbers  
18 of farmers are not turning to the  
19 message of these extremist groups.

20 They are not embracing the bigotry  
21 and anti-semitism of these extremist  
22 groups and frankly this was to be  
23 expected from the farmers who are  
24 America's solid citizens, who are people  
25 who necessarily would not have a

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1 propensity toward these kinds of  
2 bigotry, simple scapegoating appeals  
3 that are being offered by the extremist  
4 groups.

5 We found that leaders of farm  
6 organizations were aware of the attempts  
7 by these extremist groups that they had  
8 taken steps in some cases either  
9 through the passage of resolutions that  
10 meeting either through actual  
11 repudiation while they're standing on a  
12 podium at the farm demonstration or at a  
13 rally or even at a foreclosure, to  
14 distance themselves from these  
15 demonstrations saying those people who  
16 are circulating among you, passing out  
17 these materials are not with us.

18 They are not people that we are  
19 supporting and we would recommend that  
20 you not take up the call that they are  
21 offering to you.

22 We also find that law enforcement  
23 officials and government officials  
24 recognize this problem, have been taking  
25 steps to meet whatever potential

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1 violent thoughts there would be and  
2 avoid any confrontation. We have seen  
3 extensive cooperation between local,  
4 state and federal law enforcement  
5 officials on this issue and that clearly  
6 is important.

7 In November, a group called the  
8 Heritage Library, on November 15th<sup>9</sup>  
9 organized a confrontation that took  
10 place in Georgia at the farm of a black  
11 illiterate farmer, a 66 year old black  
12 illiterate farmer. This anti-semitic  
13 paramilitary group staged a  
14 confrontation with some 50 armed members  
15 that were there to meet the sheriff at  
16 the sheriff's appointed time to come and  
17 serve foreclosure papers on this  
18 farmer.

19 They were there to meet him with  
20 50 members, some armed with weapons,  
21 semi-automatic weapons and that sheriff  
22 did not serve these foreclosure papers  
23 on that day and this group, the Heritage  
24 Library has received this as a  
25 stalemate, this kind of armed .



1 confrontation, this kind of stalemate of  
2 arms when a law enforcement official  
3 comes to do what is -- what he is duly  
4 appointed to do and this has led them to  
5 believe that this kind of success can be  
6 taken on the road into Illinois, into  
7 Missouri, and into Nebraska and North  
8 Dakota.

9 The Heritage group in the last  
10 week of December had a number of  
11 different public meetings in Minnesota,  
12 in North Dakota proposing that farmers  
13 take up arms essentially to meet the  
14 threat of foreclosure on their land.  
15 They have said things at these rallies  
16 like this is a war and the farms are the  
17 battlefields.

18 They have said that Governors of  
19 these states will not call out the  
20 National Guard to meet the threat of  
21 individuals who are armed on these  
22 farms. They will not be shooting  
23 farmers down on their own land as they  
24 attempt to hold on to the land that  
25 perhaps has been in their family for  
generations. In ADL we recognize

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1 that in addition to having a  
2 responsibility to identify problems,  
3 perhaps to expose extremists who are  
4 attempting to go with new tendencies,  
5 with new developments, recruiters to  
6 their anti-semitism but we recognize  
7 that it is also incumbent upon us in  
8 government to try to come up with a  
9 solution to try to meet these new  
10 developments.

11 We will hear from other  
12 experienced law enforcement officials a  
13 little later in the day, we'll hear  
14 later from educators for a few moments  
15 about our work in education and schools  
16 but let me take a moment to focus on a  
17 couple of different legislative issues.

18 Every issue that we would  
19 recommend and that we do embrace and  
20 hopefully some others encountering some  
21 of those, we see less encountering with  
22 these extremist groups. Illinois has an  
23 ethnic statute and individualism  
24 statute that are very important that we  
25 have seen utilized to meet the threat of

1 racial or religiously motivated  
2 violence.

3 We would support Illinois enacting  
4 a paramilitary statute, the type of  
5 legislation which was drafted by the  
6 Anti-Defamation League to meet the  
7 threat which we exposed, which we filed  
8 a report on back in 1980 has been passed  
9 now in 11 states, it was decided the  
10 last session of the legislature, it  
11 passed, it was defeated on the house  
12 floor on the last day of the legislative  
13 session.

14 We see this as very important,  
15 there seems to be a growing willingness  
16 of some groups to regard violent  
17 confrontations as not only acceptable  
18 but perhaps as unavoidable.

19 Paramilitary training reflects  
20 deliberate planning for violence. The  
21 legislation which is drafted by the ADL,  
22 meets the threat posed by these  
23 paramilitary training centers in a  
24 couple of different ways.

25 It directly addresses the problem  
of the paramilitary training, as

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1 it was meant to be narrowly crafted so  
2 as not to address in any way or not to  
3 infringe in any way on legitimate  
4 sporting activities.

5 Importantly this legislation has  
6 been proven effective. In Missouri, the  
7 Christian Patriots Defense League, which  
8 had originally staged what is known as  
9 Freedom Festivals in Illinois, in 1983  
10 took their Freedom Festival to Missouri,  
11 a larger site, some 230 acres in  
12 Missouri, rural Missouri. This was a  
13 gathering at which courses taught at  
14 this Freedom Festival, that the group  
15 brought together by the Christian  
16 Patriots Defense League were not  
17 survivalist tactics, they were in essence  
18 tactics of domestic guerrilla warfare.  
19 Like concealment of handguns, like knife  
20 fighting, like search and destroy  
21 missions, that type of thing.

22 In 1983 as I said they moved their  
23 Freedom Festival to Missouri and in 1984  
24 the Missouri Legislature passed an  
25 Anti-Paramilitary Training Statute and  
in 1984 also when the CPDL had

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1 the Freedom Festival in Missouri there  
2 was no paramilitary training.

3 In 1985 the Freedom Festival was  
4 cancelled altogether.

5 Some analyst believe that in light  
6 of the fact that Missouri now has an  
7 Anti-Paramilitary Training Statute they  
8 might move their Freedom Festival back  
9 to Illinois.

10 MR. KOTZIN: Let me just  
11 draw a couple of conclusions.

12 First of all as we said, we're  
13 talking about groups that can be  
14 violent, some of which have been violent  
15 and we note the response of government,  
16 the response of law enforcement in  
17 dealing with that dimension of the  
18 problem. We're talking as well as about  
19 groups that recruit, groups that spread  
20 their bigotry, groups that have a  
21 decisive impact on the community and can  
22 function and threaten, possibly growing,  
23 as they exploit situations in attempting  
24 to get membership and to gain strength  
25 which by the way can then make the

1 threat of violence more real. They  
2 exploit the situations that we talked  
3 about of the racial tensions in the  
4 school, they exploit as we have heard  
5 from Mr. Lieberman's report the  
6 situations prevailing today in the farm  
7 belt for example. They look for  
8 areas to recruit.

9 As I remarked earlier they turn to  
10 young people, young people in the  
11 schools as part of their attempt to  
12 recruit as well. We believe in terms of  
13 response that the effort of exposure is  
14 a major means of responding to the kinds  
15 of threats posed by these groups, show  
16 them as they truly are and we think that  
17 the educational process will play a  
18 crucial role in the response. Young  
19 people might be attracted to some of the  
20 romantic ambiance that I mentioned  
21 earlier, young people might find, not  
22 knowing truly what these groups stand  
23 for other aspects that might indeed  
24 appeal to them and the Anti-Defamation  
25 League in fact has produced a

1 curriculum guide on extremist groups.

2 It is one of a number of educational  
3 resources which we have to combat all  
4 forms of prejudice and we have run  
5 programs, in effect we are running a  
6 program that is scheduled to take place  
7 in the area on the north side where I  
8 mentioned there had been some recruiting  
9 by the local extremist groups for a  
10 number of -- I should call them public  
11 high schools, social studies people will  
12 be meeting for a day long in service  
13 training session whereby we will  
14 describe the problem, describe the  
15 resources that exist to confront it to  
16 in fact inoculate young people against  
17 the kinds of appeal that extremist  
18 groups have.

19 We think then to conclude we are  
20 talking about a real problem, we're  
21 talking about a problem with the  
22 potential of getting worse and we're  
23 talking about a problem which can be  
24 addressed in a number of ways. We  
25 believe that there is a

1 responsibility of public bodies to  
2 respond. We applaud the Committee for  
3 giving the matter its attention.

4 Thank you.

5 MR. SCHWARTZBERG: Thank you very  
6 much.

7 At this point, are there questions  
8 from the panel?

9 While the panel appears to be  
10 thinking, let me lead. You have talked  
11 particularly Mr. Lieberman, was talking  
12 about recruitment in prisons.  
13 Information has been suggested to the  
14 Committee that within certain of our  
15 State prisons the administrators find it  
16 easier to utilize gang structures as a  
17 means of prison control. Again, to  
18 attempt to work totally outside of them  
19 as is usually more usual, the Federal  
20 structure.

21 Who within the law enforcement  
22 structure other than the local prison  
23 administrator is watching the store with  
24 respect to the recruitment for organized  
25 hate groups?

MR. LIEBERMAN: I think you



1 will have to pose that question to law  
2 enforcement officials that will follow  
3 us. My sense is that since this is  
4 perceived as a national problem that is  
5 perhaps it is outside of the  
6 jurisdiction of State authorities unless  
7 it is the kind of thing that an  
8 indigenous State group is trying to  
9 incite violence inside the State prisons  
10 by the publication of a certain inciting  
11 literature or some kind of communication  
12 to wait for someone who comes into the  
13 prison, unless that kind of thing is  
14 happening on an indigenous State level I  
15 don't think the State law enforcement  
16 officials would be in a position to know  
17 about it.

18 It seems to me that some kind of  
19 national law enforcement structure would  
20 have to be monitoring or be aware of  
21 these attempts and the potential for  
22 violence inside of the State structure.

23 MR. SCHWARTZBERG: Let me address  
24 this question to Ms. Stewart.

25 Within certain of our State

1 prisons it is not unusual for gangs to  
2 fly colors, that is for prison cells to  
3 decorated with gang materials. While  
4 I'm not suggesting that these gangs are  
5 organized hate groups, with the use of  
6 prisons as recruiting vehicles elsewhere  
7 in the country; would one of the foci of  
8 attention of the monitoring that you  
9 suggested earlier be recruitment in  
10 prisons?

11 MS. STEWART: I just have  
12 written myself a note to that effect  
13 that perhaps hate groups, hate group  
14 violence in prisons and recruiting  
15 tactics in schools should be fed into  
16 our systems. The Attorney General's  
17 Office has found out through a number of  
18 cases that have been filed by prisoners  
19 that the problems mentioned by Mr.  
20 Lieberman are indeed -- that recruiting,  
21 that use of gangs insignia, the use of  
22 actual uniforms and colors and  
23 handshakes, hand signals, signs, are so  
24 prevalent that newcomers frequently do  
25 ask for protective isolation for

1           their own safety. They can't get  
2           accepted by a gang or refused to join a  
3           gang their safety is indeed in  
4           jeopardy.

5                   MR. SCHWARTZBERG:    One additional  
6           follow-up on the same thing for the  
7           other members.

8                   I'm advised that in some State  
9           prisons the asking for protective  
10          isolation requires proof by the prisoner  
11          that he or she is entitled to it and  
12          that if that proof is inadequate it  
13          counts toward bad time on the part of  
14          that prisoner.

15                   In light of the overall situation  
16          here it may be that one of the things  
17          that the Attorney General's Office might  
18          want to investigate and provide  
19          information for itself or for us, what  
20          reasonable protection can be provided  
21          for the individuals in prisons who wish  
22          to be separated from that structure  
23          without running the risk of invoking bad  
24          time when the question is raised?

25

1 MS. STEWART: Well each  
2 case has to be looked at under the  
3 particular facts. We find that  
4 sometimes the prisoners will ask for  
5 protective custody and then decline it  
6 when it is actually offered for one  
7 reason or another. Probably the reason  
8 for the decoration ought to be gone into  
9 more carefully by prisons, prisons  
10 authorities. It is a problem. All the  
11 cases are different and it is certainly  
12 something that we will be looking into.

13 MR. SCHWARTZBERG: I believe  
14 there was a question -- there was a  
15 question from one of the members of the  
16 panel, I saw it just a moment ago.

17 Mr. Pugh?

18 MR. PUGH: I appreciate  
19 your presentation. I think it is very  
20 strong and very qualified because of  
21 the difficulty dealing with some of  
22 these extremist organizations.

23 I'm concerned about a report that  
24 we have been seeing more of and waves of  
25 violence against planned parenthood

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1 clinics across the country. The News  
2 Gazette reported four days ago a speech  
3 that included these facts, that the --  
4 facts from the Planned Parenthood  
5 National Association, that last year  
6 there were 22 incidents of violence at  
7 family planned clinics and so far this  
8 year there have been four including  
9 direct attempts at murder. These are  
10 directed at Planned Parenthood Abortion  
11 Clinics, the subject of our discussion  
12 is religious and racially inspired  
13 violence. I think there is an element  
14 of that involved in anti-abortion  
15 movements.

16 Has your organization paid any  
17 attention to this type of violence, have  
18 you had any statistics or information on  
19 the subject?

20 MR. KOTZIN: I'm not aware  
21 of our finding in any on those with the  
22 carrying out of those acts of any of the  
23 groups that you have mentioned. As for  
24 their own attitudes and what it is  
25 motivated by, I'll let my colleague add  
anything further and suggest some

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1 way that we might find links and ties  
2 with the organization but I'm not aware  
3 of our seeing any of these kinds of  
4 things. We're talking about individual  
5 acts, we're talking about individuals  
6 who perhaps are together dealing with a  
7 certain issue, a certain policy issue  
8 that they take a strong position on in  
9 turning to violence and violation of law  
10 in carrying that out. Certainly in  
11 terms as the -- if they violate the law  
12 they should be dealt with, but I'm not  
13 aware of our seeing any linking with the  
14 specific groups in any motivation with a  
15 hate group ideology as opposed to simply  
16 those who have a different position in  
17 arguing a different action than they  
18 support.

19 MR. LIEBERMAN: Certainly to  
20 add another sentence or two, certainly  
21 the rhetoric of some of these extremist  
22 groups, the literature that they produce  
23 clearly could have the potential of  
24 inciting someone would be inclined to do  
25 so in the first place to take this kind  
of violent action against some of these

1 clinics. But in terms of any  
2 individuals who have been associated  
3 with these extremist groups, acting at  
4 the order or acting at the behest of  
5 another member of an extremist group,  
6 that is something that we have not  
7 seen.

8 MR. PUGH: Rhetoric for  
9 example there is an article that quotes  
10 a leader of an anti-abortion group that  
11 "I hope to close the clinic by the  
12 pressure brought to bear on it. If I  
13 get 200 people in and the people take  
14 notice and join it;" it's the language  
15 of the extremist organization that in  
16 this case has been used by a right to  
17 life organization and the number of acts  
18 of violence directed particularly  
19 against these clinics, it's a concern.

20 MR. KOTZIN: Can I try and  
21 pick up and use that as a  
22 generalization. Although perhaps we  
23 didn't say that is another kind of  
24 threat that perhaps we didn't say, that  
25 is another kind of threat that these  
groups pose. First of all the rhetoric

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1 of extremists. It creates a climate,  
2 and they talked about decisiveness and  
3 that is one of the ways that they are  
4 decisive is that they create a climate  
5 of the expression of hate and as that  
6 kind of rhetoric becomes widespread,  
7 becomes circulated, becomes acceptable  
8 in a certain way it can indeed be picked  
9 up by others that they are not only  
10 necessarily with them but we can have  
11 very, very different kinds of decisions,  
12 very different kinds of motivation of  
13 their own but the climate of extremism  
14 and rhetoric is something which can  
15 provoke imitation.

16 MR. EWING: In dealing  
17 with public and private schools, has  
18 your organization discovered any youth  
19 organizations that would be of a nature  
20 whereby they would preach intolerance of  
21 various ethnic or religious groups?

22 MR. LIEBERMAN: The Klan  
23 itself has established something it  
24 calls the Klan Youth Corp and it is  
25 through that vehicle it does try to  
solicit young people for membership

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1 and children of the Klansmen already but  
2 it does provide a frame work and we have  
3 seen it functioning as a group.

4 MR. EWING: As a follow up  
5 question, to what degree have you been  
6 able to determine that programs exist in  
7 public and private schools to deal with  
8 the concept of belief in human  
9 equality?

10 MR. KOTZIN: I know that  
11 later on in the afternoon there will be  
12 educators for the program who can -- I'm  
13 interested in hearing their answer too.  
14 We work with the schools, our office  
15 locally, our organization nationally. I  
16 mentioned the materials that we have  
17 that is a project that is high on our  
18 agenda generally to get those kinds of  
19 materials in the schools, there is a  
20 certain success level. I don't know if  
21 I can measure it yet where we would  
22 continue to improve the level.

23 MR. EWING: My question  
24 was, to what degree do you see programs  
25 presently being operated?

1 MR. KOTZIN: I would say  
2 it's hard for me to measure.

3 MR. SCHWARTZBERG: Seeing no  
4 other questions here, we are running a  
5 very tight schedule and I'm very pleased  
6 to announce that we are about two  
7 minutes ahead. I'm going to suggest  
8 that we give the Court Reporter about a  
9 two minute break for those of you who  
10 wish to stand up and stretch for the two  
11 minutes, please do so and we will  
12 proceed to our next panel.

13 ---o0o---

14 Whereupon, a brief  
15 recess was had and  
16 the hearing resumed.

17 ---o0o---

18 MR. SCHWARTZBERG: I am advised  
19 that various members of the panel could  
20 not be heard because they were not  
21 speaking directly into live microphones.  
22 I am advising all of the members of our  
23 committee as well the speakers to be  
24 certain to use the live microphones.

25 We now proceed to our 11:00 panel

1 which is entitled Law Enforcement  
2 Response. Mr. Reeves.

3 ---o0o---

4 JAMES R. REEVES  
5 Special Agent in Charge  
6 Bureau of Alcohol, Tobacco,  
and Firearms  
State of Illinois

7 ---o0o---

8 MR. REEVES: Thank you, Mr.  
9 Chairman, it is a pleasure to be here  
10 today.

11 I just came out from Los Angeles a  
12 little over a year ago. I'm surviving  
13 my second winter out here and also  
14 having only been here for a year,  
15 gearing up for as far as what is going  
16 on in the State of Illinois which I'm  
17 responsible and the portions of Indiana  
18 as it relates to hate groups.

19 Let me preface my remarks by  
20 telling some of you here who may not  
21 know what the Bureau of Alcohol, Tobacco  
22 and Firearms is all about and you may be  
23 wondering why I'm sitting here today.  
24 But, we are a bureau within the Treasury  
25 Department and besides enforcing the

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1 alcohol laws which relate back to  
2 prohibition days when we were working  
3 under the State violations we are also  
4 in power to enforce the Federal Firearms  
5 Laws which sometimes aren't too  
6 popular, along with the Federal  
7 Explosive Laws, relative to the area of  
8 working with explosives, back in 1970  
9 when we were -- when bombings were  
10 happening around the country it was  
11 geared towards institutions such as  
12 banks, IRS, induction centers and our  
13 own offices that were bombed on several  
14 occasions. But getting into the  
15 firearms activity, I would like to read  
16 a portion of a discussion that was made  
17 before a subcommittee back in October  
18 and before the subcommittee on  
19 terrorism.

20 The names change, the memberships  
21 vary and the groups may move from one  
22 location to another, but by whatever  
23 name they may wish to give themselves in  
24 their movements, their motivation and  
25 objectives are violently simular.

1 Most are anti-government, all are racist  
2 and anti-semitic. They have shown a  
3 willingness to commit violent crimes to  
4 further their causes, they stockpile  
5 arsenals and weapons sometimes illegally  
6 and train their supporters to use those  
7 weapons. Even veteran law enforcement  
8 officers were surprised at the number of  
9 weapons seized last April when the  
10 Covenant of the Sword and the Arm of the  
11 Lord known as the CSA in Arkansas.

12 Because the primary tools that are  
13 used in our campaign of violence are  
14 firearms and explosives ATF has had a  
15 significant impact on their illegal  
16 activities.

17 In fact the very firearms that  
18 these groups have fired have become  
19 their vulnerabilities.

20 Since 1983 we have arrested  
21 approximately 56 defendants from groups  
22 known as the Arian Nation, the Order,  
23 the Ku Klux Klan, the Posse Comitatus,  
24 the CSA.

25 Firearms and Federal laws have

1 become the primary instrument employed  
2 by law enforcement in smashing violent  
3 pursuit in these groups. We believe  
4 simply prosecuting members of such  
5 groups for illegal weapons possession or  
6 use of firearms is not sufficient. It  
7 is vital to go after the sources that  
8 illegally supply the guns, explosives  
9 and other destructive devices that these  
10 groups use to further their criminal  
11 activities. Through our use and  
12 investigative efforts such as link  
13 analysis, our traceability and other  
14 efforts we have identified trafficking  
15 patterns and sources and we have moved  
16 to arrest the sources.

17 We know that many of these groups  
18 procure their firearms from gun shows,  
19 flea markets and several instances  
20 Federal Firearm Licensees. For example  
21 our investigations have identified three  
22 major sources of weapons sold to members  
23 of the Order.

24 First the licensee was arrested  
25 and then a search of his residence

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1           turned up illegal conversion kits or  
2           machine guns.

3           Second, another licensee sold  
4           \$12,000 worth of firearms, ammunition,  
5           silencer parts and machine gun parts for  
6           the Order. He was subsequently arrested  
7           in April of 1985 for the murder of a  
8           Missouri State Highway Patrolman. Third  
9           source providing illegal conversion  
10          parts for machine guns are not only  
11          members of the Order but also major  
12          narcotic dealers in the Pacific  
13          Northwest. The ATF has traced firearms  
14          recovered from members of the Order.  
15          The FBI traced a semi-automatic pistol  
16          that led to the determination that the  
17          Order was involved in a three and a half  
18          million dollar armed car robbery in  
19          California. The weapon was traced to an  
20          ex CSA member to the Order.

21          Another case involved a member of  
22          the Order. A search of the residence  
23          turned up a number of firearms and a  
24          machine gun and it was confiscated and  
25          found to be the weapon that killed

the talk show host Allen Burge in 1984.

Many of you remember the joint federal state operation, a lot of you saw it on television, the CSA compound in Arkansas which ended after a four day siege with the arrest of James Ellison, the groups leader and two members of the Order who were in the CSA compound.

Three months ago Mr. Ellison was sentenced to 20 years in prison on Federal racketeering and arms charges. Six other CSA members were also sentenced under various charges, ranging from conspiracy to weapons violations.

A search of that particular compound revealed the following weapons, 146 firearms, 30 machine guns, 9 silencers, 50 pounds of dynamite, 250 blasting caps, 5,000 plastic C-4 explosives, 50 handguns, 35 destructive devices, 3 mines, 2 anti-aircraft rockets, 1 tank-like weapon plated with a half an inch of steel, 1 law rocket and 1 booby trap. Agents found these guns tied to trees, 20 different

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1 burial sites outside the compound.

2 Training in paramilitary tactics  
3 which are required by all of the  
4 violence groups, both violent and  
5 non-violent, CSA for example trained all  
6 of their members, including women and  
7 children using all types of weapons. In  
8 addition CSA operated a four week  
9 paramilitary training group, plus any  
10 individual who wanted to pay a fee.

11 In 1984 ATF arrested five Klan  
12 members in violation of firearms laws  
13 and conspiracy. Five of the members  
14 conspired and later bombed a building  
15 belonging to the Civil Liberties  
16 Organization.

17 Also for the past 10 years, the  
18 Grand Wizard of the KKK has been  
19 suspected of various criminal acts,  
20 bombing, arson. The ATF has also been  
21 involved in investigation and subsequent  
22 arrest of several Posse Comitatas.  
23 January 19th, 1984 two of the members of  
24 the Posse Comitatas Group were convicted  
25 in St. Paul on Federal firearm

1 violations, assault on a Federal Officer  
2 and conspiracy to assault.

3 Another example of the viciousness  
4 of some of these groups took place in  
5 Nebraska the seige of the survivors camp  
6 were 12 machine guns, 1 sawed-off  
7 shotgun, \$250,000. Two leaders of the  
8 camp who were arrested, subjected to  
9 numerous sexual abuse and torture and  
10 slavery and they are suspected of having  
11 killed a small child and a male in his  
12 mid 20's.

13 In conclusion, law enforcement  
14 should not assume a lax posture. I  
15 think recent arrests have exposed these  
16 groups. Such organizations and extreme  
17 radical people have not disappeared,  
18 they have attempted to camouflage  
19 themselves.

20 That is just some of the examples  
21 that I can give as far as what we have  
22 done, ATF and I use that collectively  
23 when I say we because I'm talking about  
24 primarily ATF and the other Federal  
25 State Law enforcement. Here in

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1 Illinois, I'm very proud to say that in  
2 a very short period of time that I have  
3 been here I have attended various  
4 meetings with my counterparts and  
5 officers and as far as intelligence  
6 gathering and exchanging of intelligence  
7 and related to the particular groups it  
8 has been outstanding. Some of you out  
9 there today maybe you have been the  
10 victim of these types of things or maybe  
11 you have a loved one or a friend who has  
12 been involved in some of these. I can  
13 tell you firsthand that especially in  
14 the area of explosives, bombs, booby  
15 traps that I have had firsthand  
16 knowledge, I have worked a lot of these  
17 investigations over the years and I have  
18 seen what bombs can do, they have no  
19 conscience.

20 Some of you may have read in the  
21 paper just the other day, last Sunday  
22 where two Los Angeles Bomb Squad experts  
23 were finished while trying to deactivate  
24 a booby trap bomb. It made me sick when  
25 I heard about it because Art McCree,

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1 one of the officers, detective who was  
2 in charge of Los Angeles Bomb Squad was  
3 a very close friend of mine. We worked  
4 a lot of investigations together over  
5 the last 15 years.

6 So, these are the types of devices  
7 and these are the types of firearms that  
8 these people have. Luckily we have not  
9 seen much of that activity here in the  
10 State of Illinois, but we do know that  
11 they exist and we do know that they  
12 stockpile these firearms and they would  
13 not hesitate to use them if the moment  
14 should come.

15 MR. SCHWARTZBERG: Questions from  
16 the panel?

17 Why don't we do this, why don't we  
18 hear from all of the members of the  
19 panel and then take our questions either  
20 those directed at particular members of  
21 the panel. For the general background  
22 of everyone who is here, let me explain  
23 that we raised certain general questions  
24 for the panel members, we asked what is  
25 the level of racial violence in

1 Illinois today, has it increased or  
2 decreased lately, what is your opinion  
3 on the causes for this type of violence,  
4 what is the role and practice of the  
5 government in representing and dealing  
6 with this type of violence and we  
7 pointed out that after this hearing  
8 today this Committee will be in a  
9 better position to make recommendations  
10 to the Commission, including the need  
11 for legislation, policy, changes in  
12 practices and dealing with racial and  
13 religious violence in Illinois.

14 I would like to now call on the  
15 second member of our panel.

16 Let me point out that Mr. Joseph  
17 Lewis is the Supervisor, Supervisory  
18 Special Agent for the FBI and located  
19 here in Chicago.

20 Unless my memory is mistaken the  
21 gentleman does a certain amount of  
22 traveling because I think I was seated  
23 next to him on an airplane  
24 somewhere?

25 MR. LEWIS:

Yes, sir.

---o0o---

JOSEPH LEWIS  
Supervisory Special Agent  
Federal Bureau of Investigation  
State of Illinois

---o0o---

MR. LEWIS: Mr. Chairman,  
committee members, distinguished guests,  
ladies and gentlemen of the public,  
fellow law enforcement officers, it is  
indeed a pleasure to take part in this  
forum and discuss with you a very  
special aspect of the FBI's work this  
morning. That is the FBI's  
responsibility in the area of civil  
rights.

The civil rights program with the  
FBI investigates matters involving  
actual or attempted alleged  
infringements of rights provided by the  
Constitution and laws of this country.  
Civil and criminal matters are  
investigated in close coordination with  
the Civil Rights Division.

Our concerns are those rights

1 guaranteed by the Federal Constitution,  
2 specifically by 13th -- 14th, 15th  
3 Amendments and the accompanying Federal  
4 Statute and of course the Amendments  
5 accordingly. I have investigative  
6 responsibility to mirror these  
7 concerns and largely incorporated in  
8 three priority areas of the FBI civil  
9 rights program.

10 They are racial violence, police  
11 civil rights misconduct, commonly  
12 referred to as police brutality and  
13 involuntary servitude and slavery.

14 Our jurisdictional assignments are  
15 limited, additionally and with sound  
16 reason our investigative efforts in this  
17 very difficult and sensitive area are  
18 controlled in specific guidelines for  
19 civil rights cases are developed by the  
20 Civil Rights Division of the Department  
21 of Justice.

22 In relation to the primary  
23 discussion today, hate group violence,  
24 the FBI now functions under the scope of  
25 the Attorney General's guidelines which

1 affects all internal security  
2 investigations. Those occasions that  
3 cause a great deal of trouble and  
4 concern in the past. Yet we are  
5 criticized for investigating groups and  
6 individuals who do constitute a threat.  
7 Under the current guidelines we cannot  
8 investigate unless we have evidence of  
9 violent acts or attempted violence  
10 directed against the United States. The  
11 activities of the Government in the  
12 United States or against an individuals  
13 civil rights.

14 The affect of these guidelines has  
15 to greatly reduce the subject and  
16 organization subject to internal  
17 security investigation. The  
18 implementation of these guidelines have  
19 not hindered our civil rights work in  
20 any significant way. In fact they have  
21 kept us focused on serious criminal  
22 violations that continue to menace the  
23 lives of many Americans. Racially or  
24 religiously motivated violence cases  
25 continue to receive high priority.

Complaints received in this area

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1 are focused upon and determined whether  
2 patterns of common practice exist and  
3 what may appear to be isolated  
4 incidents.

5 During the last fiscal year eleven  
6 individuals were successfully  
7 prosecuted. While not a significant  
8 number the impact deterrent  
9 significantly increases. In an episode  
10 during June, 1982 a young man of Chinese  
11 descent was brutally beaten to death in  
12 a racially inspired murder in Holland,  
13 Michigan. Two suspects were arrested  
14 and charged and convicted locally of  
15 manslaughter and sentenced to three  
16 years probation and an insignificant  
17 monetary fine; a mere slap on the wrist.  
18 The FBI and the Department of Justice  
19 responded to the justifiable public  
20 outcry by initiating a Federal civil  
21 rights investigation which resulted in  
22 the indictment of both men for violation  
23 of civil rights. While one of the  
24 subjects was acquitted the other was  
25 found guilty and sentenced to a period

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1 of 25 years incarceration upon  
2 completion of the June, 1984 trial.

3 We additionally investigate  
4 criminal cases involving police officers  
5 who deprive citizens of federally  
6 secured rights or willfully  
7 discriminate, punish, where police  
8 offices conspire to injure, oppress,  
9 intimidate citizens and their exercise  
10 of federally secured rights.

11 Police brutality cases are  
12 instituted upon receipt of allegations  
13 from the victim or any other source that  
14 is yet unidentified or unreliable. This  
15 includes reports from third parties and  
16 newspapers. Many of these complaints  
17 never lead to prosecution because of  
18 insufficient evidence. But, we consider  
19 each important issue thoroughly and they  
20 are carefully investigated. Once an  
21 investigation is completed, a report is  
22 submitted to FBI headquarters for review  
23 and then referred to the Civil Rights  
24 Department of Justice for the prosecutor  
25 to determine.

1 In February, 1984 one former and  
2 nine present members of the police of  
3 Puerto Rico were indicted by a Federal  
4 Grand Jury. The indictments were a  
5 result of an attempt to try to cover a  
6 July, 1978 shootings of two suspected  
7 terrorists by the police of Puerto Rico.  
8 These are the most difficult cases to  
9 investigate, not only because they  
10 frequently involve the use of one  
11 individuals word against another but  
12 because they require investigation of  
13 those to whom we must often work with  
14 and depend on.

15 Nonetheless, the FBI is committed  
16 to a thorough investigation of every  
17 allegation. In no other way can we  
18 demonstrate our commitment to protecting  
19 the individual rights of freedoms and no  
20 other area is more important.

21 In November of 1983 for example,  
22 three members of the Michigan family and  
23 a foreman of their farm were indicted by  
24 the Federal Grand Jury on servitude and  
25 civil rights violations.

The charges stemmed from

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1           allegations that two persons were held  
2           in conditions of virtual slavery for a  
3           period of 16 years.

4           The trials which were held in  
5           Federal Court during the months of  
6           January through March, 1984 culminated  
7           in the conviction of family members.  
8           The implementation of intensified  
9           programs related to the more effective  
10          enforcement of servitude and slavery  
11          statutes resulted in eight felony  
12          convictions.

13          During fiscal year 1984, the FBI  
14          undertook aggressive investigations and  
15          there were 9400 civil rights matters.  
16          In this time frame the total of 39  
17          felonies and 35 misdemeanor convictions  
18          were obtained in civil rights cases  
19          investigated by the FBI.

20          Fiscal year 1985, 6700  
21          investigations of civil rights  
22          complaints were initiated during that  
23          same time frame, 38 felonies and 7  
24          misdemeanor convictions were obtained in  
25          civil rights cases investigated by the

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FBI.

The 6700 cases reflect a decrease from 9400 cases close to the year prior, a portion of this decrease may have been the result of a change in the manner in which the civil rights complaints were received and investigated or calculated. Additionally the perception of uncapital affective deterrents must also be reflected.

The FBI takes every civil rights case very seriously, no matter how unpopoular or unsympathetic the major actors are.

If there is a civil rights violation the FBI will be there to investigate. It has been experienced at best that it is difficult, if not sometimes impossible to resolve the issues of these cases. Acts of racial violence or brutality do occur and they must be investigated and dealt with in every instance with thoroughness and professionalism.

In conclusion the FBI -- for the

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1 FBI this challenge is especially  
2 critical because we have a very  
3 important responsibility in enforcing  
4 Federal Civil Rights Laws.

5 In displaying the less than  
6 conscientious regard for all individual  
7 rights we run the risk of having our  
8 commitment to civil rights questioned.

9 Thank you.

10 MR. SCHWARTZBERG: The third  
11 member of our panel is the Director of  
12 the Illinois Department of State Police,  
13 James B. Zagel.

14 ---o0o---

15 JAMES B. ZAGEL  
16 Director, Illinois Department  
of State Police  
State of Illinois

17 ---o0o---

18  
19 MR. ZAGEL: The State  
20 Police spends a good deal of time and  
21 effort on the question of hate groups.  
22 The principal method by which law  
23 enforcement responds to the threat posed  
24 by these groups and we are in law  
25

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1 enforcement unanimous in our assessment  
2 that the threat that is involved in  
3 these groups is to watch the groups  
4 carefully, to apply investigative  
5 techniques, to perform surveillances and  
6 develop informers and in some cases to  
7 infiltrate undercover agents into these  
8 groups.

9 The Illinois General Assembly  
10 passed a bill which bans certain forms  
11 of paramilitary training and operations  
12 which the statute has been helpful to us  
13 in making clear the legal basis for our  
14 actions.

15 We have noticed over the past year  
16 an increase in the number of hate  
17 groups. We have in the Chicago area and  
18 I deliberately refrain from giving exact  
19 numbers. I believe in the Chicago area  
20 there are perhaps more than 10 and  
21 perhaps slightly less than 20 of these  
22 groups and the largest membership of any  
23 of the groups we believe is about 50.

24 I don't like to mention and will  
25 not mention the names of individual

1 groups because I don't want to give them  
2 free publicity that is engendered by  
3 names being mentioned.

4 We have of course some legal  
5 problems in dealing with these kinds of  
6 groups, most of them will claim that  
7 their activities are protected by the  
8 First Amendment of the United States  
9 Constitution and some of their  
10 activities are so protected.

11 Much of what they say is expressed  
12 in terms of defense of their rights.  
13 Their language is generally -- does not  
14 take the tactic of advocating outright  
15 defense tactics, all that they say they  
16 are going to do is expressed in terms of  
17 defending their rights which they  
18 believe are unjustly taken from them  
19 usually by the Government and usually on  
20 behalf of some ethnic, religious or  
21 racial minority who they have decided is  
22 the particular villain in their view of  
23 American society.

24 We believe that the only way to  
25 deal with this before violence



1 actually breaks out is to make sure that  
2 we have adequate intelligence on their  
3 activities, on who they are and we are  
4 making every effort to do that.

5 Historically we have some  
6 precedence for groups like this on both  
7 the right and left wings of American  
8 extremist politics. The left wing  
9 groups tend to generally speaking with  
10 one notable exception, to be political  
11 in the motivations rather than racial or  
12 religious. The reference previously to  
13 violence directed against Planned  
14 Parenthood I think probably belongs in  
15 this category. The FALN has  
16 demonstrated a history of violence and  
17 conspiracy in this country and there has  
18 been other left wing groups as well.

19 The general way that groups like  
20 this operate is that they start with  
21 rhetoric, they start with trying to  
22 attract people to their cause, they  
23 start trying to gather weapons. When  
24 things get a little more serious they  
25 need to finance their operation and one

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1 of the customary ways to finance that is  
2 by robbery of various kinds.

3 We have had on both the left and  
4 the right wing some examples in this  
5 country, though not in the State of  
6 large scale robberies being carried out  
7 so that the purposes of these  
8 organizations can be financed. We  
9 believe that the hate groups that we're  
10 dealing with now are in the stage where  
11 they are trying to gather members and  
12 weapons. How much racially religious  
13 inspired violence is in the State of  
14 Illinois, if you are talking about such  
15 violence which is directly inspired by  
16 the group, an organized group, I think  
17 the incidents are quite low.

18 But, it is of course difficult to  
19 say. In individual cases we have known  
20 for many years that a good deal of crime  
21 is motivated by racial or religious  
22 prejudices. An individual will confess  
23 when caught for a murder or some other  
24 serious crime that the reason, one of  
25 the reasons that they did it is

1 because the victim was white or the  
2 victim was black and that they regarded  
3 this as some form of justification.

4 Even in this area I think the  
5 actual incidents of violence is less --  
6 is relatively low. Most violences occur  
7 for reasons which do not fall in the  
8 category of racially religious hate.

9 In fact, it is fairly clear that  
10 the general overwhelming ethical  
11 attitude of this country is the racial  
12 and religious violence, it is not  
13 acceptable. As a result there may be  
14 incidents in which that has been the  
15 motive but the perpetrator is ashamed to  
16 tell us that this is what the motive  
17 was.

18 We have, because of the work that  
19 we have done, felt that there is a  
20 potential for an increase in these kinds  
21 of groups. We have responded in a  
22 variety of ways and attributed more  
23 to the development of cases an  
24 intelligence in these areas.

25 We have also embarked on a

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1 program last year, training every single  
2 officer in the development of State  
3 Police in the recognition of hate groups  
4 methodologies, means, symbols and things  
5 of this sort so that when the average  
6 officer on patrol as they are throughout  
7 the State sees something they will  
8 recognize it and will report back.

9 We do need legislation in the  
10 State that we don't have, it is  
11 impossible in this State no matter how  
12 much probable cause you have, no matter  
13 how much justification you have to have  
14 a judge issue a warrant which will  
15 authorize electronic surveillance of  
16 individuals about to commit or plan a  
17 crime.

18 I say that this is true no matter  
19 what the crime is, no matter how  
20 serious, no matter how great the  
21 evidence. We have asked for a number of  
22 years for the general assembly to enact  
23 something which is parallel to the  
24 Federal act authorizing judicially  
25 sanctioned surveillance by electronic

means.

We think it is important in this area as well that this tool carefully limited by State Statute be available for law enforcement.

It is I say easy to wring your hands about racial and religiously motivated violence, to say that it is a terrible problem, it is a lot harder to get evidence and prove cases of this sort of conduct. But speaking on behalf of my department we have undertaken this task, we are ready to continue to undertake it, we have committed resources to it and we regard the best defense against this threat to liberty to be what is always the best defense to any threat to liberty and that is visions.

Thank you.

MR. SCHWARTZBERG: The final speaker on this panel is from the Police Department of Carbondale and also represents the Association of Chiefs of Police.

---o0o---

THOMAS McNAMARA  
Carbondale Police Department  
State of Illinois

---o0o---

MR. McNAMARA: Southern

Illinois has had the dubious honor of being almost central to what is commonly called the white Arian Nation.

This area encompasses a region extending from Nebraska down to Texas over to Georgia and Pennsylvania. Many of the different groups that we have been talking about today take that as their safe area, the area in which they can operate in the most -- the best circumstances for them. Their supporters are there, the area is conducive to survival camps, paramilitary camps that we're talking about.

There has been an increase in recruitment by the Posse in Southern Illinois. Farmers have been approached, coal miners have approached and talked to, especially in flea markets and

1 other areas that you would normally not  
2 expect that kind of presentation.

3 We have a flyer that was sent out  
4 to many, many people by mail as well as  
5 being handed out by a group of people  
6 who have basically indicted the Sheriff  
7 of Williamson County as well as numerous  
8 Federal authorities for their actions in  
9 what they believe is a violation of  
10 their civil rights.

11 Most of these people have been  
12 involved in either foreclosures or they  
13 have been involved in some confiscation  
14 of property in what these people believe  
15 is a totally illegal act. It should be  
16 noted that there are some analysts that  
17 have looked at the Posse's opinion of  
18 these indictments as something much more  
19 serious than may seem on the outside.

20 For instance, one of the policies  
21 of the Posse, that they present is that  
22 6th -- what they call an organic  
23 citizen, get together within a county  
24 and decide that a public official is not  
25 representing them properly, they hang

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1           them at the main crossroads of either  
2           the county or the city in which they  
3           have been elected.

4           We have not really had any  
5           violence that we can attribute to these  
6           people. We have had circumstances that  
7           would indicate that the violence is  
8           possible. We have rumors of people  
9           checking out certain rural areas and we  
10          have a lot of rural areas; for potential  
11          paramilitary bases.

12          We have got indications that there  
13          are certain of these people that are  
14          building a good size stronghold of guns  
15          as well as other survival items,  
16          everything from 100,000 rounds of  
17          ammunition and enough supplies to feed  
18          probably half these people in here for  
19          another six, seven months. One of the  
20          questions that was asked of us, as a  
21          local police agency, what is the mandate  
22          and responsibility in dealing with these  
23          racially violent acts, racially  
24          motivated violent acts. Our mandate is  
25          very general, we are supposed to



1 protect the lives and property of our  
2 citizens, so essentially in answering  
3 that question we would say that we must  
4 realize and recognize that those people  
5 are out there, that the hate groups are  
6 going to be there.

7 We also must realize that we  
8 cannot suppress that hate. We can,  
9 however, attempt to minimize the  
10 potential of that hate becoming violent  
11 acts.

12 The first and foremost tool that  
13 we would use is a mutual communication  
14 flow of information between the state  
15 and federal and local organizations.  
16 Fortunately at this time that  
17 communication flow is strong even though  
18 it is mostly informal.

19 I would say that there is not a  
20 week that goes by that I am not talking  
21 to Springfield to Mr. Zagel's analyst  
22 who works only with these right wing  
23 groups, providing him with  
24 information and he providing me with  
25 information.

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1                   The other mandate that we have is  
2                   the protection of our police officers  
3                   and the use of these police officers as  
4                   resources in getting intelligence to the  
5                   street. This flyer that was sent around  
6                   was sent around by basically two people,  
7                   who most of the time nobody would pay  
8                   any attention to, they just wandered by  
9                   and put this little item on your car.  
10                  Fortunately there was a Jackson County  
11                  Sheriff, Deputy Sheriff, who was  
12                  diligent enough to realize that there  
13                  was something unusual about this and he  
14                  took the flyer and field interviewed the  
15                  person that was involved.

16                 This person is the same person who  
17                 presented to ourselves as well as just  
18                 about every public official in the State  
19                 a notice delcaring him an organic  
20                 individual and no longer a citizen of  
21                 the United States.

22                 We train our officers and we use  
23                 training aids that were provided to us  
24                 by the State of Illinois as well as the  
25                 Alcohol and Firearms people to

1 recognize what kind of situation you're  
2 going to have on the street and to deal  
3 with them accordingly.

4 For instance, the Posse uses what  
5 they call a traveler's ID and the  
6 traveler's ID is something that they  
7 believe is as good as a driver's  
8 license. It is not a driver's license  
9 but as far as they are concerned, it is.  
10 When our officers stop a vehicle and are  
11 presented with that identification they  
12 should know what to do, that there is  
13 something unusual here.

14 Prior to two months ago they would  
15 not have known what to do, they would  
16 not have known what this traveler's ID  
17 was and they do now.

18 The other aspect of this is of  
19 course the paramilitary -- well the  
20 paramilitary camps as such, the  
21 potential of these being in Southern  
22 Illinois is good, of course, Flora,  
23 Southern Illinois is much different than  
24 what people think. Southern Illinois is  
25 Flora; we don't consider it Southern

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1 Illinois because it is much further  
2 north but that paramilitary organization  
3 was a danger and we expect to have the  
4 same type of situation in our area.

5 The communication flow is once  
6 again one of the most important things  
7 in dealing with this and I'm hopeful  
8 that it will continue to be as good as  
9 it has in the past.

10 Thank you.

11 MR. SCHWARTZBERG: Questions for  
12 the panel or particular members?

13 Mr. Ewing?

14 MR. EWING: To the degree  
15 process, on the degree to which illegal  
16 weapons and explosives are available I  
17 mean is it -- is that sort of a surplus  
18 or an oversupply of illegal weapons?

19 MR. REEVES: I see  
20 everybody is looking in my direction so  
21 maybe I better try to answer that.

22 Excuse me, would you kindly read  
23 the question?

24 MR. EWING: The question  
25 that I was raising, to what degree are

1 illegal weapons and explosives

2 available?

3 MR. REEVES: Illegal  
4 weapons, first, we're finding that there  
5 is a great proliferation, especially in  
6 the last two, three years of people  
7 buying legal semi-automatic paramilitary  
8 type firearms and the ones I'm talking  
9 about are -- a lot of them you may see  
10 on television, such as AR-15 which looks  
11 like the basic military M-16, the Uzi  
12 which is the firearm that is made and  
13 used by the Israelis.

14 There is a legal version of the  
15 Uzi which is a semi-automatic weapon.  
16 There is a heckler that puts out what  
17 they call an HNK-91 which is also a  
18 paramilitary type firearm. Many law  
19 enforcement personnel do use the heckler  
20 Koch type firearm. What I'm getting at  
21 is that these guns are available on the  
22 market, in a semi-automatic fashion.

23 What we are seeing is many  
24 unlawful sales of conversion parts to  
25 convert these firearms to fully

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1 automatic and we have taken some pretty  
2 great steps in this direction.

3 Here in Illinois I will tell you  
4 that in the last eight months we have  
5 served 26 such warrants and these are  
6 ongoing investigations and these search  
7 warrants were in connection with persons  
8 who were in the possession of unlawful  
9 converted type firearms and unlawful  
10 silencers and we have uncovered a lot of  
11 them here in this particular state.  
12 So, paramilitary type firearms as far as  
13 I'm concerned I really do not see much  
14 in the way of lawful needs for these  
15 kinds of guns. I am a hunter, a hunting  
16 enthusiast myself but as far as say an  
17 Uzi for instance and an Uzi is perhaps a  
18 little over 24 inches, the barrel length  
19 has to be more than 16 inches for it to  
20 be illegal but many of the people, what  
21 they do is they cut the barrel down and  
22 they fashion them as another Rambo or  
23 something but there are a lot of them  
24 out there on the market.

25 One area too, where we're having

1 problems is in as far as firearms are  
2 concerned is gun shows.

3 This is universal around the  
4 country because many people, the  
5 majority of the people that go to gun  
6 shows are in fact gun enthusiasts, gun  
7 collectors, a lot of citizens who want  
8 to buy, sell or trade at a particular  
9 gun show. But there are unsavory types  
10 that go to these gun shows because they  
11 know they are prohibited, a prohibited  
12 person, a felon, they can't buy guns  
13 legally from a state sporting goods  
14 store so they go to gun shows and they  
15 buy firearms without filling out any  
16 type of paperwork, they exchange illegal  
17 types. Oftentimes at gun shows we have  
18 arrested people in these situations.

19 So the answer to your question is,  
20 I guess I got to it in a round about way  
21 but there are a lot of illegal type  
22 firearms out there today and as far as  
23 explosives are concerned, we have had a  
24 great number of threats around the  
25 country, most of the threats occur

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1 from legal, primarily construction sites  
2 where people will break into bunkers,  
3 they will break into the blasting cap  
4 bunkers as well and they steal the  
5 dynamite, they steal blasting caps and  
6 then they will eventually use it.

7 We have recovered quite a few of  
8 these explosives and for the most part  
9 the people we do pick up with  
10 explosives, especially explosives, do  
11 receive in fact pretty substantial  
12 sentences. There aren't too many judges  
13 around the country today liberal or  
14 otherwise that will condone people who  
15 are in possession of explosives  
16 illegally.

17 MR. SCHWARTZBERG: We are charged  
18 like most public bodies, not only with  
19 existing legislation but with  
20 recommendations of new legislation.  
21 Automatic weapons are illegal in this  
22 state, semi-automatics as I gather are  
23 not on the federal level I gather from  
24 what you told us the same distinction  
25 applies.

To what extent has there been



1 any attempt to focus a limited gun  
2 control legislation against  
3 semi-automatic weapons?

4 MR. REEVES: I'm not  
5 privy, Mr. Chairman to all of the  
6 legislations that have been brought up  
7 on the issue but virtually every week  
8 there is five or six or more pieces of  
9 legislation as it relates to maybe more  
10 strict gun control or whatever. But as  
11 far as the laws are concerned of course  
12 I, from an impartial standpoint I can't  
13 say too much along those regards but the  
14 laws that we have right now, the Federal  
15 Laws I'm speaking of I believe are  
16 pretty adequate.

17 Anybody who is in possession of a  
18 firearm period, they are a prohibited  
19 person, they are a felon in our -- they  
20 are prohibited from having a firearm,  
21 they could get up to five years in  
22 prison.

23 People who are in possession of  
24 unlawful firearms can receive 10 years  
25 or \$10,000 fines. But I'm not aware

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1 of any legislation that is -- that has  
2 been introduced as far as limiting the  
3 number of semi-automatic weapons at this  
4 time.

5 MR. SCHWARTZBERG: The question  
6 may well be trying; are there any guns  
7 being manufactured with identification  
8 chemicals placed in them so that one  
9 would be able to trace the chemical by  
10 year of issuance, place of issuance and  
11 the like. It was apparently suggested  
12 that this could be done with ammunition  
13 as well. I don't know whether that  
14 suggestion was ever followed up, is that  
15 now the practice or required and is that  
16 something that would be helpful in this  
17 area?

18 MR. REEVES: In the area of  
19 these explosives, these were explosive  
20 tactis that we did some extensive work  
21 on that and it never really passed as  
22 far as having that done and requiring  
23 the manufacturers to put these tags in  
24 their explosives.

25 As far as the firearms -- excuse

1 me, as far as the ammunition is  
2 concerned there has been some studies  
3 but as far as trying to introduce that  
4 into legislation it really hasn't gotten  
5 that far although they are still working  
6 on that.

7 MR. SCHWARTZBERG: I take it that  
8 you individually wouldn't have any  
9 objection to that kind of legislation if  
10 that is appropriate, if that is an  
11 appropriate question to ask you?

12 MR. REEVES: No, I  
13 wouldn't.

14 MR. SCHWARTZBERG: Questions from  
15 the panel?

16 Theresa Cummings?

17 MS. CUMMINGS: Did I  
18 understand you to say that a person can  
19 buy a firearm at a flea market or gun  
20 show without any ID and if they go to  
21 the store they have to have all the  
22 procedurals, they don't have a --

23 MR. REEVES: Let me clarify  
24 that. When a person goes into a  
25 sporting goods store, a legitimate

1 licensed firearm dealer of course they  
2 must present identification which is in  
3 the form of a driver's license, they do  
4 fill out a federal form, they do sign  
5 the form saying that they are not a  
6 convicted felon, that they are not a  
7 narcotics user, that they have not been  
8 mentally adjudicated in a mental  
9 institution and they are not an illegal  
10 alien which that same person perhaps  
11 goes to a gun show, wherever it may be.

12 Recently legislation has been  
13 passed whereby a federal firearm  
14 licensee can now go away from his place  
15 of business and he can go or she can go  
16 to a gun show and sell firearms.  
17 Licensees who are selling firearms at  
18 gunshows are required to get the same  
19 type of identification, fill out the  
20 same paperwork, whether it be a gun show  
21 or at a gun store. Individuals are  
22 told, when they go into a gun show they  
23 set up a table and they are selling  
24 firearms, whether it's one of your  
25 neighbors or whether it's whoever it

1 might be, if they are going to sell  
2 their firearms, they are supposed to  
3 require identification from people that  
4 are selling the firearms. However, that  
5 hasn't been the case. There are many of  
6 these people that buy firearms from  
7 individuals at gun shows with fairly no  
8 paperwork at all.

9 MR. SCHWARTZBERG: Did you have a  
10 follow-up question?

11 MS. CUMMINGS: I was going to  
12 say there is a double standard again.

13 MR. SCHWARTZBERG: In the initial  
14 keynote presentation, the Solicitor  
15 General pointed out some of the earlier  
16 reports in the general civil rights  
17 areas and some of the recommendations  
18 that were made years ago.

19 Among the earlier recommendations  
20 was that of human relations training for  
21 law enforcement personnel. It is my  
22 understanding that such a program does  
23 exist now in the City of Chicago and a  
24 handful of the Chicago suburbs. Do such  
25 programs exist elsewhere in the State,

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1 should they exist and to what extent are  
2 they encouraged and to what extent do  
3 they exist with respect to the Illinois  
4 Department of State Police? I suppose  
5 this question is really addressed to Mr.  
6 Zagel and Mr. McNamara.

7 MR. ZAGEL: Well, I don't  
8 fully understand the relevance of human  
9 relation training as part of the hate  
10 motivated violence. We do have a human  
11 relations training as part of the  
12 curriculum for State Police and I rather  
13 suspect that almost every police  
14 department of any size in Illinois uses  
15 some form of human relations training  
16 since it is generally speaking fairly  
17 difficult to function adequately as a  
18 police officer without it. The titles  
19 of the training are not so  
20 characterized, but I would say that at  
21 least it is clearly proof of training.

22 MR. McNAMARA: I think that  
23 any police department of any size is  
24 going to have some kind of training in  
25 that area. I don't think that the

1 training that's available right now  
2 generally is adequate enough.

3 Much of the training, and I say  
4 that because we contracted with an  
5 outside group about a year ago for that  
6 type of training and we ended up with a  
7 training program that was based on a  
8 lesson plan and concepts from 1970. In  
9 fact, the films were from 1970. There  
10 is much better programs out there, Mr.  
11 Zagel's training operation has a program  
12 designed for managers which is  
13 absolutely outstanding.

14 Now, they took it from someone  
15 else, they took it from outside of law  
16 enforcement, they brought it in and I  
17 think that probably would be a great  
18 benefit to any police officer in this  
19 interaction. Yes, we do have the  
20 training and I don't know, I would say  
21 yes it isn't.

22 MR. SCHWARTZBERG: What is the  
23 point of entry, is it to the extent --  
24 first of all let me clarify perhaps why  
25 this came up.

1 Historically in the early portion  
2 of this century when race riots came up  
3 it was discovered that there were  
4 conflicts within individuals on law  
5 enforcement areas in terms of their own  
6 attitudes and in terms of their ability  
7 to respond to what were for many various  
8 situations and pressure situations. At  
9 the same time, some of the programs have  
10 turned out to be useful devices as I  
11 understand it in terms of understanding  
12 how some of these groups arise and some  
13 of them process and how some of the  
14 knowledge spreads. That is perhaps  
15 wider than some of the traditional human  
16 relations training. .

17 If Chief McNamara could indicate  
18 to what -- what is the point of access  
19 to increasing the number of these  
20 programs in the State?

21 MR. McNAMARA: The police  
22 officer receives 400 hours of training,  
23 basic training and I don't know exactly  
24 how many hours are set aside  
25 specifically for interpersonal



1 relations, but it is a good size block.

2 The training that you receive  
3 however could be enhanced by the  
4 development of the officers interaction  
5 with everyone, not just particularly  
6 ethnic or religious groups.

7 In other words, his understanding  
8 of the communication process and what is  
9 he sending out in addition to what is  
10 that person giving to him. That -- that  
11 is the area that I think that would need  
12 to be enhanced in a program format.

13 MR. SCHWARTZBERG: Mr. Ewing?

14 MR. EWING: I'm concerned  
15 with the issue of where an individual  
16 believes that they have been a victim of  
17 racial violence knowing that there are  
18 many small communities where minorities  
19 and others may not have confidence in  
20 the quality of local law enforcement or  
21 their ability to pursue. Should that be  
22 multiple reporting of suspected  
23 incidents of racial violence in view of  
24 the fact that some people may not have  
25 confidence in local law enforcement

1 and maybe I'm addressing that to Mr.  
2 Lewis with the FBI.

3 Does the FBI require that local  
4 law enforcement be given an opportunity  
5 to do investigations first?

6 MR. LEWIS: Not  
7 necessarily, but any number of people in  
8 the particular -- for example, the City  
9 of Chicago, it would be difficult for us  
10 to say that there are -- every incident  
11 that occurred that you should call the  
12 FBI. Obviously it should be adjudicated  
13 locally if possible.

14 If it is racially motivated, it  
15 should be reported to the police  
16 department and if you are not satisfied  
17 with it then you report to the FBI and  
18 obviously we look into all situations  
19 that are brought before us.

20 You look to -- you try to look to  
21 what you think will be your best  
22 benefit, to your best benefit to resolve  
23 the situation.

24 MR. SCHWARTZBERG: We have been  
25 concerned about chain of command and

1 about point of report.

2 In the Northern District of  
3 Illinois there has now been some  
4 discussion of establishing once again a  
5 central telephone line in sometime past  
6 that was in the United States Attorney's  
7 Office for the Northern District of  
8 Illinois, there is a possibility of  
9 re-establishing that kind of  
10 arrangement. There has been the offer  
11 from the Attorney General to establish a  
12 computer base for some of the state; to  
13 what extent is it possible to consider  
14 similar things perhaps outside the  
15 Northern District of Illinois, should  
16 that also be in the U.S. Attorney's  
17 Office; to what extent is that -- there  
18 has been some mention of cooperation  
19 among the various agencies on an  
20 informal basis; to what extent should  
21 that be formalized?

22 MR. LEWIS: That is a good  
23 question.

24 I can tell you that there is a  
25 mode of cooperation between the law

1 enforcement operations and particularly  
2 with the Department of Justice as well  
3 both locally here and in the Northern  
4 District of Illinois.

5 They also receive complaints, that  
6 the individual does not realize or  
7 recognize where he should present his  
8 form and then that information of course  
9 is followed out to the FBI.

10 Central repository, that is  
11 probably something that should be looked  
12 at but how it should be put into the  
13 plan I'm not certain, but it should be  
14 looked into.

15 MR. SCHWARTZBERG: Mr. Lainger?

16 MR. LAINGER: Mr. Zagel,  
17 unless I misunderstood you, you said  
18 that there had been passed a ban on  
19 certain paramilitary training groups  
20 that was helpful to you in working. I  
21 was wondering if you could tell us how?

22 MR. ZAGEL: It's not a ban  
23 on particular groups. It's a ban on the  
24 conduct of paramilitary training for  
25 illegal purposes.

1 It is significant in terms of law  
2 enforcement, it is not so much the  
3 criminal penalties that exist for  
4 building that but it gave our  
5 investigators a firmer legal basis for  
6 conducting the investigations and  
7 surveillance of these groups that we  
8 thought was necessary.

9 Frequently until an act like this  
10 is passed the only appropriate criminal  
11 charges investigated happen to be  
12 weapon charges. Groups sometimes in  
13 order to avoid the difficulties of this  
14 paramilitary training train without  
15 weapons even though it was clear to  
16 anybody who had eyes that the purposes  
17 were not strictly legal. That  
18 particular loophole could be used to  
19 procure surveillance.

20 MR. SCHWARTZBERG: At the  
21 conclusion of the Illinois General  
22 Assembly, are you familiar with the  
23 legislation I believe passed by one  
24 House, not the other, are you familiar  
25 with that legislation and what was

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1 your general attitude toward that  
2 paramilitary anti-paramilitary  
3 organization or legislation?

4 MR. ZAGEL: That  
5 legislation would also have been helpful  
6 to us an useful in a variety of ways and  
7 I just suspect that it will pass.

8 MR. PUGH: A question  
9 for Mr. Reeves.

10 You mentioned the decrease in the  
11 numbers of complaints investigated by  
12 the FBI involving civil rights in the  
13 past year, you said that there may be  
14 changes in the statistics that are put  
15 together, something like a dramatic  
16 decrease and I'm wondering could you  
17 explain what you mean?

18 MR. LEWIS: If I can  
19 digress a minute here, my presentation  
20 dealt mainly with the civil rights  
21 aspect and kind of differed away from  
22 and purposely from hate group violence.  
23 A lot of that hate group violence or  
24 some of the things that were mentioned  
25 earlier are in a different category and

1 usually not categorized as civil rights  
2 but more terrorist.

3 In the area of civil rights and  
4 the reason for that is what we perceive  
5 is the reason for decreases are two  
6 reasons. One, that a majority of the  
7 cases that come up in the civil rights  
8 cases, 50 percent of them or better are  
9 police brutality type cases. The FBI  
10 and the Department of Justice are taking  
11 a more proactive approach and going to  
12 law enforcement providing them with  
13 methods of handling situations and so  
14 forth which we feel also helps in  
15 decreasing civil rights cases.

16 Additionally, I think there is  
17 more of a perception that the civil  
18 rights cases that are brought before  
19 locally or on a local basis are not  
20 being handled properly and there is no  
21 outlet for individuals to go to.

22 I wondered, it's a great deal of  
23 facts, I believe we received the  
24 decrease in calls here pertaining to  
25 civil rights matters.

1 I think people are not aware, just  
2 not aware of where they can go to have  
3 their frustrations or attitudes voiced  
4 and by their not coming through with  
5 those types of allegations to us.

6 MR. PUGH: You know why  
7 there is an unawareness?

8 MR. LEWIS: I don't know  
9 whether it's through apathy or whether  
10 it's -- they just don't feel it is being  
11 brought to fruition through the  
12 Department of Justice or through the  
13 legal system.

14 A lot of those cases do not end up  
15 in prosecution. The rate is not that  
16 great in terms of the number of cases  
17 that you investigate.

18 MR. PUGH: Are most of  
19 these cases referred to you by local  
20 authorities? Could it be a decrease in  
21 the local authorities referrals?

22 MR. LEWIS: No, no. Let  
23 me just back up a little here.

24 In terms of receiving complaints,  
25 we get them by two modes or three

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1 modes, we get them by an individual  
2 calling himself to make the complaint,  
3 secondly get the referrals from the  
4 Department of Justice, the U.S.  
5 Attorney's Office and thirdly we pick  
6 them up from the locations that we feel  
7 from the review needs to be looked at,  
8 we certainly do take the opportunity to  
9 do so.

10 In terms of the law enforcement  
11 there are some that are referred to us,  
12 those that are recognized and brought to  
13 the local department and cannot be  
14 handled on that level, are referred to  
15 us. Both of those occasions, the cases  
16 that we investigate come through these  
17 other three areas.

18 MR. SCHWARTZBERG: Mr. Ewing?

19 MR. EWING: The term  
20 profile, has been used to identify some  
21 people who might commit a crime. I know  
22 at one time there was talk of a profile  
23 that airline hijackers met. In fact, I  
24 even had that experience at a small town  
25 airport, they told me that I met the

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1 profile.

2 But Mr. McNamara, you spoke of the  
3 organic citizen. Do they seem to fit a  
4 certain profile based on your experience  
5 so far?

6 MR. McNAMARA: No, I can't  
7 say that. The reason I can't say that  
8 is many of these people that we know of  
9 are unemployed or they're marginally  
10 employed. But at the same time I'm  
11 thinking about one of the people that  
12 are involved is not to -- I don't think  
13 we have gotten to that point yet. Maybe  
14 the Federal people may have a better  
15 idea, but I can't say.

16 MR. EWING: Thank you.

17 MR. ZAGEL: After years  
18 and years of very close scrutiny law  
19 enforcement officials have not yet  
20 reached, we're close to reaching what we  
21 believe to be an adequate profile of  
22 multiple murders. Very narrow select  
23 groupings of people and we haven't  
24 gotten there yet.

25 We are very far from anything

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1 approaching an adequate profile of a left  
2 or right wing violence monitoring  
3 individual. They seem to us to come  
4 from everywhere.

5 MR. EWING: Let me ask  
6 this final question on my part.

7 Is law enforcement opposed to  
8 doing public awareness about the  
9 existence of such organizations and  
10 various geographical areas or is this  
11 contrary to the techniques used in  
12 dealing with such groups?

13 MR. ZAGEL: I think that  
14 as many cases having a large scale  
15 public discussions about these groups  
16 and what they do is counterproductive.  
17 I think they aid in recruitment drives,  
18 I think it's a dangerous approach to  
19 take. There were studies done a number  
20 of years ago on the fact that an  
21 awareness program in high schools with  
22 respect to drug use and there was some  
23 considerable evidence that they forced  
24 it rather than prevented drug use.

25 I think that there is a real

1 significant danger that if there is a  
2 great deal of specific discussion of  
3 these groups and the public that they  
4 will aid these groups and not hinder.  
5 That is different from the generic kind  
6 of discussions that we all ought to have  
7 about the nature of our democracy and  
8 the fact that we have a rule of law and  
9 that even if you dislike certain  
10 decisions made by the society in  
11 accordance with the precedures and even  
12 in fact they are wrong, these decisions,  
13 the remedy is not to attempt to  
14 overthrow the decision by violence.  
15 That kind of reiteration of something  
16 that seems obvious to all of us might be  
17 helpful. But tying in a particular set  
18 of people and saying that these are bad  
19 people, in my opinion is simply trying  
20 to attract other bad people who don't  
21 know about these groups, to these  
22 groups.

23 MR. EWING: The reason I  
24 raised the question, in reading the ADL  
25 report and listening to Mr. McNamara, I  
live in Southern Illinois and I had

1 never heard of the organic citizen,  
2 their organization.

3 I believe that citizens have a  
4 responsibility to play some role or  
5 become knowledgeable and maybe they can  
6 have an impact upon further recruitment.  
7 I know you have to weigh the law  
8 enforcement needs against the public's  
9 right to know, but I find that kind of  
10 disturbing that I had never heard of  
11 this organization and law enforcement  
12 knows and I'm wondering to what degree  
13 other citizens are aware that within  
14 their midst there is such an  
15 organization?

16 MR. McNAMARA: I think that  
17 -- what Mr. Zagel is talking about the  
18 publicity, fostering these groups, he is  
19 hitting it right on the head, because  
20 we're talking about a very, very small  
21 group of people we're concerned about  
22 because we know that there is a danger.  
23 But in fact if you went to any county in  
24 Southern Illinois or anywhere else for  
25 the 10,000 farmers and other people in

1 small towns or whatever, you're only  
2 going to have one or two of these other  
3 types of people.

4 I tend to agree that the publicity  
5 would probably create more panic and  
6 more concern of well they're everywhere,  
7 they're everywhere type of idea and I  
8 don't think it would be beneficial to  
9 lay this out as some kind of a general  
10 threat.

11 MR. EWING: One of the  
12 challenges that we face is in educating  
13 the school aged children and other  
14 people and educators on the needs of  
15 such programs in public schools and in  
16 order to make the decision as to whether  
17 or not the program is appropriate, we  
18 face the challenge of people believing  
19 that that doesn't go on around here.

20 So, on one hand there is a need  
21 not to get publicity, but on the other  
22 hand to prevent the growth there has to  
23 be some level of public awareness and  
24 programs designed to cut into potential  
25 membership.

MR. SCHWARTZBERG: Mr. Zagel?

1 MR. ZAGEL: I understand  
2 your arguments, I disagree with it. I  
3 think that if you have that kind of  
4 program it would cause the  
5 organizations to grow.

6 MR. SCHWARTZBERG: I take it if I  
7 can seek clarification, obviously if  
8 there is a riot, clearly I believe you  
9 don't want that on TV, it increases the  
10 riot. If it is an organized drive by  
11 the KKK, obviously publicity for that is  
12 absolutely unconscionable.

13 Now, we get down to other areas.  
14 General brotherhood programs in schools  
15 are useful, as Mr. Zagel believes are  
16 useful programs which spotlights, here  
17 is a particular bad organization which  
18 is doing recruiting might be  
19 counterfunctional.

20 On the other hand the facts that  
21 there are groups, not necessarily  
22 identifying them, where the information  
23 is given in organization and not where  
24 recruitment has been going on. I take  
25 it that you would feel it's more,

1 it's the more useful way to go.

2 Does that formulation meet your  
3 view, or are you suggesting let's really  
4 leave this to the professionals and  
5 avoid the public discussion?

6 MR. ZAGEL: I think the  
7 general education is important. I think  
8 that there may come a point in time  
9 where you may have groups that become  
10 very large and very significant where  
11 they have to be faced by name. But in  
12 my opinion you are dealing with groups  
13 that are sufficiently small now, then  
14 the only thing publicity can do is help  
15 them.

16 Now, that is not necessarily  
17 always going to be the case. There was  
18 a period of time in this country that  
19 the Ku Klux Klan was very large, it had  
20 thousands of members. In fact, the  
21 political domination in some States of  
22 this Union was excess and there was no  
23 way to trace them other than by alerting  
24 the public to the dangers that existed  
25 and identifying the particular groups



1 by name. We haven't reached that point  
2 yet. When we do reach that point I  
3 don't think there is going to be any  
4 doubt in anybody's mind.

5 MR. SCHWARTZBERG: If I may, let  
6 me move to a totally different area.  
7 One of the speakers in the afternoon I  
8 believe will be dealing in part with  
9 questions of terrorism, the question of  
10 that is the importation into the United  
11 States of some of the kinds of political  
12 terrorism or more usually found at  
13 this point in Western Europe. I believe  
14 that is in Mr. Lewis' area; am I  
15 correct? I suppose my question is, is  
16 there anything in that particular area  
17 which provides us with a different set  
18 of responses or a different set of needs  
19 that this Committee should be looking  
20 at?

21 MR. LEWIS: Any act of  
22 violence or terrorist activity has to be  
23 taken seriously in terms of what the  
24 Commission can do or what is out there  
25 and available for the public to do

1 is something of a different matter.

2 I think law enforcement at this  
3 particular time has a good handle on  
4 what they believe are the hate groups or  
5 the terrorist groups and are keeping an  
6 eye on their activities.

7 In terms of importation, I'm not  
8 so sure if it's just a change in  
9 theories more so than anything else in  
10 the practice because these organizations  
11 have been around a long time and  
12 advocated violence throughout the  
13 history of their existence. But in  
14 terms of the Commission, I see it as  
15 more of an infringement on all rights,  
16 not necessarily more of a racial  
17 incident. Than anything else, it's an  
18 infringement upon the Government,  
19 individual rights and the public right  
20 to do it.

21 Now in terms of the Commission,  
22 again I'm not sure. Obviously it should  
23 be taken into consideration.

24 MR. SCHWARTZBERG: Our staff, Mr.  
25 Lucas?

1 MR. LUCAS: I would like  
2 to know from each one of the members on  
3 the panel, do your organizations have  
4 specific regulations for directives to  
5 your staffs, dealing with hate group  
6 violence, violence or the result of hate  
7 groups?

8 Is there any --

9 MR. REEVES: Well, speaking  
10 for ATF, all of the agents in all of our  
11 field offices are supplied with  
12 information regularly as far as  
13 intelligence information relative to  
14 hate groups, both national and  
15 international. As far as international  
16 goes, we do receive and work very  
17 closely with Interpo, we do have an  
18 organization known as the International  
19 Association of Investigators Around the  
20 Country, an internal group primarily  
21 made up of local law enforcement and  
22 state and federal, as well as from  
23 foreign countries.

24 MR. LUCAS: My question  
25 has to do more with the practice of

1 solving, investigating violence with the  
2 directives on how to proceed in cases  
3 where this is such a -- where there is  
4 such a hate group motivated violence?

5 MR. REEVES: Well, again,  
6 from that standpoint we do have some  
7 specialized schools that are facilities  
8 with the Federal Law Enforcement  
9 Training Facilities, good specialized  
10 schools in investigations and  
11 specialized schools in the undercover  
12 techniques, and also other investigative  
13 techniques updated in coping with the  
14 problem as best we know how.

15 MR. LEWIS: Yes, there are  
16 specific guidelines from the FBI in  
17 terms of what we can and can't do and  
18 they are the Attorney General guidelines  
19 for these types of investigations.  
20 Traditionally they currently -- when  
21 they are considering a charter on the  
22 hill, that would also specifically  
23 identify what it can and can't do in  
24 response to those occasions and  
25 investigations.

MR. ZAGEL: In our

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1 department -- well let me say generally  
2 speaking, the police response to the  
3 violence when it occurs is fairly  
4 standardized and it really doesn't make  
5 a great deal of difference. The  
6 immediate stage is what the motivation  
7 for the violence is, but we do devote as  
8 I said a considerable amount of  
9 resources in the intelligence section of  
10 the division of criminal investigations  
11 dealing with these groups, all agents,  
12 are aware of the existence and interest  
13 of intelligence and we have embarked  
14 upon a training program to train all  
15 uniformed officers as well in  
16 recognition in this area and one of the  
17 conditions of that is that it be  
18 reported to intelligence so that we can  
19 keep a list, at least a file on that  
20 area.

21 That incidentally is, for example,  
22 quite similar to a program that we have  
23 for keeping track of all of the modus  
24 operandi of racially motivated violence.  
25 We have a special reporting form for  
that as well. All of which we have kept

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1 within the intelligence section.

2 MR. McNAMARA: We don't have  
3 any specific policy directly related to  
4 hate groups and I doubt that you would  
5 even find any municipal or county  
6 government that would.

7 Our reaction would be the same as  
8 we would react in any violent situation.  
9 What we do have concern about and which  
10 I have talked about before is having  
11 officers know and recognize that these  
12 people are out there and what their  
13 interests are and if they get  
14 information from them to bring it back  
15 to us.

16 MR. ZAGEL: I do want to  
17 add one specific comment to this. The  
18 general perception in the police  
19 community, is that these particular hate  
20 groups share one thing in common with  
21 many of the left wing groups and that  
22 is, as most police regard themselves as  
23 one of the principal targets, if not the  
24 principal target of these groups. As a  
25 result there tends to be a high level of

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1 attention paid to instructions about who  
2 these people are and what they do and in  
3 fact both the left and right in a fairly  
4 recent period of time killed a state  
5 troopers which is of particular  
6 reverberation in my department. The  
7 killing of a state tropper in New Jersey  
8 a number of years ago was accomplished  
9 by a left wing group.

10 The shooting of a trooper in  
11 Missouri; we generally, the police  
12 regard themselves as targets of these  
13 people which tends to be a substantial  
14 incintive to acquaint yourself with who  
15 they are and what they do and what their  
16 mode of operation is.

17 MR. SCHWARTZBERG: Some 30 years  
18 ago as police departments first started  
19 becoming ethnically diverse, one of the  
20 things that was hoped for was that this  
21 would be perceived within the community  
22 as a discouragement to hate group  
23 violence and a discouragement to bigotry  
24 in general.

25 I'm curious to what extent you  
believe that has been the case if it

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1 has been and to what extent has the  
2 process of achieving diversity in the  
3 police departments across the state  
4 been completed?

5 I recall for example, if I can be  
6 more specific, the question of the  
7 Chicago Police Department achieved, a  
8 number of Hispanic police, only by  
9 modifying height requirements and doing  
10 outreach, I suppose that is a whole  
11 bundle of questions and I appreciate  
12 anyone willing to take me.

13 MR. ZAGEL: Some police  
14 departments in Illinois have various  
15 programs, speaking from my own because  
16 there are really only two large police  
17 departments in Illinois and Chicago has  
18 11,500 officers and my own which has  
19 about 2200 officers and those are the  
20 largest departments.

21 We are operating a program now  
22 designed to bring my department to a  
23 population parity, what has been defined  
24 a parity in accordance with I think  
25 every group, we are in my department



1 very close to parity now. I don't know  
2 that if this made the difference that  
3 the people thought it would make. There  
4 are some communities in the police for  
5 whom the relationship with the police it  
6 is us and them and with us playing the  
7 policemen role for them and it  
8 frequently does not matter what the  
9 ethnic or racial composition of them is,  
10 they are still them.

11 Perhaps it's influenced  
12 perceptions in some ways or another. We  
13 have had certainly no adverse affects  
14 that I have seen in our department  
15 because of the program that we have  
16 followed or whether this has a great  
17 positive affect on peoples' attitudes  
18 toward the police; I tend to doubt it.  
19 I think that peoples' attitudes toward  
20 the police are influenced by a variety  
21 of social concerns that are entirely a  
22 part from the color of the police  
23 officer.

24 Maybe that is unfortunate, but  
25 that is what my perception of the way it  
is today.

MR. McNAMARA: I don't

believe 30 years ago, but I do remember  
17 years ago.

If I looked at our police  
department now and the police department  
at that time, the difference as far as  
the officer's attitude toward the  
community, as well as the community's  
attitude toward the police has changed  
significantly.

The police officers in our  
department once again is much more  
educated than he or she was then. They  
have an average of 3.5 years of college.  
We're fortunate to have a major  
university in our town. The ethnic  
background of the police department is  
entirely different, probably half of our  
police department comes from somewhere  
else other than Carbondale and I think  
that you could probably see a general  
trend. I don't know how far, but I  
think you can see a better, a good trend  
toward more concern about the community  
from the police department, a local

1 department because we rely upon that  
2 community, you know, we work within the  
3 community and probably one of the  
4 biggest things that has to be considered  
5 here is whether the community is  
6 interested in their government. Because  
7 the community is going to get as good a  
8 government as they want and they don't  
9 care if they're not going to get it, if  
10 they do care they are going to get a  
11 better quality operation.

12 MR. SCHWARTZBERG: I see that it  
13 is time.

14 I would like to point out before  
15 we break that Dr. Manford Byrd is our  
16 first speaker for the afternoon. That  
17 is at 1:30 and in fairness to him and  
18 for those of you who want to hear it,  
19 I suggest that you get back here at  
20 1:30.

21 You are all on your own, we are on  
22 our own for lunch today and we look  
23 forward to seeing you then.  
24  
25

---o0---

1                               Whereupon, a  
2                               luncheon recess  
3                               was had and the hearing  
4                               resumed.

5                               ---o0o---

6                               MR. SCHWARTZBERG:     For those of  
7                               you who were not present this morning,  
8                               let me reintroduce the people who are  
9                               here.

10                              Left to right, Mr. Preston Ewing,  
11                              John Lainger, Mr. Ray Thomas Pugh, our  
12                              guest and keynoter is the Solicitor  
13                              General of the State of Illinois,  
14                              Ms. Roma Stewart and the panel  
15                              immediately below me is Joyce Tucker,  
16                              Ms. Theresa Cummings, and Dr. Robert  
17                              Spener.

18                              Our panels are divided into  
19                              government agencies in response,  
20                              education and public awareness. I'm  
21                              certain that you have noticed that the  
22                              first speaker on the afternoon panel is  
23                              really a portion of our third panel.

24                              We did that in terms of scheduling  
25                              and that was because Dr. Manford Byrd

1 will have to leave and was kind enough  
2 to thrust this into an already difficult  
3 schedule.

4 Dr. Byrd as you know is the  
5 General Superintendent of the Chicago  
6 Public Schools. We will be hearing from  
7 him and we will ask the questions of him  
8 and then we will proceed with the rest  
9 of the government agencies response  
10 and following that we will be dealing  
11 with other matters on educational  
12 awareness.

13 At this point, Dr. Manford Byrd,  
14 Jr.

15 ---o0o---

16 DR. MANFORD BYRD  
17 General Services Superintendent  
18 of Schools  
19 City of Chicago

20 ---o0o---

21 DR. BYRD: Thank you for  
22 the variation in your proceedings. I  
23 appreciate your doing this because I  
24 wanted to be with you and I -- I am  
25 separated in a sense -- can you hear

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me now?

I gave a speech once and I was not heard immediately and I asked can you hear me and somebody in the back row said no, and the guy in the front row said I'll change with you, because I can hear him.

---o0o---

Laughter

---o0o---

DR BYRD: I'll try to raise my voice so that you can hear.

I feel a little bit inadequate in a sense for this assignment, sense I think Dr. Jurica who will come to you later will be a bit more specific in terms of the curriculum offering and course activities with youngsters.

Nonetheless, I thought it was important that I come and say something. I want to first take this opportunity to thank Mr. Schwartzberg and the Committee Members for the meeting today.

As one whose personal and professional life has been spent working

1 whole human rights of the children and  
2 adults I am pleased to appear before you  
3 today.

4 In developing these remarks I was  
5 reminded of something once said by the  
6 former Congresswoman Barbara Jordan.

7 "What the people want is very  
8 simple." She said, "They want America  
9 as good as its promise." And that I  
10 believe is the reason that we are here  
11 today, to ensure that our nation,  
12 through its network of communities and  
13 institutions achieve this promise of  
14 life, liberty, justice and equality for  
15 its citizens, regardless of race,  
16 religion, ethnicity or language  
17 background. It is incumbent upon each  
18 of us here and those of like mind and  
19 spirit throughout Illinois and the  
20 nation to speed the day when forums on  
21 hate and violence are no longer  
22 necessary.

23 When we as one nation are able to  
24 expend out time and energy solely on  
25 matters of positive import. As a former

1 teacher and now a Superintendent of the  
2 Chicago Public Schools, my goal is to  
3 lead the effort to enable young people  
4 to fill their potential inside as well  
5 as outside the classroom.

6 Students must be provided with the  
7 resources necessary to learn and to  
8 achieve and they must also be provided  
9 with a school environment in which  
10 learning and achievement are possible.  
11 Thus violence has no place in effective  
12 schools, neither do messages of hate and  
13 prejudice.

14 That is the underlying theme of  
15 the Chicago Public Schools Uniform  
16 Discipline Code. The officially adopted  
17 policy of the Chicago Board of Education  
18 stems from the school system's student  
19 desegregation plan.

20 As adopted by the Board in  
21 April, 1981, the plan calls on us to  
22 conscientiously review all of our  
23 practices and procedures in the context  
24 of the good standards of equity. Equity  
25 in resource allocation, equity in

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1 educational program delivery, equity in  
2 managerial procedures and equity in the  
3 treatment of students entrusted to our  
4 care.

5 I thought it was important for me  
6 to make the statement and not just Dr.  
7 Jurica, because I firmly believe that  
8 the tone for the system has to be set by  
9 the general superintendent as he deals  
10 with staff members, as he deals with the  
11 general public and indeed as he deals  
12 with students.

13 I think more than pronouncements  
14 we get to the act of behavior. I  
15 parenthetically, for example, made as a  
16 part of the performance objectives and  
17 the performance appraisals of the system  
18 of all direct reports to me to ensure  
19 that staffs are ethnically and racially  
20 represented of the pluralism in our  
21 community and in our school system.  
22 But, the thought that the requirements  
23 of those direct reports would be  
24 incumbent on subordinates that report to  
25 them.

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1 I talk about a discipline code and  
2 the requirements in that code and I  
3 prepared statements which you will  
4 recieve and I go on to spell out just  
5 what is in that code.

6 I choose not to dwell on it  
7 because to me it is tied up with  
8 discipline and that is what we do when  
9 the person gets outside of the limits  
10 and the boundaries that we establish and  
11 we make these clear.

12 I would rather however that we  
13 spend the bulk of our time in talking  
14 about the positive things that we do and  
15 how we try to bring people together in  
16 classrooms, student activities and  
17 faculty activities, getting them to know  
18 and to understand each other and to  
19 interact with each other, because that  
20 is when I think that you find out what  
21 people are all about and we gain more  
22 appreciation for what they are and what  
23 their concerns are.

24 The implementation of the uniform  
25 discipline code is one which all

1 teachers and principals support in a  
2 consistent and thoughtful manner.

3 It is important to our school  
4 system from a legal and administrative  
5 perspective, but most important the code  
6 is important to the parents, students  
7 and the communities that we serve, for  
8 it underlies our commitment to prepare  
9 students for successful lives through  
10 education, to prepare them for living  
11 and working in a pluralistic society,  
12 one that is going more so as we end this  
13 decade and proceed toward the  
14 twenty-first century.

15 I believe that are schools must be  
16 the vehicles that bring individuals  
17 closer, which open the door to sharing  
18 new ideas and experiences and which  
19 enlighten us with knowledge and  
20 understanding of ourselves as well as  
21 others. But, if our schools are to be  
22 those vehicles in which are young people  
23 are expected to travel the school system  
24 must provide useful roads on which to  
25 set them in positive directions for

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1           them to follow.

2           As in the past we are undertaking  
3           programs and activities to strengthen  
4           our students as well as our staff in  
5           understand of and appreciation for  
6           cultural and ethnic racial diversity.

7           A number of exchanges between and  
8           amongst schools and students, a number  
9           of ceremonies that celebrate the  
10          important days and events of the  
11          different ethnic and racial groups in  
12          our school system, to bring about that  
13          appreciation.

14          Through our student desegregation  
15          efforts we have launched activities  
16          designed to improve the student's  
17          personal development and cultural  
18          awareness and to make them aware of the  
19          pluralistic nature of society.

20          For example, students will be  
21          encouraged to explore Chicago, to set up  
22          on a personal tour of ethnic cultures,  
23          guided by their teachers, school  
24          administrators and community volunteers.  
25          Drawing on their own background they're

1 examining aspects of African, American,  
2 Polish, Spanish, Chinese, Greek, Italian  
3 and other cultures, spending several  
4 days absorbing background information  
5 through lecture and review and  
6 audio-visual, learning basic vocabulary  
7 in other languages.

8 Students are participating in  
9 special organized fairs designed to  
10 promote ethnic awareness. They are  
11 involved in exchange programs in  
12 countries such as Israel, Spain and  
13 Italy many are participating in the  
14 changes in their own back yards of  
15 Chicago, meeting and communicating with  
16 their counterparts across Chicago as  
17 well as in suburban school districts.

18 We believe that raising our  
19 students awareness begins in the  
20 classroom and that teachers must be  
21 instruments of guidance and learning.  
22 Thus, we have developed workshops of  
23 staff related desegregation ethnic  
24 issues, courses in multi-cultural and  
25 multi-ethnic education and we are  
providing promotional credit courses

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1 to improve the abilities of the teacher  
2 to deliver affective classroom  
3 instruction, classroom management and  
4 discipline management and alternative  
5 teaching styles. A cadre of workshops on  
6 resolving racial conflicts and crisis  
7 intervention teams are organized to  
8 offer human relationship leadership in  
9 our schools.

10 Suffice to say that we are engaged  
11 in activities and we know that these  
12 activities are not simply enough, we  
13 must be monitors of everything we do, we  
14 must be ever alert to the offhanded joke  
15 the snide remark, the comment of the  
16 activity that would set group against  
17 group as it refers to our faculty or our  
18 student body in the schools.

19 No small undertaking in a school  
20 system that is really diverse. It is  
21 predominantly black in its makeup but it  
22 is heavily Hispanic and a large  
23 representation of Polish students or  
24 Arabs, Chinese students or Korean  
25 students and Italian students. Students

1 from every part of the world are  
2 represented in this school system and  
3 the staff is about as varied.

4 We work at it, perhaps imperfectly  
5 so, but we accept the responsibility  
6 that it is ours to try to make this  
7 school system one. If we're able to do  
8 that we think we'll play a part in  
9 making the community one and then maybe  
10 the State will be one and so will the  
11 Nation.

12 Thank you, Mr. Chairman.

13 MR. SCHWARTZBERG: Thank you very  
14 much, Dr. Byrd.

15 Dr. Byrd, let's take the questions  
16 for you now.

17 If someone on the panel would like  
18 to ask the first question.

19 If not, let me ask the first  
20 question.

21 There has been -- it has been  
22 suggested from time to time that the  
23 conventional social science textbooks  
24 are inadequate in terms of their  
25 portrayal of ethnic diversity and of

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1 the roles played in the history of the  
2 United States by various groups.

3 It has also been suggested that it  
4 might be appropriate for various of our  
5 city school systems and major school  
6 systems in the country to get together  
7 to commission textbooks which would be  
8 more representative of the educational  
9 needs as perceived by our educational  
10 leaders.

11 Is there a possibility of that?  
12 Does it make sense? Should it be  
13 explored with some of our private  
14 agencies to see whether they might be  
15 willing to assist in the process? We'll  
16 throw that one out as a start?

17 DR. BYRD: Well, I think  
18 you're proposal certainly does make  
19 sense and it's worth exploring. As a  
20 matter of fact, we have done a bit of it  
21 ourselves with some of the larger school  
22 districts.

23 I think the bulk of the textbooks  
24 on the market are inadequate in terms of  
25 what they provide. We have tried to



1 remind our teachers and our  
2 administrators that we have a course of  
3 study that really does not directly  
4 parallel any one particular textbook.

5 We say that there are certain  
6 learnings that our youngsters ought to  
7 accomplish. There are certain  
8 behavioral outcomes that ought to come  
9 as a result of those lessons and then we  
10 suggest several places where you can  
11 find some help in revising lessons.

12 It would be certainly easier if we  
13 had a textbook, let's say, that closely  
14 paralleled our curriculum requirements  
15 and offerings and further introduce the  
16 great contributions made by all of the  
17 several ethnic and racial groups in our  
18 community and in our system.

19 What we have had to do is to come  
20 along with a curriculum supplements.  
21 Started in the '60's with  
22 African/American History and most  
23 recently we talked about the  
24 development, developing a unit on the  
25 supplement on the Holocaust and what has  
happened to other racial and ethnic

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1 groups.

2 But Mr. Chairman, back more  
3 specifically to your question, I think  
4 the idea is very certainly worthy of  
5 consideration and I certainly for one  
6 would be interested in exploring that  
7 possibility with other districts or  
8 other private concerns.

9 MR. SCHWARTZBERG: Obviously, if  
10 we can be of any assistance on that, we  
11 would like to do so.

12 Are there questions?

13 Mr. Ewing?

14 MR. EWING: I have been a  
15 person who has watched from the outside,  
16 the City of Chicago and I have talked  
17 with the thought sometimes, does the  
18 City of Chicago promote too much  
19 recognition of various ethnic groups?  
20 We have segregated neighborhoods and I  
21 know everybody has a parade here for  
22 their day, at sometime, not that I'm  
23 opposed to that, but I was wondering, if  
24 you in your programs in the schools  
25 consider the fact that there may be a  
thin line that you cross sometimes in

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1 trying to sensitize people to a sort of  
2 belief in human equality, versus that of  
3 the fact that people are different and  
4 that each group has its own way of being  
5 identified based on its own  
6 peculiarity.

7 I have often wondered should not  
8 more be done to teach what people have  
9 in common rather than their  
10 differences?

11 DR. BYRD: Well, I think  
12 if the emphasis is strictly on the  
13 differences I think your point will be  
14 well taken, but I think we ought to  
15 never stop there but move on to the --  
16 not only what we have in common, but the  
17 common goals that we share and the  
18 common desires that we share. That is  
19 the way of showing that people are  
20 essentially the same no matter if they  
21 come from these different backgrounds.  
22 I think it is essential though that you  
23 at least go through that so that people  
24 are aware of who they are and where they  
25 are, because you've got to have some

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1 sense of being, really, to appreciate  
2 your present and even make projections  
3 into the future.

4 So, I agree that it has to be  
5 handled with balance and delicately, but  
6 I think it can be done and I think it  
7 ought to be done.

8 MS. TUCKER: Superintendent  
9 Byrd, what if any problems have you  
10 noted in the high schools with regard to  
11 the recruitment efforts of hate groups  
12 and if you noticed any problems, what do  
13 you do to address those problems?

14 DR. BYRD: I have not  
15 noticed recently any great activity of  
16 hate groups or active groups. We have  
17 had problems from time to time over the  
18 years now and sometimes I get confused  
19 with the years because I can go back a  
20 long way in the district, some 31 years  
21 and I do know that the process of having  
22 youngsters move around for educational  
23 programs being offered in different  
24 parts of the City, some of our  
25 youngsters have met with rejection

1 and difficulty often off campus, once in  
2 a while something may be scribbled on  
3 the wall, but the campus has most often  
4 remained fairly calm. As a matter of  
5 fact we, last year, two years ago, we  
6 had a tragedy on the southwest side that  
7 occurred at a bus stop, not on campus  
8 but there was a conflict between  
9 different student groups.

10 I think our staff people work on  
11 trying to eliminate those. What we do,  
12 is -- and you will see notice of this on  
13 the uniform discipline code, we try to  
14 control what is circulated on campus,  
15 is passed out, we have certain rules  
16 regarding that. When a problem brews we  
17 sort of saturate that unit with  
18 additional help.

19 We'll try to get at the bottom of  
20 the specific incident that is causing  
21 the problem. These feelings may be  
22 below the surface for a long time and  
23 one little thing will set it off and we  
24 try to restore order and bring  
25 youngsters together in order to get

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1 it to work appropriately. That is our  
2 approach to it.

3 MR. PUGH: You will  
4 recall the time when it was a very  
5 commonly heard statement, "you can't  
6 teach morality" obviously you can teach  
7 morality and I'm just wondering what  
8 kind of curriculum the Chicago Public  
9 Schools have to do that?

10 DR. BYRD: Well, again,  
11 I'm going to let Dr. Jurica be specific  
12 in terms of just where it is. I do know  
13 that we have some 28, 30 schools that  
14 are experimenting with the specific  
15 curriculum called teaching character  
16 education. I think you get at  
17 character, you get at morality in every  
18 subject in the curriculum in the way you  
19 deal with it, most often with the social  
20 studies and the literature courses.

21 You can talk about or have  
22 youngsters debate what is right, wrong,  
23 what is the right thing to do, how would  
24 you feel to have been treated this way  
25 or the other.

I think those opportunities

1 occur in the regular curriculum and on a  
2 daily basis.

3 I think a lot of it comes from the  
4 staff, the attitudes expressed and the  
5 feelings of the teachers in the direct  
6 curriculum and I would call the  
7 incidental curriculum just as powerful  
8 as anything else. I have heard students  
9 refer to school experiences and they say  
10 I remember, I remember how I was taught  
11 as much as I remember what I was taught.  
12 Sometimes how I was taught and what the  
13 approach was more significant.

14 So, I think the opportunities are  
15 there and it comes from the leadership  
16 in the classroom in that school and how  
17 that person sets up a relationship, one  
18 youngster dealing with the other, the  
19 importance that that kid feels in that  
20 class and the respect that each has for  
21 another, that is teaching in my opinion  
22 a moraled educated, a characterized  
23 education.

24 I don't think that you can do it  
25 with just an isolated curriculum, and

1 say okay, these next 30 minutes we're  
2 going to teach morality, we're going to  
3 teach character. I think it has to  
4 permeate whatever you do and the way you  
5 go about it.

6 MR. SCHWARTZBERG: We're going to  
7 send you on your way in just a moment.

8 Let me date myself, I went to the  
9 Chicago Public School System in the  
10 1940's. My recollection of that, it may  
11 be inaccurate, is that colored by the  
12 efforts of World War II, there were  
13 always posters -- there were --  
14 brotherhood posters, there were always  
15 brotherhood posters and there was a  
16 flood of materials that in part  
17 reflected the war time concern for  
18 having us all work together. Am I  
19 mistaken or is there less of that today  
20 than there was in the 1940's while more  
21 than there was in the 1950's?

22 DR. BYRD: I don't know  
23 how to respond to that in terms of the  
24 more or less posters on brotherhood or  
25 so on, but as you were telling the



1 story something else struck me, because  
2 as you started talking about dating  
3 yourself I said let me do the same.

4 At the time you were going to the  
5 schools here, I was going to the schools  
6 in Alabama and the thing that I use to  
7 notice there at that time was the  
8 notices that would come out and say  
9 everybody welcomed, all come to public  
10 events; that is what they always said.  
11 But somehow, I knew and my parents knew  
12 that that didn't mean us.

13 I'm saying that because of a whole  
14 lot of other circumstances and the way  
15 the people related to each other that  
16 went beyond just the preachments of the  
17 posters, that is what I mean, it has got  
18 -- it has to go beyond that, it's got to  
19 be the actions of a person and what you  
20 do.

21 I feel this way, that even if the  
22 posters are fewer now than in the early  
23 '40's, mid '40's, I think there is a  
24 feeling on the part of many people that  
25 they are included and that they may

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1 be considered when people say with  
2 liberty and justice for all. Maybe that  
3 is a little closer to reality. We have  
4 been reciting that for years and years  
5 and the perceptions and the way you get  
6 them is changed. And I really think  
7 that we have come a great distance and  
8 we have got a great distance to go, but  
9 I also feel that we have come a great  
10 distance from where we were.

11 MR. EWING: I want to ask

12 --

13 MR. SCHWARTZBERG: I'm going to  
14 give you the last question because we're  
15 running short of time.

16 MR. EWING: I want to ask  
17 you a question. I am sure you have  
18 in-service training for staff and I want  
19 to ask you a question about  
20 recruitment.

21 The basic question is this: In  
22 recruiting new teachers, having access  
23 to their credentials, do you look to  
24 determine whether or not their  
25 credentials would qualify them to teach

1 say a belief in human equality and  
2 tolerance and appreciation? Being  
3 familiar with state and teacher State  
4 requirements I am raising the question.  
5 Do you believe that the Universities  
6 send you people who are prepared to do  
7 this or do you have to take it on to  
8 re-in-service?

9 DR. BYRD: I think we  
10 have to supplement what the Universities  
11 do in just about every area, that is not  
12 to totally discharge them, but I think  
13 it is reality. And I think on this  
14 point we do have to prepare some -- we  
15 do recruiting throughout this nation and  
16 we are -- we employ some 23, 24,000  
17 teachers in a lot of the district areas  
18 and I think serving a multi-cultural,  
19 multi-ethnic, multi-racial population as  
20 we have is a shot for some of our  
21 students and some of our new employees,  
22 but we work at assisting them to their  
23 new responsibilities.

24 MR. SPENCER: Looking at all  
25 the ideals that you have covered for --

1 looking at all the ideals that you're  
2 accountable, that you just reiterated  
3 looking at the debilitating choices that  
4 young people face and the discouraging  
5 terminal conditions of our violent  
6 society, is there any -- and the running  
7 down in terms of energy, environment,  
8 how do you give hope to people? Also  
9 the employment problem.

10 DR. BYRD: That is  
11 difficult and it is one of our great  
12 problems because that impinges upon  
13 motivation. If we can give hope, as a  
14 matter of fact this morning I met with a  
15 person in the City that wants to work  
16 with me and industry to help students.  
17 I indicated that we can do a certain  
18 thing, that we will plant some hope in  
19 the minds of youngsters. Our kids have  
20 ability, it is there, it is a matter of  
21 getting them to commit themselves and  
22 their talents toward this goal because  
23 they understand and feel that it is  
24 worthwhile.

25 I try to give them hope because

1 I try to point to persons like  
2 themselves, who traveled certain routes.

3 MR. SCHWARTZBERG: Follow up  
4 question; Do you give your teachers the  
5 leisure to renew the dedication and the  
6 opportunity to do so?

7 MR. BYRD: We give them  
8 the opportunity. I don't know if they  
9 call it the leisure to do it, but we do  
10 give them an opportunity.

11 While the time for reflection --  
12 we do that, according to them not nearly  
13 enough but we do some of it.

14 MR. SCHWARTZBERG: Let me thank  
15 you very much and Dr. Byrd we recognize  
16 that you have got to leave at this  
17 time.

18 DR. BYRD: Thank you.

19 MR. SCHWARTZBERG: Our next  
20 speaker on the government agency's  
21 response is the Counsel to the Illinois  
22 Department of Human Rights.

23 At this time, it is my pleasure to  
24 call on Mr. Shelvin Hall, S-H-E-L-V-I-N  
25 Hall.

---o0o---

SHELVIN HALL  
Legal Counsel  
Illinois Department of Human Rights

---o0o---

MR. HALL: I would first  
of all like to express my many thanks to  
Chairperson Schwartzberg and to the  
panel as well as to Dr. Lucas for  
extending this invitation to present the  
Department of Human Rights response on  
the issue of hate group violence, ethnic  
intimidation and religions and racial  
incidents.

The Department of Human Rights,  
let me first say, has been in existence  
since 1980. At the time that it was  
created by the Illinois State  
Legislature, it's jurisdiction and it's  
mandate was broad and in fact continues  
to be so today.

The Department has for background  
information, six major jurisdictions,  
they are employment, financial credit,  
public accommodations, sexual

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1 harassment in employment, sexual  
2 harassment on higher education and  
3 housing.

4 There are eleven different basis  
5 upon which a charge may be filed with  
6 the Department of Human Rights. They  
7 are in alphabetical order, age,  
8 ancestry, color, handicap, both mental  
9 and physically. Marital status,  
10 military discharge, unfavorable.  
11 National origin, race, religion and  
12 sex.

13 Now, if you will notice none of  
14 these jurisdictions or basis  
15 specifically state ethnic intimidation,  
16 harassment and none refer to the hate  
17 groups. However, there is a little  
18 known portion of the Human Rights Act  
19 found in Article 1, Section 1-102 in the  
20 Declaration of Policy which states, "It  
21 is the public policy of this state to  
22 promote the public health, welfare and  
23 safety of protecting the interest of all  
24 people in Illinois in maintaining  
25 personal dignity, in realizing their

1 full productive capacities and in

2 furthering their interests, rights and  
3 privileges as citizens of this state."

4 Now, the Department of Human  
5 Rights interprets this policy which is  
6 permanently displayed on the first page  
7 of the Human Rights Act, to mean that  
8 whenever, and wherever it is brought to  
9 our attention that the health, welfare  
10 and safety of individual citizens of  
11 this state are threatened by hate groups  
12 or as a result of ethnic intimidation,  
13 it is our duty to intercede.

14 Most of the instances of ethnic  
15 intimidation which have been brought to  
16 the department's attention relate to  
17 housing where you have families who are  
18 attempting to move into housing in  
19 previously segregated neighborhoods or  
20 families who are already living in such  
21 neighborhoods whose right to quite  
22 enjoyment is disturbed by hate filled  
23 communications or demonstrations.

24 Occasionally the intimidation is  
25

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1 against the original owner of a housing  
2 unit who decides to sell or to lease to  
3 a minority family. Now when that owner  
4 is harassed or intimidated or subject to  
5 threats for selling or renting to  
6 minorities, these types of instances are  
7 covered by the Illinois Human Rights  
8 Act.

9 The relevant provision has  
10 recently been expanded by the State  
11 Legislature in its last session and it  
12 is found in Article 6 of our Act,  
13 Section 6-101.B.

14 It now reads, "it is a civil  
15 rights violation for a person or for two  
16 or more persons to conspire, to aid,  
17 abet, compel or coerce a person to  
18 commit any violation of this act."

19 Now, because it is a violation of  
20 the act to deny housing to individuals  
21 because of either their race, their  
22 ancestry or their religion, among other  
23 bases then for hate groups to compel or  
24 to coerce owners who would sell or lease  
25 housing units to not do so, this

1 then we interpret as a violation of our  
2 acts.

3 Additionally, as provided in that  
4 same Article, Article 6, "threats or  
5 acts of intimidation which are carried  
6 out against individuals who oppose  
7 unlawful discrimination" are also  
8 violative of the act, under Section  
9 6-101.A.

10 Under the provision prohibiting  
11 retaliation against one who opposes what  
12 he or she reasonably believes in good  
13 faith to be unlawful discrimination.  
14 Now, where a violation of the act is  
15 found, the full panoply of relief  
16 available through our agency and through  
17 our sister agency, the Human Rights  
18 Commission may be brought to bear.

19 The department can go to court and  
20 seek injunctive relief against the  
21 perpetrators. Also either the  
22 department or the grieved party may  
23 initiate a charge of discrimination  
24 against violators of the act.

25 Upon a successful showing of any  
damage done, this is compensable

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1 under our act. Attorney's fees as well  
2 and cease and desist orders are also  
3 allowed and most recently available upon  
4 a showing of emotional distress,  
5 monetary damages can be had to  
6 compensate for the effects of this type  
7 of harassment.

8 In those instances of harassment,  
9 intimidation and violence which are not  
10 on the other hand covered by the Human  
11 Rights Act, the department is still not  
12 willing to be silenced, rather, we have  
13 engaged in a constructive created  
14 colloquy with other concerned  
15 organizations, from the Chicago Police  
16 Department to the Anti-Defamation  
17 League, the the Leadership Council and  
18 other fair housing groups, to the  
19 Chicago Commission on Human Relations,  
20 the U.S. Attorney's Office and the  
21 Attorney General's Office.

22 After three major working sessions  
23 we are on the verge of establishing a  
24 concerted interagency response to  
25 incidents of racial, ethnic, or

religious intimidation and violence.

This response we anticipate will be threefold, including taking the necessary law enforcement steps to halt the acts of violence and intimidation, providing the legal expertise to bring suits against the perpetrators of these acts and third, to establish a computerized clearinghouse recording the incidents and the responses thereto.

The Director of the Department of Human Rights, Joyce Tucker, has committed to serve as the referral point person for a state agency response when incidents are brought to our agency's attention.

Upon notification, she will then make the necessary contact to the head of any relative state agency, whether that be law enforcement or the Attorney General's Office to ensure immediate attention to the problem.

The Department of Human Rights is committed to fulfilling the legislative mandate to protect the interest, the

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1 dignity, the rights and the privileges  
2 of the citizens of this state.

3 Rules and procedures which I have  
4 described, whether they are actual  
5 violations of our act or incidents where  
6 we lack jurisdiction, but in conjunction  
7 with other agencies are in fact  
8 constructing an effective response  
9 method. We do believe that we will be  
10 able to adequately address the malignant  
11 problem of hate groups, racial,  
12 religious and ethnic intimidation and  
13 violence in this state.

14 We are making ready and as  
15 Shakespeare clearly stated, the  
16 readiness is on.

17 Thank you.

18 I have copies of the statement.

19 MR. SCHWARTZBERG: Thank you very  
20 much, we would appreciate that.

21 While Ms. Hall is providing us  
22 copies who would like to take the first  
23 question.

24 The suggestion was made to me by  
25 staff and it is very reasonable, that

1 for the panel to make the presentations  
2 and then we will question and I'll  
3 accept that suggestion. Let us move to  
4 the first Assistant United States  
5 Attorney for the Northern District of  
6 Illinois.

7 Let me say parenthetically that  
8 he has the opportunity to meet with the  
9 United States Attorney for the Northern  
10 District of Illinois, Mr. Valukas who  
11 has been a considerable help to us. We  
12 are very grateful, the first assistant  
13 is with us today and that is Mr. Dan  
14 Reidy.

15 ---o0o---

16 DANIEL REIDY  
17 First Assistant U.S. Attorney  
Northern Illinois

18 ---o0o---

19  
20 MR. REIDY: Thank you, Mr.  
21 Chairman.

22 I have to apologize for myself  
23 today for my voice which has been half  
24 taken from me, I guess our weather, the  
25 viruses that are associated with it, so

1 I apologize in advance. I think the  
2 microphones will help me be heard.

3 Mr. Tony Valukas, the United  
4 States Attorney for the Northern  
5 District of Illinois is out of the City  
6 at this time and that is why I'm  
7 standing in for him here.

8 He personally has a long history  
9 of being involved in the work of our  
10 office in the civil rights enforcement  
11 field, having been really the first head  
12 during his first term in our office as  
13 an assistant of the unit that was the  
14 civil rights unit which did some civil  
15 rights prosecutions as well as civil  
16 rights activity on the civil side back  
17 in the early and mid '70's. So his  
18 personal dedication to this area of  
19 general preservation of civil rights and  
20 the absence of impingements of rights by  
21 hate groups is long standing. And his  
22 reason for not being here is because he  
23 is out of town.

24 I have spent ten years in the  
25 United States Attorney's Office and in

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1 ways as I look at the program and as I  
2 observed some of it this morning, it is  
3 perhaps the case that my input or the  
4 input of the United States Attorney's  
5 Office in the matter of hate group  
6 violence can be taken together with the  
7 presentation that most of you saw this  
8 morning from law enforcement agencies  
9 because indeed our primary  
10 responsibility in the area of hate group  
11 violence and violations of civil rights  
12 is in the law enforcement area.

13 We have a substantial Civil  
14 Division that does a substantial amount  
15 of civil rights work hearing civil  
16 lawsuits and with respect to hate group  
17 violence, that generally falls within  
18 the purview of our criminal side and as  
19 such we perform the service of the  
20 prosecutor in the law enforcement  
21 process with respect to hate groups.

22 Now, I do not want to sit here and  
23 pretend to you because your topic is  
24 hate group violence, that we have a long  
25 track record of prosecuting what is



1 specifically or what I specifically  
2 understand as hate groups.

3 We do have a long track record of  
4 prosecution in the civil rights field  
5 and we do have a long track record of  
6 prosecution in areas that are in some  
7 way -- which I'll talk about briefly,  
8 but our experience with hate groups, I  
9 guess we can all agree blessedly given  
10 that we usually act afterwards, after  
11 there has been some serious violence,  
12 has been relatively low. In fact, there  
13 is not much by way of the substantial  
14 history of cases that have been brought  
15 to us that I can refer to, at least at  
16 this time, I wish I could comment.

17 However, I don't mean to say that  
18 because we have not done it we have not  
19 paid attention to it or that we have no  
20 role in the deterrent of hate groups and  
21 the prosecution and I want to stress  
22 that if I may for just a few moments.

23 Essentially, we as prosecutors,  
24 have the initial view that most people  
25 have of us in our role in responding to

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1 hate group violence or for that matter  
2 any other kind of racially motivated  
3 violence or culturally motivated, is  
4 after the fact action. That is after  
5 the incident occurs the group has  
6 perpetrated some violent crime. As  
7 prosecutors, if they violated some  
8 Federal Statute then we naturally are to  
9 swing into action in concert with the  
10 agencies that you saw this morning,  
11 Alcohol, Tobacco and Firearms,  
12 Department of Law Enforcement, the FBI  
13 and I know you saw various other law  
14 enforcement agencies. That is a very  
15 important part of the whole. We have  
16 performed that role in civil rights  
17 generally, certainly to perform it in  
18 the area of specific hate group  
19 violence.

20 I would like to take a look at law  
21 enforcement from a preventative aspect  
22 that is, you should know that your  
23 prosecutors stand ready to go out and  
24 prosecute people and do justice against  
25 people who have committed violent

1 actions with hate group motivation and  
2 where that is part of your job, it is a  
3 very important part of the job and what  
4 we do, I would like to take a moment, if  
5 I may to keep in mind that we view that  
6 activity as having a multi-type of  
7 role.

8 In other words, we come upon a  
9 civil rights violation or an activity  
10 after the fact, and our job is to  
11 perform our part of the investigation  
12 with the other law enforcement agencies  
13 and then to prosecute and prosecute  
14 successfully. We have a very  
15 experienced office of talented attorneys  
16 which we are able to recruit in that  
17 capacity we will do that part of our  
18 job.

19 The focus that I like to take, of  
20 course, is because we stand ready to do  
21 that and because certain areas we have a  
22 track record of having done that, done  
23 it successfully. The force of law  
24 enforcement primarily in those cases is  
25 to deter others from turning

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1 to that kind of conduct.

2 When indeed in prosecuting are  
3 impressing upon people to do that,  
4 keeping those who are incapacitated from  
5 causing further damage to the City.

6 We like to focus on the deterrent  
7 aspect of that. We like to believe that  
8 if we are good, if we are seen as people  
9 who when we get into a case we are  
10 likely to find the guilty parties and we  
11 are likely to succeed in prosecuting  
12 them, that that act is a deterrent.  
13 For these people that need a deterrent  
14 we hope that they see us standing in  
15 back with other law enforcement agencies  
16 able and ready, willing and able to  
17 prosecute and put them in prison should  
18 they attempt to cross the line between  
19 the First Amendment and violence.

20 In addition to that mode in the  
21 reactive mode or reaction to crime that  
22 may occur and crime that may be hate  
23 group originated or hate motivated we  
24 also participate in investigations with  
25 the agencies.

1                   The power of subpoena from the  
2                   operation of the grand jury in this, we  
3                   have on the books, Federal Statutes that  
4                   empower us to look at crimes, that I'm  
5                   sure Joe Lewis mentioned from the FBI,  
6                   mentioned to you this morning.

7                   We also had the federal crimes  
8                   relating to gun violations, the  
9                   explosive violations that are sometimes  
10                  coupled with the organized and more  
11                  dangerous of the hate groups.

12                  As a result we are in power to  
13                  investigate those activities. I would  
14                  like to think that in some cases that we  
15                  can be successful in not only  
16                  prosecuting crimes that have occurred  
17                  but investigating crimes that are  
18                  ongoing in the conspiracy stages and  
19                  that is in fact a crime that has not yet  
20                  come to its fruition in the form of  
21                  violence.

22                  And we can get into the act with  
23                  the other law enforcement agencies in  
24                  that way I think we serve you, the  
25                  public, the best. If it gets

1 investigated in the early enough stages  
2 we're able to prevent some of the  
3 violence from actually occurring. That  
4 serves a twofold purpose of getting the  
5 perpetrators or the conspirators  
6 hopefully intercepting them before they  
7 are able to act out the violence.

8 In the rural areas and the urban  
9 areas we have already had contact with  
10 hate and the people motivated by hate in  
11 the urban context and we're very  
12 interested in paying attention to those  
13 groups.

14 I'm giving you that sort of  
15 generalized speech it might be helpful  
16 if I brought parallel to some of our  
17 other investigative and law enforcement  
18 activity which is not actually in the  
19 hate group area but which I think I may  
20 be able to give some flesh to the  
21 skeletal outline that I have just given  
22 you. In doing that, I would direct your  
23 attention to the work of the Terrorist  
24 Task Force in this particular case and  
25 the work that has been done over the

1 last five years with respect to certain  
2 armed and violent aspects of the FALN,  
3 the Armed Federation Movement for the  
4 Freedom of Puerto Rico.

5 Understand that with any hate  
6 group or with any terrorist group or any  
7 group advocating any particular point of  
8 view, they have no quarrel with the  
9 United States Attorney no matter what  
10 they advocate, until they turn violent  
11 or until they prepare to turn violent.  
12 Those people who favor the freedom of  
13 Puerto Rico, even those groups that wish  
14 to oppose hatred, with one group or  
15 another, not themselves, have no quarrel  
16 with us.

17 We're limited by the First  
18 Amendment and we accept that limitation  
19 and understand as citizens as well as  
20 prosecutors that our society has made  
21 choices with respect to free speech and  
22 that we're not to cross that line and  
23 we're very careful not to cross it.  
24 However when hate motivated groups or  
25 other motivated groups turn to

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1 terrorist acts and/or acts of violence,  
2 sometimes these groups fund themselves  
3 by very common activity or common  
4 criminal activities such as armed car  
5 heist, bank robberies, burglaries and  
6 when they fall into that area then we  
7 can and must take notice of them and do  
8 something.

9 In the case of the FALN which is  
10 obviously not a hate group that we're  
11 talking about today, but it is a group  
12 that is in some way parallel, at least  
13 with respect to those that have been  
14 prosecuted here and the reason that they  
15 are parallel is because they are groups  
16 of people that are extremely dedicated  
17 possibly even fanatical for what they  
18 have in mind.

19 Secondly they are frequently very  
20 well armed, armed with automatic  
21 weapons, they use terrorism, explosives  
22 to make their statements and therefore  
23 they are extremely dangerous by way of  
24 explosives.

25 Thirdly, they are extremely well  
organized. They operate in small



1 cells, out of safe houses and in areas  
2 that are specifically directed toward  
3 keeping them from being observed and  
4 infiltrated by the law enforcement  
5 community, so that they become very  
6 sophisticated criminals with which in  
7 some ways the law enforcement community  
8 must match wits.

9 In doing these things we have  
10 developed a number of techniques which  
11 are on the book and have been a matter  
12 of public record in some of the trials  
13 and we are commenting on briefly,  
14 because they apply too, in terms of the  
15 set of arrows that the law enforcement  
16 community in the Northern District of  
17 Illinois has in its quiver should it be  
18 necessary to respond to an organized  
19 hate group now or in the future.

20 For example in the case of the  
21 FALN, we were able to identify two of  
22 their safe houses, which are apartments  
23 rented in phony names, occupied by no  
24 one, apartments used by people who make  
25 three transportation changes and two  
changes of clothes before they ever go

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1 near that place.

2 They do that in order that they  
3 may have a safe house, a safe house that  
4 no one knows they go to, that the law  
5 enforcement community is very unlikely  
6 to find and it is an extremely  
7 sophisticated method of organizing and  
8 making meeting places.

9 It is the kind of thing that by  
10 analogy we have seen in other areas of  
11 the country of hate group people turning  
12 to and you see that kind of  
13 organization.

14 We were able to through the  
15 cooperation of the Department of Law  
16 Enforcement, the Chicago Police  
17 Department, the FBI, the Secret Service  
18 and just about our entire law enforcement  
19 brotherhood in the Northern District, to  
20 arrive and infiltrate the single cell of  
21 the FALN in the last couple of years and  
22 find their safe house and building  
23 probable cause and establishing that  
24 they were in action there. We were able  
25 to place electronic surveillance in

1 the safe house including cameras.

2 We were able to film them as they  
3 took explosives out of various hiding  
4 places in their apartment, how they  
5 cleaned and oiled their weapons which  
6 included automatic weapons and they made  
7 plans to bust some of their cohorts out  
8 of prison in and about Illinois and  
9 through the use of the court order and  
10 through court approved electronic  
11 surveillance we were able to keep  
12 monitoring them as they continued their  
13 conspiracy and conducted these violent  
14 acts and able, at least in these acts to  
15 go in and make the arrest of all the  
16 parties involved in the cell,  
17 approximately 12 hours before they were  
18 to conduct their bombing.

19 Now, that is law enforcement at  
20 its best and in my mind it certainly is  
21 law enforcement at its best in the area  
22 of hate group work where preventive  
23 action certainly makes it happen. That  
24 group was prepared on one occasion to do  
25 a jail break in Kansas and they

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1 were prohibited because of our  
2 surveillance and their attempt to do a  
3 prison break at a VA hospital of one of  
4 their cohorts had been stopped because  
5 we learned of it due to the fact of the  
6 surveillance.

7 They were also prepared to do  
8 other prison breaks and we were able to  
9 photograph the various prison  
10 blueprints that they had and the various  
11 plans and disguises.

12 So, they are a very organized  
13 group and capable of violent activity as  
14 many of the hate groups have been  
15 involved in and throughout the country.

16 When we are able to get in and  
17 irrigate people like that, we serve you  
18 best. We require the people and  
19 suspects, we require them as defendants  
20 and we are able to prosecute them and  
21 still we're able to prevent that  
22 violence that they had intended to  
23 accomplish.

24 That is the kind of law  
25 enforcement activity we would like to  
have with respect to hate groups.

1 It is the kind of success we like to  
2 have.

3 In order to do that generally, I  
4 think I already mentioned, we need to  
5 have an extremely close coordination and  
6 cooperation with the various law  
7 enforcement agencies in this district,  
8 local and federal. We have a proven  
9 track record in the Northern District of  
10 extreme cooperation. It is not  
11 impossible within the law enforcement  
12 community to go to various geographic  
13 areas and find five prosecutors offices  
14 prosecuting the same case, each of them  
15 intruding on the others activity, each  
16 of them trying to grab a line in the  
17 newspaper and each of them probably  
18 ruining a good investigation for the  
19 other in an effort to stake out their  
20 own claim as to what is going on.

21 I'm prepared based on my ten years  
22 of observation to tell you that that is  
23 virtually non-existent in this district  
24 and we have under the Attorney General  
25 of the United States formed a law

1 enforcement coordinating committee which  
2 may have been mentioned to you this  
3 morning.

4 It is a group that includes major  
5 law enforcement heads from county areas  
6 as well as representatives from  
7 sheriff's offices, county offices, state  
8 attorney offices, from throughout the  
9 Northern District of Illinois.

10 Through that group and independent  
11 of that group the coordination of it has  
12 been achieved in law enforcement, in the  
13 law enforcement area and has been  
14 extraordinary and is a great help.

15 With respect to our activity and  
16 with respect to hate groups in  
17 particular, the Department of Justice  
18 obviously is the, I think in Washington,  
19 we are about the second and they have in  
20 the criminal division out there as well  
21 as in the civil rights division a  
22 criminal section in civil rights, they  
23 provide for us coordination and  
24 intelligence with respect to the  
25 activities of hate groups. They provide

1 expertise that is needed from time to  
2 time around the country and they provide  
3 it generally so that we are in contact  
4 and able to coordinate our activity even  
5 beyond the Northern District of Illinois  
6 through our supervisors and superiors in  
7 the Department of Justice in  
8 Washington.

9 I alluded earlier to the First  
10 Amendment and I think it is worthy to  
11 note that as I extol a lot of goals,  
12 being able to penetrate a hate group or  
13 terrorist group so that one can both  
14 clear evidence of the conspiracy that is  
15 on going integrate the group before they  
16 commit violent activity.

17 While that is certainly a lot of  
18 the law enforcement goal, I would be  
19 remiss if I left you without pointing  
20 out the tension that exists under our  
21 system of government and under our  
22 Constitution, between the freedom  
23 guaranteed to individuals and the desire  
24 to penetrate groups that are potentially  
25 violent. I think you should probably

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1 know that whatever your feelings are on  
2 this, we tend generally to err on the  
3 side of the Constitution, constitutional  
4 freedom for the individuals.

5 It seems to us as sometimes to the  
6 Department of Justice and in our office  
7 that that is the risk of the founders,  
8 that the founders or our country took in  
9 drawing the Constitution and drawing the  
10 individual freedoms and they did not  
11 want us out searching peoples houses  
12 because we suspected they might be  
13 guilty of violent activity. That they  
14 intended rather to make sure that we  
15 could prove that they were very likely  
16 to be involved in violent activity  
17 before we could go out and execute  
18 something.

19 So, we are not able to identify a  
20 group that might have -- might be  
21 preaching what I think everyone in this  
22 room will probably agree, is the most  
23 distasteful kind of vitriol toward a  
24 particular ethnic group or ethnic  
25 groups, that if we become



1 aware that some group is doing that we  
2 can take no more than passing notice as  
3 citizens, under our Constitution, under  
4 our system.

5 When and if we begin to get  
6 reasonable grounds to believe that they  
7 intend violent activity based on their  
8 hatred and motivation of hatred, then we  
9 can begin to look a bit more closer.  
10 But until there is some good proof that  
11 they have moved into the area of  
12 violence, they are entitled to be free  
13 of our intrusions and we can watch them  
14 only from the outside.

15 I want you to know that for good  
16 or for ill, we are dedicated to that  
17 principle and we won't cross that line.  
18 We will not pay attention to people  
19 merely because their views are odious,  
20 hateful and damaging to our country but  
21 until they cross the line and either  
22 prepare or actually commit violent  
23 activity, they are not worthy of anymore  
24 than passing of notice in our system by  
25 us.

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1                   That is the cost that we pay I  
2                   think for a free society, a cost that we  
3                   pay and as a citizen and then  
4                   particularly as a prosecutor I certainly  
5                   encourage that whole heartedly that we  
6                   carry that citizen like view into our  
7                   prosecution business.

8                   So the United States Attorney in  
9                   the Northern District of Illinois stands  
10                  ready. We have the tools, we have the  
11                  experience and we have the coordination  
12                  with the other law enforcement groups to  
13                  act as swiftly where there is hate group  
14                  violence and where we can we will act  
15                  preventively.

16                  Where we must, we will act  
17                  reactively and prosecute vigorously such  
18                  hate group motivated violence and that  
19                  is our role as we see it with respect to  
20                  hate group violence.

21                  Thank you.

22                  MR. SCHWARTZBERG:     Thank you very  
23                  much.

24                  The final speaker in this panel.  
25

---o0o---

CARLOS RIZOWY, ESQ.  
Chicago, Illinois

---o0o---

MR. RIZOWY: I have the honor of being the last speaker on the panel, so my job for the next 20 minutes or so will be to speak and your job will be to listen and I hope that we finish at the same time.

If one gets a head of the other we may be in trouble. And from my side I'll try to do my best to get ahead of you.

From that note I would like to get to the subject of the -- referring to the tension between the first amendment freedoms and the tension on how to combat what kind of legislative initiatives that we have in order to try to eliminate that kind of tension in order to make that job easier for law enforcement.

I would like to deal basically now with one legislative piece which is

1 a piece of legislation again primarily  
2 targeted at the types of other types of  
3 hate.

4 Organized bigotry in the United  
5 States and organized hate groups in the  
6 United States are very well organized.  
7 They use violence to a large extent,  
8 political violence, the unlawful use of  
9 violence in order to achieve what they  
10 believe to be their goal. Their goal is  
11 one of homogenization. Mainly believe  
12 that they would like to homogenize the  
13 society to such an extent as to get  
14 society at large to think and believe  
15 what they think and believe and that  
16 process of homogenization could be  
17 political, social or racial. Meaning  
18 from the extreme left or the extreme  
19 right, so the groups try to homogenize  
20 the political though. It is a promise  
21 that I will tolerate you, as long as I  
22 believe I will be able to convince you  
23 to become part of that homogenization  
24 I preach. This is the point where these  
25 groups believe that they can not

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1 convince you to join the homogenization,  
2 that they turn to violence. But, in  
3 order to do that, to achieve that  
4 homogenization of society we have to in  
5 this country the First Amendment rights  
6 that were granted to us, that we took up  
7 ourselves. The goal of the  
8 Constitution, the purpose of the  
9 Constitution when we had it 200 years  
10 ago was to limit government, was to  
11 limit law enforcement. That is the  
12 reason, to limit law enforcement, to try  
13 to make government as small as possible  
14 because we also run the danger that  
15 government may try to homogenize  
16 society.

17 In many countries throughout the  
18 world in the process of combatting  
19 terrorism, combatting the hate groups,  
20 they became the homogenizers. For  
21 example Nazi Germany and holacost. In  
22 the process of trying, they became  
23 homogenized. So the tension between the  
24 First Amendment freedoms and law  
25 enforcement is a very serious tension.

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1 The Anti-Defamation League drafted a  
2 model, a statute against paramilitary  
3 training and basically when we deal with  
4 paramilitary training we ought to take a  
5 technical rather than ideological  
6 attitude, because if we were to take an  
7 ideological attitude somebody's hate  
8 person maybe somebody else's hero. So  
9 therefore, the approach has to be taken  
10 because the hate groups do not say we  
11 are hate groups, the hate groups when  
12 they are training they prepare  
13 themselves they say we do it for the  
14 sake of survival. We do it for the sake  
15 of a better society.

16 From their point of view their  
17 goal is selfless, their goal is a good  
18 goal, their goal is a better goal to  
19 achieve a homogenized society. So  
20 therefore whatever that hate maybe,  
21 political, social, economical. So  
22 therefore when the ADL drafted the  
23 one on the paramilitary training which  
24 was adopted in several states and they  
25 were guided by civil principles.

One of the principles first and foremost important principles to this goal was that statue cannot violate the guarantees of the Constitution, particularly the First Amendment rights of freedom of speech. Now, one thing you were referring before, a person speaking about hate, but not producing a violent act unless he decides to riot, he will not be caught in the traps of our legal system. Now, how do we know that the person that speaks hate, when is the moment that a person that speaks hate has already had the intention to engage in acts of violence. Can we pay the price of waiting for that person to engage in violence or should we be able to stop it a step before that. In order to stop it a step before that, a preventative measure is what the goal should be. I felt that the statute was drafted in such a way as a specific guarantee for the First Amendment freedom of rights and the freedom of speech.

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1                   Second, dealing with the other  
2                   statute is that we must deal directly  
3                   with the problem of paramilitary  
4                   training camps, although we do not  
5                   directly deal with it. The statute must  
6                   be drafted extremely narrowly. That is  
7                   very important and the other element  
8                   that is very important is for us to be  
9                   able to deal with the instructors as  
10                  well as with the participants because  
11                  one of the instructors can say and they  
12                  have said in the past that we are only  
13                  instructing the people in paramilitary  
14                  training and we really don't have  
15                  anything to do with those hate groups.  
16                  Many states have adopted these statutes  
17                  where possible. That is just one  
18                  specific type of political violence. We  
19                  hope that it will be improved in the  
20                  next year or so. But, there are other  
21                  instances of political violence that  
22                  have to be, and must be dealt with.

23               MR. SCHWARTZBERG: I think what  
24               I'm going to try to do is to put back on  
25               the written record an answer or two  
                after.



1 Who wants to take the first  
2 question? The first question, Mr.  
3 Ewing?

4 MR. EWING: I guess this  
5 question is addressed to the  
6 representative there.

7 Which federal agency there would  
8 have responsibility that there is  
9 evidence of hate group violence in  
10 prisons?

11 MR. REIDY: I believe with  
12 some reasonable degree of certainty that  
13 violence is -- violence in prisons  
14 generally which would of course  
15 incorporate violence, is a violation  
16 within the jurisdiction of the FBI.

17 MR. SCHWARTZBERG: If you would  
18 show that Mr. Preston Ewing addressed a  
19 question to the representative of the  
20 United States Attorney's Office in which  
21 he asked who would have responsibility  
22 in the case, if there was group violence  
23 in federal prisons and Mr. Reidy replied  
24 that he believed with great certainty  
25 that any violence in prisons would fall  
to the FBI, the Federal Bureau of

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1 investigation.

2 MR. EWING: I had a  
3 follow-up question.

4 In cases of state prisons where  
5 there was evidence of hate group  
6 violence, would the residents of that  
7 state prison have the same right to  
8 complain to a federal agency as would a  
9 citizen in society who are not  
10 incarcerated?

11 MR. REIDY: I believe the  
12 answer to that is yes. If for example  
13 in the federal and statute for the  
14 system, the likely place for a violation  
15 to be found with respect to hate group  
16 activity in state prisons would be under  
17 the civil rights statutes and in  
18 particular under 18 U.S.C. Section 241.  
19 I'm sure you're familiar with, which is  
20 the law that prevents groups of people  
21 that is conspirators of one or more from  
22 deriving individuals of their civil  
23 rights, including the right to be free  
24 from bodily harm. So, if a hate  
25 motivated group in a state prison  
conducted violent activity in prisons

1 that could well lead within the meaning  
2 of 18 U.S.C. Section 245 and constitute  
3 a civil rights violation.

4 There is some anomaly in federal  
5 law in that area. If it is one person  
6 acting in prison from hate group  
7 motivation against another person, that  
8 would not fall within 24; it requires  
9 concerted or group activity. So the  
10 single activity the kind described would  
11 not be an intentional violation.

12 Now, I should answer also that  
13 unless there were circumstances where  
14 the resources of the local authorities  
15 were somehow not up to par, or where  
16 somehow because of the particular  
17 motivations of the actors or the  
18 particular circumstances of the people  
19 who received the violent activity there  
20 was some reason to doubt the integrity  
21 and aggressiveness of the local  
22 authorities, most of those activities or  
23 the kind of described would probably be  
24 best coordinated by leaving them in the  
25 state court system where the violations  
are easier to prove because they are

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1 more direct.

2 In other words, just as I  
3 described to you, if five people get  
4 together and because of a racial or  
5 other hate group motivation, they beat,  
6 harm or kill another individual or  
7 individuals. Our statutes would require  
8 us to prove that they acted in a group,  
9 that they did so with the motivation to  
10 deprive the person of their  
11 Constitutional Rights and there are  
12 certain tricky jurisdictional rights  
13 that make it a much more difficult  
14 crime to prosecute than murder, battery,  
15 aggravated assault which would be  
16 probably deferred to the local  
17 authorities, so we would probably defer  
18 to them unless there was some reason to  
19 suspect that they had -- they had the  
20 will or the resources to go ahead and do  
21 that job.

22 MR. SCHWARTZBERG: Ms. Cummings?

23 MS. CUMMINGS: This morning,  
24 the State said that occasionally they  
25 have a need for a crime surveillance but  
by law they cannot use it. What type

1 of cases would make it possible for them  
2 to call upon you to use your electronic  
3 surveillance and the State does have  
4 that capability?

5 MR. REIDY: Where there  
6 are circumstances among violations that  
7 are being considered there exist certain  
8 violations and electronic surveillance  
9 falls into two broad categories, one is  
10 what we call consensual electronic  
11 surveillance which means that an agent  
12 acting undercover or an individual  
13 cooperating with the law enforcement  
14 agency, agrees to or allows a  
15 conversation that he is going to be  
16 participating in to be taped. That is  
17 regarded under the law as a lesser  
18 intrusion than one wherein you are  
19 sitting there talking to someone else  
20 and neither of you have agreed to have  
21 the conversation recorded and yet the  
22 Government comes in with electronic  
23 surveillance and records the  
24 conversation; you can see the  
25 difference.

Obviously, if one of the

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1 participants is going to tell the  
2 Government what he said then if we  
3 record it then the only difference is  
4 that we now know for sure what was said  
5 and with respect to the other person's  
6 word.

7 With respect to consensual  
8 overhearing, the State of Illinois  
9 Statutes provide that the State can not  
10 consensual, they can do so only with  
11 probable cause.

12 Under the Federal scheme we can  
13 conduct consensual overhears only on our  
14 law enforcement judgment. If there is  
15 reason to believe that criminal activity  
16 is present and we have evidenc of it.  
17 So, if they have a belief that something  
18 will occur short of probable cause and  
19 they have a person that is participating  
20 cooperatively in that, then possibly  
21 they come to us for consensual or  
22 authority and we have a lesser -- now,  
23 if you move to the area where most  
24 people think of electronic surveillance,  
25 that is overhearing of a conversation  
between two or more parties, none of

1 whom is consenting to the acquisition,  
2 that is they are ignorant that tape  
3 recording that.

4 In that area, the State of  
5 Illinois has no authority,  
6 authorization.

7 If you look to my example of the  
8 installation of the cameras and  
9 microphones in two FALN safe houses that  
10 I referred to earlier, the State has no  
11 way to do that under current statutes.  
12 So that presents a problem for -- the  
13 background or the background for a  
14 problem that you put to me. The answer  
15 to that, is that if there are certain  
16 violations of federal enabling statutes  
17 called the Title III, allows us to go in  
18 and electronically surveil a  
19 conversation between nonconsenting  
20 parties only if certain statutes are  
21 violated.

22 Most of these statutes are serious  
23 statutes and most of your statutes cover  
24 terrorism and hatred. In terrorism  
25 where we're talking about would be  
activity that includes these

1 statutes that would enable us to Title  
2 III or nonconsented surveillance.

3 I believe I just used my FALN  
4 project as a project, that was a project  
5 terrorist task force which is an  
6 informal association of law enforcement  
7 groups in this area which includes the  
8 United States Attorney's Office and the  
9 service of the ATF and the department of  
10 law enforcement, from the police, the  
11 sheriffs, et cetera.

12 In circumstances the FALN  
13 obviously their activity required  
14 explosives on their weapons, plans on  
15 all jail breaks were primarily in the  
16 area of state crimes. However, because  
17 of various violations available to us in  
18 the Federal Government such as the gun  
19 violations, explosive violations, the  
20 conspiracy to violence activity which  
21 amounts to the beginnings of our legal  
22 jurisdiction we were able to take  
23 federal cognizance of their activity and  
24 work with state authorities and provide  
25 them with the assistance or coordination  
of our ability to do the nonconsented,

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1 electronic surveillance. So, your  
2 question after all that background is  
3 that what they wanted to do with the  
4 electronic surveillance on is a federal  
5 crime, that is listed in our  
6 surveillance statute and if that comes  
7 up then we can do it, working together.

8 MR. SCHWARTZBERG: Thank you.  
9 Any additional questions?

10 MR. PUGH: The most  
11 celebrated publicity involving a case  
12 with an area of violence, I know that  
13 both your agencies were involved to a  
14 degree in the investigation now, was  
15 there a federal violation determined?

16 MR. REIDY: We have not  
17 taken any action.

18 MR. SCHWARTZBERG: Is that still  
19 a pending matter?

20 MR. REIDY: You have to  
21 pardon me, Mr. Chairman, because it is a  
22 technical matter I'm not permitted to  
23 answer even whether it is a pending  
24 matter.

25 It is suffice to say that even as  
Mr. Pugh pointed out, the whole world

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1 knows that it happened and the whole  
2 world knows that -- we read newspapers  
3 like everyone else and I'm going to  
4 describe that that kind of activity is  
5 the kind of activity which there is  
6 federal jurisdictional cognizance of. So  
7 if we were -- at any rate, that kind of  
8 activity does fall into the title  
9 statute. we have and I'll cite it for  
10 you, under Title 42, Section 3631 which  
11 is part of the Fair Housing Laws, under  
12 Section 3631 the forceful or  
13 intimidating or violent effort to  
14 prevent someone from acquiring housing  
15 based on ethnic or cultural reasons is a  
16 violation of federal law.

17 Interestingly and perhaps it it  
18 punishable by no more than one year in  
19 jail. That seems anonymous to me, it  
20 seems anonymous to you that that is the  
21 case.

22 Frequently where we have cases we  
23 have a number of them in the past couple  
24 of years in the area of housing  
25 discrimination. We have had three

1 cases that I can think of off the top  
2 of my head of the kind of non-organized  
3 hate group or hate activities such as I  
4 can name some, some will be familiar to  
5 you.

6 We had a case involving some  
7 teenagers who fire bombed a garage of a  
8 black family that had moved into a white  
9 neighborhood and that forced the  
10 motivation being discrimination against  
11 the black family in their choice of  
12 housing and it falls right into the  
13 statute that I have discussed with you  
14 together with the FBI and the  
15 cooperation of the local police  
16 department which is not always present.  
17 But, we were able to apprehend which is  
18 usually quite difficult to do, they're  
19 not organized, no one knows who they are  
20 and we were able to successfully  
21 prosecute and sentence.

22 We had another case involving one  
23 of the Defendants, Daniel Bender, which  
24 is also a fire bombing on a garage in  
25 Chicago, a year or two ago where we

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1 also successfully prosecuted three  
2 individuals also in their late 20's and  
3 we had a case involving another case  
4 where there was also arson in a home and  
5 that was another one which was  
6 successfully prosecuted.

7 MR. SCHWARTZBERG: I would like  
8 to pursue the matter of questioning for  
9 the panel, indeed have a number of  
10 questions of my own that I may attempt  
11 to burden you with on an individual  
12 basis as may other members of the  
13 Committee, but I note by our time, that  
14 our time has run out. There will be a  
15 brief, approximately three minute break  
16 between the panels and we will then  
17 proceed to the next panel.

18 ---o0o---

19 Whereupon, a  
20 recess was had  
21 and the hearing  
22 resumed.

23 ---o0o---

24 MR. SCHWARTZBERG: Let me call  
25 us back into session.

1 Again, to reiterate the remarkable  
2 panel, I'm going to begin, we call the  
3 panel of Public Education and  
4 Awareness, Mr. Joseph Fraticola.

5 Mr. Joseph Fraticola is with the  
6 State Office, the Board of Education and  
7 he will be speaking here in substitution  
8 for Dan Dixon whose name appears on the  
9 program. Mr. Joseph Fraticola.

10 ---o0o---

11 JOSEPH FRATICOLA  
12 Assistant Manager-Ethnic Education Unit  
13 State Board of Education

14 ---o0o---

15 MR. FRATICOLA: Thank you.

16 Dr. Dixon sends his regrets, he  
17 got called away at the last moment and  
18 could not be here.

19 But, the points that he was --

20 MR. SCHWARTZBERG: Excuse me for  
21 just a moment. I have been advised that  
22 unless someone leans into the microphone  
23 just this way (indicating) that people  
24 in the rear will not hear.

25 These microphones are set

1           apparently to beam at the row of judges  
2           sitting here and not at the audience so  
3           the person sitting in the last row,  
4           unless you speak all the way into the  
5           microphone, he may not hear you.

6                   MR. FRATICOLA:           I was saying  
7           that Dr. Dixon sends his regrets as he  
8           was called down to Springfield at the  
9           last minute and will not be here.

10                   But, we have had the opportunity  
11           to talk and to be quite honest in the  
12           preparation of his remarks. I was very  
13           much involved in that. I am presently  
14           the Assistant Manager of the Urban and  
15           Ethnic Education Unit in the Illinois  
16           State Board of Education. Our unit  
17           primarily deals with the issue of  
18           cultural awareness and ethnic diversity  
19           and those types of issues in working  
20           with school children and teachers.

21                   The Illinois State Board of  
22           Education has been asked to relate  
23           policy issues germane to to bigotry and  
24           hate group violence in the schools of  
25           Illinois.

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1                   Let me say at the outset that  
2                   fortunately no incidents of ethnic,  
3                   racial or religious bigotry have been  
4                   reported to our agency.

5                   The bigotry that have been  
6                   displayed on both of the coasts, the  
7                   East Coast and the West Coast, the  
8                   swastikas that have been graffitied on  
9                   the walls. The KKK signs, students  
10                  wearing the Klan outfit in homecoming  
11                  parades and that type of incidents have  
12                  not occurred within the Illinois State  
13                  Board Schools.

14                 The State Board policies have been  
15                 designed to be proactive rather than  
16                 reactive and I think that most of the  
17                 groups that have talked to you today  
18                 have been talking about what can they do  
19                 after it happens. I think the role of  
20                 education is to try to work with  
21                 teachers and students to see that things  
22                 do not happen, be proactive and try to  
23                 gain a respect for cultural diversity,  
24                 racial diversity and ethnic diversity so  
25                 that there is an appreciation of it and

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1 not a fear or hatred for it.

2 That is our policy, support  
3 cultural pluralism, integration and  
4 respect for differences.

5 Several sources within the State  
6 Board of Education concerning out  
7 policies can be identified and we will  
8 go through a couple of those.

9 In 1980 the Board developed goal  
10 statements, for the State Board of  
11 Education and within those statements  
12 one of the goals is that the fundamental  
13 belief that society must be provided  
14 with no less than a high quality fully  
15 integrated educational system.

16 What is a high quality fully  
17 integrated system? The Board believe it  
18 is one which there is accountability for  
19 the resources allocated for education.  
20 It is one in which all persons  
21 regardless of race, creed, sex or  
22 ethnic origin, age or handicap, equal  
23 opportunity and we can work  
24 harmoniously together.

25 It is one in which segregated



1       pockets are eliminated and is a system  
2       which provides multi-cultural programs  
3       which are based on the ethnic heritages  
4       of our people.

5               Continuing that policy statement  
6       briefly, a high quality fully integrated  
7       system must provide a setting that says  
8       all students as equal to their  
9       individual worth and dignity but at the  
10      same time recognizing and respecting  
11      individual differences, providing for  
12      them the instructional program.

13              I think that has to be the focus  
14      of education, particularly in a  
15      community and in a state as culturally  
16      and racially diverse as Illinois.

17              We can no longer afford to  
18      establish an educational goal of  
19      homogeneity as the professor from the  
20      University stated, but rather gain some  
21      understanding and appreciation of the  
22      diversity of people that make up our  
23      state.

24              In 1977 the Illinois State Board  
25      of Education, one of our responsibilities

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1 is to look at schools in terms of  
2 accreditation, in terms of are they  
3 meeting the educational programs, the  
4 curriculum program to the level that  
5 they should be within our mandates and  
6 school regulations. Within the  
7 guidelines that we use, it says that  
8 every school district shall provide  
9 curricular and staff in-service staff  
10 training, help eliminate  
11 unconstitutional and unlawful  
12 discrimination in our schools and  
13 society.

14 The school district shall utilize  
15 the resources of the community in  
16 achieving the state objective of  
17 elimination of discrimination and to  
18 enrich the instructional program.

19 It also states that it must  
20 include in its instructional program  
21 courses that students understand in  
22 relationship to individuals and groups  
23 of different ages, sexes, races,  
24 national origins, religions and social  
25 economical backgrounds.

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1 The State is also concerned with  
2 the quality of the school personnel and  
3 their ability to respond effectively to  
4 the diverse ethnic and racial  
5 populations that occur in classrooms.

6 Obviously, we cannot afford to  
7 have teachers and administrators working  
8 with out students who are also not  
9 culturally aware and ethnically  
10 understanding and racially aware of the  
11 diversity.

12 Therefore, in 1981 the State  
13 Teachers Certification Board adopted a  
14 new standard, criteria to be used in the  
15 teacher education institutions in their  
16 programs.

17 This new standard which began in  
18 19 -- was initiated in 1981 and was  
19 effective March, 1985. The new standard  
20 required that the institution in the  
21 teacher education institution maintain a  
22 learning environment that is supportive  
23 of programs to provide candidates with  
24 awareness, appreciation and knowledge of  
25 cultural pluralism and commitment

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1 toward the acquisition of skills and how  
2 to work with the students.

3 The criteria that was adopted  
4 states that the program develops a  
5 candidates understanding and awareness  
6 of the nature of the culture and ethnic  
7 groups as well as the relationship  
8 between these groups.

9 Secondly it says that the program  
10 provides learning experiences enabling  
11 the candidate to become aware of  
12 responses to the early educational needs  
13 and the cultural background of the  
14 students.

15 In addition, opportunities should  
16 be available for candidates to acquire  
17 and demonstrate abilities to work with  
18 students of culturally diverse  
19 backgrounds.

20 These standards are designed not  
21 just for teachers but also for  
22 administrators, school nurses, guidance  
23 counselors, anybody that would be coming  
24 to the teacher education institutions  
25

1 with any type of credentials or  
2 certification would have to be aware of  
3 and be a part of developing this type  
4 of program.

5 It is designed to try to see that  
6 our professional people who will be  
7 working with our students will be more  
8 aware of the different cultures that  
9 they are working with.

10 It is our goal that each policy  
11 will enhance students understanding and  
12 acceptance of individuals racially and  
13 ethnically different from themselves.  
14 One of the primary goals of education is  
15 to develop awareness, develop a socially  
16 responsible citizen.

17 Schools should mediate any  
18 misunderstandings between students so  
19 that incidents of bigotry and extremism  
20 do not interfere within the classrooms.  
21 One of the things that we have to  
22 understand is that you have two  
23 curriculums going on. We have the  
24 formal curriculum that is what the child  
25 should be learning, that takes place

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1 in the seven, nine periods a day, but  
2 equally important is what happens in the  
3 students lives, what we call the  
4 societal curriculum, the informal  
5 curriculum. That is events from the  
6 outside that gets carried over into the  
7 classroom.

8 When the events in Iran take place  
9 that causes a great deal of fury in our  
10 country and the Mid East, that those  
11 events get carried over into the  
12 classroom so that students who have  
13 names and backgrounds and heritages  
14 oftentimes find themselves in difficult  
15 positions because of what takes place in  
16 their native country.

17 The issue around illegal  
18 undocumented workers affects a number of  
19 Hispanic kids within the schools in  
20 terms of group relations. We're trying  
21 to say to the teachers that let's begin  
22 to mediate, to try to tie together some  
23 of the principles of human relations and  
24 some of the real life events that kids  
25 can begin to understand better, that  
type of relationship.

1 In addition to the above stated policy  
2 the Illinois State Board of Education  
3 provides technical assistance to school  
4 districts to develop programs and  
5 curriculum and programs that reflect  
6 these policies.

7 Historically this is has been  
8 handled, this effort has been handled at  
9 our agency, given an ethnic education  
10 unit, an equal education opportunity  
11 unit and a bilingual, bicultural  
12 education unit. Through state wide and  
13 regional conferences in school institute  
14 days workshops and in-service training,  
15 teachers that receive training provide a  
16 positive and a good response to the  
17 curriculum for the students.

18 Federal assistance means for those  
19 who are not indicated, that we will  
20 provide in-service, we will do staff  
21 development. We will do workshops. Any  
22 time, for any of the school districts  
23 upon request in a number of these areas.  
24 So that one must begin to look at the  
25 curriculum to see where in the

1 curriculum we can begin to look at human  
2 relations that we will assist with that.  
3 If it is around understanding the  
4 cultural diversity in the classrooms,  
5 we will begin to look at that.

6 So, all of the services are  
7 provided through the State either  
8 directly or indirectly through the  
9 contractual relationship that we have.

10 These units have also worked with  
11 community groups and organizations such  
12 as the Illinois Ethnic Consultation and  
13 the Urban League and Chicago  
14 Indian/American Community, the Asian  
15 American Educators Association and the  
16 Latino Institutes.

17 We try to keep on top by working  
18 with a number of the community groups to  
19 see what their particular interests and  
20 issues also are. Like all responsible  
21 institutions, the Illinois State Board  
22 of Education avoids bigotry and  
23 extremism against any group and we  
24 believe our policy provides a direction  
25 of leadership in schools in promoting



positive and better group understanding.

MR. SCHWARTZBERG: Dr. Alice Jurica is the Director of Social Studies, with the Chicago Board of Education and we're very happy to have her with us.

---o0o---

DR. ALICE JURICA  
Director of Social Studies  
Chicago Board of Education

---o0o---

DR. JURICA: Thank you very much. I do want to say that I'm very pleased to participate on the panel today.

Let me begin by saying that the British Historian, Edward Gibbons commented that civilizations are destroyed from within as well as from without.

Let me say how very true that statement is. In the United States today some of the most dangerous assaults on our society come from extremist hate groups of both the left

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1 and the right. They have certain  
2 commonalities in that they have an  
3 intense hatred towards democracy and our  
4 pluralistic society and they try to  
5 impose their own will upon others in  
6 society.

7 Pluralism by itself already  
8 predetermines by its nature, a respect  
9 for diversity, a respect to have  
10 different opinions and above all a  
11 respect for people.

12 How can extremism and hate groups  
13 best be dealt with. Education is, I  
14 believe the best answer.

15 Samuel Johnson said that the  
16 supreme end of education is expert  
17 discernment in all things. The power to  
18 tell the good from the bad, the genuine  
19 from the counterfeit, but most  
20 importantly to prefer the good and the  
21 genuine to the bad and to the  
22 counterfeit.

23 Why teach about extremists and  
24 hate groups?

25 First, I believe to develop an  
understanding of the democracy by

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1 studying its natural aberations and  
2 secondly, to study the nature of  
3 prejudice and scapegoating.

4 Third, to recognize that extremism  
5 is an occurrence that ends and flows.  
6 In other words it must be studied at all  
7 times and it cannot be studied in  
8 isolation.

9 The historical context as well as  
10 the contemporary context must also be  
11 observed.

12 Presented in the proper  
13 perspective, the study of extremism and  
14 hate groups will serve as a deterrent to  
15 youth involvement in these groups.

16 How do we teach about extremism  
17 and hate groups? First, we must do all  
18 we can to help students develop their  
19 higher thinking and analytical skills, to  
20 me social studies is a perfect vehicle  
21 to this, to develop and reinforce  
22 critical thinking.

23 Students must also learn to  
24 distinguish fact, from opinion,  
25 generalizations from stereotypes. They

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1 must also learn to critically analyze  
2 printed material, to recognize  
3 propaganda techniques and to recognize  
4 logical falacies in arguments.

5 Students who have developed these  
6 abilities will be far less likely to be  
7 taken in by statements of hate groups.  
8 In addition, I believe that students  
9 must gain a good understanding of the  
10 nature of our democratic society, our  
11 government and our values.

12 They must also develop the respect  
13 for achieving change through peaceful  
14 and legal methods.

15 Extremism can be covered as a mini  
16 course or as a unit in history,  
17 political science, contemporary or a  
18 sociology class.

19 I believe that any class  
20 discussion and analysis has to be  
21 emphasized, there has to be active  
22 involvement of the students rather than  
23 simply the student reading and answering  
24 questions at the end of a chapter.

25 Teachers can help their students

1 differentiate between political  
2 terrorism and ordinary crime by  
3 containing the follow scenarios for  
4 class discussions and analysis.

5 I give you scenario number one.

6 Mary is returning home alone at  
7 night from a late movie when a man grabs  
8 her and shoves her into the nearest  
9 alley. Mary's assailant pulls a knife  
10 out and states roughly if you don't give  
11 me that diamond ring you're wearing,  
12 I'll cut your throat.

13 Scenario two, a bomb is placed in  
14 the United States Embassy in a small  
15 third world country. It goes off and  
16 several Americans are killed. A group  
17 that wants no American presence within  
18 the country claims responsibility for  
19 the bomb.

20 I think several appropriate  
21 questions to stimulate class discussions  
22 might be, what are the similarities  
23 between these scenarios.

24 Most importantly, what are the  
25 differences between these scenarios.

1                   What are the probable goals of the  
2                   mother in the terrorist group.

3                   After an activity such as this  
4                   students should understand, the  
5                   political components of political  
6                   terrorism and the concept of coercive  
7                   intimidation should be well known.  
8                   Knowledge of these terms is the key to  
9                   understanding the differences between  
10                  political terrorism and ordinary crime.

11                  Political terrorism is not new.  
12                  Students should understand that  
13                  governments have engaged in political  
14                  terrorism in the past and they still  
15                  do.

16                  Present throughout history  
17                  political terrorism is a world wide  
18                  problem.

19                  A historical perspective is needed  
20                  to best understand contemporary acts in  
21                  the United States. Examples of the Ku  
22                  Klux Klan terrorism can be drawn in  
23                  1870's, the 1920's, all the way to  
24                  1960's through now, 1980's.

25                  Effective methods for teaching

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1 about political terrorism involves  
2 students in active investigation of and  
3 reflection of terrorist activities.

4 For example, students might  
5 research past and present hate group or  
6 terrorist events. They could engage in  
7 role playing and subsequent discussion  
8 and analysis of factors affecting  
9 terrorist motives.

10 Case studies, value analysis and  
11 simulation can be effective strategies  
12 again as I emphasized, getting the  
13 students actively involved rather than  
14 simply reading an article or a text.

15 Above all, teachers should find  
16 to involve students in examining and  
17 thinking about political terrorism  
18 rather than merely acquiring  
19 information.

20 To deal with hate groups, students  
21 must be aware, I believe, of human  
22 choices and human rights. Human rights  
23 are affirmed when a primary grade  
24 teacher discusses and demonstrates  
25 politeness, good manners and

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1 consideration for others and taking  
2 turns.

3 Here in the simplest way children  
4 can see human dignity and equality in  
5 practice.

6 Social issues should continue,  
7 developing sophistication by maintaining  
8 a consistent theme; what is that theme?  
9 Human rights are too easily infringed  
10 and denied.

11 The lesson should be part of the  
12 study of the community in second or  
13 third grade when pupils learn about law  
14 courts and police and their duties and  
15 legal restrictions or about different  
16 groups, ethnic, religious and economic  
17 and the relations among them.

18 Respect I believe for human  
19 dignity or rights is largely from the  
20 example that young people see in their  
21 families, in their communities as well  
22 as in their classrooms. A family where  
23 parents are disloyal to one another or  
24 unjust to their children, where racial  
25 slurs are current or where



1       irresponsibility and dishonesty are  
2       practiced in economic affairs is hardly  
3       likely to foster the respect of others.

4           A community where the streets are  
5       dangerous or where drug addiction is  
6       present or where vandalism is common  
7       will hamper the development of moral  
8       sensitivity in the young.

9           A school where property is not  
10      respected, where discipline is lax and  
11      where demands on students are flabby is  
12      unlikely to foster any type of  
13      enthusiasm for the ideals of human  
14      dignity.

15          Paradoxically, a school where  
16      student rights are protected at the  
17      expense of student responsibility,  
18      discipline and fair play will tend to  
19      develop young citizens who neither  
20      understand nor respect human rights.

21          I believe it is important that  
22      human rights be considered a fundamental  
23      aspect of the school curriculum and  
24      global interdependence increases the  
25      frequency with which citizens must

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1 make decisions about human rights issues  
2 will increase.

3 To counteract hate groups my bureau  
4 advocates the creation of such workshops  
5 as sensitivity to cultural factors and  
6 communications, self-concept and  
7 achievement and ethnic identity and  
8 self-esteem. Probably the most  
9 effective approach schools will take to  
10 combat prejudice, is to improve student  
11 self-content. Studies have shown that  
12 students become more prejudice as they  
13 progress through school from  
14 kindergarden through 12th grade. The  
15 child must first learn self-respect that  
16 grows out of his or her increasing  
17 self-understanding before they can learn  
18 to respect the personalities and the  
19 rights and the differences of others.

20 Activities to enhance self  
21 concept include having students collect  
22 meaningful objects that represent who  
23 they are and placing them in a bag, how  
24 they perceive themselves, in other  
25 words. Next, they can decorate the

1 outside of a bag of how others perceive  
2 them.

3 Students might make a collage  
4 which they feel represents them. The  
5 collage could be displayed and other  
6 students might be able to guess which  
7 collage represents which student.

8 The instructor should point out  
9 the collages are all different, unique,  
10 just as each person while having much in  
11 common with others is a different and  
12 unique individual.

13 Instruction about prejudice should  
14 include principles of equality and  
15 democracy, values of this nature once  
16 internalized strengthen the commitment  
17 to tolerance.

18 I feel that the common error that  
19 is made by well intentional people is to  
20 say that we are all alike. We are not  
21 all alike, we probably would die of  
22 boredom if everybody was just the same  
23 as everyone else.

24 Naturally, since we are all  
25 members of the human race and we share

1 the same griefs, fears and hopes. But,  
2 the way the classroom teacher receives,  
3 shares and transmits information reveals  
4 the extent of the classroom teacher,  
5 tends to encourage, tolerate or reduce  
6 prejudice.

7 To help students become aware of  
8 how our language contributes to racial  
9 attitudes, teachers could present  
10 students with sentences asking them to  
11 rephrase them, eliminating the negative  
12 views of say the word "black" for  
13 example she was the black sheep of the  
14 family or the assassination of President  
15 Kennedy was the black day in our  
16 country's history.

17 In addition I feel resource  
18 persons could be invited to discuss  
19 positive achievements of persons in  
20 various communities.

21 The school becomes the focal point  
22 of the community during the National  
23 Brotherhood, Sisterhood Week and  
24 involved, not only during that week, but  
25 also in bringing resources to

1 the classroom teachers in terms of  
2 activities that they can do with the  
3 students from kindergarden through 12th  
4 grade.

5 My bureau has also worked with the  
6 National Conference on Christians and  
7 Jews, the Illinois Council on Ethnic  
8 Affairs and the Anti-Defamation League  
9 and the Ethnic Division of the Ethnic  
10 Affairs and Urban Division of the State  
11 Board of Education and the Chicago Urban  
12 League as well as the Chicago Commission  
13 on Human Relations in these pursuits.

14 In evaluating ones curriculums  
15 schools should ask such questions as; do  
16 instructional materials treat different  
17 groups realistically, does the  
18 curriculum include the study of social  
19 problems such as prejudice,  
20 discrimination and exploitation.

21 Does it introduce students to the  
22 experiences of persons of various  
23 backgrounds and occupations with  
24 different groups. By educating our  
25 young people we aid them to learn

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1 the consequences of racism and  
2 totalitarianism and to arm them with the  
3 skills and the knowledge that they need  
4 to reject the appeals of those who would  
5 destroy our freedom and our democratic  
6 society.

7 Within the Chicago Public Schools,  
8 teaching about hate groups and related  
9 violence is best organized I believe  
10 through the Social Studies Department,  
11 if specific courses, such as United  
12 States History, Modern World History,  
13 Contemporary American History and Ethnic  
14 Studies, Afro-American History,  
15 Political Science, Sociology and law  
16 related courses.

17 The subjects of terrorism and hate  
18 groups can also be treated by the  
19 current events in the curriculum.

20 It is presently primarily now  
21 taught in a historical contents and the  
22 National Council for Social Studies has  
23 stated on numerous occasions the subject  
24 matter yet is difficult to teach, but  
25 not impossible.

1 It is really the ideology behind  
2 the various hate groups that should be  
3 taught. Through the bureau of social  
4 studies, memos, announcements, and  
5 personal visits, teachers are made aware  
6 of the resources that could be used in  
7 classes dealing with hate groups and  
8 terrorism.

9 With the re-emphasis on  
10 multi-cultural education and prejudice  
11 reduction our curriculum guides are in  
12 the process of being re-evaluated and  
13 analyzed.

14 In addition, we are examining the  
15 potential for in-service training of our  
16 teachers in the area of better  
17 intergroup relations, the consequences  
18 of stereotyping and critical thinking.

19 We have found that a great deal of  
20 interest lies in these areas that I have  
21 just mentioned. In fact, the  
22 Anti-Defamation League's Education  
23 Committee of which I chair told the  
24 members and myself that they wanted to  
25 have an entire meeting devoted to

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1 the area of terrorism and hate groups.

2 That meeting will be coming up on  
3 February 24th and we would invite  
4 everyone here if they have an interest  
5 to attend that meeting.

6 In conclusion I firmly believe  
7 that education and again I repeat that  
8 education will be the key for dealing  
9 with this topic.

10 Thank you.

11 MR. SCHWARTZBERG: Thank you, Dr.  
12 Jurica.

13 Eileen Ogintz is a correspondent  
14 with the Chicago Tribune and I would  
15 like to call her next.

16 ---o0o---

17 EILEEN OGINTZ  
18 Correspondent  
Chicago Tribune

19 ---o0o---

20 MS. OGINTZ: First, let me  
21 say that Jim Coates couldn't be here,  
22 he's in Washington covering the shuttle  
23 hearings. Like Coates, I work for the  
24 national staff and have covered some  
25



1 of these issues over the past couple of  
2 years.

3 The first point that I should make  
4 that makes us different from educators  
5 is -- is that it's not really our job  
6 to stop any of this, it's our job to  
7 report it and let everybody else kind of  
8 take it from there.

9 Now, while we dislike hate,  
10 violence and bigotry as much as anybody  
11 else and journaists are individuals  
12 just like all of you, we have to be very  
13 careful when we come to these things and  
14 cover these things to not let our  
15 personal feelings get in the way. On  
16 the other hand, we also have to be very  
17 careful not to give some of these groups  
18 a bigger fourm for their ideas. So that  
19 makes our job difficult and I have found  
20 myself personally feeling that when I  
21 come across people who are for example  
22 vehemently anti-semitic and say things  
23 to that effect in front of me and having  
24 grown up as a Jew, I do find it  
25 difficult but I have to kind of

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1 separate that from my job.

2 Now, as far as it goes we opt to  
3 cover these things when these people  
4 make news. For example, when the Order  
5 people were reeking havoc all over the  
6 place you cannot ignore that, what they  
7 are saying is part of what is going on  
8 or when they were on trial last spring,  
9 I did a big story about how a lot of  
10 these people were starting to take  
11 advantage, I don't know if that would be  
12 the right word, but they were trying to  
13 encourage farmers to get on the band  
14 wagon and they were giving farmers a new  
15 escape for all of the problems.

16 So, our coverage would range from  
17 a trial to a murder to the emergence of  
18 any of these groups. I should say that  
19 whenever we write about any of them we  
20 start hearing from all of them. If  
21 you're coverage has been fair they  
22 immediately think they have found a new  
23 advocate in the press so you have to  
24 deal with that as well.

25 So, I see our role, my role as

1 presenting to all of you what is going  
2 on out there and then letting you take  
3 it from there.

4 If there has been an increase in  
5 coverage on these issues in the last  
6 year or so I think that is only because  
7 there has been an increase in these  
8 groups activities and public activity,  
9 an increase in violence.

10 It is just like right now we're  
11 going to suddenly see an increase of  
12 focused attention on NASA for the next  
13 several years.

14 So, I don't think it's the kind  
15 of thing that the press is turning its  
16 attention to the issue, I think it's  
17 particularly the kind of thing that the  
18 issue is presenting itself and we're  
19 responding which tends to be what we  
20 do.

21 I cannot say whether or not these  
22 groups are increasing or not in their  
23 influence. They would like us and you  
24 to think that they are, but it may just  
25 be that they have gotten more savvy

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1 in dealing with the public and getting  
2 their message across.

3 In all the stories that I have  
4 done I have never really been able to  
5 assess whether there are more of them or  
6 whether they are just more vocal. It  
7 seems impossible to tell, it's all very  
8 slippery, when you ask for an exact  
9 number. Another point I would like to  
10 make is when we do write these things a  
11 lot of times we are accused while the  
12 members of the groups might like the  
13 publicity we are also accused of giving  
14 them a fourm and not being -- of us not  
15 taking the proper stance.

16 We get a lot of letters and phone  
17 calls on both of those sides. It's very  
18 frustrating as a reporter, to deal with  
19 that because you feel very strongly that  
20 you're doing your job and you're trying  
21 very hard to do that and you don't want  
22 the public to react to your coverage, to  
23 be that you are being a foil for any  
24 group, whether it's the Klan or the  
25 Order or somebody who is perpetuating

1 a scam on a bunch of poor farmers in the 261  
2 Midwest. I hope we're not seen that  
3 way.

4 The last point I should say is  
5 that people question well, what is the  
6 public's right to know versus the --  
7 these people to a lot of publicity and  
8 again it just comes down to the same  
9 thing. If they are doing something, if  
10 these people are doing something that  
11 makes news, if they have murdered  
12 somebody or they have robbed a Brink's  
13 truck of three million dollars or shot  
14 up a synagogue or something that is news  
15 and we're going to report it. We don't  
16 -- we wouldn't probably go out of our  
17 way necessarily to write about what the  
18 group is trying to accomplish but we  
19 wouldn't necessarily do that about any  
20 group.

21 So that is how we see our role.  
22 In a way it is education, educating the  
23 public as well, but we feel as if the  
24 public needs to or hear -- or groups  
25 like yours need to take it from there,  
we can't really advocate anything, maybe

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1 our editorials can but that would be my  
2 responsibility.

262

3 MR. SCHWARTZBERG: Thank you very  
4 much.

5 The Executive Director of the  
6 Chicago Commission on Human Relations,  
7 Al Raby.

8 ---o0o---

9 AL RABY  
10 Executive Director  
Chicago Commission on Human Relations

11 ---o0o---

12  
13 MR. RABY: Thank you, Mr.  
14 Chairman.

15 First I would like to make some  
16 observations. I have lived in Chicago  
17 most of my life and I have been active  
18 in the civil rights movement and the  
19 social movements around the country and  
20 the kind of things this hearing  
21 addresses.

22 I have several impressions,  
23 somewhat of a historic perspective and  
24 they are mixed.

25 First, let me suggest to you that

1 clearly as a person who still claims  
2 himself to be by profession, a teacher  
3 and that taught in the Chicago Public  
4 Schools for five years and who led civil  
5 rights marches against the practices  
6 that were current during the '60's and  
7 as I look at the City of Chicago now and  
8 its educational system and it seems to  
9 be clear that the educational system is  
10 more segregated than it was 25 years  
11 ago.

12 We all know the sociological  
13 reasons for that, but we also all know  
14 it's a fact that seems to be and that to  
15 the extent that that is true and to the  
16 extent to which I think we on this panel  
17 collectively believe that we are not  
18 going to address this problem  
19 satisfactorily until we have a public  
20 school system which provides a high  
21 quality integrated education.

22 We are not likely to come near to  
23 that educational experience for  
24 children.

25 If one needs further evidence

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1 it seems to me the continued racial  
2 tensions and potential conflicts that  
3 exist in Chicago and I suggest that  
4 therefore the continuing and increased  
5 efforts to resolve some of these  
6 problems I think one has to only look at  
7 our last mayoral election and material,  
8 the hate material that was generated  
9 during that period of time and many of  
10 us are currently engaged in varying  
11 discussions throughout the City and  
12 asking ourselves collectively what kind  
13 of contribution can we make in the  
14 coming months to try to assure that  
15 candidates, that the news media, that  
16 all, that community leadership, and all  
17 of those who may have some impact or in  
18 some way be involved, that that  
19 involvement can one, be held accountable  
20 and that leadership will be exercised in  
21 a responsible way.

22 I am for one very concerned about  
23 the potential tensions and potential  
24 conflict that may occur.

25 I wish that I could believe that



1 the policies enumerated here were in  
2 actuality carried out as thoroughly and  
3 completely as we would all hope.

4 I am currently involved in a  
5 school, trying to help the Board of  
6 Education resolve some racial tensions  
7 that exist both in the community and in  
8 the -- among the teachers as well as  
9 among the parents and some of the  
10 interacting students. We held last year  
11 a seminar for a city wide hearing and  
12 every piece of information that we have  
13 suggests that because of the tightening  
14 of resources within the Board of  
15 Education that there are fewer and fewer  
16 resources going to human relations.  
17 So that it is not even clear that for  
18 this entire school body in the City of  
19 Chicago there was going to remain a  
20 single person in the Department of Human  
21 Relations.

22 Now, it is difficult for me to  
23 believe though by personal experience  
24 and interaction in schools where we're  
25 asked to be helpful and from that, the

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1 resources available and allocated, that  
2 we are doing the kind of job that is  
3 necessary in the school system, either  
4 in support of the teachers or in helping  
5 to resolve conflicts within the  
6 community.

7 I am equally concerned with the  
8 kind of hate groups that seem to be  
9 rising in the country again. Not so  
10 much the existence as to the extremes  
11 that some of them have gone. One need  
12 not be reminded I suspect particularly  
13 in this audience of the state trooper  
14 killed I believe in Alabama; of the  
15 various people identified and arrested  
16 who are robbing Brinks Trucks and other  
17 things to gain weapons.

18 It is not the rhetoric or  
19 ideology that bothers me as much as it  
20 is right now in terms of the size and  
21 breath of the violent acts that they are  
22 currently engaged in.

23 I think that we have to be,  
24 without reverting to the '60's and the  
25 red squads and the violations of the

1 human rights; have to be vigilant in  
2 keeping tabs on the individuals that for  
3 which the law enforcement has some  
4 reason to believe are engaged in these  
5 activities and we must move forcefully  
6 and vigorously to prosecute them where  
7 they are, where they have violated the  
8 law.

9 But I am also concerned about an  
10 environment that sometimes are created  
11 by the very law enforcement agencies  
12 that have a responsibility for enforcing  
13 the law. I want to suggest to you that  
14 here in the City of Chicago, we had an  
15 instance of that at least in the  
16 collective opinion of the Commission of  
17 the Human Relations in the City of  
18 Chicago, which is the INS.

19 You may or may not know that  
20 recently we have had raids on cab  
21 drivers who are suspected of being  
22 aliens and we have had sweeps.  
23 Not only do we believe that these  
24 sweeps themselves are illegal, but we  
25 think that the rhetoric that follows the

1 sweeps are distressful and add nothing  
2 to either the stability or the  
3 understanding of the general public of  
4 why the raids are in fact unlawful or  
5 why they are occurring.

6 For example, the current director  
7 justifies these raids on the basis that  
8 he is cleaning up the cab industry.

9 Well, I was unaware that one of  
10 the responsibilities of the INS was to  
11 clean up the cab business. If it is, he  
12 can clean up the rest of the business,  
13 the garbage dumping in Illinois and a  
14 whole variety of things. It seems to me  
15 that that is not his responsibility,  
16 that is number one.

17 He seems to ignore the fact that  
18 he while identifying for example, in one  
19 instance out of 109 people that were  
20 arrested and detained and who lost wages  
21 in the course of the day he testifies  
22 the violation of some 70 or 80 of those  
23 people on the fact that it appears  
24 that legitimately he got 47 or 50 of  
25 them.

1 I would suggest that the fundamental  
2 basis of our Constitution protections  
3 are that we have long debated and long  
4 foregone the searching of -- or the  
5 apprehension of criminals when we are  
6 massively violating constitutional  
7 rights of other people, in particularly  
8 in the context when there are other ways  
9 of doing it.

10 Finally, he has suggested in his  
11 public comment that among these cab  
12 drivers may be terrorists. Now, that  
13 becomes the most outrageous of any of  
14 the remarks that have been accredited to  
15 him by the news media. There has been  
16 no suggestion that there are any  
17 terrorists, unless he is referring to  
18 their driving, that there are any  
19 terrorists among the cab drivers in the  
20 City of Chicago.

21 So, I would suggest to you that we  
22 not only have a responsibility to  
23 monitor those who preach hate, but we  
24 have a responsibility to monitor, to  
25 console, to do whatever is necessary to

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1 those who are in the custody of our  
2 protected liberties.

3 Finally, while on the one hand I  
4 feel that Chicago is not less segregated  
5 it is not less tense. We do not have  
6 any additional responses in 1985, in  
7 fact we may have fewer than we did in  
8 the 1960's.

9 There is I think some progress  
10 that has been, particularly in the area  
11 of housing, clearly there has been some  
12 opportunities available in the political  
13 arena which are important, but I think  
14 there is a commitment and determination  
15 on the part of a large body of private  
16 voluntary organizations to work  
17 cooperative together and to try to  
18 expand their capacity to do as much as  
19 possible both to alert their own members  
20 and this is the official association,  
21 organization and to extend the level of  
22 cooperation among themselves and find  
23 ways to cooperate as well as to find  
24 ways to inform the authorities  
25 and to share information where that is

1 appropriate and to maximize the level of  
2 cooperation.

3 I certainly found that in every  
4 official institution with the exception  
5 of INS and I certainly found it with  
6 every private voluntary organization in  
7 the City of Chicago.

8 Thank you.

9 MR. SCHWARTZBERG: Thank you very  
10 much.

11 Questions from the panel?

12 MR. EWING: The State  
13 Board of Education that you spoke to,  
14 have these policies been translated into  
15 any academic requirements for teacher  
16 certification or are these voluntary  
17 policies that are to be used as  
18 guidelines?

19 MR. FRATICOLA: No, the new  
20 teacher certification, the teacher  
21 certification will be translated into  
22 institution development courses. That  
23 would just be one part.

24 Other states have --

25 MR. SCHWARTZBERG: I don't

1 understand. You're saying that the new  
2 teacher certification points will  
3 include human relations training of; A,  
4 human relations training of teachers,  
5 question mark; B, training in the  
6 teaching of human relations courses  
7 question mark?

8 MR. FRATICOLA: Let me go back  
9 and explain a little bit.

10 Other states, let me explain, Iowa  
11 for example has a multi-cultural teacher  
12 certification requirement, that says  
13 that all teachers, all teacher  
14 candidates must take X of amount of  
15 hours, three semester hours, nine  
16 semester hours, whatever. Illinois  
17 began to look at that issue, the  
18 decision among the teacher certification  
19 board was not to be restrictive to one  
20 or two courses.

21 The wording was written in such a  
22 way that it was ambiguous, that teacher  
23 education institution will have to give  
24 evidence to us as to how they are  
25 preparing teachers and others to  
funciton in or among cultural diverse

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1 population. It is set up from the point  
2 of view that when we began to look at  
3 teacher education institution we're  
4 looking at Chicago State, both of them  
5 have to fit within the same criteria.  
6 So what we're saying to those  
7 institutions and Illinois State being a  
8 third example if you will, with these  
9 institutions you tell us how you develop  
10 it, we don't want to limit you to one  
11 course and have you get off the hook and  
12 part of what we're saying is that the  
13 courses should be reflective and not  
14 just a course on human relations, but  
15 how does one incorporate it into the  
16 methodology courses. How many courses  
17 do teachers have to take to incorporate  
18 it, but also what about what is called  
19 education, the political experience.  
20 But for student teaching, there is a  
21 hundred hour requirement for teachers to  
22 observe classrooms and to be in  
23 classrooms in addition to the student  
24 teaching.

25 We are beginning to send kids

1 into areas that are culturally diverse.

2 We are beginning to send rural white  
3 students into a setting that is somewhat  
4 different for them so they can get  
5 observe it, an understand it, whether it  
6 may be religiously different, ethnically  
7 different or racially different.

8 So it's not by the course, we're  
9 hoping that it's more than that.

10 MR. EWING: As a  
11 follow-up question, how do you protect  
12 students then from teachers who come  
13 from outside of Illinois into Illinois  
14 shcools, if your policies only provide  
15 to Illinois teacher training  
16 institutions?

17 MR. FRATICOLA: We would be  
18 working with the new incoming teachers  
19 through in-servicing. We don't have  
20 a preservice, in-service activity.

21 It's not going to be totally safe  
22 or failsafe, because of the different  
23 requirements that they come in and most  
24 certifications, I won't say  
25 interchangeable, but you must meet

1 certain requirments.

2 MR. EWING: Finally, the  
3 final question I haven't read the  
4 Illinois School Code in quite a while,  
5 is there still a provision that  
6 presents secret societies in the schools  
7 or maybe you weren't familiar with  
8 that?

9 MR. FRATICOLA: You can tell  
10 by the look on my face, I'm not familiar  
11 with it.

12 MR. SCHWARTZBERG: All right,  
13 thank you.

14 MR. PUGH: Regarding the  
15 responsibility of the press --

16 MR. SCHWARTZBERG: Can I  
17 interrupt first? There are two adjunct  
18 professors of journalism on this panel,  
19 you have the first.

20 MR. PUGH: We are well  
21 aware that there are disagreements about  
22 what the responsibility of the press may  
23 be in the case of riots or whatever, but  
24 I am concerned about the comments you  
25 made about perception of the amount

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1 or the lack of violence, racial or  
2 social violence maybe not the taking  
3 place. Let's talk a little bit about  
4 your experiences in covering this area  
5 in Chicago.

6 We have had some violence in the  
7 Highland area, we reportedly had some  
8 housing difficulty.

9 Am I in your area of expertise or  
10 not?

11 MS. OGINTZ: No, I wasn't  
12 talking to that, I was talking about  
13 hate groups in terms of groups like the  
14 Order and those kind of groups.

15 To be honest with you, working on  
16 the national staff I literally have not  
17 covered anything in Chicago in three  
18 years. So, I wasn't speaking to that, I  
19 was speaking more to the kind of  
20 Neo-Nazi kind of groups that start up  
21 around the country.

22 MR. EWING: In that case I  
23 misunderstood what you were talking  
24 about.

25 MR. SCHWARTZBERG: I would just

1 like to share a piece of information on  
2 that subject.

3 We are working with the Attorney  
4 General's Office, Harding's Office, to  
5 establish a system of tracking the  
6 number of racial incidents in the State  
7 of Illinois, so that we can try to get  
8 some picture both currently and some  
9 longitudinal pictures of the incidents,  
10 the seriousness and what the nature of  
11 them are and we will be hopefully at  
12 some point, be able to have that  
13 information at our fingertips. That is  
14 with reference to the computer usage  
15 discussed by the Solicitor General in  
16 the opening statements this morning.

17 MR. PUGH: Can I ask a  
18 impression of Mr. Raby of what is  
19 happening?

20 MR. RABY: The impression,  
21 my impression in Chicago, is that there  
22 is not significant increase in racial  
23 incidents this year.

24 It is my fear, that the intensity  
25 or extensiveness of the kind of

1 hate groups that are organizing in terms  
2 of their violent acts are potentially  
3 enormously dangerous and that we need to  
4 be very careful and to watch on that and  
5 need to fill the base of information so  
6 that we can more accurately understand  
7 and know what is going on.

8 MR. SCHWARTZBERG: Let me -- Dr.  
9 Spencer had a question.

10 DR. SPENCER: Well I had a  
11 general comment. I had a general  
12 comment, there is a lot of opportunity  
13 to do something about hate group  
14 violence but it is not your sector of  
15 the press; it's what I call the daily  
16 magazine kind of newspaper which we get  
17 a lot of down state. Not daily papers,  
18 they're daily magazines, that are loaded  
19 with features about people, careers,  
20 community problems and things like that.

21  
22 Some of this is done very, very  
23 well and some of it is just vanity press  
24 for various people to profile.

25 But I think that should be an

1 opportunity for sensitive editors on  
2 their assignments to deal with people  
3 who are committed to this kind of thing  
4 or commitment to oppose this kind of  
5 thing, whether they are reporting this  
6 news, reporting this achievement, that  
7 they made some contribution to the  
8 community; that taught well in school  
9 for 30 years under bad conditions. I  
10 think there is a lot that can be done  
11 with the press.

12 MR. SCHWARTZBERG: Before Ms.  
13 Ogintz comments, if she wishes, I have a  
14 question which has been handed to me by  
15 a guest on this same thing.

16 The series on "The Black Under  
17 Class" presents a picture of one portion  
18 in the black community. Does the  
19 Tribune plan to publish a series on the  
20 black middle class community? Most  
21 whites in Chicago have little  
22 information on this community as is  
23 evidenced by some of the criticism of  
24 the Cosby Show as not representative in  
25 how they are presented.

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1 MS. OGINTZ: I honestly, I  
2 can't answer that because I don't know  
3 what is in Jim Squire's mind. Jim  
4 Squire is the managing editor.

5 I would have to think that the  
6 under class is a terrific look at one  
7 particular segment of black society in  
8 Chicago and I think the reason it was  
9 good for newspapers like the Tribune to  
10 do that, because so many of our readers  
11 are middle class and upper class,  
12 they're not exposed to that as much as  
13 they would be to other sectors of black  
14 society.

15 But, if whoever asked the  
16 question wants to suggest that, all I  
17 can do is suggest writing Jim Squires,  
18 the editor and suggesting that.

19 In the response to what you were  
20 saying earlier, were you suggesting that  
21 people should be profiled who are in  
22 some of these groups?

23 MR. SCHWARTZBERG: That is  
24 possible.

25 MS. OGINTZ: See, I guess



1 my feeling and a lot of some of my  
2 colleagues feelings who cover this, is  
3 we try not to give them too much  
4 coverage. We cover them when they do  
5 something that is clearly news that we  
6 can't avoid, but we don't go out of our  
7 way to give them a fourm for their ideas  
8 and feature stories would be doing just  
9 that.

10 MR. SCHWARTZBERG: Let me pick  
11 that up, if I may, because here of  
12 course is the other sometime adjunct  
13 professor.

14 Of course that is true, of course  
15 journalists don't give equal play to  
16 everyone and of course they are unfair  
17 and should be unfair not in that they do  
18 not go out of their way to give  
19 publicity and of course it's true that  
20 the TV stations will not move in on a  
21 mob scene because when the issue is  
22 clear enough the TV program focusing on  
23 the mob creates additional disorders  
24 that can and will be understood by  
25 anyone. Sometimes it's possible to

1 go to individual newspapers when there  
2 is a series on the Ku Klux Klan and at  
3 any time point out to them that what  
4 they are doing is horrendous, that they  
5 are feeding the fire. But, it is only  
6 in bad times, really bad times, that  
7 newspapers will react.

8 When Joseph McCartney starts out  
9 that is the concept of the freedom of  
10 the press rides high and there does  
11 arise a time when newspapers begin to  
12 react to the criticisms directed to them  
13 that they are putting oil on the flames.  
14 I suppose that is what I was wondering  
15 about when I said two professors of  
16 journalism here. Both of us are  
17 sufficiently aware of the history of  
18 newspapers to know that reporters will  
19 always automatically respond, hey, we  
20 don't create the news, hey, everything  
21 that is news gets printed. It's really  
22 I suppose only gray haired professors  
23 who know it doesn't quite work that way  
24 all the time.

25 So we are putting you in a very

1           unfair position and we admit to it.

2                   Let me turn back to Dr. Spencer.

3                   DR. SPENCER:               I would like  
4           to ask the teacher some things.

5                   Has it ever occurred to you that  
6           you could probably teach more and move  
7           more hearts and spirit if you taught  
8           literature rather than assigned a  
9           curriculum? That is there is -- people  
10          are moved by literature in my mind,  
11          they are not moved by textbooks, they  
12          are not moved by being admonished by  
13          teachers, don't do this, don't do that.  
14          They are moved by experience which is  
15          involved and on things like that.  
16          We have a critically rich array of  
17          materials to draw from here. In this  
18          room we could get a dozen books which if  
19          we read and discussed them by polling  
20          the answers the way we used to, bringing  
21          out the dilemma and moral perplexities  
22          and ambiguities you could move people.  
23          But I don't hear the literature that is  
24          worth leaving on your table after you  
25          leave college. We have only a stack

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1 of expensive textbooks.

2 DR. JURICA: Dr. Spencer, I  
3 agree with what your saying and that I  
4 am director of social studies I do not  
5 mean to assume that the other curriculum  
6 areas did not enter into the  
7 instruction.

8 I know in social science we tend  
9 to stress to our teachers that the focus  
10 is on how to cooperate with all  
11 curriculum areas and to show students  
12 that you don't read in a vacuum you read  
13 with theam and body. That being perhaps  
14 social science, it could be fine arts or  
15 whatever.

16 I think my quotes that I gave at  
17 the beginning of my presentation in  
18 regards to different authors bring out  
19 the points that certainly we are in  
20 favor or using literature as much as  
21 possible.

22 I think this should start from a  
23 very early age, from primary grades all  
24 the way through 12th grade in saying  
25 that all of the curriculum areas are

1 working together and this is what we're  
2 trying to do in the Chicago Public  
3 Schools and I'm sure the State Board of  
4 Education would also feel the same way.

5 MR. SCHWARTZBERG: I wonder  
6 whether we can restate focus a little  
7 more narrow.

8 To what extent can we specifically  
9 increase the number of human relations  
10 courses that are human relation courses  
11 rather than human relations materials,  
12 and certainly in other areas. To what  
13 extent are there such courses across the  
14 breath of the state and not just in the  
15 Chicago area?

16 What are the mechanisms for change  
17 that deepen that presence?

18 MR. FRATICOLA: Let me tackle  
19 that. We have recently completed a  
20 survey of courses that all offered  
21 at a secondary level, that may include  
22 information on the ethnic and minority  
23 groups, that is what we're really  
24 looking at in trying to gain some  
25 assessment off of this survey in terms

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1 of is it a separate course of study, is  
2 it incorporated in the social studies.  
3 We looked at social studies by the way,  
4 I'll get back to that in a minute. And  
5 we found out that roughly about a third  
6 of the schools to have been -- more than,  
7 to make some concerted efforts to  
8 incorporate that within the social  
9 curriculum.

10 The only state mandate that really  
11 speaks to ethnic education or dealing  
12 with minority education and black  
13 studies and that type of stuff is School  
14 Code 2721 which says that all seniors by  
15 the time that they graduate from the 8th  
16 grade should have had some knowledge of  
17 blacks, Mexicans, Hispanics, I think  
18 about 18, ethnic groups, et cetera.

19 That has -- that is on the books,  
20 I don't think it is implemented as well  
21 as certainly I would like to have it  
22 implemented. There is no guarantee,  
23 most of the teachers would say that  
24 the door is closed in the classrooms and  
25 if it is not taught, it primarily is

1 in the realm of the teachers interest.  
2 Entitled to some curriculum and entitled  
3 to some curriculum principles, how much  
4 goes into the human relations and how  
5 much one deals with the issues that  
6 Alice brought up earlier in terms of  
7 moving from the generalization to the  
8 stereotype and really starting to  
9 diagnose an issue is something that is  
10 very hard for you to get a handle on.

11 That is probably why we are moving  
12 toward teacher certification and one  
13 of the goals of that, the flip side of  
14 that is that we are going to have  
15 teachers in the classroom, we're going  
16 to be there another 20 years, who are  
17 already certified that came through the  
18 schools without that particular  
19 requirement and our feeling is that one  
20 of our goals is that we must do as much  
21 inservicing as we can do staff  
22 development. How successful we have  
23 been in that, again, it's almost  
24 impossible to measure.

25 I do know that we have to

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1 in-services for you know, a thousands  
2 teachers each year, not just in Chicago  
3 but you know, throughout the whole  
4 state.

5 Let me speak to the language.  
6 Part of our approach when doing staff  
7 development is very much one of not just  
8 within the social studies, I think when  
9 we go into the issue of self concept and  
10 cultrual appreaction we have to look  
11 into those two areas but also within  
12 music and within the arts. That  
13 interaction, where it's just not the  
14 teacher/student relationship, we even  
15 try to get the whole school district and  
16 the whole school system.

17 What is it systematically that you  
18 have incorporated which allows that  
19 student to feel good about him or  
20 herself and to begin to have the student  
21 also appreciate the other members of  
22 that.

23 When I work with the school I try  
24 to get them to look at what's up on the  
25 bulletin board, what are the policies



1 that they have implemented. What are  
2 some of the speakers that they bring in  
3 to address the student body, how  
4 diverse, do they have varied interests.  
5 What are some of the novels and the  
6 plays and the music that one begins to  
7 introduce.

8 There was a terrific profile of  
9 a woman in the Sun Times, Wang Lee who  
10 is the Vietnamese Rep at the  
11 Vietnamese service center, a terrific  
12 survival story. What has gone on among  
13 the broader area, that students really  
14 begin to think that the perception of  
15 new imigrants is that they take from and  
16 this article said no, we can give it  
17 back, we turned the corner which was  
18 pretty well a dead corner into somewhat  
19 of a new community out there.

20 We need some profiles like that  
21 which we suggested and that can be found  
22 at an inexpensive rate. It doesn't take  
23 a new textbook to resolve the issue, at  
24 least to my satisfaction. Also, the  
25 third copy of the Tribune by the way

1 is to take that same area of Lawndale  
2 and talk about some survival stories  
3 that are also there.

4 My wife -- my wife teaches in the  
5 area for the Catholic School System and  
6 there is a number of terrific stories of  
7 single parent families and others who  
8 have survived, flourished and prospered  
9 in that same area. So it's not just a  
10 pathological view of the black family  
11 that we have to get to. It doesn't have  
12 to be a middle class view that you have  
13 to reach a degree of middle classes, but  
14 there is some terrific stories of  
15 parents who are struggling and striving  
16 for their children to give them as much  
17 as anybody else in this room that would  
18 want to give their children and are  
19 doing it and are doing it against  
20 overwhelming odds. That is a terrific  
21 story that I think hasn't been told to  
22 people throughout this community.

23 MR. LUCAS: I would like  
24 to question on this line -- were you  
25 through? I'm sorry.



1 I wonder if we may be a little  
2 more precise when we're talking about  
3 general human relations and I understand  
4 that that is a very important issue.  
5 But we were talking about the role of  
6 the schools in dealing with hate group  
7 violence. I really would like an  
8 initial question. Is there a role or  
9 should we go more toward either positive  
10 or in a pluralistic or whatever the  
11 approach is or is there specific roles  
12 in dealing with this type of problem in  
13 our society?

14 DR. JURICA: I think there  
15 is a definite role for education to have  
16 in this.

17 I would just like to bring out two  
18 curriculum guides that I failed to  
19 mention in my original presentation.  
20 The Anti-Defamation League has two  
21 excellent guides. One on extremism in  
22 the United States and the other one  
23 on hate groups in America.

24 Both guides are available in our  
25 system and have been used in our

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1 schools. We are working also with the  
2 various groups such as the  
3 Anti-Defamation League in looking at  
4 some of the points of hate violence  
5 occurring in our neighborhoods.

6 For example, in the Lakeview area  
7 a number of schools --

8 MR. LUCAS: Excuse me for  
9 interrupting you. How does that happen?  
10 Is that part of the curriculum? Is it  
11 just a pep talk at the beginning? How  
12 does it occur?

13 DR. JURICA: No, it can  
14 occur from either way, there can be  
15 mutual cooperation.

16 In this case, the Anti-Defamation  
17 League asked if there were any problems  
18 in the schools that they wanted to be  
19 able to help.

20 I have also seen from the other  
21 point where schools have asked different  
22 organizations such as the Commission on  
23 Human Relations.

24 MR. LUCAS: Excuse me  
25 again, let me interrupt for a second

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1 because really I'm looking at a very  
2 definite question.

3 Assume for a second that I am a  
4 student in a high school in Chicago.  
5 How specifically do I get information on  
6 the study of or whatever, on hate  
7 groups? Does it occur? When?

8 DR. JURICA: Right now, in  
9 our curriculum guides very very little  
10 formal structure is given to hate groups  
11 or terrorism. It parimarily occurs as I  
12 mentioned in a historical context or in  
13 a contemporary class.

14 I think our guidance departments  
15 in our schools, I believe are multiply  
16 cooperating with the multi-lingual and  
17 multi-cultural departments in the  
18 Chicago Public Schools.

19 There are independent  
20 organizations as well as organizations  
21 within the system that can help a  
22 student. But in terms of our curriculum  
23 guide at this point other than  
24 historical context material there really  
25 is nothing that is significant.

1 MR. LUCAS: Should there  
2 be?

3 DR. JURICA: There is, that  
4 is why I said --

5 MR. LUCAS: I said should  
6 there be?

7 DR. JURICA: I believe  
8 there should, that is why our guides, at  
9 least in the area of social studies are  
10 being reevaluated at this point.

11 In the context of multi-cultural  
12 education with the emphasis on global  
13 education which we are placing in all of  
14 our schools. For example we have one  
15 school in Chicago that is simply devoted  
16 to global education. It is an  
17 international high school.

18 MR. LUCAS: I know that.  
19 I am personally interested in this  
20 matter because Dr. Byrd had a ringing  
21 endorsement of the notion of both in  
22 general, knowing diversity and  
23 specifically, doing what the schools,  
24 must so that the hate groups are not  
25 rampant and don't grow.

1 don't grow.

2 Now, I hear you say that there is  
3 some in the curriculum, but that it is  
4 basically addressed in the historical  
5 basis.

6 I also hear you say that you think  
7 there should be more in the curriculum.  
8 I would have remaining then two  
9 questions. One, how would you respond  
10 to somebody that says that there should  
11 not because it can increase the  
12 stability. We heard that this afternoon  
13 or was it this morning; in this very  
14 room.

15 Two, if there isn't too much and  
16 if you think there should be and if the  
17 general superintendent thinks there  
18 should be, where is this matter, that  
19 there isn't.

20 You have two questions there.

21 DR. JURICA: Right now, as  
22 far as the Chicago Public Schools, there  
23 is a lack of funding for curriculum  
24 guides.

25 Right now, we are very hopeful

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1 that our U.S. high school curriculum  
2 guide will be revised. We have been  
3 told that pending funding available we  
4 should make plans towards this.

5 If that is the case as far as I'm  
6 concerned in the area of social science,  
7 definitely, there is going to be a part  
8 in that curriculum guide for helping  
9 teachers, for helping students.

10 We also are going to continue not  
11 only waiting for funding to be available  
12 but we are going to continue to provide  
13 in-service training, conferences for our  
14 teachers so that they can go to a  
15 conference, that they go to an  
16 in-service and come back the next day  
17 and apply what they have learned and not  
18 simply learn something in theory.

19 I'm sure you have attended many  
20 conferences where it sounds excellent,  
21 it sounds pie in the sky, but cannot  
22 actually go in to my classroom the next  
23 day and apply it.

24 I think as a classroom teacher for  
25 the past 18 years before I became



1 Director this is something that I asked  
2 and therefore there is something I will  
3 take the leadership with in terms of our  
4 in-services.

5 MR. SCHWARTZBERG: Let met take  
6 the follow-up on that. Lets say  
7 somebody comes to the department, to the  
8 superintendent and says we will fund the  
9 publication of the human relations point  
10 portion of that guide; is that the only  
11 thing that stands in its way?

12 DR. JURICA: Of course I  
13 cannot speak for Dr. Byrd, but coming in  
14 at the end of his presentation I have  
15 heard and from other speeches that he  
16 has given I think he puts this as a  
17 priority, definitely. Therefore if  
18 someone comes in with the funding again  
19 I can't speak for Dr. Byrd, but I feel  
20 that he would do everything in his power  
21 to try to make sure that cultural  
22 pluralism and the whole idea of  
23 diversity in our society would be  
24 emphasized and stressed.

25 MR. SCHWARTZBERG: Let's say

1 that what it takes to move to the level  
2 of one actual course of elective basis  
3 in each high school?

4 DR. JURICA: It's really a  
5 simple type of process. Are you talking  
6 about in-service training or are you  
7 talking about actual courses?

8 MR. SCHWARTZBERG: I'm talking  
9 about actual courses.

10 DR. JURICA: What it takes  
11 is for a school to say they are  
12 interested in having some courses on  
13 human relations and they attain a  
14 curriculum code number, they give a  
15 rationale in terms of content area that  
16 will be given with that course and if  
17 the administrator of the school agrees  
18 to it, it can go into the curriculum  
19 code.

20 MR. SCHWARTZBERG: That is  
21 accounts from the individual high  
22 school?

23 DR. JURICA: Right.

24 MR. SCHWARTZBERG: As a request  
25 to the administrators of the district,

1 district, the superintendent?

2 DR. JURICA: It would be  
3 from the principal to the district  
4 superintendent. We now in Chicago are  
5 divided into elementary and high school  
6 districts, therefore we have 20 district  
7 superintendents and we have three high  
8 school district superintendents.

9 MR. SCHWARTZBERG: But it  
10 wouldn't come from the opposite  
11 direction? There would be no way in  
12 which the process could come about to  
13 say that these schools each should have  
14 at least one voluntary course?

15 DR. JURICA: Of course it  
16 could, it can come from the top level as  
17 well as from the bottom up. What I'm  
18 saying is, as a former teacher that to  
19 me it really makes sense, it also makes  
20 effective instruction when you have the  
21 people who are going to be involved in a  
22 program making a decision. When they  
23 feel that it is important enough to have  
24 a class or a course in their school you  
25 will find much less resistance than if

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1 something is handed down in terms of an  
2 order to enforce.

3 DR. SPENCER: I have done  
4 that very thing. I'm a teacher and I  
5 teach a course called Political  
6 Cynicism, Hypothesis and Alienation and  
7 it's a real cliffhanger and I use only  
8 literature; Locke, Socrates and I don't  
9 see how any high school student  
10 should be allowed to grow up and get out  
11 of school with out reading Elie Wiesel.  
12 Not for what you say is in it but for  
13 what they see in it and you provide the  
14 context. You do the same thing for  
15 Martin Luther King, the letter from the  
16 Birmingham jail, what is the contents,  
17 have them read it and then they can  
18 write essays on it. Then they will be  
19 moved, but I don't think a curriculum  
20 guide is going to get them excited.

21 DR. JURICA: They have to  
22 internalize the thing to begin with, the  
23 curriculum guide is a guide.

24 MR. SCHWARTZBERG: But that guide  
25 doesn't produce actual courses unless  
either the superintendent goes in and

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1 requires it or the superintendent goes  
2 in and attempts to induce the  
3 applications and what I'm concerned if  
4 all we're going to see is curriculum  
5 guides, curriculum guides are the  
6 answer, the courses are an answer and I  
7 don't see the courses themselves  
8 occurring as a result of the guide.

9 DR. JURICA: Just in  
10 response to that, I think that as more  
11 and more teachers are exposed and more  
12 and more administrators are exposed to  
13 workshops and conferences dealing with  
14 this topic, you are going to find that  
15 on the grassroots level there is going  
16 to be a clamor for these types of  
17 courses.

18 MR. LUCAS: May I?

19 Passing on another subject, I  
20 would like to know Mr. Raby, do you have  
21 in the Commission Of Human Relations. I  
22 understand pretty much what the  
23 commission does, does it also have a  
24 dissemination mission and if so have you  
25 considered it necessary to deal with  
hate group violence in the process of

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1 the dissemination?

2 MR. RABY: Well yes, by  
3 dissemination do we view on of our -- do  
4 we view one of our roles as networking  
5 and the answer to that is yes and of  
6 course out of the networking that  
7 information which is relevant for the  
8 groups that we're not working with we  
9 would share.

10 We would, for example, and we have  
11 in a couple of instances worked with  
12 other private voluntary organizations to  
13 watch a home where a black family has  
14 moved into a community which has  
15 communicated in some form or another  
16 some hostility, watch it and to act as a  
17 liaison particularly with the City law  
18 enforcement agencies but with others as  
19 well. So yes, we see it as a primary  
20 function networking with officials and  
21 with private voluntary organizations and  
22 disseminating what information is  
23 available.

24 MR. LUCAS: So what I  
25 understand you to say is that you do  
that networking with people that can

1 affect the outcome, that can make the  
2 changes.

3 I was thinking more -- I  
4 understand that, that is very clear.

5 How about in terms of public  
6 review with public discrimination, is  
7 that also part of the function?

8 MR. RABY: Well, one of  
9 the things that we're trying to do in  
10 those communities where the movements,  
11 where there is a geographical community  
12 that is anchored, is to try to identify  
13 and organize among those people those  
14 who are sympathetic and supportive  
15 of.

16 One, the law enforcement agency  
17 forcibly enforcing the law and not  
18 allowing an environment to be created  
19 where, there is an invitation to people  
20 violating the law, where people come  
21 together and welcome that new neighbor.  
22 To that extent, but we have not moved  
23 beyond that, those two arenas which I  
24 have described the first networking and  
25 the second, the clear

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1 identification of people within a  
2 community in which -- to which a new  
3 minority resident may have moved in the  
4 neighborhood.

5 We have reason to suspect that  
6 there would be some hostility.

7 MR. SCHWARTZBERG: I have just  
8 one brief question prefaced on an answer  
9 from you.

10 I know that we have to close which  
11 we're going to do in a few minutes.

12 You have indicated that you and  
13 others share some concern that in light  
14 of the recent political events in the  
15 City and increase in polarization that  
16 the possibility of violence is feared  
17 may have increased, what in light of  
18 that do you think that this committee  
19 can do usefully between now and the next  
20 election?

21 MR. RABY: Well, I think  
22 one, the minimum is probably the  
23 prerequisite to doing anything else, is  
24 to keep in contact with those private  
25 voluntary agencies which have taken



1 the settings, establishing of some  
2 standards and the monitoring and the  
3 reviewing of other programs in other  
4 cities where they have successfully done  
5 some things.

6 For example, it is my  
7 understanding that the organization  
8 called Conduct or the one patterned here  
9 in Chicago was patterned after an  
10 organization called Conduct where  
11 several local areas and other parts of  
12 the United States a group of  
13 prominent citizens got together and have  
14 called where the circumstances required  
15 a campaign for the distribution, called  
16 into account the distribution of  
17 literature which was inflammatory and  
18 racism and unrelated to the campaign and  
19 that it is my understanding that a  
20 number of cities have been successful  
21 and we are in the process of formulating  
22 or putting together such a committee in  
23 the City of Chicago. There is, by the  
24 way, there is some feeling that the news  
25 media in the City of Chicago and of  
course I'm -- not tracking, but the

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1 news media in general, did not  
2 demonstrate the highest quality of  
3 journalism. They wouldn't have gotten  
4 an A in last year's election reporting  
5 and we're hoping to pick up where the  
6 school journalism left off and engage in  
7 some dialogue to see if we cannot raise  
8 the level of their visions about what is  
9 appropriate reporting and what is not.

10 MR. SCHWARTZBERG: And with that  
11 I want to thank you very much and thank  
12 the panel very much.

13 We have come to that point where I  
14 state that additional material may be  
15 submitted in writing to the Illinois  
16 State Advisory Committee by addressing it  
17 to the United States Commission on Civil  
18 Rights, 230 South Dearborn Street, 3280  
19 Chicago, Illinois 60604; on or before  
20 March 1st of this year. By accident we  
21 are meeting within one week of the  
22 sentencing of major figures in the  
23 conspiracy which attempted to bring  
24 about a revolution in this country, from  
25 the extremist right.

1 Thomas Jefferson warned us that  
2 returned turned vigilance is the price  
3 of liberty. We are grateful for those  
4 who help provide warnings and vigilance.  
5 To those law enforcement officers who  
6 met the need in the manner for the  
7 moment of threat. But we have been  
8 warned that the formal monitoring  
9 process as it presently exist in this  
10 state may be insufficient and have noted  
11 that steps to secure a single point of  
12 notification, greater cooperation,  
13 computer storage of information and the  
14 like may well be considered by a variety  
15 of agencies.

16 To me, this program is important  
17 not only because of it's basic thrust,  
18 but also because of the material in its  
19 intricacies, the items that we  
20 predictably must not let fall into the  
21 cracks.

22 Should this committee attempt to  
23 encourage action by various agencies and  
24 various cities for joint commission of  
25 textbooks in the human relations

1 field, can we induce a single point of  
2 reference for complaints in the human  
3 relations arena, outside of the Northern  
4 District of Illinois as well as within  
5 the District?

6 Could there be a law banning  
7 semi-automatic weapons? Could there be  
8 a law buying weapons which are  
9 convertible to automatic use or which  
10 give the appearance of being automatic  
11 weapons?

12 Questions like these I am sure  
13 interest other members of the committee  
14 as well as myself.

15 Let me once again thank Judge  
16 McGarr for the use of his, this  
17 ceremonial courtroom and let me also  
18 thank our audience, both for their  
19 attention and for their demeanor.

20 At this point this public forum  
21 stands adjourned.

22 ---o0o---

23 Applause

24 ---o0o---

---o0o---

Whereupon, the  
hearing was  
concluded at  
4:50 P.M.

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V. M. SCOTT & ASSOCIATES

BY: \_\_\_\_\_  
Avis D. Scott