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CAMPUS TENSIONS: IN SEARCH OF  
SOLUTIONS FOR THE '90s

A U.S. COMMISSION ON CIVIL RIGHTS FORUM

held September 27, 1991

UMass-Amherst Campus Center

Vol.  
I

Before the Massachusetts Advisory Committee:

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Richard S. Aldrich  
Paula Raposa

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Commission on Civil Rights

Samuel Hand, Vermont Advisory Committee  
Kimberly Cheney, Vermont Advisory Committee

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MS. ALMEIDA: We're going to start now, if people would please take their seats.

Good Morning, my name is Deirdre Almeida. I am coordinator of the Graduate Women's Program of the Everywoman's Center here at the University of Massachusetts and I am also serving as the Acting Chairperson for the Massachusetts Advisory Committee to the Commission -- U.S. Commission on Civil Rights. With me today are Samuel Hand, who is the Chairperson from the Vermont State Advisory Committee. Also here from Washington DC is John I. Binkley who is the Director of the Eastern Regional Office which serves fourteen states, including the New England states. Here also is Tino Calabia who coordinates all staff services for Massachusetts and for other states and Lorna Gougis, a National Urban Fellow who is working with the

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1 Commission headquarters.

2 During the course of the morning we  
3 shall hear from about two dozen guest  
4 panelists. Some are here from out of  
5 state and, to the extent that time  
6 allows, we hope to hear remarks from as  
7 many of you in the audience that time  
8 will allow us. Anyone who has prepared  
9 remarks in written form, you should  
10 submit a copy to staff for the record.  
11 If you would summarize those remarks  
12 and leave more time for discussion, that  
13 would be helpful to us. Keeping your  
14 presentation and/or comments sharply  
15 focused will aid us in moving the forum  
16 along, you will also help us to meet our  
17 legal obligations by refraining from  
18 defaming or degrading any individual in  
19 your remarks.

20 I should note too that each of our  
21 panelists are here voluntarily offering  
22 his or her comments for a public record  
23 being made by a court stenographer. On

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1 the other hand, although the media was  
2 also invited, any panelist or other  
3 speaker retains the right not to be  
4 photographed as he or she addresses us  
5 today. If you wish to exercise that  
6 right, please inform staff so that we  
7 may accomodate your request.

8 Now, as many of you know, it will  
9 be five years ago next month that there  
10 occurred on this, our host campus, an  
11 outbreak of racial animosity following  
12 the final game of the 1986 World Series  
13 of baseball. That incident gained  
14 national notoriety but led to an  
15 appraisal here and elsewhere about what  
16 needs to be done to lessen antagonisms  
17 among racial and religious groups in  
18 order to reduce campus tensions. And  
19 some measure of success has reportedly  
20 been achieved.

21 Nevertheless, as the Boston Globe  
22 reported less than two weeks ago,  
23 "nearly a third of all [Massachusetts

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1 Students recently surveyed] have  
2 experienced racial, ethnic or gender  
3 offenses." Of course, not just here,  
4 but also elsewhere around the nation,  
5 incidents of racial or religious  
6 intimidations and violence on campus do  
7 crop up, as I'm sure our first panel  
8 will verify.

9 Our goal today is to hear from  
10 students, administrators, faculty,  
11 public officials, and others about the  
12 continuing problem but also about  
13 current programs intended to combat  
14 campus intolerance, as all of us search  
15 for solutions in the '90s. Let me add  
16 that the Committee and Commission staff  
17 are pleased to be joined after lunch by  
18 the Office of Civil Rights of the United  
19 States Department of Education whose  
20 Region I Director, Thomas Hibino, is  
21 here. Would you stand up? He  
22 volunteered his staff to help organize  
23 this afternoon's special workshops. We

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1 hope that as many as of you as possible  
2 will return for further presentations  
3 and discussions in this same conference  
4 room. One final note, we anticipate  
5 that after New Year's a public report of  
6 today's forum and related interviews and  
7 research will be released. It will be  
8 similar to our recent report, Community  
9 Perspectives on the Massachusetts Civil  
10 Rights Act, which is available today on  
11 the table in the hallway. Should you  
12 desire to add our to record after the  
13 forum, you may do so by writing to the  
14 Washington DC headquarters, and that is  
15 also available out in the hallway.

16 Before we start with our first  
17 panel, I would like to introduce Acting  
18 Provost Glen Gordon who would like to  
19 extend a few words of welcome on behalf  
20 of the University.

21 MR. GORDON: On behalf of the  
22 Amherst campus at the University of  
23 Massachusetts, I would like to issue a

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1 special welcome to the representatives  
2 of the Massachusetts Advisory Committee  
3 to the U.S. Commission on Civil Rights  
4 and their staff from Washington. I  
5 would like to welcome as well  
6 representatives from the Vermont and  
7 Connecticut Advisory Committees,  
8 representatives of Federal, State and  
9 local agencies concerned with these  
10 issues and our colleagues from Smith  
11 College and other institutions of higher  
12 ed.

13 As many of you know, as we've  
14 already heard, we have had our share on  
15 the Amherst campus of racial and  
16 religious conflict. Our efforts to  
17 address these issues first began in  
18 earnest in the 1960s as central themes  
19 of our residential colleges. Ten years  
20 ago we established the Chancellor's  
21 Commission on Civility in Human  
22 Relations, an advisory group of faculty,  
23 students and staff, to provide advice to

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1 our administration about these very  
2 difficult matters. Three initial  
3 recommendations of our Civility  
4 Commission, as it's called, were  
5 implemented shortly thereafter. First,  
6 the campus committed itself to develop a  
7 general education curriculum that  
8 included the requirements that all  
9 students take two social and cultural  
10 diversity courses. Secondly, we sharply  
11 increased the amount of co-curricular  
12 education programs aimed at issues of  
13 race, gender, religion, sexual  
14 orientation and so on, providing them  
15 not only to students but also to faculty  
16 and staff. And thirdly, we established  
17 an Office of Human Relations in order to  
18 continue discussions and needed  
19 institutional changes.

20 As you will hear today, these and  
21 later efforts have not put an end to  
22 racial and religious conflicts on the  
23 campus. They have, however, changed the

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1 way we think about these issues and how  
2 we respond to them. They have also  
3 convinced us of the continuing need to  
4 explore these issues, openly and  
5 frankly. Consequently, we welcome this  
6 opportunity to host today's meeting and  
7 and I, as Acting Provost, certainly look  
8 forward to reading the Committee's, the  
9 Advisory Committee's final report on  
10 these Committees.

11 Again, welcome, and have a good,  
12 profitable conference. Thank you.

13 MS. ALMEIDA: Now I would like to  
14 ask the speakers, any of them from the  
15 first panel, who have not taken their  
16 seats, to do so. And as they do, let me  
17 note that they will be providing a  
18 national overview of the problem and we  
19 would like to begin, if we could, with  
20 Acting General Counsel Sandra L. Moody  
21 of the Massachusetts Department of  
22 Education who will help us to understand  
23 what younger students encounter in grade

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1 school and high school before starting  
2 college. As we all know, college  
3 students do not suddenly appear out of a  
4 vacuum.

5 Ms. Moody, could you tell us how it  
6 is that some elementary and secondary  
7 students continue to harbor misconceived  
8 notions about members of other races and  
9 religions while other students are  
10 beginning to be introduced to the spirit  
11 and respect of diversity?

12 MS. MOODY: I know that's not an  
13 easy question to answer. However, I  
14 don't think it could come as any surprise  
15 since here we are at an educational  
16 institution talking about tensions,  
17 racial tensions at educational  
18 institutions, and since I represent the  
19 State Department of Education, I don't  
20 think it's a surprise that I'm going to  
21 tell you that I think the answer is  
22 through education. Surprise, surprise.

23 The question is, what are the

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1 educational institutions, the public  
2 elementary and secondary schools,  
3 particularly here in Massachusetts doing  
4 in relation to this whole issue? I can  
5 tell you that the Department of  
6 Education has been committed to helping  
7 students understand and learn about  
8 people from different raises, ethnic,  
9 religious groups in the hope that this  
10 kind of exposure to people who are  
11 different from themselves and gaining  
12 knowledge about these people helps  
13 everyone learn about both their basic  
14 similarities and also helps respect the  
15 differences that are exhibited among the  
16 various groups. That's the ideal. And  
17 we're all going to learn about each  
18 other and learning about each other, we  
19 will learn to respect each other.

20 We clearly have not reach this  
21 ideal, but what we have done over the  
22 past fifteen to twenty years, I think,  
23 is worthwhile hearing about. Obviously

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1 some of these efforts have achieved  
2 greater success than others and the real  
3 tragedy, of course, is that as we are  
4 facing tougher economic times, the push  
5 to increase things like staff  
6 development, student/teacher awareness  
7 of others, all of the interventions that  
8 have been made, are kind of drying up.  
9 But let me talk about a few of these  
10 efforts and, you know, hopefully I don't  
11 have to be quite so pessimistic by the  
12 end of my description.

13 One of the things that we have been  
14 working on in the Department of  
15 Education for quite some time, although,  
16 again, we're not as heavily involved in  
17 it right now, is a varied number of  
18 curriculum initiatives, and one of them  
19 has been the so-called World of  
20 Difference Curriculum with the  
21 Anti-Defamation League. With this  
22 effort teachers have received extensive,  
23 in-depth training in curriculum

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1 development issues involving cultural  
2 differences, racial, cultural, religious  
3 differences, awareness of how their own  
4 cultural biases have been exhibited and  
5 how they can be modified, and how to  
6 help their students become aware of what  
7 other people have felt, are feeling, and  
8 how to deal with differences between  
9 students.

10 Another fairly large push within  
11 the Department has been a joint project  
12 with the Civil Liberties Union of  
13 Massachusetts entitled the Bill of Rights  
14 Education Project. There have been a  
15 number of seminars that have been held  
16 and here these seminars have been held  
17 for both students and teachers at the  
18 elementary and secondary school levels  
19 in making people aware of their  
20 constitutional protections for themselves  
21 and for others. Again, that's, you  
22 know, that has been a very successful  
23 program.

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1           The Board of Education has given  
2 grants to teachers in school systems to  
3 develop other kinds of curricula that  
4 stress diversity and address the needs  
5 of a diverse student population.

6           Another effort has been a  
7 curriculum to combat violence, violence  
8 prevention exercises. Violence  
9 prevention curriculum efforts have, I  
10 think, been very successful in some of  
11 the high schools in Massachusetts and  
12 part of the impetus for the violence  
13 prevention curriculum grant has been an  
14 awareness that often you see students,  
15 particularly middle and high school aged  
16 students, becoming involved in fights,  
17 to put it bluntly, that may or may not  
18 have been racially motivated but they  
19 certainly escalated into racial  
20 confrontations in school systems. I'm  
21 particularly -- right now there is an  
22 incident in Randolph High School where  
23 there have been several violent

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1 incidents and there's a variety of  
2 explanation for these incidents. At  
3 this point, you know, the problem is,  
4 how do you stop these things from  
5 happening again? And we're hopeful that  
6 more attention to other ways of dealing  
7 with differences between people can help  
8 eliminate the outbreaks of violence in  
9 our high school campuses.

10 Again, you know, the real effort is  
11 not to go in when these incidents occur,  
12 but to have been a presence before they  
13 happen to try to prevent these things  
14 from happening in the future, to try to  
15 encourage student awareness of each  
16 other and teacher awareness of cultural,  
17 racial, ethnic, religious differences  
18 among students so that they too can  
19 examine their own behaviors and how  
20 those behaviors are perceived by  
21 students and their parents in the hopes  
22 that we can, by the time these students  
23 reach the college campus level, we've

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1 essentially tried to nip it in the bud,  
2 as it were.

3 Unfortunately, the economic  
4 condition of the Commonwealth and the  
5 school districts, local school  
6 districts, has severely cut into the  
7 efforts that we've made in the past  
8 along these lines. Staff development  
9 budgets in public schools are usually  
10 the first to be cut, or among the first  
11 to be cut. And, of course, as the money  
12 gets tighter and there are fewer  
13 teachers and there are fewer guidance  
14 counselors and support staff to provide  
15 the interventions that are needed, and  
16 as the classrooms and schools are more  
17 crowded because teachers have been laid  
18 off and buildings have been closed, we  
19 are facing very, very tough times ahead,  
20 I'm afraid. And we hope that we will be  
21 able to address these issues and go back  
22 to the kinds of efforts that we have  
23 made in the past because now they are

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1 needed more than ever.

2 I'm not sure I can say anything  
3 more about that at this point. I'm not  
4 sure I've answered your question. The  
5 short answer is, some students have more  
6 respect for others, I think, simply  
7 because they have had more experience  
8 and have incurred and encountered  
9 teachers who are more open to issues of  
10 diversity, and I think that's the key to  
11 the whole problem, especially on the  
12 elementary and secondary level, which in  
13 turn leads into the college level. That  
14 is the focus of the discussion here  
15 today.

16 MS. ALMEIDA: Thank you. Could I  
17 ask each of the presenters to state your  
18 name and your organization that you are  
19 representing for the court stenographer.

20 MS. GREENBERG: I'm Sally  
21 Greenberg. I'm with the Anti-Defamation  
22 League. I'm actually a lawyer with the  
23 Anti-Defamation League. I'm going to

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1 stand up because, first of all, I'm  
2 short and you may not even know I'm  
3 standing, but also I realize that it  
4 might be tough for some of you in the  
5 back to see, and, as a short person, I'm  
6 always disgruntled when I'm in the back  
7 row and I can't see the person standing  
8 in front of me.

9 I am here to talk about the  
10 assignment I was given, which is  
11 essentially to review the level of  
12 anti-Semitism and anti-Semitic incidents  
13 on college campuses, really, across the  
14 country and to try to give you an  
15 overview. Let me just put into  
16 perspective what I do.

17 As I said, I'm a lawyer, a true  
18 confession. I am a lawyer. I'm the  
19 East Coast Regional Civil Rights Counsel  
20 for the ADL, and that means I get calls  
21 from really all over the east coast  
22 about incidents of anti-Semitism. My  
23 major focus though is New England and

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1 because we're based in Boston, the New  
2 England office of the ADL being one of  
3 thirty offices the ADL has around the  
4 entire country, I focus most of my  
5 attention on Massachusetts and the other  
6 New England states.

7 I would like to put into  
8 perspective a little bit about what  
9 we've discovered about anti-Semitism on  
10 campuses, and before I do that, I think  
11 it would be appropriate for me to say  
12 that the ADL has been working on the  
13 issue of anti-Semitism, working to fight  
14 the issue of anti-Semitism, for the last  
15 seventy-eight years. We were formed in  
16 1913, and I think in the last decade or  
17 maybe the last twenty years we have  
18 really been forced to focus much more  
19 attention on the college campus because  
20 so much activity happens there. As we  
21 all know, it's really a microcosm for  
22 what happens in the rest of society. So  
23 we are a seventy-eight year old

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1 organization dedicated to fighting  
2 anti-Semitism. I must add, I would be  
3 remiss if I did not add, that our  
4 original charter developed in 1913  
5 stated that we were not only committed  
6 to fighting anti-Semitism but committed  
7 to fighting against injustice and for  
8 fair treatment for all people. So that  
9 means we are not just concerned with  
10 incidents that are directed against  
11 Jews. We can't be, because they are all  
12 interrelated. We know that. And when  
13 we looked at the picture several years  
14 ago at a conference we had held, the ADL  
15 held a national conference on campus  
16 prejudice, we found that there was no  
17 possible way, no feasible way or  
18 responsible way to focus only on  
19 anti-Semitism. We focused on campus  
20 prejudice across the board and we looked  
21 at what the statistics were and what  
22 some of the more egregious incidents  
23 were.

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1 I think one of the reasons I am  
2 here today, I have been invited here  
3 today, is I had both the blessing and  
4 the curse of coordinating that  
5 conference in Philadelphia. We held it  
6 at the University of Pennsylvania and  
7 this was the pamphlet that came out. It  
8 contains, I think, some very useful  
9 suggestions about dealing with incidents  
10 of campus anti-Semitism and also some  
11 statistics about the kinds of things  
12 that led us to even hold this kind of  
13 conference.

14 Let me give you some background on  
15 the kind of information we have gathered  
16 and how we do it and why we do it.  
17 First of all, the ADL has, for the last,  
18 I would say, 1978-- thirteen years, has  
19 compiled a list of anti-Semitic  
20 incidents across the country, including  
21 those incidents that are reported to us  
22 from college campuses. I will give --  
23 if I can hold up a copy of our audit.

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1 The audit the ADL prepared has been an  
2 invaluable tool for us, has been an  
3 invaluable tool for us for tracking  
4 incidents because we can tell from year  
5 to year what the number of incidents  
6 are, where they are happening.

7 Now, when I say "incidents", what  
8 do I mean by "incidents"? Well, the  
9 kind of thing that we track in our audit  
10 of anti-Semitism incidents are things  
11 like vandalism of Jewish homes. A  
12 swastika on Jewish homes is not,  
13 unfortunately, an uncommon occurrence. A  
14 swastika on a Jewish-owned business, or  
15 an anti-Semitic epithet on a Jewish  
16 institution. Of course, when I say  
17 "Jewish institutions", I mean synagogues  
18 and I mean, very pertinent to this  
19 discussion, Hillel buildings. Hillel  
20 buildings on campuses over the last ten  
21 or fifteen years have been targeted,  
22 unfortunately, for anti-Semitism  
23 attacks. We're talking about swastikas,

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1 broken windows, anti-Semitism epithet  
2 notes under the door, those are the  
3 kinds of incidents we talk about when we  
4 talk about anti-Semitic vandalism. Then  
5 we when also track in our audit  
6 anti-Semitic harassment, and these are  
7 the kinds of things that take a more  
8 verbal or written form. Notes under the  
9 door would be a classic anti-Semitic  
10 harassment. I am going to tell you  
11 about a case in a few minutes about a  
12 guy who was harassed viciously in Boston  
13 by a student at Northeastern University.  
14 The student made a series of probably  
15 several hundred phone calls over the  
16 course of three months to a realtor who  
17 he had worked with close to the  
18 Northeastern campus and he also made  
19 several harassing phone calls to the gay  
20 and lesbian groups on the campus. And  
21 he was prosecuted by -- I said I was  
22 going to tell you a few minutes later,  
23 but I guess I couldn't wait. He was

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1 prosecuted by actually the United States  
2 Attorney's Office in Boston because he  
3 committed what amounted to a violation  
4 of Federal Law by using the mail and the  
5 phones to threaten both the realtor and  
6 the gay and lesbian groups on the  
7 Northeastern campus, and he's going to  
8 go to jail. He's going to serve about a  
9 year. He was sentenced by a judge two  
10 weeks ago. A particularly, I think,  
11 relevant but egregious incident of  
12 anti-Semitism, kind of anti-Semitism  
13 activity, we would track through your  
14 audit.

15 Now, our audit of anti-Semitism  
16 incidents, just to give you a flavor of  
17 where we are today compared to when we  
18 began this process, we really got some  
19 of our first incidents reported in to us  
20 in 1984 from campuses. We had six  
21 campuses reporting in 1984 with six  
22 single incidents. The figure doubled to  
23 twelve in 1985 and increased to nineteen

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1 in 1986. In 1987 we had a reduction of  
2 fourteen incidents compared to the year  
3 before. So it shows that we're not just  
4 getting an increase in reporting,  
5 although a lot of people like to  
6 explain, they think, "Uh, that isn't an  
7 increase in incidents, it's an increase  
8 in reporting." That isn't always the  
9 case. Sometimes we'll get reductions of  
10 incidents from year to year.

11 Now, where are we this year? Well,  
12 actually, our latest statistics are from  
13 last year. We do our audit, we compile  
14 our audit at the end of the year. We  
15 don't have our statistics in for 1991.  
16 We do have some statistics from 1991,  
17 however none of the east coast offices,  
18 which are my responsibility, have  
19 reported in yet, which I take complete  
20 responsibility for. So the figures are  
21 rather skewed. We have seventeen  
22 incidents reported this year in 1991,  
23 compared to thirty-three reported last

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1 year, but when the east coast offices  
2 come in with their incidents I'm sure  
3 the incidents will go quite a bit  
4 higher.

5 Last year across the country, just  
6 to give you a perspective, I'm still on  
7 the campus incidents, I want to tell  
8 you, across the country, not just on  
9 campuses, but the incidents of vandalism  
10 and harassment, the kind I have  
11 described, we had 1,686 incidents  
12 reported. That reflects an overall  
13 increase in the number of anti-Semitic  
14 incidents for the fourth year in a row.  
15 We were up eighteen percent from the  
16 year before. That's an overall picture,  
17 not just on campuses.

18 Now, what's happening on campuses?  
19 Ninety-five of those 1,686 incidents  
20 were reported from college campuses.  
21 That is compared to sixty-nine incidents  
22 in 1989. We had a substantial increase  
23 in the number of anti-Semitic incidents

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1 reported to our office in 1990. I think  
2 it's something like a thirty-six or  
3 forty percent increase in the number of  
4 incidents. Over the past three years,  
5 just to give you a little broader  
6 picture, campus anti-Semitic incidents  
7 jumped seventy-two percent. Our audit  
8 for last year showed that individual  
9 Jewish students as well as places of  
10 Jewish activity on campus have,  
11 including Hillel, fraternity, Jewish  
12 fraternity and sorority houses and dorms  
13 where Jewish students are known to live  
14 in larger numbers than they might in  
15 others -- in the summer of 1990 at the  
16 University of Wisconsin last year there  
17 was a wave of anti-Semitic episodes that  
18 erupted after a series of attacks took  
19 place against individuals in the City of  
20 Madison, Wisconsin. In all last year we  
21 counted twenty anti-Semitic incidents  
22 that were reported in Madison in July.  
23 Now, the ninety-five incidents that I'm

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1 talking about represent fifty-seven  
2 institutions that reported in. So there  
3 were double and triple incidents at  
4 certain of the institutions.

5 One of the most egregious incidents  
6 I have ever seen in my career took place  
7 at McAllister College. McAllister  
8 College is in St. Paul, Minnesota, and I  
9 happen to be from the twin cities, so I  
10 was particularly offended that this  
11 incident took place in my home town.  
12 But, what happened in that incident was  
13 a group of self-described skin heads  
14 entered a dorm area where there was a  
15 kosher kitchen at McAllister. They  
16 vandalized the premises, they left  
17 behind a number of anti-Semitic  
18 scrawlings and swastikas, and the worst  
19 of it is that these were all kosher  
20 cooking utensils, and they left a  
21 cooking utensil filled with their own  
22 excrement. The three were arrested,  
23 plead guilty and they were sentenced.

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1                   And, as I said, it was one of the worst  
2 incidents. I mean, it was a defilement  
3 of the worst sort and it showed an  
4 incredible level of anti-Semitism,  
5 ignorance, hatred, and it was pretty  
6 frightening, as you can imagine, for the  
7 students on that campus. Not just the  
8 Jewish students, the students across the  
9 board. These were not students at  
10 McAllister, by the way.

11                   Another very visible incident that  
12 happened here in the New England area  
13 was the incident at Dartmouth College  
14 last year, and that was the incident  
15 that took place on the eve of Yom  
16 Kippur. When the conservative,  
17 independent newspaper, the Dartmouth  
18 Review, handed out their copies, which  
19 they said that then and they still claim  
20 -- the editors claim that somebody  
21 slipped in the following quote from  
22 Adolph Hitler. It was a quote from one  
23 of his speeches. I happen to know a lot

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1 about this case because the ADL  
2 conducted a major investigation about  
3 what actually happened. It said -- I  
4 thought I had it committed to memory for  
5 life but of course now I'm not bringing  
6 it up on my mental computer here. The  
7 quote said, "In the words of the  
8 Almighty God, I am doing the work of the  
9 Lord by warding off the Jews." How this  
10 appeared in the Dartmouth Review  
11 Newspaper -- well, we conducted an  
12 investigation. I was a staff person and  
13 a number of the ADL's activists and  
14 lawyers went up and we investigated a  
15 number of -- we discussed the issue with  
16 a number of the students on the paper.  
17 None of them claimed to have any  
18 responsibility for it. Clearly,  
19 somebody within the Dartmouth Review  
20 office put that quote in. We'll never  
21 probably know who that was.

22 Time? Okay. How much time do I  
23 have? No time left. Well, I'm going to

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1           actually take one or two more minutes  
2           and just close out because I have just  
3           -- I can't end on that note. Not  
4           appropriate.

5           This year, as I said, we have a  
6           total of seventeen incidents but the  
7           rest are due to come in.

8           At the beginning of the semester  
9           here at UMass/Amherst -- I wanted to  
10          show a flier that was distributed that  
11          made a number of Jewish students nervous  
12          and that was a flier which said, it  
13          related to the Leonard Jeffreys case,  
14          and I should have it readily available  
15          here. In any event, it said "We will  
16          hold Jewish students responsible for any  
17          harm that comes to Professor Leonard  
18          Jeffreys. I don't know who was  
19          responsible for that, but I can tell you  
20          it did strike fear in the hearts of a  
21          number of Jewish students on the campus,  
22          and I believe the Third World Affairs  
23          group on campus said that they had no

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1 knowledge at all of who placed the  
2 flier. And I think that that is  
3 certainly accurate and certainly  
4 believable. But in any event, that kind  
5 of flier was placed around campus, I  
6 guess, in many places, I'm sure Grant  
7 Ingle knows more about this case than I  
8 do, was one of the first that was  
9 reported to us this year and I know that  
10 exacerbates the kind of tension that  
11 takes place for Jewish students on  
12 campus.

13 Let me close by saying, a number of  
14 these incidents, the increase in the  
15 numbers and a number of the overt  
16 incidents, get -- Jewish students find  
17 out about them. They find out about the  
18 McAllister incident, they find out about  
19 the incident at the University of  
20 Wisconsin at Madison. It creates a lot  
21 of tension and a lot of fear and the  
22 evasiveness that is also created by  
23 bringing certain speakers on the

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1 campuses, including Minister Farrakhan  
2 and others, to me is a real tragedy. A  
3 tragedy for Jewish students, a tragedy  
4 for relations between black students and  
5 Jewish students and it's something that  
6 I wish we had better answers to.

7 Certainly I'm open to discussing  
8 this issue more and I hope that as the  
9 day goes on, we can learn more about  
10 them. In any event, we see our numbers  
11 going up and from the numbers I get from  
12 the east coast, I believe we're going to  
13 see either a leveling, we're going to  
14 see the same numbers last year, which  
15 was way too high, ninety-five incidents  
16 across the country, or we may even see  
17 an increase. I thank you for your time  
18 and I apologize for going over.

19 MS. ALMEIDA: We had invited a  
20 representative from the NAACP. I don't  
21 know if anyone did come. So what we  
22 will do is, we will be interviewing  
23 NAACP educational specialists at their

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1                   headquarters in Boston. But before we  
2                   move onto our last panelist, I would  
3                   like to note and welcome that joining us  
4                   here at the Committee table are Donald  
5                   M. Bloch who is also a member of the  
6                   Mass. Advisory Committee and welcome  
7                   from Connecticut their Chairperson, Dr.  
8                   Echols. So the next panelist?

9                   MR. McKEARNEY: My name is Raymond  
10                  McKearney. I represent the  
11                  International Association of Campus Law  
12                  Enforcement Administrators. I am  
13                  Director of Public Safety at  
14                  UMass/Dartmouth. I see my role here  
15                  this morning as twofold. Number 1, to  
16                  discuss briefly, and I will try to be  
17                  brief, what we see across the country,  
18                  and also, from the law enforcement  
19                  standpoint, having better training of  
20                  our public safety personnel.

21                  I agree with Sally that there has  
22                  been a large increase in this type of  
23                  activity in respect to -- in relation to

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1 ethnic groups on college campuses across  
2 the country. Talking to several of my  
3 peers on the west coast, there seems to  
4 be a gigantic percentage of increase.  
5 One of the things that we have to do on  
6 a college campus is to educate, and  
7 Sandra referred to that earlier. That's  
8 what our mission is, to educate and be  
9 more tolerant of different ethnic  
10 groups.

11 In my university, University of  
12 Mass./Dartmouth, we put on a Cultural  
13 Diversity Week once a year which  
14 different facets of the university get  
15 involved in. This is our second year  
16 doing it, September 30th through the 5th  
17 of October. We have -- my department  
18 participates in this diversity week both  
19 to educate the population of the  
20 university and also to educate my  
21 department. This seems to be taking off  
22 around the country and seems to be an  
23 effort in this direction.

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1                   On the law enforcement side of  
2 things, we have to spend a lot more time  
3 teaching police officers to be tolerant  
4 of different situations. We all saw the  
5 incident that happened in Los Angeles  
6 with the Los Angeles Police Department  
7 and this morning if you watched CNN, you  
8 saw an incident that took place in Texas  
9 last night, I believe, where the Texas  
10 State Trooper stopped a motor vehicle on  
11 a highway. Three Mexican people were in  
12 the car. There was a large amount of  
13 marijuana and cocaine, and one  
14 individual was shot along with a deputy.  
15 Police officers perceive this very, very  
16 strangely. I think cops, for the most  
17 part, are one type of person. If they  
18 were not trained to look at these  
19 situations with an open mind, you can  
20 have what happened in California happen  
21 elsewhere.

22                   I think we better take a good long  
23 look at how we train the police.

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1 They've got to learn to be more tolerant  
2 than what I think we have now trained  
3 them in the State of Massachusetts. We  
4 need to do a lot of education.

5 Education is the key. Not just the key  
6 for training police officers, but  
7 education is the key for training people  
8 in the junior high, in high school, to  
9 be more tolerant.

10 We're experiencing great economic  
11 problems within the Commonwealth at this  
12 point in time. I know at my college  
13 campus I see fewer incidents then in the  
14 past but they are more violent in  
15 nature. Just people against people,  
16 acting out. For what reason, we could  
17 discuss that all day.

18 But I think that the key to solving  
19 these problems is through education and  
20 there is -- I think that several years  
21 ago we put a lot of effort into  
22 educating people to be more tolerant of  
23 different ethnic groups. I think of

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1 late we have slacked off on that,  
2 probably because of hard times. I know  
3 there is less Federal money. Less  
4 Federal money means less local and State  
5 money. The population gets older. A  
6 younger population comes along and we  
7 don't follow up and train them. That's  
8 where we are dropping the ball.

9 We have got to do that, and, in  
10 closing, we've also got to spend a  
11 bigger effort in training the public  
12 safety people that serve us. We have  
13 got to teach them to be more sensitive  
14 and how to interact with different  
15 cultures rather than treating everybody  
16 the same across the board. Thank you.

17 MS. ALMEIDA: Before the panel  
18 departs, are there any questions or  
19 comments from either the Committee  
20 members or members of the audience?

21 THE AUDIENCE: I just want to make  
22 a reference to the flier that was found  
23 earlier in the semester. It's not

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1           apparent that any university student of  
2           color has any knowledge of that flier or  
3           had anything to do with it. I think  
4           part of the problem that we have  
5           sometimes is reaction to it was  
6           definitely strong and then there was the  
7           assumption that someone on campus had  
8           something to do with it, and then there  
9           was a negative reaction because people  
10          felt they were being accused of doing  
11          something they had no knowledge of.

12           MS. GREENBERG: It puts everybody  
13          in a bad situation. I did find it. It  
14          said, "Third World Affairs and the Black  
15          community will hold Hillel and the  
16          Jewish people responsible for threats,  
17          misquotes, slander or acts of violence."  
18          Anybody could have put that up. Anybody  
19          with the worst of intentions could have  
20          put that up. Obviously for a number of  
21          Jewish students, it made them very  
22          nervous, as you could imagine it would  
23          make you nervous if it said, "We will

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1 hold all Black students responsible for  
2 any harm that comes to XYZ." It has an  
3 effect. It can't help but have an  
4 effect.

5 I hope from what I hear from you  
6 and others, having talked to students,  
7 that things have settled down quite a  
8 bit and there is a lot more  
9 understanding of the fact that anybody  
10 could have put that up. But these are  
11 the kinds of issues that are set up to  
12 exacerbate tension and that's really  
13 what we are here to talk about.

14 THE AUDIENCE: In your presentation  
15 about these different groups that you  
16 spoke of that were involved in these  
17 different incidents and your  
18 investigations, what were the  
19 backgrounds of some of these people that  
20 did these things; were they, you know,  
21 campus students, were they members of  
22 the ghetto areas, were they members of  
23 the farm group, to create disturbances

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1 among the races? In your  
2 investigations, what were your findings  
3 about these groups?

4 MS. GREENBERG: If we are talking  
5 specifically about a skin head group,  
6 you referring to the McAllister case,  
7 perhaps?

8 THE AUDIENCE: That's one of them  
9 but what I wanted to know, in your  
10 investigation of the different groups,  
11 not on the skin head, I would use that  
12 as a reference point, but I wanted to  
13 know, what was the background of some of  
14 these different groups? Were they  
15 Chinese, Asians, or were they from the  
16 ghetto?

17 MS. GREENBERG: If we are talking  
18 about incidents overall, what I can tell  
19 you is, overall the anti-Semitism  
20 incidents that we track where we do find  
21 perpetrators, the perpetrators are  
22 generally, and I'm talking about the  
23 overt incidents of the swastikas, the

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1 phone calling, the perpetrators are  
2 generally White males between the ages  
3 of sixteen and twenty-four, almost  
4 without exception. And of course in the  
5 vast majority of cases, there are no  
6 perpetrators ever found. I have had,  
7 unfortunately, the experience of working  
8 with some skin head groups, not working  
9 with them, watching them go through the  
10 Court system, and taking advantage of  
11 the opportunity to ask them the kinds of  
12 questions that you just asked me of  
13 them, "Why, what motivates you, where  
14 does the hate from? Do you know any  
15 Blacks, do you know any Jews?" And  
16 shockingly they usually say, "No," but  
17 then they know they hate us. That's one  
18 thing they know. They don't know why.

19 MS. ALMEIDA: We need to move along  
20 here. Maybe there will be a chance for  
21 you after to talk with some of the  
22 panelists.

23 MR. BINKLEY: Ms. Greenberg, you

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1 were cut off from your original  
2 presentation. I wondered, if you had  
3 had the time to complete your  
4 presentation, if you had in it some  
5 suggestions and ideas of how to solve  
6 these, and if so, if you could quickly  
7 summarize that for our record.

8 MS. GREENBERG: I wish I could  
9 quickly summarize how to respond to a  
10 number of these incidents. I know that  
11 this campus in particular -- and I have  
12 worked with Grant Ingle, who was been a  
13 terrific force on this campus for trying  
14 to bring rifts together, mostly  
15 successfully -- part of the problem is  
16 that people don't talk to each other.  
17 People don't have the opportunities to  
18 really try to get to know who each other  
19 are.

20 I'm a big believer in diversity in  
21 the educational system itself. I really  
22 believe that a lot of these incidents  
23 are caused by ignorance, that people

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1 don't understand each other's cultures.  
2 It's hard to force somebody who doesn't  
3 want to learn. We know that there is an  
4 incredible backlash about political  
5 correctness, some of which I do  
6 understand. There are some of Muammar  
7 Qaddafis left which I think create a  
8 rigidity and facism on the left. But I  
9 think this reaction about political  
10 correctness has gone way overboard.  
11 Besides, I think we really need a middle  
12 ground and I think it is important that  
13 students are required to take courses  
14 that teach them about different  
15 cultures. Hey, that's part of the  
16 process of learning not to be afraid of  
17 somebody, to understand why it is that  
18 some Jews don't drive on a Saturday, why  
19 they wear the funny little beanies on  
20 their heads instead of hating them for  
21 it. These are the kinds of things that  
22 campuses are uniquely suited to do, and,  
23 I mean, that's it in a nutshell.

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1                   There's a whole lot more that we  
2                   outlined when I came out here and did  
3                   some work after the incident, the  
4                   racial, the major racial incident that  
5                   took place here in 1986. We came up  
6                   with an outline of responses and things  
7                   that ought to happen, hotlines and  
8                   groups coming together to talk, not just  
9                   in a Black/Jewish dialogue but on a  
10                  joint project. I have sat in on so many  
11                  Black/Jewish dialogues. I don't think  
12                  they are particularly productive. I  
13                  think what is productive is to outline  
14                  some general projects that both groups  
15                  are committed to. And that goes for  
16                  Catholics and Jews and Blacks and  
17                  Catholics across the board. Everybody  
18                  needs to have a joint agenda if you are  
19                  going to work together successfully.  
20                  You can't come together to talk about  
21                  your problems.

22                                What I would commend to you is this  
23                                booklet and I would be glad to leave a

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1 copy. It's got a number of suggestions  
2 in it for resolving some of these issues  
3 and, as Sandra said, the World of  
4 Difference Program now has a Campus of  
5 Difference Project which is being taken  
6 to campuses across the country. And we  
7 did something at Dartmouth and we're  
8 doing -- and it's exactly that kind of  
9 thing I'm talking about, bringing  
10 administrators together, creating  
11 appropriate responses for administrators  
12 when issues come up. They are going to  
13 be dealing with the whole Vermont  
14 system, State system. I don't know if  
15 there are people here from Vermont.

16 There was a serious incident in  
17 Vermont last year at the State college  
18 where a Dean of Students was harassed  
19 horribly, a Jewish Dean of Students was  
20 harassed horribly, continuously, by  
21 phone, by mail, by fliers, etc. The  
22 Campus of Difference Program from the  
23 ADL is going to be taking on the State

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1 system and we met with the Chancellor a  
2 couple weeks ago.

3 As I said, in a nutshell I can't  
4 summarize this but I think there are  
5 many good suggestions, not just from me,  
6 but many people have been focusing in  
7 this issue and I will be happy to leave  
8 this with you and some of the other  
9 projects we've developed.

10  
11 (Panel steps down)

12  
13 MS. ALMEIDA: I would like to thank  
14 our panelists. We'll now begin with  
15 panels from the University of  
16 Massachusetts and we would like to start  
17 with the student representatives. As  
18 soon as seats are available if you could  
19 come up to the table. The students,  
20 while they are coming up, we'll go  
21 through the list of the students that  
22 are here. They are, Alexander Nguyen,  
23 representing the United Asian Cultural

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1 Center; Malkes Gomes from the Cape  
2 Verdean Student Alliance; James Arthur  
3 Jemison, Black Mass Communications  
4 Project; Alisa Meshenberg from Hillel;  
5 and Madanmohan Rao, Editor of Third  
6 World Affairs for the Daily Collegian.

7 Could you introduce yourself and  
8 also state your organization?

9 MR. JEMISON: My name is James  
10 Arthur Jemison. I'm a representative of  
11 the Black Mass Communications Project,  
12 one of the largest organizations here at  
13 the University and I'm going to debrief  
14 you about some of the things I'm  
15 familiar with, talk about a few of the  
16 reasons why I think the situation is so  
17 bad here on campus and like this across  
18 the country, and then talk about  
19 different examples and then try to talk  
20 about what kind of recommendations I can  
21 make to the body for some sort of a  
22 change.

23 I think what you all need to be

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1 impressed about, impressed with, is the  
2 idea that when a Black or minority  
3 student graduates from the University of  
4 Massachusetts, which is similar to many  
5 other State schools and private schools  
6 in the rest of the country, there is a  
7 notion of two degrees that needs to  
8 impressed upon you. That is, a student  
9 gets a degree for course work. I think  
10 what doesn't get recognized is that they  
11 have to survive a system of subtle and  
12 overt racism at universities that really  
13 makes it difficult, academic progress  
14 difficult at times, et cetera, et  
15 cetera. It's almost as if you are  
16 getting two degrees. When I say I  
17 graduated from the University of  
18 Massachusetts, that means I graduated  
19 from a place where I had a very rigorous  
20 academic course work and also, I may  
21 have, depending on the student you talk  
22 to, had a lot of negative hatred on the  
23 part of faculty and the part of staff

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1 and on the part of other students, and I  
2 think there needs to be some kind of  
3 recognition of that. This sort of  
4 racism is very systemmic and often  
5 times people who are perpetrating and  
6 acting out are not acting out of  
7 knowledge, they are acting out of  
8 ignorance. I think that was one of the  
9 things the people talked about  
10 previously. We can get into that later.

11 Overt racism is evident. People  
12 get notes and comments walking down the  
13 street, sort of negative things like  
14 that that happen a lot. Also there are  
15 a few more subtle things that happen.  
16 You might wonder why you don't get  
17 financial aid or you might wonder why  
18 you can't seem to make enough money to  
19 come back to university or maybe there  
20 is a student or a professor that has  
21 really low expectations of your  
22 performance. That's the kind of subtle  
23 racisms that we see. That's often times

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1                   equally destructive as some of the other  
2                   overt forms.

3                   I think there are certain  
4                   conditions in the State of Massachusetts  
5                   that participate in the development of  
6                   this sort of violence on campus and I  
7                   think that, you know, if you look at the  
8                   way Massachusetts is set up, often times  
9                   -- I just came from Boston recently. I  
10                  was visiting a friend there. The  
11                  situation, in Boston at least, seems  
12                  very, very segregated. After being in  
13                  Boston for a while and visiting a friend  
14                  in Madapan, which is a predominantly  
15                  Black neighborhood, I got up on the  
16                  Madapan trolley. I walked across the  
17                  railroad tracks and I was in a White  
18                  neighborhood. I walked in the other  
19                  direction and I was in a Black  
20                  neighborhood. This is the kind of still  
21                  existent segregation we're talking  
22                  about. It's not exactly as it occurred  
23                  in the past but it's definitely

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1 obviously there.

2 I think when many students come to  
3 the university from suburban communities  
4 where they haven't had a lot of  
5 experience with Black and minority  
6 students and they often times have a lot  
7 of lack of information on their part. I  
8 think that many of the African American  
9 students come from communities that are  
10 Black neighborhoods. You're talking  
11 about a condition that exists in the  
12 broader society that needs to be  
13 combatted along with the condition at  
14 the University of Massachusetts, and  
15 again other places across the country.

16 I think a lot of the fear of and  
17 other minority students is a result of  
18 obviously a very hostile climate as far  
19 finances is concerned. In America  
20 everybody's competing over the same --  
21 unfortunately many of us working class  
22 people, are competing against one  
23 another for the same jobs and the same

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1 money, basically. So when it comes to  
2 -- if you look at some of the  
3 institutions, not here at the university  
4 specifically, but on a national level,  
5 people are actually race baiting, making  
6 people fear one another, you're going to  
7 see an exacerbation of the kind of fear  
8 and dislike and ignorance that is  
9 pervasive and making things a lot worse  
10 between the races on campus and also in  
11 a society as a whole.

12 There is a great fear amongst many  
13 students that I'm going to take  
14 somebody's job or Malke Gomes is going  
15 to take somebody's job and et cetera, et  
16 cetera, and for some reason I'm made to  
17 feel bad about taking a place in society  
18 that maybe people, ancestors of mine,  
19 should have been taking a long time ago.

20 Other aspects, multiculturalism.  
21 There was big talk about this a little  
22 while ago, just yesterday, and I think  
23 multiculturalism as an idea is sound,

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1 but the way it's been instituted both  
2 here at the university and other places  
3 is indicative of the kind of feeble  
4 support that it's given. If you look at  
5 some of the things that have taken place  
6 on the campus, they are relatively  
7 multicultural but, Civility Week was an  
8 event that took place two years ago, I  
9 think, was the last time it took place.  
10 It was sort of a reaction to the whole  
11 World's Series incident in 1986 and I  
12 haven't heard anything about Civility  
13 Week last year or this year either, and  
14 when it was going on, Civility Week was  
15 of questionable value. There was an  
16 awful lot of advertising, an awful lot  
17 of discussion and awful lot of talk but  
18 very little action.

19 If people were interested in  
20 changing the climate of this campus, the  
21 way they can do that is to bring more  
22 faculty here. The way they can do that  
23 is to bring more students here. The way

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1 they can do that is to show more support  
2 for these students by not inviting them  
3 here, give them lots of financial aid  
4 and then letting them go and have to  
5 come up with the rest of the money  
6 themselves, or some kind of structure  
7 here where people actually feel  
8 comfortable. I think that's the way you  
9 can solve the multicultural issue, not  
10 through a lot of discussions which a lot  
11 of people won't attend because if they  
12 don't work a few more hours they won't  
13 be able to make that payment.

14 This is the kind of multicultural  
15 thing we see here at the campus, very  
16 feeble sort of a -- I don't want to be  
17 vulgar -- but a half-assed effort at  
18 making change. I should give an example  
19 of the things I've personally  
20 encountered. The people on the Board  
21 will follow up.

22 I have been a resident assistant in  
23 the system for two years, generally a

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1 very, very good position. We enjoy  
2 working with students. I have seen some  
3 really disgusting things. I have walked  
4 into elevators that were absolutely full  
5 of graffiti about -- giant swastikas  
6 about Jewish students, Black students,  
7 homosexual students. This is the kind  
8 of situation I've seen right here on  
9 campus in elevators undiscussed and  
10 uncommented on in the news. I have seen  
11 harassment from police officers occur to  
12 many of my friends driving under the  
13 speed limit in perfectly registered  
14 cars, but for some reason they continue  
15 to be asked why they are in certain  
16 places and what they are doing at  
17 certain times and being stopped for no  
18 reason at all. Many incidents have been  
19 documented with the Department of Public  
20 Safety and people can check them out.  
21 They are on the record. Often times  
22 instead of having police officers and  
23 public safety professionals going after

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1 us, it seems as if they are protecting  
2 us from other people, or protecting  
3 other people from us, I should say.  
4 They are looking for us to keep us out  
5 of the environment often times and this  
6 is not just an indictment of people at  
7 the University but this is an indictment  
8 of society as a whole.

9 Also I have been a resident  
10 assistant for a long time and as a Black  
11 student we have a little caucus with the  
12 Black student who are resident  
13 assistants. We were talking one day  
14 about an incident that had happened to  
15 us where we had been -- a student, a  
16 good friend of mine who was a resident  
17 assistant in a different part of the  
18 campus, so to speak, was attacked by a  
19 White student. The resident director,  
20 who was his immediate supervisor,  
21 totally blamed him for the incident when  
22 in fact witnesses had contradicted the  
23 ideas of the other resident director,

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1 his immediate supervisor, and said the  
2 student was minding his own business and  
3 the student jumped across the table and  
4 attacked him. This is the kind of  
5 institution support we're getting at the  
6 University and universities like it  
7 across the country and until this  
8 changes, you know, this is the kind of  
9 egregious, heinous example of bigotry,  
10 lack of support, et cetera, is going to  
11 continue.

12 My personal recommendation is, I'm  
13 interested in some kind of of change I'm  
14 going to make some recommendations to  
15 you. If you would like to change the  
16 climate of sterile at best and hostile  
17 at worst climate on this campus, you can  
18 make some sort of real committment to  
19 people of color to maintain faculty  
20 positions, staff positions as well as  
21 student positions. You can do this by  
22 emphasizing recruitment, retention and  
23 support through financial aid. Instead

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1 of spending so much money on civility  
2 weeks which are great, intellectually, I  
3 love them, I really enjoyed them but a  
4 lot of people out in the rest of the  
5 world can't enjoy those things and the  
6 people who are there don't need the  
7 information. They are aware enough.  
8 Spend the money on going into  
9 Afro-American neighborhoods, going into  
10 Latino neighborhoods, support them by  
11 giving them the necessary financial aid  
12 that they need to stay here and pursue  
13 their goals.

14 Those are basically the  
15 recommendations I can submit to you but  
16 I think the bottom line is cash money,  
17 we need money for institutional support,  
18 we need money to maintain the programs  
19 here and money to get the students here  
20 in the first place. So I hope you'll  
21 take these things to heart and make some  
22 grave considerations about where you are  
23 going to put your money and your

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1 priorities because I can assure you, if  
2 this is reflective of the culture that  
3 is going to be running things, culture  
4 that's going to be in charge of the  
5 workings of America in the future, your  
6 going to have a very hostile group  
7 people working under a gratina [sic] of  
8 multiculturalism.

9 MS. ALMEIDA: Before the next  
10 speaker starts, I would like to welcome  
11 to the Committee table Richard S.  
12 Aldrich from the Mass. Advisory  
13 Committee and Paula Raposa also from the  
14 Mass. Advisory Committee and Kimberly  
15 Chaney from the Vermont Advisory  
16 Committtee. Once again for the press  
17 that has come in, I would like to  
18 mention that please acquire permission  
19 from anyone before taking their  
20 photograph.

21 Mr. Gomes?

22 MR. GOMES: My name is Malkes Gomes  
23 and I'm representing Cape Verdean

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1 Student Alliance right here on campus.  
2 Basically I thank you for inviting us  
3 today because if not, if she didn't  
4 invite us, we probably wouldn't have  
5 been here. That's one of the issues,  
6 Cape Verdeans feel unrepresented on this  
7 campus. And secondly, basically, nobody  
8 really knows what a Cape Verdean is.  
9 Most people think a Cape Verdeans are  
10 Cape Verdeans because they live on Cape  
11 Cod and you just appeared in this  
12 country. They don't realize there is a  
13 country called Cape Verd 300 kilometers  
14 off the western coast of Africa and the  
15 Cape Verdeans have been coming for the  
16 last 150 years since the whaling ships  
17 started coming to the country. And  
18 basically one of the main concerns with  
19 the Cape Verdeans who live on campus,  
20 you know, back a few years, four or five  
21 years, back on this campus right there,  
22 there were at least 150 Cape Verdeans on  
23 this campus and right now there's about

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1            forty and I could take each one of them  
2            and name each one of them. It shouldn't  
3            be that way. There are over 300 to  
4            500,000 Cape Verdeans in the New England  
5            area alone and you don't see Cape  
6            Verdeans attending school here. There  
7            is not enough support here, financial  
8            support and other resources for the  
9            students, and that's the reason that a  
10           lot of the ones coming here dropped out  
11           or just never came to begin with. So,  
12           you know, we just really need stronger  
13           recruiting to take place with the  
14           students up there.

15           And then the faculty or people  
16           hired by the University, there is only  
17           three. That is an issue of concern,  
18           too. Secondly, the attitude on campus  
19           towards Cape Verdeans have been very  
20           conflicting. You know, for some people  
21           we aren't too Black for other people  
22           we're too White. The history of Cape  
23           Verdean is a mixture of Portuguese and

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1 African descendants, so we have a wide  
2 range spectrum of color.

3 Last year a few incidents took  
4 place in the newspaper. In the  
5 Collegian it was written that the  
6 European people are brainwashing you,  
7 you think White and then another article  
8 later on said we need to take the Cape  
9 Verdean people and the Haitians and put  
10 them in a room and let them listen -- I  
11 don't remember what the exact name was.  
12 Someone came to speak last year here, I  
13 don't remember the name, but that's  
14 where they came out of. So maybe people  
15 realized that people of color are a big  
16 issue on campus.

17 And as far as incidents that have  
18 taken place, like I was staying earlier,  
19 the police on campus and the city  
20 police, you know, they really have bad  
21 attitudes towards us, towards a lot of  
22 people in general. Last year I was  
23 driving with a friend and we were

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1 stopped at 1:00 in the the morning. I  
2 was explaining to him in Creole, which  
3 is the language of Cape Verd, what was  
4 going on. The police officers said,  
5 "Speak English." And then another time  
6 last year I was stopped coming from  
7 Northeast walking back to Van Meter and  
8 I was stopped. Two police cars showed  
9 up in front of me, a van in the back. I  
10 was by myself. I had a bag a little  
11 bigger than a back pack. All of a  
12 sudden the lights were flashing and I  
13 was asked what I was doing there and  
14 everything and I asked, "Why am I being  
15 stopped?" And a police officer said,  
16 "There was a break-in in Amherst in  
17 somebody's house and a computer," I  
18 think, "was stolen." I said, "How is a  
19 computer going to fit in a bag this  
20 big?" And it was ridiculous to be  
21 stopped by two police cars and a van in  
22 the back. What were they doing here  
23 looking for computers if it happened in

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1 town at 3:00 in the morning? Things  
2 like that. And just the general  
3 attitude of people on campus, you know,  
4 like, "What are you doing here, you  
5 don't belong." Even in Whitmore, in the  
6 health services there are people that  
7 have bad attitudes. And I guess it is  
8 just out of ignorance and, you know, I  
9 was an RA for a year and before we  
10 became RAs you had to take a class  
11 called social diversity and I think it  
12 would be good idea for all the freshman  
13 to take this and even administrators out  
14 there, so, you know, they can get an  
15 idea what's' going on. Basically,  
16 that's it.

17 MR. NGUYEN: My name is Alexander  
18 Nguyen and I'm here for the United Asian  
19 Cultural Center. I would like to pick  
20 up where Arthur left off. First I want  
21 to make a quick statement about the myth  
22 of the Asian as the model minority.  
23 Basically, I just want to come flat out

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1 and say it's really not true. This myth  
2 really hurts many Asians who are not so  
3 successful at school. For example, in  
4 high school the drop out rate for  
5 Southeast Asians, the average between  
6 all the Southeast Asian groups, is over  
7 fifty percent. The myth is also used  
8 against other minorities. The myth of  
9 Asians as the model minority really  
10 hurts Black students as well as Hispanic  
11 students and Native American students.  
12 The argument is used that if we Asians  
13 can make it without welfare, and if we  
14 can succeed at school, why can't you? I  
15 want to make it clear that is not true  
16 and that other groups should not be  
17 offended by this myth.

18 As for this university, picking up  
19 on what Arthur said, I feel that the  
20 problem belongs to the administration  
21 and the faculty. The leadership here is  
22 not very responsive. Whereas it should  
23 be creating the conditions for positive

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1 social change, it has consistently, and  
2 I'm sure before we've all come here, it  
3 has consistently acted as a mechanism  
4 for social control. The University has  
5 been really successful in separating  
6 minority groups and one of the things it  
7 does is it uses funding as a source for  
8 creating conflict among us, funding for  
9 the cultural center, funding for  
10 different programs, funding for even  
11 academic courses. This whole notion  
12 that Arthur was talking about that  
13 multiculturalism is really, the way we see  
14 it, it's a disguise to create racial  
15 conflict. It's really used to make  
16 minority groups feel more comfortable at  
17 the university, even though we don't  
18 really know why it is we feel so  
19 comfortable.

20 In reality multiculturalism as  
21 defined by UMass has no real substance,  
22 at least none that benefits people of  
23 color. Although we have cultural

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1 centers and although we have different  
2 cultural programs, nothing at the  
3 University has really changed. The  
4 percentage of students of color remains  
5 very low. The percentage of faculty of  
6 color remains extremely low. The  
7 curriculum has not changed very much.  
8 Social diversity courses, with few  
9 exceptions, only reinforce positive  
10 stereotypes of minorities. The CORE  
11 curriculum, what we call White studies,  
12 remains intact and unchallenged.

13 To deal with racial conflicts,  
14 multiculturalism has a tendency to look  
15 at us, to look at people of color, to  
16 study us, to learn about us, to try to  
17 understand us, to tolerate us. However,  
18 multiculturalism never looks at White  
19 American culture. It never goes into  
20 any self-reflection, never examines  
21 White racism.

22 We are really disgusted with the  
23 notion of a predominantly White

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1 university trying to understand us  
2 without looking at itself. Under these  
3 conditions, when the administration and  
4 the faculty are not in touch with  
5 minority issues or at least don't want  
6 to address them, students of color face  
7 forms of racism which are highly  
8 disguised and masked behind a friendly  
9 face. And this friendly face of racism  
10 has successfully enlisted many students  
11 of color and wasted our time by  
12 encouraging us to put our efforts  
13 towards planning activities which help  
14 Whites and minorities understand each  
15 other and get along with each other.  
16 This is a waste of time for us because  
17 it's our extracurricular time and also  
18 because these programs that we do  
19 outside of the classroom are not  
20 reinforced in the classroom. That  
21 creates a big problem. We are really  
22 wasting our time.

23 For students of color, times

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1 haven't really changed. I can see that  
2 these hearings have probably taken place  
3 for a long time and I hate to be  
4 pessimistic, but they are probably going  
5 to continue. Things are just more  
6 complex and much more difficult for us  
7 to recognize. If you took a survey  
8 throughout the campus I'm sure most  
9 students of color would tell you racism  
10 does not exist on this campus because  
11 you've given him all these nice  
12 programs, you have given us these  
13 cultural centers so we can have some  
14 good food and have a good dance once in  
15 a while, but you are not reinforcing our  
16 cultural needs. You are not meeting  
17 what we expect in the classroom.

18 So the way multiculturalism is, if  
19 it's a calculated effort at this  
20 university, then we're really in  
21 trouble, but if it's not, then the  
22 administration and the faculty need to  
23 take their leadership roles more

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1 responsibly. We need curriculum  
2 changes. We need higher numbers of  
3 students of color and faculty of color,  
4 and I would recommend that you don't  
5 stop at this hearing. That you enforce  
6 the civil rights laws and that you hold  
7 the University responsible for what we  
8 are saying. Thank you.

9 MS. MESHENBERG: My name is Alisa  
10 Meshenberg and I represent the Jewish  
11 community and the Hillel. Obviously  
12 I'll be speaking today mostly about my  
13 experiences starting in 1988, '89, '90  
14 because last year I was abroad in  
15 Central America. So I'll be speaking  
16 mostly on a more broad level speaking  
17 about a few years ago, starting from a  
18 few years ago.

19 I arrived to UMass in the fall of  
20 1988 and I became active in the Jewish  
21 community when Lewis Farrakhan came to  
22 speak in January 1989. I actually  
23 became active in the heat of conflict

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1                   between the African American community  
2                   and the Jewish community. There was  
3                   conflict and there was a lot of tension  
4                   between our communities, but a really  
5                   good thing that came out of Lewis  
6                   Farrakhan's visit was a workshop  
7                   sponsored by the Office of Human  
8                   Relations that tried to bridge the gap  
9                   that was growing between our  
10                  communities. This workshop brought an  
11                  awareness that if we communicated more  
12                  we could overcome conflict and  
13                  understand each other better. Other  
14                  positive goods that came out of the  
15                  crisis and out of the workshop were The  
16                  Black/Jewish Coalition that began soon  
17                  after and during Civility Week.

18                  The Black/Jewish Coalition was  
19                  popular. Many people felt that after  
20                  Lewis Farrakhan came that maybe we could  
21                  communicate a little bit better. So  
22                  they were interested in coming to our  
23                  meetings and participating and having an

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1 open forum for where we could discuss  
2 problems that were occurring within our  
3 communities. Also what came out of the  
4 crisis was the multicultural Seder  
5 sponsored by the Jewish community, but  
6 other communities in the campus  
7 attended. This was around Passover in  
8 1989 and it included a lot of input from  
9 other members of the community, the  
10 LBGA, the Black community, the Asian  
11 community, and we had an excellent  
12 turn-out and participation and  
13 representatives from most members of the  
14 minority groups on campus.

15 Also what followed Lewis  
16 Farrakhan's visit were workshops and  
17 Civility Week. Although Civility Week  
18 did not stem out of Lewis Farrakhan's  
19 visit, it definitely helped increase the  
20 communications that we had between the  
21 Black and Jewish communities and other  
22 communities. Also after his visit we  
23 had just a general feeling of closeness

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1                   between our groups. But the summer came  
2                   and then the new semester and new school  
3                   year in 1989 to '90 brought new  
4                   tensions. The crisis somehow became a  
5                   memory to people and people didn't use  
6                   -- did not feel that communication was  
7                   as big a priority as it was the year  
8                   before.

9                   Also what was an issue in the  
10                  beginning of the '89/'90 school year was  
11                  the Palestinian/Israeli conflict. Many  
12                  Jews were ostracized for identifying  
13                  with Isreal and also relationships with  
14                  the Jewish community were not a priority  
15                  to other communities on campus. We lost  
16                  -- we somehow lost the status of the  
17                  underdog and were now the evil  
18                  aggressors and many people felt that,  
19                  why should we communicate with the  
20                  Jewish community? The Black/Jewish  
21                  Coalition lost members in that  
22                  semester, although there was still  
23                  interest, but many people had a hard

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1 time with Jews identifying with Isreal  
2 and equating and also just the overall  
3 racial tension somehow began to build.

4 Again the multicultural Seder  
5 occurred again in April or May of that  
6 year but less input came in from other  
7 members of the community and mostly was  
8 organized through the Jewish community  
9 with some help from the Third World  
10 Caucus and there was a much smaller  
11 turn-out. Alliances still existed,  
12 mostly through friendships and not  
13 between the communities at large.

14 In the same year cultural events  
15 sponsored by the Jewish community and  
16 Hillel were protested and used by some  
17 groups as vehicles for displaced  
18 policial opinions. For example, Isreal  
19 Independence Day. Not only two years  
20 ago but last year as well, protesters  
21 stood outside and turned a cultural  
22 event into something more policial.  
23 Another example is a photography exhibit

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1 that was displayed in a gallery in the  
2 New Africa House by a Jewish student  
3 called Visions of Isreal which depicted  
4 visions of Isreal, but later, after the  
5 following of the opening, members of --  
6 I don't know even the -- it's not known  
7 right now who, but members of the  
8 University or outside brought in  
9 pictures of aggression against  
10 Palestinians and forced the closure of  
11 the exhibit for a new days.

12 But today we are not only talking  
13 about policital issues, we're talking  
14 basically about the lack of decency  
15 people have by not respecting other  
16 members of the campus community. No  
17 matter whether we share the same  
18 politics or not, we must keep the lines  
19 of communication open, but it seems that  
20 we're losing sight of this.

21 Another problem is that there are  
22 usually core groups of active students  
23 every year that make it a priority to

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1 educate themselves about who they are  
2 and who the people are who are around  
3 them. But this is a small fraction of  
4 the entire community. The knowledge  
5 this core gains should be passed onto  
6 the rest of the community. In addition  
7 to the problems within the active core,  
8 not only should the knowledge pass on,  
9 but so too should the relationships.  
10 The activists graduate and do not pass  
11 on the relationships to others. So the  
12 next interested group must start over  
13 from square one.

14 Sally spoke alot about anti-Semitic  
15 incidents that occurred on campuses  
16 nationwide and also on the UMass campus.  
17 I would like to touch on some others  
18 that are important to bring up.

19 MS. ALMEIDA: Summarize, please.

20 MS. MESHENBERG: I won't start from  
21 when I came to campus but I'll start  
22 from last year incidents that were  
23 reported to me. In December of last

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1 year a menorah commemorating Hanuka  
2 outside the Hillel House was vandalized  
3 and forced Hillel to bring it inside the  
4 house for fear of more continued  
5 vandalism. Also throughout the school  
6 year last year members of a fraternity  
7 who occupied the Hillel House before the  
8 Jewish community did stood outside of  
9 the house shouting, "You Jews, get out  
10 of here," and other harassing  
11 statements. They also held down the  
12 buzzer connected to the intercom system  
13 inside the house until the police came.

14 In addition faculty are often not  
15 educated about religious holidays and do  
16 not forgive students for missing classes  
17 for observing a holiday. This is a  
18 requirement they have to fulfill but  
19 often don't out of ignorance.

20 The Jewish community has tried to  
21 build alliances and coalitions with the  
22 rest of the campus community. Some are  
23 longstanding relationships while others

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1           only exist during peak times of crises.  
2           We have done coalition building,  
3           outreach programs, cultural events that  
4           would expand to the campus community,  
5           but it seems like every year brings new  
6           threats to our relationships and we have  
7           to start all over again re-building  
8           them.

9           I agree with Sally about having  
10          joint projects and not instead of  
11          opening forums of communication but in  
12          addition because it seems that  
13          discussions are good but they really  
14          don't add -- don't help our  
15          relationships progress. If we worked on  
16          joint projects maybe we would learn to  
17          work together as a community instead of  
18          being divided. Thank you.

19          MS. ALMEIDA: We're going to have  
20          to relocate and Malkes Gomes, we will  
21          resume with your testimony because  
22          there's a large number of people out in  
23          the hallway who would like to be in

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1 here. So we're being moved to Room 101  
2 in the lower level of this building and  
3 by the Collegian office.  
4

5 (A recess was taken)  
6

7 MS. ALMEIDA: I would like to open  
8 up any questions that the Committee  
9 might have and then take a couple from  
10 the audience. Do any of the Committee  
11 members have questions?

12 MR. ALDRICH: First I would like to  
13 apologize for arriving late to all you  
14 good people. I have been most impressed  
15 by what I have heard, though some of the  
16 language I am not understanding and I  
17 would like to address myself to the  
18 second gentleman in the row. When he  
19 used the phrase "the administration of  
20 this university was a mechanism for  
21 social control", I don't understand  
22 that. I do speak the same language but  
23 I don't understand what these words

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1 mean.

2 MR. NGUYEN: What it means is that  
3 when we are trying to fight for what you  
4 would call our civil rights, the  
5 University has in place tactics to  
6 control that and when there is a racial  
7 conflict, immediately committees are set  
8 up to diffuse the problem. People are  
9 dragged into long overhaul discussions  
10 so that no solutions ever arise.

11 MR. ALDRICH: My second question  
12 is, you referred to the fact that your  
13 cultural needs need to be reinforced in  
14 the classroom. How do you recommend  
15 that goes forward?

16 MR. NGUYEN: I can give a simple  
17 example. Philosophy 100, go int  
18 philosophy class and you get maybe  
19 Hegel, Plato, Kant, and you are told  
20 that is philosophy. You are told that  
21 is "the" philosophy, not "a" philosophy.  
22 You get a group of Blacks or Native  
23 Americans or Hispanic students who go

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1                   into that class and we are indoctrinated  
2                   into thinking that philosophy belongs to  
3                   White male Europeans.

4                   MR. ALDRICH: Confucius isn't  
5                   discussed?

6                   MR. NGUYEN: No, it isn't.

7                   MR. ALDRICH: Unbelievable.

8                   MR. NGUYEN: No, it is not  
9                   discussed. It is not referred to, it is  
10                  not acknowledged. And for those of us  
11                  who can see beyond that, that's good,  
12                  but for many of us, we walk away from  
13                  that class thinking that philosophy is  
14                  "the" philosophy and not that it is "a"  
15                  philosophy.

16                  MS. ALMEIDA: Stand up.

17                  THE AUDIENCE: What he was saying  
18                  about our cultural needs being needed to  
19                  be reinforced, the University doesn't do  
20                  research on other kinds of philosophies  
21                  such as Confuscious, Eastern Philosophy  
22                  or African Philosophy, or what have you,  
23                  something acquired from the European

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1 ethnocentric attitudes that European  
2 histories have, to further reinforce  
3 that's all.

4 THE AUDIENCE: I'm from the  
5 University of Vermont and I would like  
6 to point out, what I heard in the  
7 elevator on the way down here was not a  
8 reasonable question that you posed to  
9 this young man. It was something along  
10 the lines of, "He used this language,"  
11 and, "What did that gobbledygook mean,"  
12 and I just wanted to point out that I  
13 think that kind of thing is exactly the  
14 problem that we're discussing here. It  
15 was insulting, it was dismissing and I  
16 really wonder if you wanted to know the  
17 answer to the question.

18 MR. ALDRICH: I wouldn't have asked  
19 the question if I hadn't.

20 THE AUDIENCE: I would like to  
21 address this to the panel in general,  
22 and in your comments, and maybe this is  
23 a good sign, you did not focus on

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1 particular incidents within the  
2 classroom, ways in which your  
3 interactions with faculty or with other  
4 students in that classroom environment  
5 either feel supportive to you or feel  
6 limiting or present barriers to you. So  
7 the fact that that wasn't addressed very  
8 much specifically, on the one hand may  
9 be a good sign but I would like to raise  
10 the question again and ask you, what are  
11 your experiences in a classroom  
12 setting, what happens between either  
13 with academic advising, faculty  
14 interactions or with your peers in a  
15 classroom environment?

16 MR. NGUYEN: I would like to say  
17 that it's not a good sign that we  
18 collectively have thirty minutes.

19 MR. JEMISON: I could help to  
20 address your question. If I understand  
21 it, you are asking for some experience I  
22 have had in the classroom, what sorts of  
23 things I have to combat. I guess -- let

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1 me think of a really good example.

2 There are numerous examples. I'll try  
3 to be as brief as I can.

4 There have been times when a  
5 teacher will say something to you like,  
6 "This is really good work, I haven't  
7 seen a Black student perform this way  
8 before." It would be sort of that  
9 expectations are very low. If you meet  
10 the expectations, you are somehow sort  
11 of a special student. Students will, or  
12 professors will say things about -- in a  
13 history class, a professor will say  
14 something about African Americans and  
15 the history of slavery, and if you raise  
16 a point like maybe we should have --  
17 some of the issues were treated as  
18 actions to be studied rather than people  
19 who have our own separate  
20 interpretations. And other times  
21 persons will present slavery as if it  
22 was to be perceived from a White  
23 standpoint when we perceived it

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1                   differently and -- I had a really good  
2                   example. It's slipping my mind right  
3                   now. I'm going to pass to someone else.

4                   MR. NGUYEN: I can give a short  
5                   example. When a professor in one of my  
6                   classes said something to the class. He  
7                   was giving a lecture and it was an  
8                   economics class and he was giving some  
9                   kind of equation and he turned to the  
10                  class and he said, "If you don't do it  
11                  that way, you would be reduced to the  
12                  mentality of a bush man." For students  
13                  of color in that class which were three  
14                  out of forty, that was vulgar. For the  
15                  White students what that professor did  
16                  was reinforce to the White students that  
17                  Africans are inferior, that the bushmen  
18                  have no civilization, no culture.  
19                  That's the kind of thing.

20                 MR. JEMISON: I just remembered my  
21                 good example. Here it is. I was in a  
22                 class and I'm in a major assumed to be  
23                 very progressive and forward-thinking.

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1 I was in this class, a very full class,  
2 and I was the only Black student in the  
3 class. Needless to say, whenever an  
4 issue about a Black person came up, the  
5 teacher would ask a question and  
6 peoples' heads would turn to me in  
7 expectation of an answer. I think I'm a  
8 nice person and I'm willing to educate  
9 people occasionally but that's not  
10 something I should be forced to do in a  
11 classroom setting. Also it happened in  
12 two or three different classes. It was  
13 a small classroom. Whenever something  
14 about Blacks came up, they would wait  
15 for you to answer. It's a situation if  
16 you come, like, to a class or you say  
17 something incorrect in class it's sort  
18 of an assumption that you are the  
19 representative of an inferior class of  
20 people and that's a feeling I don't  
21 think many other students can confess  
22 to, to having to testify for the entire  
23 race. And if you do a good job, you are

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1 a credit to said race and this is a  
2 matrix of stereotypes we have to combat  
3 on a day to day basis in class. Those  
4 are some of the rigors of being a  
5 student of color on the campus.

6 MS. MESHENBERG: I would like to  
7 say one thing. There was a student this  
8 year during Yom Kippur, or before Yom  
9 Kippur, that was in her class and the  
10 professor said that Wednesday, which  
11 happened to be Yom Kippur, they were  
12 having a guest speaker or a film or  
13 something like that and said, "To the  
14 Jews in the class, I'm sorry you are not  
15 going to make it," or actually, he said,  
16 "To the Jews in the class, you can  
17 decide what's more important to you, to  
18 attend my class on Wednesday or not."  
19 This was Yom Kippur, the most holy day  
20 of the year.

21 MR. RAO: I have heard all sorts of  
22 misconceptions, like, "If a husband  
23 doesn't like his wife, can he burn her?"

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1 You have pumpkins thirty feet long? Did  
2 you grow up playing with elephants,"  
3 that sort of stuff.

4 MS. ALMEIDA: Any other questions?  
5 We'll take one more.

6 MR. BLOCH: I had a question for  
7 for Mr. Nguyen. You made a statement  
8 that you thought the University acted to  
9 separate the races. I would like to  
10 know, do you have any example of that?

11 MR. NGUYEN: I think one example I  
12 cited was it giving us things like  
13 cultural centers. Giving us cultural  
14 programs on one hand could be a positive  
15 thing but when it's not reinforced in  
16 the classroom, it's not positive. When  
17 we are all fighting for the same money  
18 on funding, you have different groups  
19 saying they have this money, so we need  
20 to get this money. They have ten  
21 computers and we have three, things like  
22 that.

23 MR. BLOCH: You are not talking

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1 about physical separation?

2 MR. NGUYEN: That's interesting. I  
3 haven't explored that possibility, so I  
4 wouldn't speak on that right now.

5 MR. BLOCH: Thank you.

6 THE AUDIENCE: I want to speak as  
7 an indigenous woman, a Mohawk, and I'm  
8 sorry to see that there are no  
9 representatives of the Native American  
10 students on the panel, but I would like  
11 to elaborate on what Alex mentioned in  
12 terms of the institution in regards to  
13 social control. It is a form of social  
14 control when the curriculum does reflect  
15 a Eurocentric perspective and there is  
16 not room to allow for any other  
17 perspective in terms of indigenous, in  
18 the philosophy of indigenous people  
19 within the philosophy department. In  
20 the history department, when I hear  
21 students coming up to me, my students  
22 coming up to me and telling me that one  
23 of their professors made a racist joke

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1 about a Native American and she  
2 confronts that professor on that. As an  
3 indigenous person, this institution does  
4 perpetuate this process of social  
5 control through knowledge in the mere  
6 fact that this university does not allow  
7 or is not attempting to seriously  
8 support or find ways to bring in and  
9 hire faculty people of color as faculty  
10 people and to develop curriculum.

11 Secondly, that in regards to the  
12 curriculum, the University and any of  
13 the courses that I have taken, be it  
14 history, education courses, there's none  
15 that even deal with the whole issue,  
16 they do not study this issue of history.

17 The University from a racist  
18 perspective studies the racist policies  
19 in the United State towards indigenous  
20 people, towards African Americans, Asian  
21 people, Latino people, even poor White  
22 people too, in terms of oppressiveness.  
23 I have not seen in my six years here,

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1 have not seen, any kind of courses,  
2 except for Mr. Meyer Weinberg, who has  
3 offered and taught courses looking at  
4 so-called multicultural education from  
5 that kind of perspective, in that  
6 context, to study it from a political  
7 racist perspective. So I just wanted to  
8 point those out as examples.

9 THE AUDIENCE: I wanted ask the  
10 students, probably Alex, do you think  
11 this institution understands the needs  
12 of students of color?

13 MR. NGUYEN: I have two answers for  
14 that and I'll give the worst scenario  
15 first. The worst thing that I can think  
16 of is that the University exactly  
17 understands issues of students of color  
18 and therefore what we see and process  
19 is, like I said, a mechanism to control  
20 us. Now, the better answer I can give  
21 is that no, the University does not  
22 understand us. But, like I said, the  
23 University does not really only not

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1 understand us, it does not understand  
2 itself. If you want to be  
3 multicultural, don't look at me, look at  
4 yourself first. If you want better  
5 relations on campus, look at White  
6 racism and why relations are so poor.  
7 It's not because of students of color  
8 only or not just only but it's not  
9 solely our responsibility. It is the  
10 responsibility of a predominant  
11 mainstream American culture, which  
12 happens to be White. So, you know, if  
13 the University either exactly understand  
14 us or does not understand us, I don't  
15 know.

16 MS. ALMEIDA: One more and then we  
17 need to wrap this panel up.

18 THE AUDIENCE: I want to reinforce,  
19 I think one of the most important things  
20 that comes out of this for me is exactly  
21 what Alex is saying. I think that the  
22 real challenge here is for us, the White  
23 culture, to look at ourselves and that

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1 should be something that I hope all of  
2 us come out of this hearing with and to  
3 seriously be held accountable to that.  
4 That would be probably the best thing  
5 you could do in terms of multicultural  
6 relations.

7 MR. NGUYEN: I went to give an  
8 example. On this panel I don't see a  
9 panel of White Anglo-Saxons discussing  
10 what they see as civil rights problems  
11 on their campus.

12 MS. CHANEY: I'm Kim Chaney from  
13 Vermont and I would like to ask you a  
14 question. You seemed to be, when you  
15 were talking about mechanisms for social  
16 control, you seemed to be critical of  
17 long meetings and long discussions that  
18 ended in no conclusions. I just have  
19 two questions. One, is there a better  
20 process, a process question as to how  
21 you can articulate a way to organize and  
22 move towards solutions, and second, what  
23 solutions did you have in mind?

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1 MR. NGUYEN: I suggest the main  
2 thing would be to change the core  
3 curriculum at the University. I mean  
4 it's one thing to have African Studies,  
5 to have Asian Studies, it's kind of  
6 like, ethnic studies on the periferal of  
7 the core curriculum. But when you go  
8 the English and history, it's still  
9 intact, it's still the same. There is a  
10 lot more to American History than what  
11 has been taught up to date. I don't  
12 think that -- on the one hand, ethnic  
13 studies is a real good especially for  
14 students of color to reinforce our  
15 cultures and our history, but when you  
16 go into an American History class, you  
17 are still getting White male European  
18 history. Is that clear?

19 MR. HAND: I thought I understood  
20 you to say if there was tension on  
21 campus you were critical of meetings,  
22 if I understood you right, and I  
23 wondered what you would put in their

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1 place.

2 MR. NGUYEN: Short meetings and  
3 shorter meetings and then with whatever  
4 solutions that are recommended, that  
5 they be immediately placed and tested.  
6 When you drag students into meetings,  
7 first of all you are taking our time  
8 away from our academic and social time  
9 and meetings tend to go long. And  
10 hopefully we go, we graduate and we go  
11 on and you run out of students who were  
12 initially there for the problem. So  
13 definitely shorter meetings. But you  
14 need to test the conclusions that are  
15 recommended and not find a million  
16 excuses as to why you can't put them in  
17 place.

18 MR. BLOCH: Are the meetings a  
19 sham? Democratically it is complicated.  
20 It takes a long time to find a  
21 consensus. There is a wide variety of  
22 groups.

23 MR. NGUYEN: I don't think we want

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1 to engage in a discussion about  
2 Democracy. For a student of color, yes,  
3 these meeting are a sham. We don't see  
4 any signs of change. We don't see any  
5 positive results, but yet we spend a lot  
6 of our time in these committee meetings.  
7 So I don't think we're here to come up  
8 with one answer or the answer for social  
9 change at the University.

10 MR. BLOCH: I wouldn't suggest  
11 that. I was asking you a process  
12 question. I can't understand that a  
13 method of control would be a long-winded  
14 discussion and does nothing. I'm  
15 wondering if that's what your essential  
16 point is. I wanted to clarify that.

17 THE AUDIENCE: I'm a graduate of  
18 this university and what I hear the  
19 students here saying are the same  
20 problems we had when I was here in '75  
21 to '78, which is an example of what he's  
22 saying. We had a good meeting today.  
23 If the solutions -- if there is no

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1 action taken then twenty years from now  
2 it's going to be the same thing, the  
3 University is still not going to take on  
4 the problems and that's what they need,  
5 to act on what the problems are. That's  
6 what I think he's trying to say. It's  
7 fine to have a meeting, let's see some  
8 action.

9 MS. MESHENBERG: I would like to  
10 reinforce that. Often times there are  
11 rallies that groups give and people  
12 come. It's not on the meetings but the  
13 rallies, get people riled up. "Let's  
14 change, let's do something," and  
15 everybody feels so good, and a lot of  
16 times that happens during Civility Week,  
17 though it hasn't occurred in the last  
18 two years, but people leave those  
19 rallies and feel really good and they  
20 are like, "This is great, we are doing  
21 something," and then a week later people  
22 are back in the school routine and are  
23 forgetting what they just heard a week

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1                   ago at that rally.

2                   And that also goes to the meetings  
3                   that we go through. But the meetings  
4                   that students attend are really just of  
5                   the active students and the active  
6                   students spread themselves so thin and  
7                   they go to committee after committee  
8                   after committee to try to solve some  
9                   problems and they -- I mean, I  
10                  personally get so much out of it and it  
11                  enriches my life, but, first of all,  
12                  it's hard to pass that information onto  
13                  the community at large, the campus  
14                  community at large. And second of all,  
15                  we feel good and that's about it and we  
16                  don't get anything done.

17                 MS. ALMEIDA: We're going to have  
18                 to wrap it up as soon as the last  
19                 question is heard.

20                 THE AUDIENCE: I have been on this  
21                 campus for many years too. It's more of  
22                 a statement. One thing that's been  
23                 pointed out, I think, is absolutely

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1 right. In response to the mini riot at  
2 Southwest, students of color took over  
3 the New Africa House and the list of  
4 demands was very clear. It included  
5 everything else that was said today. I  
6 heard exactly the same things I hear  
7 here. Four years later we're talking  
8 about the same thing. That's why I  
9 think there is this feeling that it is  
10 all talk, no action. There is no way  
11 for students to figure out what's going  
12 on in every department. A lot of the  
13 faculty tell me. "We try to hire  
14 faculty of color. We're not  
15 successful." Students don't know that  
16 and aren't part of it.

17 The question of process that you  
18 raised is crucial, where do you go if  
19 you feel that it is it's all talk no  
20 action, where do you hvae real input and  
21 not just like, "We'll listen to you on  
22 the panel and then we'll go back and try  
23 our best." I've monitored this and I

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1 think that as long as this is going on,  
2 a feeling of demonstration, we'll do it  
3 for everyone else and students won't  
4 have a way to add input, and somehow be  
5 able to monitor it, we're going to be  
6 here four years from now with the same  
7 panel. I really, I think we should be  
8 innovative and creative and do away with  
9 the hierarchies standing in the way.

10 MS. ALMEIDA: I would like to  
11 thank the student panel. I know there  
12 are more people who have questions but  
13 we are really behind in time.

14 I would like to mention that two of  
15 the students were invited and unable to  
16 make it. Miss Loyda Guzman representing  
17 Latin American Cultural Center and  
18 Christopher Pegram representing the Dr.  
19 J. White Eagle American Indian Cultural  
20 Center, and we will try to get in touch  
21 with both of these groups to collect  
22 testimony from them. So at this time  
23 would the faculty panel please come

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1 forward?

2  
3 (Panel steps down)

4  
5 MS. ALMEIDA: Once again, could I  
6 ask the panelists to introduce  
7 yourselves when you begin your  
8 presentation. Dr. Terry, are you  
9 beginning?

10 MS. TERRY: My name is Esther  
11 Terry. Good morning. I am a member of  
12 the Afro-America Studies Department. I  
13 am currently the Chair of that  
14 department. I have been at the  
15 University long enough to have been the  
16 teacher of the young man who stood up  
17 there to say that nothing has changed in  
18 the twenty years, did you say?

19 My first impulse after I agreed to  
20 participate in this activity this  
21 morning was -- I think you will  
22 understand, you will say it is  
23 understandable, I hope you will -- that

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1 impulse was to get and to reread every  
2 bit of documentation I could get my  
3 hands on and to doublecheck every  
4 statistic to present our case, as it  
5 were, where some of us faculty here at  
6 the University of Massachusetts have  
7 gone outside of our teaching specialties  
8 and research responsibilities to ensure  
9 that all of our different students are  
10 free to pursue their studies in a  
11 supportive civil and nonhostile  
12 environment. And indeed I could recite  
13 a great number of commissions, task  
14 forces, teach-ins and workshops,  
15 prejudice awareness marks the way  
16 through discussion groups which I and  
17 others of my colleagues have  
18 participated in over the years.

19 I thought for a minute also that I  
20 might give you a list of the numbers of  
21 activities that I have been forced to  
22 beg off from helping in because I simply  
23 had to go on with my other work. But I

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1           decided against both of these tactics as  
2           the best use I could make of the  
3           previous time allocated me. Moreover, I  
4           did not wish to appear as defending our  
5           efforts to achieve an environment where  
6           civility abounds, rather I ask you to  
7           separate the facts that we have here and  
8           many of us will continue to work towards  
9           that end.

10           I bypass all of that to get to what  
11           I believe to be the crux of the matter  
12           and the reason we're all here today.  
13           That is this: To date our very best  
14           laid plans and strategies have not  
15           worked. We still have on our campus far  
16           too many instances of aggressive  
17           intolerance that do violence, sometimes  
18           to the body and often times to the  
19           spirits of the people who come to us for  
20           education and enlightenment. We seem  
21           not to have found quite the way to make  
22           our diverse populations respect and  
23           truly value each other for their

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1 differences, and we are not hopeful with  
2 that reality. We don't want to accept  
3 as a matter of fact the recent  
4 statistics on campus, date rape for  
5 instance. No matter what is happening  
6 in the Middle East or anywhere else in  
7 the world, we want every Jewish student  
8 and every Palestinian student in our  
9 midst to feel safe and secure. Likewise  
10 for every Black, Hispanic, Cape Verdean,  
11 Native American and special needs  
12 student, homophobic intimidation and  
13 violence do not please us.

14 We claim membership in a special  
15 and important community, a university  
16 community. Our unique members come from  
17 across the state largely but also from  
18 the nation, and indeed the world, to  
19 learn from us and each other, and in  
20 many instances, each of us, before they  
21 leave to take leadership positions in a  
22 very, very diverse world. Now, that is  
23 what we believe is our ideal. So why

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1 cannot we get on with that ideal and  
2 have done with the barbarous prejudices,  
3 bigotries, and cruelties that blight our  
4 academic community, you might well ask?

5 Firstly, let me propose that our  
6 students, indeed our faculty and our  
7 staff, don't come here from some  
8 specially contained and isolated places.  
9 But we all come from the world, from  
10 society, and as world citizens we bring  
11 with us, carrying within us, all of the  
12 prejudices and narrow-mindedness that  
13 exists in the larger society. And  
14 because of our structure we get several  
15 thousand new such comers each year.

16 I can contend that bigotry does not  
17 shrink up into the breast the moment one  
18 receives admission to a university and I  
19 believe that we must find a way to admit  
20 this act together, and with this fact we  
21 must admit another, that the University  
22 and all of our best efforts alone will  
23 not suffice to solve the problem.

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1 I don't know how we can do it, but  
2 I believe that we all must hear each  
3 other, work continuously with each  
4 other, to take back the University and  
5 indeed our society from those who would  
6 ground us. I think we need to do it  
7 until we do it right. We need not to be  
8 satisfied or even excused. We need the  
9 help of the Commission, we need the help  
10 of every faculty member. We need the  
11 help of every student. But I am  
12 convinced that if we all continue to  
13 share the will to do it and the courage  
14 to admit that our best efforts in the  
15 past have not gotten it right, we can do  
16 it. That is my reason for being here.

17 MR. ARONS: I'm Steven Arons  
18 Professor of Legal Studies at the  
19 University, and I have spent much of my  
20 professional life dealing with matters  
21 of institutional dimensions of racism  
22 and also with the first amendment. And  
23 in the spirit of modesty, which Dr.

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1 Terry's eloquence has engendered, I  
2 would like to speak about one small  
3 matter, one aspect of what I consider to  
4 be the University's legal responsibility  
5 in the matter of racial harassment. The  
6 central theme of my brief discussion  
7 here is that over the last three or four  
8 years a national debate has raged over  
9 what is alleged to be a conflict between  
10 the principles of freedom of expression  
11 and freedom of inquiry contained in the  
12 First Amendment, and the principal of  
13 racial equality and dignity. And I  
14 would like to suggest that that debate,  
15 in some very important sense,  
16 mischaracterizes the actual nature of  
17 the problems of racial and other forms  
18 of harassment, on the campus in  
19 particular. In fact, what I would like  
20 to suggest is that the issue before us  
21 in these matters is to provide an  
22 equality of access to education,  
23 primarily in the form of the First

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1           Amendment, that if we understand the  
2           University at bottom, to be dependant  
3           upon the preservation of freedom to  
4           inquire and freedom to read, freedom to  
5           teach, all the academic freedoms which  
6           come under the rubric of the First  
7           Amendment, then we see the problem of  
8           harassment as one in which some people  
9           are deprived of these freedoms and  
10          others are not.

11           To make this more than an abstract  
12          argument and because I understand very  
13          well that this particular issue has been  
14          debated by far more powerful persons  
15          than myself for many years, I want to  
16          briefly relate a story which concerns a  
17          student of mine and which took place  
18          three or four years ago. I'm not going  
19          to use any names. I think the reason  
20          will be obvious from the story itself.

21           The story concerns a young Black  
22          woman who had been a student of mine in  
23          an earlier class and in this particular

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1 semester was a student in an advanced  
2 class. She was a very good student and  
3 about two-thirds of the way through the  
4 course. She had been continuing to  
5 prove that she was a very good student  
6 when I gave an assignment which required  
7 each of the students to write a legal  
8 memorandum that concerned matters of  
9 racial segregation in public schools,  
10 when the assignment due date came, she  
11 did not hand her paper in. After a week  
12 or so I began to wonder what was going  
13 on. Finally, after two weeks she came  
14 to see me and she said that she was  
15 having a great deal of problems working  
16 this assignment through. We engaged in  
17 about fifteen or twenty minutes of  
18 substantive discussion about the nature  
19 of the problem and somehow she seemed to  
20 me to be distracted, not to be focusing  
21 on what we were talking about, and  
22 finally she admitted to me that the  
23 whole assignment felt hypocritical to

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1 her. She felt somehow that it was  
2 dishonest to work on this question and  
3 as we talked she revealed to me an  
4 incident which had happened to her some  
5 weeks prior in which on a walk, I cannot  
6 remember now whether it was through the  
7 campus to town or vice versa, she was  
8 set upon by a group of approximately six  
9 White males, a couple of whom she  
10 recognized to be students at the  
11 University but none of whom she knew  
12 personally. And she was subjected on a  
13 totally verbal basis to the most  
14 horrifying and degrading kind of  
15 comments, ones which I am, frankly,  
16 embarrassed to have to repeat here.  
17 They were based both on her race and  
18 also on her gender and she was so  
19 frightened by this, so upset by this, it  
20 recalled so much for her images out of a  
21 250 year history in this country, that  
22 she felt unable to concentrate on her  
23 work.

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1                   Now, I'm not sure exactly why she  
2 felt that she could confide these things  
3 to me, but we had a brief discussion  
4 about it and I asked her, among other  
5 things, whether she had reported this to  
6 the police or to the authorities at the  
7 campus and it became quite clear that  
8 she was too fearful and indeed ashamed  
9 of what happened to her to talk about it  
10 with any authority figure and, further,  
11 that she felt that the result of doing  
12 so would not at all be to her advantage,  
13 that no solution would be forthcoming.

14                   She never did finish the paper.  
15 She never did finish the course. In  
16 fact, her level of emotional distress  
17 was so great that she left the  
18 University and went to a predominantly  
19 Black university.

20                   Now, I tell this story not  
21 particularly as an example of the kind  
22 of thing that can and does happen on  
23 this and on other college campuses, but

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1           rather in order for us to understand one  
2           important dimension of the meaning of  
3           these kinds of incidents of harassment  
4           and that is that the emotional distress  
5           is so severe that in fact people are  
6           precluded from participating in the very  
7           First Amendment process of inquiry, of  
8           learning and teaching, of holding and  
9           exploring beliefs, which is guaranteed  
10          by the First Amendment. And so I would  
11          rather characterize this problem as one  
12          in which we are after the securing and  
13          equality of First Amendment freedoms  
14          then to characterize it as one in which  
15          there is a tension between these  
16          freedoms and important issues of  
17          equality and dignity.

18                 So I want to leave you with four  
19                 principles which I believe can be  
20                 derived not only from this story but  
21                 from the study of this incident and of  
22                 the First Amendment and of the  
23                 Fourteenth Amendment and which hold some

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1 importance, I think, for actions which  
2 might be taken here and elsewhere.

3 The first is that the First  
4 Amendment protects and in fact that it  
5 defines the very nature of the  
6 university, that the freedom of inquiry,  
7 of belief, of opinion, of expression, to  
8 teach and learn, that all of these come  
9 within the purview of the First  
10 Amendment and that it is absolutely  
11 extra to the understanding of why we are  
12 here that these things should be  
13 protected.

14 Second, that one of the worst  
15 injuries which can result from racial  
16 and other forms of insidious verbal and  
17 expressive harassment are the injuries  
18 which are so severe that they deprive a  
19 person of their right to participate in  
20 this First Amendment protective set of  
21 processes. And that therefore, third,  
22 what we need to be about is to be  
23 figuring out a way to secure, not just

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1 for the bigot but for everyone, the  
2 right to participate in this process.

3 Finally I think that and this comes  
4 out of some work which faculty, the  
5 staff and students and others have been  
6 doing over the last couple of years here  
7 at the University, I think that there  
8 are legally useful and constitutionally  
9 permissible theories which are available  
10 which make it possible to sanction and  
11 even to punish these expressions of  
12 racial and other harassment and that  
13 these ideas are based upon the  
14 intentional infliction of emotional  
15 distress and they are based upon the  
16 protection of individual privacy. So  
17 some time in the next few weeks, perhaps  
18 a month, the group to which I alluded  
19 will present to the campus for debate  
20 and discussion, and, one hopes, for  
21 action some very specific proposals as  
22 to how this kind of activity can be  
23 sanctioned in the future. Thank you.

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1 MR. CEVALLOS: My name is Javier  
2 Cevallos. I'm a teacher in the Spanish  
3 Department and I'm Hispanic, if my name  
4 and accent hasn't revealed that told you  
5 that. The Spanish Department seems to  
6 be typical department where Hispanics  
7 are supposed to teach and we have  
8 Hispanic faculty in all departments,  
9 including Mathematics and Animal  
10 Sciences, and other sciences, although  
11 we are very few on this campus. We are  
12 only twenty-seven Hispanic faculty and  
13 out of these two are Portuguese, born in  
14 Portugal, and four born in Spain. We're  
15 only twenty Hispanic Latino faculty  
16 members on the faculty. And when some  
17 of the students were talking about a  
18 lack of faculty of color, I agree with  
19 that wholeheartedly. It is hard to  
20 project an image of what Hispanic is if  
21 you have only twenty people. I find my  
22 role is the role of the token Hispanic  
23 in a meetings because there is nobody

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1 else. We're only twenty and 200  
2 committees. We have to serve in all  
3 these things and we have to do all these  
4 things too.

5 Since I am Hispanic I'm going to  
6 limit my commentary only to what I know,  
7 my experiences and the experiences of  
8 the students that I work with. I think  
9 one of the more important things to  
10 remember is that as Hispanics we come in  
11 all sizes and shapes and colors. We are  
12 not defined by an ethnic or racial  
13 background. We are defined by language.  
14 We have one language in common and  
15 language is a very important tool that  
16 has been used against some of the  
17 Hispanics. There have been countless  
18 incidents on campus of a student walking  
19 to town and somebody telling them,  
20 "Speak in English, why don't you go  
21 home," or "Spanish are noisey," things  
22 like that, and those things lead to  
23 linguistic discrimination and to

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1           linguistic intimidation. A lot of  
2           people are afraid of speaking in  
3           Spanish. Once I was afraid of speaking  
4           in Spanish. Now I speak in Spanish  
5           intentionally in meetings where I know  
6           that people don't speak Spanish. I make  
7           a comment in Spanish. So we have many  
8           things, and many things in this country.

9           A couple of years ago we did a  
10          survey about racial harassment on  
11          campus. That was done with Grant's  
12          office, the Office of Human Relations  
13          and we in translated the questions into  
14          Spanish and we actually combined  
15          students with bilingual people in  
16          Spanish. I would like to be able to do  
17          that with all the languages.

18          We have students from many places  
19          and many countries and it opens a lot  
20          more lines of understanding when I  
21          understand and I can speak in the  
22          language that I know better. I feel  
23          less intimidated, more comfortable. I

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1 can express myself much better. It's  
2 important to maintain your language  
3 because it is your culture.

4 Another thing I think is very  
5 important, and I think that I'm seeing  
6 it more and more, is an inner group  
7 discrimination. We Hispanics are  
8 discriminating against ourselves in this  
9 society with success meaning to be White  
10 or to have what Whites have or what the  
11 White people have, to be middle class  
12 American White, little white picket  
13 fences, a family, two cars in the  
14 garage. If I'm successful, that means  
15 because I'm better than ourselves. If I  
16 can do it as a Hispanic, then other  
17 Hispanics are not as good as I am. I  
18 see that attitude growing more and more.  
19 Other races, if we are having the same  
20 problem, we have to address that. We  
21 have to look at it as a real problem and  
22 I think that all this comes out from  
23 ignorance and lack of education and I

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1 think that the only conclusion to this  
2 is education, but not only at the higher  
3 level of university, colleges, I think  
4 education from kindergarten on.

5 We're all aware that SATs are  
6 falling, standards are lowering.  
7 Somehow we are accidentally,  
8 conveniently, we are denying access to  
9 university to larger numbers of students  
10 from all areas and all colors and ethnic  
11 backgrounds because they don't have the  
12 proper education to come to university,  
13 and those that do have to take many  
14 times, remedial courses and have to do  
15 remedial work to read and do math and  
16 things. We're not only asking a  
17 university to do remedial work, we're  
18 asked to do remedial work to survive.

19 We have to start teaching students  
20 that multiculturalism exists. We are  
21 not only one type of people in the  
22 world. We are different. We have our  
23 own cultures, our own backgrounds. So I

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1 think that it is a very tough job to ask  
2 campuses and universities around the  
3 country to do all that in facing all the  
4 budget cuts and all the problems we are  
5 having. I think it is time for the  
6 government to put their money where  
7 their mouth is.

8 MR. HUNT: I'm John Hunt from the  
9 English Department and I went through  
10 something like this same process that  
11 Esther Terry went through when she was  
12 invited to speak the University  
13 faculty's behavior and checking out the  
14 history and facts.

15 This is a very different place from  
16 what it was when I first came in  
17 twenty-four years ago. There was no Gay  
18 Delegation, no AfroAmerican Studies, no  
19 Women's Studies, no Social Issues  
20 Training project, which is the thing  
21 going on in civility education, no  
22 social issues training for dormitory  
23 staff. So enormous changes have gone

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1 on. But it is also true what she says,  
2 it is obvious that the problems are not  
3 solved. They are not solved and, in my  
4 own view, I think probably they are not  
5 amenable to conclusion. Let's face it,  
6 what she also says is also true, that  
7 people come to this university from a  
8 country whose population most basically  
9 is characterized as abrasion between  
10 groups, large groups against small  
11 groups, groups against each other in a  
12 country which is very spacious. You  
13 can relieve the pressure of that and the  
14 potential for conflict because there is  
15 space to move around. You can select  
16 and accept, if you wish.

17 On a university campus you are  
18 jammed together, so you're going to get  
19 abrasion and it is going to constantly  
20 arise. It isn't something, if we did  
21 the right thing it would be fixed.

22 That's not true, but in a country, as  
23 indicated by the kind of abrasion I'm

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1 talking about, there have to be  
2 counterbalancing forces which coexist  
3 with the ongoing abrasions and that's  
4 what a university is for. It's supposed  
5 to be a counterbalancing force to the  
6 abrasion and hurt that Steve's talking  
7 about.

8 Now, the problem with it is that  
9 also, as one of the students said, we  
10 have such a hard time figuring out what  
11 we are and who we were and what we're  
12 supposed to be doing. There's one  
13 definition, an aspiration, which has us  
14 as a world class research university,  
15 and there are certain very clear-cut  
16 implications of that, mainly in faculty  
17 behavior, and if you accept that, the  
18 faculty behavior is not going to be  
19 oriented toward what we have been  
20 talking about, the kind of abrasion I'm  
21 referring to. If you begin to try to  
22 develop a process for elaborating and  
23 sophisticating your definition,

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1           examining your assumptions about what a  
2           university is, then maybe things could  
3           become a little different. One would  
4           hope so, but the problem is centrally on  
5           always the faculty. The faculty are the  
6           ones who are going to make a difference  
7           in a place like this and if the demand  
8           on them is exclusive of attention to the  
9           lives the students lead, particularly  
10          outside of the classroom, then nothing  
11          will happen. We will be having these  
12          meetings forever.

13                 So my own feeling is that we are  
14          not going to solve the problem but we do  
15          need to work on a mode of institutional  
16          change, a mode of institutional  
17          re-definition so that the faculty can be  
18          relieved of the uneasiness which is a  
19          consequence to any moment not spent  
20          madly preparing your classes or doing  
21          research. And this is not new. This  
22          has been said for years and years.

23                         I will just suggest one device

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1                   which has been somehow successful, I  
2                   think, which needs further pursuit, and  
3                   that's the Chancellor's Commission on  
4                   Civility and Human Relations that was  
5                   invented in 1980 in response to some  
6                   anti-Semitic incidents and since then  
7                   has been composed of faculty and staff  
8                   and an insufficient number of students  
9                   and is active as a sort of free radical.  
10                  It has access to the Chancellor but it  
11                  doesn't fit in anywhere. It's not in  
12                  the structure, any power structure, it  
13                  doesn't report to anything, it simply  
14                  makes its own agenda for what needs  
15                  attention on the campus. It's purview  
16                  is very broad. When the incident  
17                  happened in Southwest it was the  
18                  Civility Commission which really opened  
19                  the campus, I think, to Judge Hersh. It  
20                  was the Civility Commission which  
21                  subsequently followed up with it after  
22                  Hersh's report. Its been modeling  
23                  civility discourse by holding teach-ins

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1 on the Gulf WAR last year and a forum on  
2 multiculturalism and policital  
3 correctiveness this week. It's held a  
4 number of faculty conferences but it's  
5 purview was very simple to Civility  
6 Weeks when we were holding those. But  
7 it is not the specific things it's  
8 doing, it's making a statement. It's  
9 making a huge statement, that this place  
10 stands for certain things, and those  
11 things in fact do not allow for the kind  
12 of abrasion and conflict and hurt which  
13 prohibits the tranquil and productive  
14 enjoyment of the experience of a  
15 university.

16 So that's the direction which I  
17 hope we can begin to follow, but I do  
18 think that we must not hope for  
19 conclusions. There is no conclusion.  
20 There is the demand, the necessity to be  
21 the countervailing force.

22 MS. ALMEIDA: I would like at this  
23 time to remind the panel we're an hour

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1 behind. So if you could be brief but to  
2 the point and unfortunately we will not  
3 be able to take questions for the  
4 faculty panel because of that. We still  
5 have the students from Smith who have  
6 been very patient with us and we would  
7 like to hear what they have to say also.

8 MR. GUNNER: My name is Haim  
9 Gunner and I have to confess, I'm here  
10 under a number of hats. I am not only a  
11 veteran of the Civility Commission, I  
12 think I'm the longest serving and  
13 probably the oldest. I also am the  
14 President of the Board of Directors of  
15 Hillel House and I am also a Cochair of  
16 the Jewis Faculty and Professional And  
17 staff Group. I must tell you that I am  
18 balancing two apparently irreconcilables  
19 in that on the one hand I am deeply  
20 moved and touched by the pain and  
21 eloquence that the students expressed  
22 about their own lot. On the other, as a  
23 long-term member of the Civility

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1 Commission I subscribe to the experience  
2 of enormous change which has happened on  
3 this campus since I arrived in 1963,  
4 evidence of which is the fact that we  
5 are sitting here and speaking in terms  
6 and language and candor, which was  
7 simply unheard of even as short time ago  
8 as a decade. So this is an enormous  
9 advance and probably is in the nature of  
10 the advance that we will have to pursue,  
11 as John describes.

12 I would like to speak for a few  
13 moments on a particular experience, the  
14 Jewish experience on this campus, not  
15 because it is apart from other minority  
16 experiences, but because in fact it is a  
17 bridge to the complexity of the minority  
18 experience. The Jewish experience is,  
19 in a sense, unique in that although we  
20 have welcomed the sensitivity, the  
21 diversity and have seen ourselves as  
22 part of that mosaic work of ethnic  
23 minority, very, very frequently we are

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1 lumped together with the White  
2 oppressive racist majority. So not only  
3 do we have to suffer the assaults of  
4 skin heads but we very frequently and to  
5 a great chagrin also have to suffer what  
6 has to be bluntly described as Black and  
7 brown racism. Typically this could be  
8 put under the labeling of Isreal  
9 bashing, and although we certainly  
10 respect the rights of the Palestinians,  
11 there is often an undercurrent of the  
12 most blatent and brutle anti-Semitism  
13 involved. Certainly those who  
14 sympathize with the Palestinians have  
15 every right to espouse their First  
16 Amendment options and demonstrate and  
17 placard and what have you, but it seems  
18 to us often that when the Isreal flag is  
19 drenched with ketchup and placed on the  
20 entrance to Whitmore so that anyone  
21 wanting to gain entrance to the Whitmore  
22 Administration Building has to trample  
23 the flag, there is a kind of violence

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1 and hatred that transcends any political  
2 statement. Or when a Jewish student is  
3 a sustainedly dogged by two Palestinians  
4 acting as some kind of secret sharers,  
5 unwelcomed and unwanted of the life of  
6 that student, it transcends political  
7 action and becomes a statement of  
8 personal violence and animosity.

9 So we have to expect that there is  
10 a mosaic of antipathies and even among  
11 those students, and I was struck as I  
12 listened to their pain, how  
13 compartmentalized it was, how each was  
14 an island of pain onto himself or  
15 herself, and I think that that is one of  
16 the profound prodigies of a recognition  
17 of diversity without the knitting  
18 together of shared values and  
19 communities.

20 Now, I don't want, in the short  
21 time available, to reiterate the pain,  
22 the swastikas and the epithets. For  
23 any Jewish student, as for Black and

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1 Oriental and Cape Verdean and Native  
2 American students, every one of whom may  
3 live in an ambiance of fear of epithets  
4 and of potential violence. These are  
5 issues which, as we have already heard,  
6 which were not generated in the  
7 university and they come to us with the  
8 origin and the youth in the family and  
9 the urban and the suburban structures of  
10 America. The question which we want to  
11 face is what can we do about them? It  
12 seems to me that on the university  
13 campus where diversity is celebrated it  
14 cannot simply be left at that and I  
15 share the notion that the cultural  
16 centers which gives the feeling of pride  
17 can also be a point of separation.

18 The University is in a difficult  
19 predicament because it cannot socially  
20 engineer. We have already heard  
21 references of controlling social action.  
22 On the other hand, it's very difficult  
23 seemingly for spontaneity to take over

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1 and create bridges. We heard what Lisa  
2 said about the difficulty which the  
3 Jewish student community had in creating  
4 bridges, but in the end it is going to  
5 have to be the creation of a bridge  
6 generated by the students themselves  
7 that will help to heal and to rectify  
8 these hurts. Certainly you now must  
9 undertake a leadership role and  
10 certainly we as faculty have to come  
11 forward unembarrassed.

12 In my classes, I teach  
13 environmental science and sometimes I'm  
14 looked at strangely because I bring  
15 issues of race and gender to the lecture  
16 platform. But we as faculty have to  
17 lose this sense of embarrassment, this  
18 sense of estrangement in terms of what  
19 we believe and human values and what we  
20 teach as disciplinary models. There are  
21 other agents which we have to assemble  
22 and we have to maintain. I think the  
23 greatest basis for one of the greatest

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1 changes, for example, was the graduate  
2 course in awareness training which  
3 brought awareness, anti-Semitic  
4 awareness training into the residence  
5 halls and gay and lesbian trainers into  
6 the residence halls. This graduate  
7 program has been eliminated and we know  
8 why, because of the great financial  
9 durress under which the University  
10 suffers. That means, of course, the  
11 withering of the undergraduate programs  
12 which deal with the same areas.

13 We have to restore and amplify  
14 these programs. We have to be able to  
15 generate among faculty the sense of  
16 responsibility in the classroom to deal,  
17 to acknowledge and to welcome diversity  
18 and we have to buttress these with the  
19 institutions, whether it's the awareness  
20 trainers and the residence halls, the  
21 Civility Commission or the legal aid, to  
22 make sure that good will is reinforced  
23 by structural supports.

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1 MS. ALMEIDA: We're going to have  
2 a change in the agenda. The University  
3 of Massachusetts administrators have  
4 agreed to follow the presentation by the  
5 Smith College students because I imagine  
6 a number of you need to go back over to  
7 Northampton. I would like to thank the  
8 faculty panelists.

9  
10 (Panel steps down)

11  
12 MS. ALMEIDA: I believe the first  
13 panelist would be Karen Cooke who is  
14 representing the Indigenous Americans of  
15 Smith College.

16 MS. COOKE: My name is Karen Cooke.  
17 I represent the Indigneous Americans of  
18 Smith College. We're a group of five  
19 people, four of the five are Alaskan  
20 Natives. This represents the time that  
21 this college couldn't recruit Native  
22 Americans from the lower forty-eight,  
23 the continental United States.

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1 I want to talk about the subtle  
2 racism. I don't experience any overt  
3 racism. No one comes up to me calling  
4 me names or doing Indian calls. I'm  
5 Innuitt Eskimo. I think that the most  
6 subtle racism that bothers me most is  
7 the lack of education, things like, "Do  
8 you live in igloos? Do you speak  
9 English in Alaska?" These are Smith  
10 College students actually coming out of  
11 high school with diplomas and these  
12 people don't know these things. What  
13 does this tell you about what we are  
14 teaching our children?

15 I am really in touch with my  
16 culture. People resent this because you  
17 don't blend in. "Why don't you become  
18 American, take a part of the American  
19 culture?" Why is it that -- I am an  
20 indigenous person of America, yet I come  
21 here and you come to me and tell me to  
22 change the way I live, the language I  
23 speak, the food I eat. Although they

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1 say "Wow, that's amazing."

2 When the minority students get  
3 together and students of color get  
4 together in a similar circle of friends,  
5 they think we're trying to isolate  
6 ourselves from the majority, which is  
7 when we start feeling defensive. We  
8 don't want to integrate with other  
9 students.

10 The Bridge Program that Smith has  
11 which invites first year students and  
12 new students to Smith of color to come  
13 together and talk about different  
14 racism, subtle racism, miseducation and  
15 education systems you may have already  
16 received. Then the Bridge Program is  
17 always talking -- they are saying these  
18 students don't want to integrate with  
19 any other students. Most White students  
20 have a lot of White friends. You'll  
21 find they have one Black friend or they  
22 have one Chinese friend or have one  
23 Latino friend, but their closest friends

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1 are people of their same ethic  
2 background. I don't mind educating  
3 people about Eskimos but I get tired of  
4 having to be the only person carrying  
5 this weight. I am the only person that  
6 -- no instructor tells them Eskimos in  
7 Alaska don't live in tepees or igloos.  
8 They read and write English. Basically  
9 it's the same education system as you  
10 had. It's just they are different.  
11 Also you find the racism not only here  
12 at Smith in Massachusetts but in Alaska  
13 you find it.

14 Alaska has at least half a million  
15 people in it. Thirteen percent of the  
16 population is native. You find  
17 divisions between non-native and urban  
18 and rural natives. People think to be a  
19 prosperous person you need to be White  
20 and the have the things about the White  
21 culture, you want money, cars, things  
22 like that that the director of the  
23 Spanish Department was talking about.

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1 My family is high to middle class and  
2 although we have all these things in the  
3 White culture, my mother is still  
4 involved in the InnuIt language and  
5 culture and all those things. There  
6 don't have to be these divisions. In  
7 most agencies you find these divisions.

8 And the racism that Dr. Arons was  
9 talking about, the overt racism that you  
10 have to be approached as your race first  
11 every time a and not as a person first  
12 all the time. My closest friends don't  
13 do this. People will come up to you and  
14 only talk to you about things of your  
15 ethnic background. All they see is your  
16 color. So in this sense they are  
17 telling me, "All I want to know about  
18 you is what you can tell me about your  
19 culture. That's all I want to know.  
20 Your personal interests, what you like,  
21 don't matter to me. It's education that  
22 you can bring me and that is all I care  
23 about. I haven't received it anywhere

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1 else."

2           Instructors at Smith talk about  
3 Native Americans and people, indigenous  
4 people in America as savages and  
5 everything comes from a certain  
6 perspective and when the administration  
7 says they are looking for people of  
8 color to be in the faculty to teach  
9 these courses or to teach any courses in  
10 general, they tell me they cannot find  
11 them. "We're doing our best. There is  
12 nobody out there." Don't tell me this.  
13 You can't tell me there aren't any  
14 people of color that are qualified to  
15 fill these positions. You are not  
16 trying hard enough and saying you are  
17 doing your best. Your best can't find  
18 more than eleven Native Americans?  
19 In saying your best cannot find any of  
20 these students that are out there or  
21 faculty minorities out there is like  
22 saying, "You aren't educated enough to  
23 come here and teach." That's what the

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1 message is we're getting.

2 The government is cutting back on  
3 support and education support and of  
4 course the first things that are going  
5 to be cut are things of ethnic  
6 background. You are going to include  
7 recruiting, and then there is going to  
8 be an increase in racism. You know,  
9 with no one else going out to do  
10 anything about this, no action is being  
11 taken. People of color find themselves  
12 carrying the weight of everyone else, of  
13 all people of their ethnic background.  
14 I find myself in classes studying more  
15 -- an English class I took, we did a  
16 paper on any writer you wanted. I chose  
17 a Native American writer. They didn't  
18 know about Native American writers. It  
19 was my self-education, but I have other  
20 interests too. Not everything I deal  
21 with has to deal with my ethnic culture  
22 and in saying, "We're not going to teach  
23 you about your culture, it's a not

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1 important enough, you should go find out  
2 about yourself if you want to know." I  
3 can't go and do other things. I can't  
4 be in mathematics. I have to decide  
5 what is more important, my culture or  
6 things I want to get outside of my  
7 culture. I think this is all I have to  
8 say. I'm in a big hurry. I'm going to  
9 leave.

10 MS. ALMEIDA: Thank you.

11 MS. DEMAN: My name is Lisa Deman.  
12 I'm here representing the Jewish  
13 community and Hillel of Smith. I would  
14 like to start out by saying we were very  
15 glad to be asked to participate in this  
16 forum because we're so rarely included  
17 in programs about discrimination or  
18 intolerance on our own campus. For  
19 example, two years ago Smith held it's  
20 Othelia Cromwell day, a day-long  
21 education workshop on the experiences of  
22 minorities. Jewish students were not  
23 included in the planning process and

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1                   there were not workshops on  
2                   anti-Semitism or the Jewish experience.  
3                   It seems that every other form of ethnic  
4                   discrimination was represented. In that  
5                   first year when a group of Jewish  
6                   students and professors complained, we  
7                   were informed by the administration that  
8                   anti-Semitism was not considered a form  
9                   of racism. Still, even today, three  
10                  years later, although we have made  
11                  changes and anti-Semitism is represented  
12                  on that day, Hillel and the Jewish  
13                  community are consistently not invited  
14                  to be a part of the planning committee  
15                  for that day.

16                 In the same year, the first year of  
17                 that awareness day, a book was found  
18                 defaced and covered with swastikas and  
19                 racial slurs. Obviously our enemies  
20                 think we are a race.

21                 Smith is a college deeply attached  
22                 to it's past. Fifteen percent of the  
23                 school population was Jewish up to 1969.

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1                   There has been a rabi on campus for some  
2                   forty odd years, but he wasn't allowed  
3                   in office until 1967. Still to this day  
4                   we have a benediction in which the name  
5                   of Jesus is often used. I could list  
6                   for you several other ways in which  
7                   religious minorities are made to feel  
8                   alien at Smith. I was coaxed into  
9                   attending the annual Smith Sisters, a  
10                  concert, in November. It was not to be  
11                  Christmasy. It was non-discriminatory.  
12                  I sat through two hours of Christmas  
13                  music and celebration and was told it  
14                  was a nondenominational program. The  
15                  list goes on. The majority of the  
16                  student body, statistically speaking,  
17                  are White Anglo-Saxon Protestant, and  
18                  most of the students are not willing to  
19                  go out of their way to attend to the  
20                  rest of us in there. We feel that many  
21                  of the problems we face are the result  
22                  of ignorance but we also need the  
23                  support of the administration. It must

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1 be recognized that we are a minority  
2 group. We're left out of the White  
3 population. We're not Protestant.  
4 We're left off the core because we are  
5 not considered to be a minority that has  
6 minority needs. Those kinds of things  
7 are fundatmental things that need to  
8 take place on our campus.

9 MS. ALMEIDA: Let me remind the  
10 panelists we are an hour behind. If you  
11 could summarize your statements and  
12 submit in writing what you have had to  
13 eliminate.

14 MS. WING: I'll try to make this as  
15 brief as possible. My name is Caroline  
16 Wing and I'm here representing the Asian  
17 Students Association of Smith College.  
18 To the College's credit, I see two  
19 programs that demonstrate their good  
20 intent, as Karen Cooke mentioned, the  
21 Bridge Program, which is a  
22 preorientation program for women of  
23 color. And the second, which she didn't

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1                    mention, the Smith Design for Diversity,  
2                    which is a long range plan that states  
3                    that the college is hoping to get the  
4                    minorities, the women of color,  
5                    percentages up to twenty percent by the  
6                    year 2000, this includes faculty as  
7                    well. This goal has been reached for  
8                    the students but for the faculty it  
9                    hasn't been all that successful. The  
10                   percentage of faculty of color on this  
11                   campus is surprisingly low and I have  
12                   heard rumor that it may be even going  
13                   lower.

14                   There is also the Bridge Program  
15                   and the Smith Design, however it has  
16                   been my feeling that the administration  
17                   has not done much for women of color on  
18                   the campus. The administration was most  
19                   apparent during the fight for cultural  
20                   space by all of the organizations, all  
21                   of the cultural organizations, including  
22                   the Black students and Asian students.  
23                   What happened was the Black students Al

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1 had a cultural center and the  
2 administration is not foresee the  
3 growing number of other cultural  
4 organizations. So what happened when  
5 the other organizations grew in size was  
6 that we had to borrow space from the  
7 Black Student Alliance. Now, the  
8 administration promised we would have  
9 our space within a time. It turned out  
10 we were in the Black Student Alliance  
11 space for over ten years and when we  
12 finally were confronted with this last  
13 year, the Black Student Alliance said,  
14 "We have been lending you your space.  
15 Isn't it time the administration got you  
16 your own space?" So we asked the  
17 administration to find us space of our  
18 own and they basically ignored the  
19 issue. We didn't get any response until  
20 we staged a week-long sit-in and  
21 demanded we get cultural space.

22 There was an attempt also for the  
23 administration to pit cultural

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1 organizations against one another. As  
2 soon as we did that they said, "We'll  
3 just have to take some away from the  
4 Black Student Alliance then." And then  
5 they felt they could not support us in  
6 our fight for cultural space.

7 Also another demonstration of the  
8 administration's apathy consists of the  
9 racial notes that were written three  
10 years ago, two years, let's see. Well,  
11 after the first incident the  
12 administration said that they would do  
13 everything they could to find the  
14 culprit. This is three years ago and to  
15 this day I don't know whether or not the  
16 culprits have been apprehended or even  
17 if they have been identified. The  
18 following year another racist note was  
19 written and my feeling was it was  
20 written because the administration  
21 refused to take a stand against a racial  
22 incident of this sort. I like these  
23 policies like Bridge and the Smith

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1 Design. Overall, I would like to  
2 believe Smith has good intentions.

3 MS. SOLERNOU: My name is Liz  
4 Solernou. I'm the CoChair of Nostras.  
5 I would like to say, first of all, that  
6 I think my experience at Smith has been  
7 both positive and negative. Positive in  
8 the way I have been getting an excellent  
9 education but negative in the way of my  
10 race. I am a Latino and I feel that the  
11 Smith administration and faculty does  
12 not recognize us as a minority. We are  
13 often put in the middle or put aside.  
14 They always say it's a Black and White  
15 issue. We're not all Black, we are not  
16 White, we're Latino and they don't take  
17 us into consideration a lot of the time.  
18 When we ask for demands, what usually  
19 happens is they will nod and nothing  
20 happens.

21 In terms of admissions with the  
22 Diversity Plan, they want twenty percent  
23 minority. Most of the Latino population

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1 in the United States is concentrated in  
2 the inner cities. The college does not  
3 go and recruit in the inner cities. So  
4 this Smith Design doesn't do anything  
5 for Latinos. The class of 1994 had  
6 twenty percent Latino. This year it  
7 went down to sixteen. Next year we may  
8 be ten percent and we won't then be  
9 represented, and I think that the  
10 administration hasn't addressed this.  
11 If they want a diverse campus, they  
12 should go and recruit in inner cities  
13 where there are intelligent students who  
14 are capable of coming to Smith College  
15 and getting a good education.

16 I would like to say also they don't  
17 consider the fact that some professors  
18 are openly racist in their classrooms.  
19 One of my friends was in a classroom and  
20 her professor used Chicano and Latino in  
21 a derogatory way. The student went to  
22 the professor and said, "I think that  
23 you were racist in your comments." And

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1 the professor just walked out. The  
2 professor did not address the student in  
3 any way and I personally don't think  
4 that's the best way to address such an  
5 issue.

6 Another thing is that American  
7 History, the Introductory American  
8 History, does not address the Chicano  
9 movement or what happened in the United  
10 States and Mexican War in 1848. It  
11 doesn't address those big things and  
12 issues that concern the Latino  
13 population in the United States. I'd  
14 like to say also as far as Cromwell Day,  
15 for two years it was one whole day.  
16 This year it's seven hours. How can we  
17 address the problems of racism in seven  
18 hours? Also with the Bridge Program.  
19 It's very positive and it does help  
20 students when they go into the Smith  
21 Community. I feel the administration  
22 leaves them and drops them to fend for  
23 yourself. Proof of this is with the

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1 racist notes and the apathy. You go up  
2 and ask the administrators, "What's  
3 happened?" "It's still under  
4 investigation."

5 I think the bottom line is, we need  
6 to take action fast if we are going to  
7 have the multiculturalism we need to  
8 address the issues of race, not only by  
9 bringing minority people into the  
10 university but by talking to people,  
11 communicating and taking action.

12 MS. WHITE: Hello. My name is  
13 Lucille White and I'm a Senior at Smith  
14 College. I basically want to talk about  
15 responsibilities. Dr. Terry basically  
16 touched on that and she says the only  
17 change that can come about is with the  
18 help of everyone. I agree. I think  
19 that we all just need to figure out what  
20 we do in order to make a big change come  
21 about. I know for myself, I was a  
22 participant of Smith College's Bridge  
23 Program. I have been a leader every

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1 year. As possible, I will write letters  
2 to students telling them to come to the  
3 college. I will be there if they want  
4 to call my number and ask me about it.  
5 I have worked with Admissions at Smith  
6 College. I was the first intern for  
7 minority recruitment of women of color.  
8 I designed the program. I called people  
9 up on their phones telling them, "Look,  
10 tell your daughter to come here.  
11 Lucille's here. They can come hang out  
12 with me if she doesn't feel she would be  
13 comfortable." I said, "Come on, you can  
14 come. You got my number. Come visit."  
15 I have been into the inner cities. I  
16 have recruited for Smith. I have  
17 encouraged other people to recruit from  
18 inner cities. I am from Brooklyn and  
19 I'm here at Smith and I've done it, I'm  
20 doing it. And I encourage people all  
21 the time to come.

22 Admission workers work hard but  
23 their style is different. They are not

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1 going to go into the inner city. A lot  
2 of these students can't afford it. I  
3 know, I can't afford it. You've got to  
4 have the funds. There is no way around  
5 it. As a minority, we are on the lower  
6 class. Minorities are getting smaller  
7 and smaller and you've got to have the  
8 funds. We need the funds. I don't see  
9 the funds. That's the problem, we need  
10 to get everybody working on this  
11 responsibility thing.

12 In terms of Smith faculty, I went  
13 up to a professor who I loved dearly,  
14 African American woman. This is in my  
15 sophomore year. Once I got to know her,  
16 I really appreciated her teaching. I  
17 said, "You are not going to leave, are  
18 you?" She looked at me and said, "What  
19 do you mean?" I said, "Faculty here at  
20 Smith of color always leaves." She  
21 said, "What?" I said, "Every time I  
22 turn around they are gone. I'll get  
23 attached to one, they are gone." The

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1 responsibility -- you know how important  
2 role models are to college students?

3 Something as simple as a role model. We  
4 need to know that we can do it. We want  
5 to see people to know we can do it.

6 Faculty of color is not just an  
7 education thing, it's a sympatico thing,  
8 seeing somebody you can identify with.

9 A lot of students here are of the  
10 predominant race, they never have to  
11 think about anybody else doing it. Kid  
12 I need to know I can do it and I need to  
13 see professors of color doing it. That  
14 helps me go on on a daily basis. That  
15 let's me know that not only can I help  
16 recruit people, I can let them know we  
17 can do it.

18 As far as Smith classes are  
19 concerned, I came here to Smith and I  
20 was just like, "This looks great," and  
21 then you go to classes and it might not  
22 be all you are expecting. That's all  
23 right. They are in a changing process.

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1                   When I came they had a few courses.  
2                   Everything was basically concentrated in  
3                   the African American Department that had  
4                   anything to do with people of African  
5                   American decent. They are working on  
6                   it. Now they have a book I can open and  
7                   look to see what classes have cultural  
8                   representation and which classes in each  
9                   department I can go to and find a  
10                  specific cultural representation.  
11                 That's a good key to me, something to  
12                 let me know Smith is working on it.  
13                 They are not perfect.

14                 In terms of education, including  
15                 the relations of people of color in all  
16                 departments, we need to make sure that  
17                 professors research how they are.  
18                 Specifically, even if you are teaching  
19                 microbiology, you need to understand the  
20                 relations of people of color in every  
21                 subject, and if you feel there is a lack  
22                 of people of color within your subject,  
23                 you need to touch on that as well. We'd

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1           like to know, why aren't we being  
2           represented in every way, in every  
3           department or whatever, and the lack of  
4           having us there is education within  
5           itself. You need to have to tie in  
6           everybody in your subject. There are a  
7           lot of professors at Smith that do it  
8           wonderfully. This is the schedule you  
9           are on here. We are not going to touch  
10          it. The lack of having us in your  
11          department is something to touch on as  
12          well.

13                 I go out I work hard for Smith. I  
14                 really do. I make that change, but it's  
15                 all responsibilities. Can you look at  
16                 yourself today and know what you have  
17                 done to help make these changes happen?  
18                 It's a big goal. I think we all can do  
19                 it and get the word out for others to do  
20                 it. Teach our children, teach people  
21                 that things are teachable. It's a  
22                 responsible thing. Thank you.

23                         MS. HENDERSON: My name is Kamina

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1 Henderson. I'm a junior at Smith. Last  
2 year I served as Chair of the Black  
3 Student Alliance. I had a number of  
4 positive experiences at Smith College  
5 and I have also had a number of negative  
6 experiences at Smith College. The one  
7 thing I can honestly tell you, in my  
8 nineteen years of living I have never  
9 experienced as much racism as I have at  
10 Smith College. I'm not talking about  
11 the ones that are publicized. You don't  
12 have to go back three years to see  
13 racial incidents that have occurred on  
14 college campuses. You can go back to  
15 January, when was it, December of last  
16 year where a woman had a Black  
17 decapitated doll on her bed. That's  
18 never mentioned. I want to know why  
19 that's not mentioned, why we don't know  
20 about these things? The Smith College  
21 administration -- I mean, not putting  
22 them together -- there are a lot of good  
23 and bad apples. They have been causing

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1                   dissension between groups and among  
2                   groups.

3                   Caroline also mentioned the space  
4                   issue, that there was a deliberate  
5                   attempt by administration to cause  
6                   dissension among cultural groups. They  
7                   would go to the chair of the ASA and  
8                   say, "You need to talk to the BSA about  
9                   giving up half your space." That is not  
10                  our responsibility, that is tha  
11                  administration's responsibility, to  
12                  attend to the needs of the students, and  
13                  I don't see that as having happened at  
14                  Smith College. I would love to have a  
15                  positive relationship with  
16                  administration.

17                  The Black Student Alliance has a  
18                  reputation for being very vocal all time  
19                  but all the women on this panel can tell  
20                  you honestly the only way we have of  
21                  acheiving progression is through  
22                  confrontation. The sit-ins. We talked  
23                  for ten years with administration about

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1                   obtaining more space. They said, "Why  
2                   do you have to sit in, why don't you sit  
3                   and talk with administration? They are  
4                   there for you, they are willing to  
5                   listen." I wish that was the case.  
6                   That's not always the case and we think  
7                   it's a shame we had to sit in. I missed  
8                   class time and I know that a lot of  
9                   other students missed class time as  
10                  well, and that was a big strain. I have  
11                  enough to think about. I have other  
12                  extracurricular things and I don't  
13                  always have time to sit in in the middle  
14                  of something.

15                         Another incident that occurred  
16                         during the time of the sit-in, the  
17                         President's secretary came out and  
18                         sprayed air freshener in the halls  
19                         during the time people were sleeping  
20                         there and sitting in. That was racist.  
21                         You never hear about these things. You  
22                         never see it in the press. You never  
23                         see anybody really saying anything

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1 negative about what's going on. You  
2 say, well, we would like for this to  
3 happen and that to happen.

4 When I came here, I was coming  
5 here, I looked at a publication that had  
6 twenty percent minorities. I came and I  
7 saw a number of women of color. I  
8 thought, this will be a great chance for  
9 me to meet people of ethnic -- an  
10 ethnically diverse group. What they  
11 didn't tell you in the Smith publication  
12 was what they were going to do when  
13 people got here. I got to this college  
14 and I thought there were a large number  
15 of women of color, this is going to be a  
16 great atmosphere for diversity. I find  
17 I have to defend myself all the time.  
18 "Why do you need space? Why do you all  
19 need time for yourselves?" That should  
20 be obvious. When people are being  
21 racially harassed, people receive racist  
22 attitudes from the administration, it  
23 should be obvious.

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1 Black faculty or faculty women of  
2 color in the classroom. I don't feel I  
3 should have to explain that to you over  
4 and over again. I feel as though you  
5 should be able to open your eyes and see  
6 what's going on. I mean, when I discuss  
7 the space issue with someone and people  
8 are here sitting in and people don't  
9 know what's going on, I get disgusted  
10 with the lack of education on campus.  
11 You have to educate yourself. I don't  
12 mind educating people. I don't mind  
13 answering questions. I think it's up to  
14 every individual to also educate  
15 themselves.

16 When we talk about solutions, I  
17 remember, Alex, you spoke of all the  
18 long committee meetings. I completely  
19 agree. We spend a lot of time in  
20 meetings with administrators talking  
21 about what we are going to do, what the  
22 conclusion would be for the space issue.  
23 When the president went on sabbatical

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1 and Dr. Vagman [phonetic] took her  
2 place, issues were solved in about two  
3 months and all that all first semester  
4 nothing happened. In less than two  
5 months there was a conclusion that we  
6 all agreed on. I think that there are  
7 solutions. It's just that people don't  
8 chose to look at the solutions.

9 Also, another point, when they  
10 discussed twenty percent minority,  
11 right, or the twenty percent women of  
12 color, we have to look and break it  
13 down. There are a large number of  
14 Asians on the Smith College campus and  
15 that's great and wonderful. We also  
16 have to look at it and see that the  
17 number of Black students has dropped and  
18 the number of Latino students has  
19 dropped. We have to increase the number  
20 of all minority students in order to  
21 have a truly diverse atmosphere at Smith  
22 College. When you hear these things  
23 being said, I'm sure you'll see it on

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1 the video. When she discusses the Smith  
2 Diversity, she is not discussing what  
3 happens when women of color get on the  
4 campus and have to teach themselves.

5 MS. ALMEIDA: Any questions or  
6 comments for the students?

7 MR. ALDRICH: I find it quite  
8 strange to look out in that audience and  
9 see only one member of the student panel  
10 still here. That panel talked about  
11 this faculty this morning, and perhaps  
12 properly so, but, by George, why don't  
13 they stay here and hear what the faculty  
14 has to say?

15 THE AUDIENCE: They might have  
16 classes to go to.

17 MR. ALDRICH: That's my  
18 observation.

19 MR. ECHOLS: I'm Ivor Echols from  
20 Connecticut and I did want to ask the  
21 students from Smith if you have gotten  
22 any mileage from alumni, did it exist  
23 with alumni who have gone through Smith?

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1 As I think back and, just from memory to  
2 some of the Black students and as they  
3 were viewed then, but they go back a  
4 long way. I'm thinking of one in  
5 particular, the 1950s. Is there linkage  
6 with that group; does it help you to do  
7 some of the things that we're talking  
8 about? What is distressing me not only  
9 with your presentation but some of the  
10 others is that we seem to recycle the  
11 same issues and they never seem to  
12 culminate to our mutual benefit.

13 MS. SOLERNOU: I'm only speaking  
14 from the Latino perspective. I would  
15 like to say first, it's been very hard  
16 for us to know what Latino alums have  
17 attended Smith College. We have had  
18 trouble getting the list of people who  
19 went ten years ago. I mean, we have a  
20 professor right now who went to Smith  
21 College in 1975 and she was the only  
22 Latino. We're trying to build that  
23 network through alumni and it's very

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1 hard and I think the administration has  
2 been uncooperative in not giving us a  
3 list of alumni so we can get together  
4 and find a solution.

5 MS. ALMEIDA: Any other questions?

6 MS. HENDERSON: Sometimes you can  
7 get lists but they, basically, they have  
8 done their time. They are very helpful  
9 but, you know, we have to do a lot of  
10 this for ourselves and it's our time to  
11 basically fight for what we feel is  
12 necessary.

13 I feel, this is a hearing, but  
14 we're not on trial and I would just like  
15 to say that, frankly speaking, when I  
16 saw the student panel speaking and I  
17 heard your questions, I felt they were  
18 on trial having to defend themselves.  
19 That's the same thing I see on my  
20 college campus. I am tired of  
21 defending myself.

22 THE AUDIENCE: I have a question.

23 I know you stated this earlier this

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1 morning to that part of the audience.  
2 I'm confused. I'm wondering, I'm also  
3 wondering if you could restate briefly,  
4 not a big spiel, what your goal is, what  
5 you are -- like, how did this come  
6 together and what is it you hope to  
7 achieve? It's a report or something?

8 MS. ALMEIDA: The results from this  
9 hearing, all of the testimony that's  
10 been gathered, will be compiled into a  
11 written report, and prior to that report  
12 we will review over the testimony and we  
13 will come up, hopefully, with some  
14 suggestions as far as what, from the  
15 Federal level, can be done to assist  
16 campuses in dealing with these two  
17 issues, with religious and racial  
18 intimidation.

19 THE AUDIENCE: So it is going to  
20 the Federal government?

21 MS. ALMEIDA: Yes, and it will be  
22 dispersed to the public. We are the  
23 Massachusetts Advisory Committee. I was

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1 contacted and asked to become a member  
2 of the Mass. Advisory Committee. A  
3 number of the other people up here are  
4 from the Connecticut and Vermont State  
5 Advisory.

6 MR. BINKLEY: I hate to take the  
7 time of this group for a procedural  
8 comment to your question, but maybe we  
9 would be wise to take a couple minutes.

10 There is an organization called the  
11 United States Commission on Civil Rights  
12 which has eight members, four pointed by  
13 Congress, four appointed by the  
14 President. The President appoints a  
15 chairman and this group in turn appoints  
16 an advisory committee in each state of  
17 the United States and the District of  
18 Columbia. You see represented here  
19 today before you, the Committee from  
20 Massachusetts, whose project this is, to  
21 obtain information on campus tension in  
22 Massachusetts, and they have been joined  
23 by members from Connecticut and Vermont

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1 who are interested in the same subject.

2 So that is the background and the  
3 basis for this hearing today. Does that  
4 answer your question?

5 THE AUDIENCE: Yes.

6 THE AUDIENCE: I would just like to  
7 commend the students and offer my  
8 sympathy. I recently finished graduate  
9 school after having been out of college  
10 for ten, fifteen years, whatever, and it  
11 reminded me about how much pressure  
12 students are under in an academic  
13 setting, and then to have to have the  
14 added pressure of feeling like a token  
15 representative of your race or your  
16 religion and having, besides your own  
17 internal pressures and expectations, the  
18 expectations of your family and all the  
19 people who sacrificed to send you to  
20 college. That is intense pressure. I  
21 didn't have that much pressure. I had a  
22 lot of pressure but I just feel that the  
23 students have this pressure. They have

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1 my sympathy and respect and I hope we  
2 can help take some of that pressure off.

3 MS. ALMEIDA: I would like to thank  
4 the women from Smith.

5  
6 (Panel steps down)

7  
8 MS. ALMEIDA: Dr. Ingle, are you  
9 beginning?

10 MR. INGLE: My name is Grant Ingle.  
11 I'm Director of the Office of Human  
12 Relations. I'm an organizational  
13 psychologist by training and my job is  
14 not to defend the University but to  
15 change it, and many of the people here  
16 have helped me do that. Over the years  
17 the goal of my office has been to create  
18 a more civil campus and one more  
19 reflective and responsive to our  
20 increasing mode to cultural diversity.  
21 It's a big task. My office consists of  
22 me, a secretary, and two work study  
23 students and I want to touch on three

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1 dynamics which are operating. I also  
2 have materials where I summarize our  
3 strategies which I would like to submit  
4 to the Advisory Committee rather than  
5 review them. I also have a chapter  
6 which talks about the dynamics. I would  
7 be glad to hand that in. I think it may  
8 be helpful.

9 A key problem of higher education  
10 is the fact that the issues of racial,  
11 religious and other forms of  
12 intimidation and conflict historically  
13 have not been seen as anything other  
14 than a disruption in the main business  
15 of a university. That is the primary  
16 battle. We fight all the time trying to  
17 get attention to these issues as more  
18 than just disruptions.

19 There are a lot of creative ideas  
20 but it's an administration system. We  
21 find ourselves in a very reactive  
22 pattern and with outcroppings of racial  
23 and religious intolerance. Systems are

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1 not willing often times to spend money  
2 in advance for preventative activities  
3 but are motivated to spend after a  
4 publicized incident. What often follows  
5 an incident are student demands for  
6 change. Administration delays in  
7 responding. Eventually administration  
8 responds to the demands and I could  
9 document that in at least three or four  
10 major cases in the last five years. I  
11 keep a score card in my office. I can  
12 tell you what the demands are and what  
13 the administration's responses were. In  
14 most part, ninety percent of the demands  
15 have been met. The critical ones have  
16 not. As well I want to point out that  
17 the assumption is the demands the  
18 students make are somehow going to  
19 improve their day to day experience of  
20 the campus. In fact the creation of  
21 cultural centers has assumed that.

22 The typing of our harassment policy  
23 as a code of conduct was assumed to

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1 improve the quality of life, relieve the  
2 everyday indignities of students of  
3 color and students from different  
4 religious orders. What we are learning  
5 is in fact these changes do not change  
6 the quality life of students because of  
7 another demand, which has been alluded  
8 to here before, which is how our  
9 students turn over at a rate of thirty  
10 percent a year. They are undergraduate  
11 students. Many of them come from  
12 communities with little diversity, and  
13 as a consequence they come to us from  
14 rural areas, from de facto, segregated  
15 suburbs outside of cities, full of many  
16 prejudiced stereotypes. They are  
17 literally unprepared in many ways for  
18 the kind of cultural and racial and  
19 ethnic diversity this campus offers and  
20 they have had no preparation in high  
21 school. They have had health education,  
22 phys. ed., driver's ed. universally, but  
23 not multicultural education, and, as a

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1 consequence, we as an institution are  
2 placed in the position of having to do  
3 remedial multicultural education for  
4 huge numbers of students every year, a  
5 task which the University, in the best  
6 of budgetary times, is commonly  
7 reluctant to take on, and in those times  
8 is easily written right off as an  
9 accessory program. I also want to just  
10 say that that's your basic dynamic and I  
11 want to talk about, really quickly  
12 about, one other aspect.

13 When students come with that  
14 naivete about race and religion, it's  
15 mostly out of ignorance and not out of  
16 malice. However, we have a problem  
17 which has emerged from our myopic side,  
18 independent over the years which is  
19 clear. If we look in the newspapers  
20 you'll find that nine times out of ten  
21 the perpetrator is a white male drinking  
22 or drunk, a first year student, perhaps  
23 a second yes, but, most critically,

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1 accompanied by younger brothers or high  
2 school friends from home or the  
3 perpetrator is the high school friend  
4 from home acting on their own. We can  
5 train the police. We can refine our  
6 systems of grievance for racial  
7 harassment, but, frankly, our ability to  
8 get to those students is limited. What  
9 I'm trying to say is, we can work on our  
10 systems, but we are still going to have  
11 them. We're still going to have them  
12 unless we get to the pipeline that  
13 starts and delivers students to us, the  
14 high schools. A critical issue.

15 I'll wind up by saying there are  
16 three federal initiatives which would  
17 help us dramatically in this whole  
18 regard. The first is some serious  
19 federal programs aimed at incentives,  
20 not requirements, for developing  
21 curricula of multicultural nuancy at the  
22 high school level as common as driver's  
23 education. Why do we teach driver's

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1 ed.? We're worried about their safety  
2 and our safety. That's why we've got to  
3 teach multicultural education. It's the  
4 same issue, the same priority.

5 Secondly, every time I talk to  
6 folks from Federal agencies they say,  
7 "Massachusetts, you have those model  
8 civil rights statutes, we're broke."  
9 It's taken us ten years to be able to  
10 begin to familiarize people with the  
11 statutes and I think someone from the  
12 District Attorney's office might comment  
13 on that later. They are complicated.  
14 They depend on context. It has taken us  
15 ten years to get to the public safety  
16 office. We need to be publicly educated  
17 so the public understands what kind of  
18 discrimination can result in a crime.  
19 In prosecution, in successful  
20 prosecution.

21 The last thing we need to do, and  
22 this is a major task, if you look at all  
23 our cases of harassment intimidation

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1 you'll find that this school made the  
2 most gains in the area of sexual  
3 harassment and we were able to reduce  
4 the cases where undergraduate females  
5 were harassed by faculty and staff from  
6 twenty-five percent in 1983 to twelve  
7 percent in 1989. What helps us in that  
8 regard is, first of all, the perpetrator  
9 population were faculty and staff and  
10 they were longer term members of the  
11 community. We developed policies and  
12 procedures, grievance education through  
13 education, catch people and discipline  
14 them. During this same time period a  
15 second dynamic with students to student  
16 harassment which continued to escalate  
17 and we don't know, what do you do about  
18 it? At this time what the Federal  
19 government could do -- I should point  
20 out the reason we focused the on sexual  
21 harassment as an issue. The Federal  
22 Commission issued very stringent  
23 guidelines regarding sexual harassment.

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1 They said we had to have a policy  
2 prohibiting it, a clear grievance  
3 procedure, they told us that we would  
4 have to take immediate and appropriate  
5 corrective steps if we had cases of  
6 sexual harassment. What I want to point  
7 out right now is, these Federal  
8 regulations have created circumstances  
9 where the issue of sexual harassment is  
10 very highly articulated in the private  
11 sector and universities. But the  
12 Federal government, particularly the  
13 Equal Employment Opportunity Commission  
14 -- I don't have to comment who has been  
15 the Chair there for a while. Under his  
16 tenure the Commission did not take the  
17 next step and set regulations for racial  
18 and religious harassment. On the issue  
19 particularly of racial discrimination  
20 we have not been forced by the federal  
21 government by fear of litigation to  
22 develop policies, to develop grievance  
23 procedures and to education. It's very

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1 important for us, for the federal  
2 government to end this double standard,  
3 even though these regulations are  
4 primarily on the employee's side, they  
5 set a very important tone for a campus.  
6 I think that's the basic issue at the  
7 heart of getting to racial, religious  
8 harassment on campus and in the  
9 community and the work place, to  
10 understand that the real question is,  
11 are we going to provide to racial,  
12 religious and ethnic and other  
13 minorities the same protection we've  
14 already acheived with women in the work  
15 place and institutions of higher  
16 education?

17 MR. HILSON: I'm Art Hilson,  
18 Executive Director of Public Safety.  
19 There are number of programs I oversee,  
20 two of those would be security and the  
21 police department. This morning some of  
22 our students talked about some of their  
23 concerns and one of them was police

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1 stopping persons of color on campus. We  
2 have on this campus racial problems.  
3 Racism is alive and well on this campus  
4 In spite of all of our initiatives,  
5 racism still flourishes on this campus.  
6 Now, we have tried to acknowledge these  
7 issues and we have tried to develop a  
8 couple of things. I think I can begin  
9 to address some of them. There are a  
10 few responses we have and then I will  
11 appropriate some action that might help  
12 resolve some of this. On this campus we  
13 have developed what we call the early  
14 warning system. What that means is  
15 whenever there is an incident on campus,  
16 any time, day or night, that report is  
17 made through me up the line through to  
18 the Chancellor. If we think it may be  
19 racial or it may be anti-Semitic or  
20 rape, those kinds of things also, we  
21 have developed what we call the CDU,  
22 Counter Disorders Unit. Whenever an  
23 incident occurs on campus that is racial

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1 or rape or sexual, we have five people  
2 who have been trained to respond and  
3 commence investigations immediately.  
4 They are wired into beepers and are  
5 on-call twenty-four hours a day, seven  
6 days a week. We try to find ways to get  
7 our police out into the community to be  
8 seen by people, to have taken them out  
9 of cruisers and put a lot of them on  
10 horses and to put some on bikes. What  
11 has happened is, people in the community  
12 will come up and pet a horse. They  
13 don't pet cruisers and there is an image  
14 of what police are about.

15 We have run all of our police  
16 through social issues training trying to  
17 make them aware of the kinds of things  
18 they need to be aware of. Now I think  
19 one of the problems lies in police  
20 academies. Police are the only  
21 profession I'm aware of that does not  
22 require training before you hire them.  
23 All you have had to do is come out of

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1 high school or have a G.E.D., then we  
2 will send you to an academy, train you  
3 and give a you a weapon to put you on  
4 your side and send you out to enforce  
5 the law. Now, what does that do to a  
6 young male or female? You take a White  
7 male who suddenly has a gun on his side  
8 and he has this thing called power.  
9 They are trained in a military approach  
10 which says, one, there is an enemy, you  
11 must always be aware of the enemy. Who  
12 is the enemy? It's the person out in  
13 the community. We need to change that.

14 What I would propose is we require  
15 an academic program for everyone who  
16 desires to be a police officer. When  
17 you have received that training on a  
18 college campus which includes all the  
19 same elements and other things, and you  
20 add that to the basic police kinds of  
21 things you need, when that has been  
22 done, then you apply for a job as a  
23 police officer and we can hire you as a

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1 police officer. The danger whenever you  
2 take an eighteen year old young male,  
3 put him in the academy, teach him  
4 self-defense and identify an enemy, he  
5 must come out then and identify that  
6 enemy. It's not in the cruiser. The  
7 enemy is in the street. And that's a  
8 mind set we must change that I think  
9 that makes a difference.

10 I also would suggest that we  
11 include a revision in all bargaining  
12 contracts that allows us to remove from  
13 service any police officer who is guilty  
14 of unprofessional or uncivil behavior.  
15 It is almost impossible to remove a  
16 police officer from a police department  
17 due to the bargaining contract. That's  
18 a reality. We need to build these kinds  
19 of things into that.

20 Let me say to the UMass students  
21 this morning, I was most impressed with  
22 them. I have invited them to address  
23 the advisory board as well as the entire

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1 police department, to share these  
2 concerns with my police. I'm committed  
3 now to trying for some proposals that  
4 will address the needs and concerns that  
5 the students see today on this campus.  
6 We can develop programs all day in our  
7 office but it does not necessarily meet  
8 the needs of those we are committed to  
9 serve. A word you hear quite often is  
10 public safety services. In some places  
11 it is to serve and protect. The  
12 incident in LA is not an isolated police  
13 incident. The guns, the training and  
14 the mind set that they are out there to  
15 protect themselves and that's  
16 understandable.

17 I'm proud of our police. We have a  
18 great department. We make some mistakes  
19 but I think we've come a long way in the  
20 past four years and I shall stop there.

21 MS. KIPETZ: Good afternoon to the  
22 members of the panel. I will keep my  
23 report brief and I will submit documents

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1 for the panel for their consideration  
2 and will also offer them to members of  
3 the audience. I am Sharon Kipetz,  
4 Interim Dean of Students at the  
5 University and I'm going to speak  
6 briefly on a student affairs prospective  
7 and where we are moving within it. I  
8 would like to point out that I think the  
9 students on our panel very well named a  
10 lot of the problems and different  
11 directions in which we need to go. Our  
12 faculty talked about the integration of  
13 those ideas in the academic setting, and  
14 student affairs takes that one step  
15 farther and brings that into policies  
16 and into some direction in the  
17 University.

18 We have been working deligently in  
19 the last thirteen years I have been here  
20 to improve policies on the campus to  
21 include harassment and discrimination in  
22 lots of ways. We now have very strong  
23 rights and responsibilities, however

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1 within that we're finding that not  
2 enough of our students are coming  
3 forward and choosing to use their rights  
4 and responsibilities to press charges in  
5 the University.

6 In March of this year we conducted  
7 a survey with Project Pulse which  
8 surveyed students of color on a campus.  
9 The positive results of that survey were  
10 that students did feel confident in the  
11 University's ability to respond  
12 effectively to specific incidents of  
13 racial and ethnic harassment and to move  
14 forward with those cases. On the  
15 negative side, students stated that this  
16 has been a problem for them and is an  
17 ongoing problem.

18 I would implore this Committee and  
19 the Commission to bring forward a couple  
20 of different recommendations. I think  
21 there are things we can do internally  
22 within Student Affairs to make our  
23 commitment to social change. I would

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1           implore the Committee to talk with the  
2           legislature, to talk to the Federal  
3           government to provide the funding that  
4           is needed to continue our work and our  
5           efforts to fund programs and services as  
6           an institution and in Student Affairs.  
7           We need to continue our own internal  
8           exploration. We need to continue  
9           running things like Project Pulse to  
10          evaluate our programs and to look  
11          critically at where we are going and we  
12          will continue that.

13                 We're in the process of conducting  
14          a survey of Project Pulse on campus to  
15          see what kind of methods and what  
16          direction we need to move in to work on  
17          issues, around those issues. Project  
18          Pulse, for these people who don't know,  
19          is the Student Affairs research and  
20          evaluation. The office will run a  
21          series of telephone surveys on different  
22          topics that members of the community,  
23          the faculty, staff, student groups will

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1 be questioned and will sit down and get  
2 a sense of what the pulse on our campus  
3 is and it has been a critical in looking  
4 for new directions.

5 As we continue looking at these  
6 issues, I'm pleased to say that the  
7 campus community is beginning to work as  
8 a whole and move forward in the same  
9 direction. Our Chancellor's debate the  
10 other night, I think, was a good first  
11 step opening up dialogue in which we can  
12 talk about our issues and talk about  
13 ways to resolve our problems.

14 MR. TOWNES: My name is Ricardo  
15 Townes. I am Associate Dean of  
16 Students, Academic Support Services, and  
17 I want to start off first by thanking  
18 Tino Calabria and the United States Civil  
19 Rights Commission for holding this  
20 hearing. I thank the panelists for  
21 coming and listening to what will be  
22 obviously a long day of testimony. But  
23 I must air a brief note of cynicism.

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1 As I understand, the United States Civil  
2 Rights Commission is part of the Bush  
3 administration. The Bush administration  
4 which uses racialisms like Willy Horton  
5 ads calling the civil rights legislation  
6 a quota bill when it's not, and there is  
7 a person, I think, who is even here who  
8 is from the U.S. Department of Civil  
9 Rights Division and we know about the  
10 controversy that that office has been  
11 doing.

12 This morning what was said was part  
13 of the problem has to do with financial  
14 resources for students to attend  
15 college. I have a couple of points to  
16 make and I think I would just want to  
17 echo the comments of the students both  
18 from Smith and UMass. I think they  
19 accurately stated what many of the  
20 issues we face are and I would also like  
21 to echo the comments of Esther Terry who  
22 knows better than anyone of us how  
23 things were.

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1                   A couple of other points, one is  
2                   that since the early eighties the  
3                   University of Massachusetts has improved  
4                   it's responsiveness to issues of racial  
5                   intolerance. Ten years or so ago we  
6                   just didn't know how to deal with them.  
7                   Today we're a lot better at it. I think  
8                   we're to be commended for that.

9                   A second point I would want to make  
10                  is that this university and this nation  
11                  are either unwilling or unable to face  
12                  the issues of race or racism and I don't  
13                  want to in any way turn off or offend  
14                  any member of any other community,  
15                  whether it's a gay community or the  
16                  Jewish community, but I think that part  
17                  of our problem is an incident occurred  
18                  that involved racial intolerance and  
19                  before we addressed that particular  
20                  issue, we threw every other issue into  
21                  the same pie and we never faced race and  
22                  racism, which has been a part of this  
23                  country for too long, as a separate

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1 issue that needs it's own attention,  
2 that needs it's own strategies. It's a  
3 very complex problem and when we always  
4 group all of our issues together, we  
5 never seem to focus on the issue of  
6 race.

7 And my final comment is, I asked a  
8 student panelist earlier whether he  
9 thought we understood what the needs of  
10 students of color are and I asked that  
11 question because I don't think we do at  
12 this time understand the issues. We  
13 have for instance, chosen to group our  
14 Asian students as one group of students.  
15 There are fifteen different Asian  
16 student organizations on campus with  
17 slightly different needs, obviously  
18 different cultures and different  
19 languages. Before can we start a  
20 program for Asian students, we ought to  
21 be aware that there is a rich cultural  
22 diversity within that group.

23 I would also take this opportunity

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1 to say, for those of you who were  
2 offended by the reference to the Asian  
3 student as being Oriental, I think  
4 people of China prefer, in a policial,  
5 correct sort of way, to be called Asian  
6 and not necessarily Oriental.

7 And my final point is that many in  
8 this country assume when they see  
9 African Americans that we all are the  
10 same, one monolithic group of people,  
11 and in fact we are not. There is as  
12 much diversity in the African community  
13 as there is in any other community.  
14 African students in this community are  
15 not all the same and we need to start to  
16 understand those needs before we start  
17 the program. Thank you.

18 MS. ALMEIDA: At this time I would  
19 like it if the panelists could stay for  
20 questions and to invite the Smith  
21 administrators and campus security  
22 people to come up and join the UMass  
23 administrative panel and we are going to

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1 view the videotape that was done earlier  
2 this week of the president of Smith  
3 College.

4 MR. BINKLEY: I would like to  
5 comment on some things that Dean Townes  
6 said. I appreciate your remarks of your  
7 appreciation of the Commission's coming  
8 here and Tino and we're glad to be here.  
9 We may make some impact, it sounds like  
10 we already have. Some of the comments  
11 that have been made, I must respond to.  
12 You spoke about the Commission on Civil  
13 Rights as being a part of the Bush  
14 administration, or having some role in  
15 the Bush administration. It's an  
16 independent body, although the President  
17 does appoint some of its members. The  
18 Commission is known as an independent  
19 body. The chairman takes issue on the  
20 position of the President on many  
21 things, including his failure to support  
22 and pass a strong 1990 or now a 1991  
23 Civil Rights Act. And I just wanted to

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1 clarify that for you. And the  
2 Commission On Civil Rights considers  
3 itself an independent body, independent  
4 of the Bush administration and any other  
5 administration. And I'm not saying this  
6 in defense of the Bush administration.  
7 I would be the first to join you to  
8 criticize the Bush and Reagan  
9 administrations in their record of Civil  
10 Rights.

11  
12 (Videotape begins)

13  
14 MS. DUNN: We have as our objective  
15 a vision of a whole community made up of  
16 many diverse parts. The diverse parts,  
17 while at the same time, all joined  
18 together in common campus purposes. I  
19 wouldn't say we have reached that dream,  
20 but I do hope that we're on the way. In  
21 the past we have had incidents of racism  
22 on our campus just as every other campus  
23 in the United States has had and several

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1 years ago in the midst of a great deal  
2 of unhappiness, particularly for our  
3 African American students, we decided  
4 that it was time to change the way in  
5 which we approached these things.

6 In the past all over this country  
7 when there has been a racist incident of  
8 some sort, students would come forward  
9 with a series of demands that they would  
10 make of the institution. Those demands  
11 particularly have been for improvement  
12 in admissions, for hiring a larger  
13 number of minority faculty, for changes  
14 in the curriculum and for some kind of  
15 space for the use of those students.

16 Administrations would typically  
17 give as much as they needed to give in  
18 order to get the temperature to go down  
19 and then you would move away from that  
20 project all together. We decided that  
21 it was time to take the whole issue, to  
22 give it the highest institutional  
23 priority and the highest priority of the

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1 President and presidential leadership.  
2 The result was an attempt to look at  
3 ourselves quite systemmatically and we  
4 produced something we called the Smith  
5 Design for Institutional Diversity. It  
6 is an approach to the issues of  
7 diversity on many different fronts. It  
8 includes those fronts that make up the  
9 typical student demands, that is, we set  
10 for ourselves some goals that have to do  
11 with admissions, that have to do with  
12 hiring faculty and staff and with  
13 curriculum. But we hope to be able to  
14 go beyond that and to try to educate the  
15 whole community in the meaning of  
16 diversity and its importance to us as a  
17 community. I think that we have, by  
18 being proactive in this way, been able  
19 to achieve certain kinds of success. We  
20 have done very well on some of our  
21 goals, admissions, particularly, faculty  
22 hires, surprisingly we have done well.  
23 We have done extremely well in

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1 development of curriculum. We did that  
2 in an interesting way. Students  
3 generally have asked for a required  
4 course, and that would not be a popular  
5 notion at Smith where we have very few  
6 campus-wide requirements. So instead we  
7 created a pool of money which faculty  
8 would apply to in order to develop new  
9 courses which they thought would  
10 increase understanding and change the  
11 way we look at some things.

12 Some of these courses have resulted  
13 in a quite systematic change in our a  
14 approach to some subjects. The Music  
15 Department, for example, used a grant  
16 for the faculty to learn something about  
17 ethnomusicology and then to be able to  
18 transmit that in their introductory  
19 freshman courses. The Art Department  
20 used it to change the character of their  
21 vast 100 art course which traditionally  
22 had been an introduction to Western Art  
23 and was now getting closer and closer to

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1 an introduction to major art styles  
2 which might come from other parts of the  
3 world. The Psychology Department did an  
4 extremely interesting thing. They  
5 developed an upper level course which  
6 the faculty attended and to which they  
7 brought experts who were minority people  
8 and who were investigating psychological  
9 issues having to do with difference. I  
10 think we've done some extraordinarily  
11 interesting and forward-looking things  
12 in this way.

13 We've done well, I think, in campus  
14 education. We have done reasonably well  
15 in campus education. I would like to  
16 say, we have some successes here. I  
17 think we also have some failures. We  
18 have initially brought in a group called  
19 the Equity Institute which taught  
20 seminars for people on campus having to  
21 do with multiculturalism. We created a  
22 group of people who felt able to go on  
23 and teach similar seminars on campus. I

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1 think that has worked really quite well.  
2 Our Affirmative Action office gives  
3 civil rights seminars. I think that  
4 that's been extremely successful. We've  
5 created a day named for our first  
6 African American graduate, Othelia  
7 Cromwell, which we devote to an  
8 educational program having to do with  
9 diversity and we are about to have our  
10 third, our third Othelia Cromwell day  
11 this year. Those have been very  
12 successful, I think.

13 We still have goals to meet. We  
14 still see racism incidents on campus. I  
15 think that many of our minority students  
16 would tell you that they still feel  
17 insulted from time to time and at the  
18 same time I think we have achieved a  
19 good deal in the way of openness and of  
20 understanding.

21 Racism is such a persistent and  
22 deep problem in the United States that I  
23 don't think any American campus can rid

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1           itself completely of this terrible  
2           thing. At the same time we can try to  
3           educate the people who are with us and  
4           bring them to a closer understanding of  
5           the meaning of racism and  
6           discrimination.

7           A student who was here in the  
8           mid-eighties and came back a few years  
9           ago to finish her degree and is now an  
10          alumna busy working for our minority  
11          admissions, told me the other day that  
12          she thought we had achieved a tremendous  
13          amount of openness and discussion of the  
14          issues on campus and that she thought  
15          many people were responding and some are  
16          not. What she said made me feel that we  
17          have come some good way since the year  
18          when we sat down to write the Smith  
19          Design and made me understand that we  
20          have some good way to go.

21          But still, I think we have created  
22          a vision for a community which is both  
23          communal and full of difference and I

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think that most people on our campus have agreed that those are important projectives and accepted the Smith Design as a campus plan that has to be pursued. Thank you very much for inviting me to be with you today.

MR. CALABIA: Thank you, Ms. Dunn. Just a few questions. While waiting for you this morning in your office I noted a page 1 story in today's New York Times which referred to policital correctness on campus, defining policital correctness as a grab bag term used to indict multiculturalism, et cetera. I tie that in with a Boston Globe article of last week which indicated from a survey of 569 students in the State of Massachusetts that many of the minority students still feel offended and insulted by variations of racism that they encounter.

You have said that there remains much to do here at Smith itself, despite

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1 the advances made. But what elements of  
2 the Design have encountered the most  
3 stubborn obstacles? I know that the  
4 Design includes elements which include  
5 student recruitments and hiring, as you  
6 mentioned, the introduction of new  
7 courses. What of those elements or  
8 others have kind of run into the  
9 stiffest obstacles?

10 MS. DUNN: I think perhaps the  
11 stiffest obstacles are encounters in  
12 residential life where students of many  
13 kinds live together in very close  
14 quarters and where the socializing of a  
15 given student in her family, in her town  
16 that she comes from, has not given her a  
17 natural way of dealing with people who  
18 are different. And I think that some of  
19 our toughest problems emerge in those  
20 close situations in the houses.

21 It is true of almost all racial and  
22 ethnic groups that they tend to come to  
23 us always having lived only with their

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1 own kind. That's as true for Asian  
2 Americans as it is for African Americans  
3 as it is for Caucasian Americans. And  
4 they have had to confront differences  
5 only in the most normal structural kinds  
6 of settings, perhaps in a classroom.  
7 Here they actually have to live it and  
8 it's that living together that I think  
9 presents the hardest challenge for young  
10 people.

11 Sometimes I would like to think  
12 that when there is a racist incident in  
13 a house, for example, a frightful  
14 anonymous letter or something like that,  
15 the very openness and explosive quality  
16 of the discussion that follows is  
17 educational and education is, after all,  
18 what we are about. We're trying to  
19 educate people to understand difference  
20 and hope that through understanding it,  
21 different behaviors will follow.

22 MR. CALABIA: Thank you. You have  
23 mentioned that you have made some

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1 advances with respect to your goals for  
2 student recruitment and hiring, but do  
3 you distinguish between goals and quotas  
4 which tend to be the language of  
5 controversy nowadays with Affirmative  
6 Action?

7 MS. DUNN: I distinguish very  
8 clearly between goals and quotas.  
9 Quotas, it seems to me, carry a command  
10 quality to them and that you would be  
11 required to fill a quota without  
12 necessary attention to quality. And I  
13 think a goal that you establish for  
14 yourself allows you to maintain the  
15 criteria for quality that you have and  
16 also to give you a goal to reach for.

17 I sometimes say to people who  
18 complain even about having goals, that  
19 when we go out to raise money, we always  
20 have to have a goal because it's very  
21 hard to go out and say to people, "I  
22 would like to have some money." They  
23 always want to know how much money would

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1 you like to have and then they'll work  
2 on that goal. So I think of a goal also  
3 as a spur, it makes you self-conscious  
4 about having to achieve a goal and if  
5 you just say yes, we want to increase  
6 our minority hiring, but you have no  
7 goal in mind, it's very hard to get that  
8 prod in there and to get the feeling  
9 that you've got to accomplish something,  
10 to get the will behind it.

11 MR. CALABIA: Did you mention  
12 something about the Design's goals for  
13 1998 and 1999 in student recruitment?

14 MS. DUNN: Student recruitment,  
15 well, we are just about there now. This  
16 freshman class is there, this first year  
17 class. It's there in gross numbers.  
18 We're not yet there really in the  
19 balance amongst the several racial  
20 groups that we would like to have, but  
21 our success so far has been very good  
22 and I like to hope that we're going to  
23 get that appropriate balance too. And

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1 we're nearly at our first goal in  
2 faculty hiring too. Hiring staff has  
3 been a little harder because we have a  
4 very low rate of turnover.

5 MR. CALABIA: And you still have  
6 six to seven years yet to go for that  
7 '98, '99 goal?

8 MS. DUNN: Yes, we do.

9 MR. CALABIA: Having mentioned  
10 articles today in the New York Times and  
11 last week in the Boston Globe, let me  
12 mention an article in the Washington  
13 Post last week in which Secretary of  
14 Education Alexander questioned whether  
15 diversity is a sign of educational  
16 quality. What do you feel about that  
17 particular question; is diversity a sign  
18 of educational quality?

19 MS. DUNN: To some extent, yes, it  
20 is. I think you have to look at that in  
21 several different ways. Diversity is a  
22 sign of the quality of national  
23 educational levels to begin with. We

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1 are now a country and we are going to  
2 become a country which is even more made  
3 up of different racial groups and groups  
4 which are very self-conscious about  
5 their own past and which have not  
6 participated in higher education at the  
7 same rate the majority of the Americans  
8 have. The quality of the nation  
9 therefore in educational terms is going  
10 to depend on the extent to which we  
11 manage to increase access. I hope I've  
12 put that clearly. I think that is an  
13 exceedingly important national goal and  
14 if we don't meet that national goal in  
15 twenty years' time, we are going to  
16 regret it a whole lot as a nation. So  
17 that's one way of defining educational  
18 quality, isn't it, the extent to which  
19 the people of the nation participate in  
20 the educational process.

21 Another thing which I think has  
22 very much to do with education is also  
23 related to the multicultural quality of

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1 our United States population. That is  
2 that we have to engender some  
3 understanding of those different pasts.  
4 We also have to maintain, I think, a  
5 powerful understanding of the western  
6 tradition which has been the basic  
7 substratum of American development and  
8 it's people who concentrate on  
9 maintaining the western tradition to the  
10 exclusion of all else with whom I would  
11 have an arguement. So I think yes,  
12 diversity has a lot today with  
13 educational quality.

14  
15 (Video tape ends)

16  
17 MS. ALMEIDA: Will the last panel  
18 please come up, and this is comprised of  
19 administrators and law enforcement  
20 people connected with Smith College and  
21 I would ask if you could limit your  
22 comments to five minutes, six minutes,  
23 if possible, so the Office of Civil

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1 Rights could begin on time with their  
2 afternoon program.

3 MR. BLANCHARD: I am Fletcher  
4 Blanchard and I am from Smith College  
5 but I'm not an administrator. I'm a  
6 faculty member. One of the reasons I  
7 think I was initially invited to attend  
8 was to describe some of the research I  
9 have been doing, which I think is  
10 hopeful in both understanding  
11 contemporary problems of discrimination  
12 and changing some of the contemporary  
13 problems.

14 I have prepared an exact copy of a  
15 verbatim account of what I'm going to  
16 say for you.

17 I'll start by arguing that what you  
18 say, what I say, what we say about  
19 racial discrimination and interracial  
20 acceptance matters. Your vocal opinions  
21 affect what others think and say. A  
22 series of experiments that I and my  
23 students and colleagues have conducted

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1 recently demonstrate that racial  
2 prejudice and reactions to racism are  
3 are much more malleable than many of the  
4 researchers and policy makers and  
5 political leaders have believed. Simply  
6 overhearing others condemn or condone  
7 racism dramatically affects peoples'  
8 personal reactions to racism. After  
9 hearing someone else condemn racism, our  
10 college student research participants  
11 much more strongly condemned incidents  
12 of harassment than if they had heard no  
13 one. However, on the other hand, after  
14 hearing someone else condone  
15 discrimination and harassment, our  
16 subjects also expressed significantly  
17 more condoning opinions.

18 Now, the large differences that we  
19 observed appear from research  
20 participants who speak their views  
21 publicly and openly and also when we  
22 measure their opinions more anonymously.  
23 The observation that even more privately

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1 held views are affected by what others  
2 say is important because it suggests  
3 that the malleability we've observed is  
4 not simply a reflection of concerns for  
5 what others think. This is an important  
6 point and I suspect that one of the  
7 reasons that the opinions about racism  
8 held by many people today are so easily  
9 influenced derives from the still very  
10 high level of racial segregation that  
11 characterizes contemporary American  
12 society. Few White college students  
13 today have enjoyed the opportunity to  
14 grow up in integrated neighborhoods, to  
15 attend schools where therein classrooms  
16 are substantially integrated, or  
17 observed their parents interact in a  
18 friendly manner with people of color.  
19 Even fewer of those White students  
20 entering college today have a chance to  
21 learn from Black teachers, work for  
22 Black employers, or participate in  
23 voluntary activities in organization the

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1 adult leaders, the coaches or advisers  
2 are Black. Although public poll data  
3 over the last several decades portray  
4 favorable trends regarding Whites'  
5 attitudes towards African Americans,  
6 those attitudes and opinions derive from  
7 little direct experience. Few of the  
8 many Whites, I would argue, who have  
9 reached honest and genuine commitments  
10 to egalitarian values have had the  
11 opportunity to acquire the full range of  
12 interpersonal skills, sensibilities and  
13 knowledge that might allow them to  
14 fulfill that commitment. It is this  
15 lack of interracial experience that may  
16 underly the malleability of reaction to  
17 racism.

18 America's campuses today constitute  
19 the first multiracial social setting  
20 encountered by many young people.  
21 Furthermore, the racial and ethnic  
22 composition of American campuses will  
23 continue to become increasingly

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1 heterogenous over the next two decades.  
2 Coinciding with these changes in  
3 composition has been an alarming  
4 increase in racial harassment. Yet, the  
5 strongly favorable trend towards a more  
6 favorable racial attitude among  
7 Americans broadly makes it difficult to  
8 attribute this high rate of racist  
9 attacks on college campuses to an  
10 increase in racial prejudice among the  
11 many. Rather, I would suggest that many  
12 of the current incidents of harassment  
13 should be understood to represent the  
14 open hostility expressed by the strongly  
15 prejudiced few.

16 Efforts that will reduce racial  
17 harassment and discrimination and  
18 enhance feelings of acceptance and  
19 belonging among people of color must  
20 acknowledge the many who are naive,  
21 inexperienced and often  
22 well-intentioned, on the one hand, and  
23 the few who are genuinely mean-spirited

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1 on the other. For the most part  
2 colleges and universities have responded  
3 to the contemporary clamor with  
4 education and training for students and  
5 staff and with new codes that attempt to  
6 define appropriate conduct. Neither of  
7 these strategies has yet produced the  
8 ideal educational setting where all  
9 members of the academic community can  
10 thrive.

11 I go on in my report that I've  
12 handed to you verbatim to talk about  
13 what I think are the best strategies for  
14 constructing codes of conduct, codes of  
15 conduct that rely heavily on State and  
16 Federal language that describe  
17 harassment and discrimination, and some  
18 of the best strategies for the education  
19 that can be directed at those truly  
20 inexperienced people, many of whom have  
21 reached genuine commitments to  
22 egalitarian values. I'll skip to the  
23 very end where I come back to the

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1 opening flavor, and conclude by  
2 returning to the implications of the  
3 research that I described at the  
4 beginning of my remarks.

5 I leave you with two metaphors that  
6 provide my understanding for the  
7 potential for achieving educational  
8 settings where everyone can strive.  
9 First, I would like you to think about  
10 the way antismoking norms and  
11 regulations have largely achieved the  
12 elimination of smoke from public places.  
13 When a broad consensus was reached that  
14 persons have a right to breathe air  
15 untainted by cigarette smoke, when  
16 nonsmokers took the responsibility for  
17 criticizing smokers and insisted that  
18 they not smoke, cigarette smoke in  
19 public places disappeared. No one cared  
20 about the personal feelings, the  
21 internal attitudes or the out-of-context  
22 behavior of smokers. All we cared about  
23 was that the smoke disappeared. We

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1 focused on the outward behavior, not the  
2 intentions or the inside feelings. If  
3 we can build a consensus that eschews  
4 the behavior of bigotry, we may be able  
5 to create settings that are free of such  
6 bigotry.

7 Secondly and finally, I would  
8 invite you to think about how the social  
9 movement against drinking and driving  
10 has transformed our thinking about  
11 personal responsibility for behavior  
12 formed while intoxicated. It used to be  
13 the case that drunkenness served to  
14 deflect blame and reduce responsibility  
15 for behavior. Drunkenness was akin to  
16 diminished capacity. Persons who  
17 performed what otherwise constitutes  
18 serious criminal behavior were held less  
19 responsible for the outcomes of their  
20 acts because we thought they didn't  
21 intend those outcomes. Of course, this  
22 has changed now. We now hold persons  
23 responsible for the outcomes of their

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1 behavior. If we can build a consensus  
2 that recognizes that even unintended  
3 discrimination is terribly hurtful and  
4 harmful, we may be able to create  
5 educational settings that are as  
6 welcoming and comfortable for people of  
7 color as they have been for centuries  
8 for others.

9 MS. ALMEIDA: I would like to thank  
10 you for your written testimony. It will  
11 be presented in it's entirety.

12 MS. RUST: Good afternoon. My name  
13 is Sharon Ross. I'm the Chief of the  
14 Smith College Campus Security Department  
15 and I guess I was asked to primarily  
16 come here to discuss the issue of racism  
17 and harassment on campus from a law  
18 enforcement point of view. That's what  
19 I do for a living, as do the panelists  
20 besides me. Let me explain first of  
21 all, I have been at Smith College for  
22 approximately fourteen years. I am told  
23 prior to my arriving at Smith College

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1           there were incidents of racial  
2           harassment and there currently exist  
3           reported cases of racism and harassment  
4           on campus. When I give general  
5           orientation speeches to houses, to  
6           residences, to various groups, I tell  
7           them to report any incident, no matter  
8           how minor, how small it may seem,  
9           because many times it is my belief that  
10          it's indicative of a larger problem.

11                 In my years at Smith College I have  
12          noticed an increase in the reporting of  
13          incidents of racism and harassment of  
14          all natures and I am not sure what to  
15          attribute it to, whether our system has  
16          become more in place and provided to the  
17          student so that they know what avenues  
18          to chose, or, I would like to think  
19          there is a greater sensitivity to these  
20          issues. Whatever the case is, there has  
21          been an increase in reports of such  
22          incidents on the campus.

23                         Primarily the reports go first to

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1 the Office of Affirmative Action and in  
2 many of the recent cases we have had  
3 they have not been reported directly to  
4 our department directly, they have gone  
5 to Affirmative Action who has then  
6 contacted our office for assistance with  
7 investigative procedures. Once that  
8 process begins, or if we respond  
9 initially to a complaint, our role is to  
10 provide victim services for the  
11 gathering and analysis of evidence and  
12 for further consultation with the  
13 District Attorney's office to ascertain  
14 possible charges and to assist with the  
15 investigation.

16 I think that people have very  
17 eloquently said today that much of the  
18 key to solving the problems on campus is  
19 education. I firmly believe in the  
20 educational process for the police  
21 officers who work for me, for the  
22 students who are on our campus, for the  
23 administration, for staff members, for

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1 everyone involved. Change does not  
2 happen overnight, unfortunately, and  
3 Smith College is a very small  
4 institution, for those of you who don't  
5 know. There are approximately 2,700  
6 students, give or take a few. Many of  
7 the women that talked on the panel today  
8 I know, the student panelists at least,  
9 because I have dealt with them on  
10 incidences involving racism, or notes,  
11 anonymous notes. In one way or another,  
12 it becomes a very personal issue, a very  
13 explosive issue and an issue that's  
14 difficult for everyone to try and  
15 resolve to everyone's satisfaction.  
16 That does not come easily.

17 I would encourage the government  
18 and everyone to become as involved as  
19 your time allows, to push for the proper  
20 funding and to give educational programs  
21 all due consideration, which I feel is  
22 probably one of the only solutions that  
23 we have.

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1 I would like to introduce some  
2 individuals from the District Attorney's  
3 office, the Hampshire/Franklin County  
4 District Attorney's Office that our  
5 office works in conjunction with on  
6 investigations of this nature.

7 MR. HARRINGTON: I am Lieutenant  
8 Edward Harrington from the Mass. State  
9 Police. I'm assigned to the District  
10 Attorney's office for Hampshire and  
11 Franklin Counties. We work closely with  
12 the local law enforcement communities  
13 investigating major crimes within a two  
14 county area and one of the major crime  
15 areas where the District Attorney is  
16 designated is civil rights, as a result  
17 of which we have worked on both this  
18 campus and Smith College and I believe  
19 also at Mt. Holyoke with the local law  
20 enforcement community.

21 One of our suggestions to this  
22 panel would be the education of students  
23 in regards to the statutes available to

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1           them on the criminal aspects of civil  
2           rights violations. It's extremely  
3           important that students know that racial  
4           harassment or violence is a crime in and  
5           of itself. Also there should be set up  
6           a series of reporting mechanisms so that  
7           the law enforcement community gets  
8           notified promptly. If it is done so in  
9           a timely manner, the information can be  
10          gathered and the investigation can be  
11          done properly. We're not saying that  
12          we're going to solve every case or that  
13          every case is going to go into the court  
14          system, but we will say that we will  
15          give serious consideration, serious  
16          time, serious commitment, serious  
17          manpower to every situation that we  
18          become aware of throughout the campuses.

19                Next to me is Assistant District  
20                Attorney Winston Burke. He has been  
21                here all day. He is going to replace  
22                District Attorney Judd Carhart on the  
23                panel. Mr. Carhart was unable to

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1 attend. He was here for a period this  
2 morning.

3 MR. BURKE: My name is Winston  
4 Burke. I'm an Assistant District  
5 Attorney. In our office, of course,  
6 what we are responsible for doing is  
7 prosecuting crimes, criminal behavior.  
8 As Lieutenant Harrington said, Judd  
9 Carhart was here earlier but he did have  
10 to leave.

11 Among my duties is the prosecution  
12 of crimes that are civil rights  
13 violations in origin, and we do see  
14 these crimes. We seem to be prosecuting  
15 them more and more these days and most  
16 of them fall under what's known as the  
17 Mass. Civil Rights Act. It's a criminal  
18 statute which says in substance that if  
19 anyone threatens or oppresses or  
20 interferes with anyone else in the free  
21 exercise of any right that they have,  
22 any civil right, and if that's done  
23 willfully and if that's done with force,

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1 or the threat of force, that's a crime.  
2 It's misdemeanor and it's punishable by  
3 up to a year in jail and up a thousand  
4 dollar fine, and if bodily injury  
5 results from it it becomes a felony with  
6 up to ten years in prison and a ten  
7 thousand dollar fine. It's already been  
8 characterized here today as a relatively  
9 new statute and somewhat complicated.  
10 It is both of these things. But it is  
11 being used more and more these days.  
12 I can only underscore what's already  
13 been said many times here today and that  
14 is a tremendous need for the education  
15 of everyone with respect to what that  
16 statute is and what can be done with it.

17 There are several other statutes,  
18 criminal statutes, in Massachusetts to  
19 be aware of. One of them is another  
20 section of the same chapter that it is a  
21 crime to assault or commit assault and  
22 battery against someone for the purpose  
23 of intimidating them on the basis of

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1 race or religious or national origin.  
2 There is another statute that prohibits  
3 the defacing or destruction of a place  
4 of religious worship, and one other that  
5 makes it a crime to discriminate against  
6 anyone in a place of public  
7 accomodation. Those are the criminal  
8 civil rights statutes.

9 Not every civil rights violation is  
10 a crime, of course, and as has been  
11 mentioned already, there is a certain  
12 amount of screening that has to go into  
13 these things that have been reported to  
14 us. But as I think he has also alluded,  
15 it is a priority of this District  
16 Attorney's Office to prosecute these  
17 crimes when they do come in and we do to  
18 that and will continue to do so.

19 The clarification and healthy  
20 growth of this civil rights statute over  
21 the years will depend upon its  
22 appropriate prosecution and that depends  
23 upon the reporting of incidents when

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1 they happen and the cooperation and  
2 continued participation of victims and  
3 witnesses in prosecution. So please, if  
4 you have any -- if any of you have any  
5 questions about any of these statutes,  
6 you're not sure, call your campus police  
7 department, municipal police department,  
8 the District Attorney's Office and we'll  
9 be happy to help you.

10 MS. ALMEIDA: I would like to  
11 mention the report that was available  
12 earlier deals with this very topic and I  
13 imagine there are still a few copies in  
14 the back there for people who might not  
15 have had the opportunity to pick up one.

16 Are there any questions from the  
17 Committee or the audience to any of the  
18 panelista or Dean Kipetz or any of the  
19 UMass administrators?

20 MR. HAND: How do juries react to  
21 these kinds of cases; do you have any  
22 experience with that?

23 MR. BURKE: I haven't had any that

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have gone to a jury verdict yet.

MR. HAND: Do you have a sense of whether jurors would be more or less willing to convict that type of crime?

MR. BURKE: I don't have any sense. I would hope they would be. I don't have any reason to believe that they wouldn't. Judges, quite frankly, can be more of a problem. I have had some experience with one or two at the District Court level who have not found incidents that I strongly felt were civil rights violationa to be such. So we'll see.

MR. HAND: How about police; do they give the same attention they would to, say, a burglary?

MR. BURKE: Sure.

MR. HAND: You don't need to prod them?

MR. BURKE: Everyone needs prodding from time to time but the various police departments are learning more and more

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1 about this statute as time goes by, as  
2 we all are, and as the judiciary is. I  
3 don't think it's going to get better as  
4 time goes by.

5 MR. HARRINGTON: If I can add to  
6 that, the District Attorney in this town  
7 has set up a policy on any civil rights  
8 violation that is going to be  
9 investigated criminally, he is to be  
10 notified immediately by whatever police  
11 department is investigating it. He then  
12 comes into our office and asks us to  
13 either assist in the investigation or  
14 monitor the local police department. He  
15 is very adamant that these be  
16 investigated, they be investigated  
17 properly and if the information calls  
18 for it, that they be prosecuted.

19 MS. ALMEIDA: Any other questions?

20 THE AUDIENCE: I have to go pretty  
21 soon. I have been hanging around. Some  
22 of this will be a comment. But the  
23 question was raised to Dr. Ingle of the

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1 administration. Is he in the hallway?

2 MS. ALMEIDA: While we're waiting  
3 for Dr. Ingle, does anyone have  
4 questions for any of the other  
5 panelists? There he is.

6 THE AUDIENCE: Dr. Ingle, my  
7 question is actually three questions. I  
8 think they are interrelated. I'll try  
9 to do this quickly. You spoke about the  
10 need for multicultural education in the  
11 high schools and I was wondering if you  
12 could say what your idea of  
13 multiculturalism is and if it has any  
14 similarity with the multiculturalism  
15 that the students were talking about  
16 this morning, with a focus on looking a  
17 White culture and institutions of racism  
18 and how they perpetuate themselves?

19 MR. INGLE: Can I answer that  
20 before you ask another question?

21 THE AUDIENCE: Sure.

22 MR. INGLE: This is very simple.  
23 We're going to send -- a U.S.

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1 corporation is going to send a business  
2 person to Japan. You can be sure that  
3 he'll pay good money to send him or her  
4 to a three day workshop to learn the  
5 twenty things they shouldn't say or do  
6 in Japan to embarrass themselves and  
7 show disrespect. That's the kind of  
8 level of basic training and  
9 multicultural education I'm talking  
10 about.

11 THE AUDIENCE: That is very  
12 different from what the students were  
13 talking about.

14 MR. INGLE: In addition to efforts  
15 to improve curricula and so forth.

16 THE AUDIENCE: But my point was,  
17 the students were talking about a focus  
18 on ourselves as White culture.

19 MR. INGLE: That's part of it.  
20 That's very much part of it. It's the  
21 understanding that you are Americans,  
22 you have a distinctive racial and ethnic  
23 background, cultural background which

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1 needs to be acknowledged.

2 THE AUDIENCE: The second is, you  
3 gave a prototype of the general  
4 perpetrators of racial incidents as  
5 being young White males and from high  
6 school and maybe university and some  
7 brothers involved. I was wondering what  
8 your thoughts were about why this, you  
9 know, what this might be about, in terms  
10 of this group?

11 MR. INGLE: What's motivating them?

12 THE AUDIENCE: What do you think  
13 this is about?

14 MR. INGLE: I think it's just a  
15 clash of community culture. We're  
16 trying to be a campus, a place free of  
17 intimidation where you can go about your  
18 work and study and hopefully be  
19 supported. I think there are different  
20 sets of values that operate in a lot of  
21 communities as far as our students and  
22 our employees. And I think that what  
23 we're seeing -- I even heard it

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1 articulated -- was we're looking at a  
2 clash of different values. A lot of the  
3 neighborhoods, a lot of the communities  
4 from which our students come are really  
5 turfs where students or people of color  
6 are not found after dark, and what we're  
7 seeing is sort of a behavior. It's a  
8 more typical sort of a turf behavior  
9 between racial background, in the  
10 suburbs around Boston, for example. I  
11 think that's more what's going on there  
12 and I think what happens is, the reason  
13 I think the presence of the younger  
14 siblings or high school friends from  
15 home is important is I think they are  
16 able to evoke these more aggressive  
17 values of who belongs in our community.  
18 And that's where that conflict comes  
19 from. Does that answer your question?

20 THE AUDIENCE: Yes, it does. One  
21 of the things behind my question was  
22 that on campus a year ago when this was  
23 really looked at by certain groups, one

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1 of the things they found out was that it  
2 really had a lot to do with class  
3 background and it was a lot of working  
4 class, lower, middle class White people  
5 who were feeling very threatened by the  
6 economic competition in society. And so  
7 my question is really about the need to  
8 put race and class always together. I  
9 don't believe that we can have a  
10 conference here or a hearing that  
11 separates race from class issues and  
12 race, you know. And again, they have to  
13 go together and studies have shown that  
14 it's got a lot to do with class.

15 MR. INGLE: No one knows it better  
16 than me. We had to abbreviate our  
17 comments here today.

18 THE AUDIENCE: I wanted to get this  
19 in the record because there hasn't been  
20 much discussion of looking at class and  
21 race together.

22 The third one is myself, I'm an  
23 undergraduate of this university and now

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1 I'm a graduate employee and every day  
2 I'm experiencing the drastic change in  
3 the mission of this university and I'm  
4 interested in knowing from your point of  
5 view, maybe others, about how you would  
6 characterize the -- not in terms of  
7 ideal -- but in terms of the operational  
8 priority of the mission of this  
9 university. Through the years we have  
10 been getting alumni fund raising letters  
11 and they even say it in the fund raising  
12 letters and going to a couple of Faculty  
13 Senate meetings here, they even say  
14 things like a primary mission of this  
15 university is to fulfill certain very  
16 specific legal requirements for the  
17 global competition that we are in. My  
18 sense is that this mission of the  
19 university is in direct contradiction  
20 with what we have been talking about  
21 today about diversity and I can give  
22 some examples.

23 MR. INGLE: As I said before, I'm

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1 here to change the University, not  
2 defend it.

3 THE AUDIENCE: We have to build  
4 together and I don't put all  
5 administrative people in a bag. We have  
6 to look at this together.

7 MS. ALMEIDA: We need to rap this  
8 up.

9 MR. INGLE: Some of the most  
10 creative things I have seen done,  
11 actually, are in the School of  
12 Management that said if our graduates  
13 are going to be successful, they are  
14 going to have to have this level of  
15 multicultural fluency in this country  
16 and globally. They have taken what I  
17 consider to be pretty aggressive steps  
18 at convincing their undergraduates and  
19 graduate students that absolutely need  
20 this fluency for success and in that way  
21 I see that two missions are --

22 On the other hand, there's no doubt  
23 that the way budgets -- we have taken

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1 twenty-eight percent, thirty percent of  
2 our state dollars out of this budget,  
3 and believe me, we have chopped a lot of  
4 programs which are essential to the  
5 issues we're talking about today. I  
6 mentioned before, they are seen as an  
7 adjunct concern to the other interests  
8 of the University and that's not  
9 characteristic here, that is  
10 characteristic of higher education.

11 THE AUDIENCE: Thanks.

12 MS. KIPETZ: From a Dean of  
13 Students' perspective, as someone that  
14 deals with students as they come into my  
15 office to file charges that are handled  
16 through our code of conduct on issues  
17 around complaints, usually harassment,  
18 often we don't know who the perpetrator  
19 is and that's a source of regret to  
20 everyone on this campus, that many  
21 attacks are anonymous and as some of the  
22 students at Smith pointed out with their  
23 experiences, that often investigations

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1           ensue and that often we cannot pinpoint  
2           who they are. So there is a whole other  
3           group out there. I would say it's  
4           difficult to find who those perpetrators  
5           are who make random attacks with no  
6           responsibility, not owning any kind of  
7           ownership for that kind of behavior.

8           MS. ALMEIDA: At this point this  
9           would conclude the UMass -- one more.

10          THE AUDIENCE: If you want to  
11          submit written comments, to whom do you  
12          write and what address?

13          MS. ALMEIDA: Mr. Calabio will give  
14          that to you.

15          THE AUDIENCE: And if you want to  
16          receive the report, how do you that?

17          MS. ALMEIDA: You sign the  
18          registration form.

19          I would like to thank the panelists  
20          from both campuses, the administrators,  
21          faculty and especially the students and  
22          the audience for hanging in with us for  
23          this long and at this point in time we

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will be turning the program over to the Office of Civil Rights from the United States Department of Education and Tom Hibino, the Region 1 Director, will be moderating the series of afternoon panels that will take place.

(Forum concluded)

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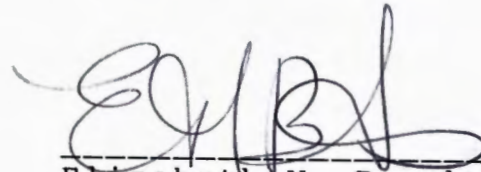
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I, ELIZABETH M. BROOKS, Court Reporter,  
do hereby certify that the foregoing testimony is  
true and accurate, to the best of my knowledge and  
ability.

WITNESS MY HAND, this 17th day of  
October, 1991.



Elizabeth M. Brooks

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