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UNITED STATES COMMISSION ON CIVIL RIGHTS  
IOWA STATE ADVISORY COMMITTEE

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IN THE MATTER OF:

RACIAL TENSIONS IN  
DUBUQUE, IOWA

REPORT OF PROCEEDINGS, taken in the  
above entitled cause, taken before DR. LENOLA  
ALLEN-SOMMERVILLE, Chairperson of the Iowa Advisory  
Committee of the U.S. Commission on Civil Rights,  
taken on the 1st day of May, A.D., 1992 at the Five  
Flags Convention Center, Dubuque, Iowa, at the hour  
of 8:30 a.m.

ATTENDANCE:

IOWA ADVISORY COMMITTEE

CHAIRPERSON: DR. LENOLA ALLEN SOMERVILLE  
COMMITTEE MEMBERS: MS. ANN FRIAUF  
MR. LEE B. FURGERSON  
MS. CHRISTINA GONZALEZ  
MS. MARCIA S. STASCH  
MR. STEPHEN ALLEN WOLF  
MR. DIHN VAN LO

CENTRAL REGIONAL  
DIVISION (director) MR. MELVIN L. JENKINS  
CIVIL RIGHTS ANALYST MR. ASCENSION HERNANDEZ  
REGIONAL OFFICE STAFF MS. JO ANN DANIELS

Court Reporter: HALSELL & HALSELL REPORTERS  
BY: MS. VERNITA HALSELL-POWELL

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1                    (The meeting was convened at 8:35 a.m.)

2                    CHAIRMAN ALLEN-SOMMERVILLE: The meeting of  
3 the Iowa Advisory Committee to the U.S. Commission on  
4 Civil Rights shall come to order.

5                    For the benefit of those in the  
6 audience, I shall introduce myself and my colleagues.  
7 I'm Lenola Allen-Sommerville the Chair of the  
8 Advisory Committee. And members of the committee are  
9 Ann Friauf, Lee Furgerson, who is on his way,  
10 Christina Gonzalez, Marcia Stasch, Dihn VanLo, Steve  
11 Wolf. Also present with us are Melvin Jenkins, the  
12 Director of the Central Regional Division, Ascension  
13 Hernandez, the Civil Rights Analyst and Jo Ann  
14 Daniels of the Regional Office.

15                    We are here to conduct a factfinding  
16 meeting for the purpose of gathering information on  
17 race relations in Dubuque. We will take an indepth  
18 look at a broad range of perspectives in order to  
19 identify civil rights issues related to employment,  
20 education, housing and the administration of justice  
21 in Dubuque. I want to remind everyone presnt of the  
22 ground rules. This is a public meeting, open to the  
23 media and the general public. Based on our agenda,

1 we have a very full schedule of people who will be  
2 providing information within a very limited time.  
3 The time allotted for each presentation must be  
4 strictly adhered to. This will include a ten minute  
5 presentation by each participant followed by  
6 questions from committee members. To accommodate  
7 persons who have not been invited to speak, but wish  
8 to make statements, we have scheduled an open session  
9 from approximately 3:20 p.m. until 3:45 p.m. today.  
10 Anyone wishing to make a statement during that period  
11 should contact Ascension Hernandez for scheduling.

12 Written statements may be submitted to  
13 committee members or the staff here today or by mail  
14 to the U.S. Commission on Civil Rights, 911 Walnut,  
15 Suite 3100, Kansas City, MO. 64106. The record of  
16 this meeting will close on June 1.

17 Though some of the statements made  
18 today may be controversial, we want to ensure that  
19 all invited participants do not defame nor degrade  
20 any person or organization. In order to ensure that  
21 all aspects of the issues are represented,  
22 knowledgeable persons with a wide variety of  
23 experience and viewpoints have been invited to share

1 information with us. And any person or organization  
2 that feels defamed or degraded by statements made in  
3 these proceedings should contact our staff during the  
4 meeting so that we can provide a chance for a public  
5 response. And, alternatively, such persons or  
6 organizations can file written statements for  
7 inclusion in the proceedings. I urge all persons  
8 making presentations to be judicious in their  
9 statements.

10 The Advisory Committee certainly  
11 appreciates the willingness of all participants to  
12 share their views and experiences with the committee.

13 We will begin our presentation with an  
14 economic development perspective by Wanda Dalsing.  
15 Is Wanda Dalsing present? Please come to the table.  
16 I'm not sure if it's going to be an economic  
17 presentation, but it will be our role, as we feel.

18 CHAIRMAN ALLEN-SOMMERVILLE: Okay. For the  
19 record, would you please state your name, address and  
20 occupation?

21 MS. DALRING: My name is Wanda Dalsing, I am  
22 Vice President of Human Resources at Mercy Health  
23 Center, Mercy Drive in Dubuque, Iowa.



1 - taken it to our management team. And basically the  
2 document says that we would like to look at the issue  
3 of women and minorities in the workplace. And to the  
4 extent that there's anything we can do to heighten  
5 people's awareness and decrease their biases, if we  
6 have equal candidates, we wanted to, looking at the  
7 issue of women and minorities as far as promotions  
8 and being brought into the organization.

9           As I started writing this, though, I  
10 started looking at the issues as why do we have the  
11 type of work environment that we currently have? And  
12 as I started looking at the issues at Mercy Health  
13 Center, our average length of service at Mercy is  
14 10.7 years. Our average length of service on the  
15 management team is over 17 years. In order to bring  
16 new people into the organization you have to have  
17 some people leaving. I believe personally that this  
18 is very representative of what goes on in our  
19 community. Oftentimes people are educated and  
20 trained for a position and they stay in that  
21 position. We do not see a lot of mobility. We do  
22 not see a lot of job hopping. There's two hospitals  
23 in this community. We do not see a lot of people

1 - going from one hospital to the other, back and forth.  
2 So we feel that knowing that we have these long  
3 lengths of service we have to maximize every  
4 opportunity; and particularly our management ranks is  
5 what we're targeting to look at the issue of women  
6 and minorities. We did further training with our  
7 management team, with our executive team. In our  
8 management development programming efforts, we have  
9 developed work force diversity educational training  
10 programs. All of our executive team has attended  
11 sensitivity type workshops with Merlin Pope and  
12 Associates, and have tried to increase their  
13 awareness to these issues. We're now scheduling  
14 further diversity education and have purchased a  
15 number of programs in concert with some of the other  
16 Iowa hospitals in our system to look at how we can  
17 maximize training of all of our management in similar  
18 ways in bringing their awareness of these issues to  
19 the forefront.

20 I think in Dubuque we have some unique  
21 situations that people aren't often exposed to these  
22 situations. So, what they think in their head they  
23 will do versus what's actually in their heart, what



1 comes out I think sometimes is not consistent. So,  
2 our role is to try to raise people's awareness to  
3 these issues.

4 So this year we do have a diversity  
5 training scheduled. - We have done one management team  
6 which includes about 60 of our managers and brought  
7 in outside educators to do diversity training. And  
8 we do plan on doing diversity training within all of  
9 our poor community employees. As we look at the  
10 most recent -- I keep quarterly data on the turnover  
11 rates and the opportunities, particularly within  
12 management, that we can look at women and minorities  
10 and how to maximize those.

14 Within the last quarter we had two  
15 opportunities. We had the opportunity with the VP of  
16 Medical Services position that we did offer to a  
17 women of color. She came to the community -- it was  
18 actually offered to her late last fall. At that time  
19 it was at the height of some of the cross burnings  
20 and some of the anxiety. She is a single women, and  
21 she was concerned about her own safety, and when she  
22 read the things in the Wall Street Journal and those  
23 type of things. She very much thought it was a good

1 fit with our executive team. She really liked our  
2 organization. She thought about it, took a lot of  
3 time, and she finally turned us down. And we believe  
4 it has a lot to do with her feeling comfortable in  
5 living in this community. We offered a second  
6 position as the Vice President of Nursing Services to  
7 a women of color and she did accept that position.  
8 So, we felt fortunate in that.

9                   Again, we don't have a lot of  
10 opportunities because our turnover rate is what, as I  
11 stated earlier, but we're at least trying to raise  
12 our awareness and maximize those opportunities when  
13 they present itself to us. And that's be all I have  
14 to share with you as far as our planning. We are in  
15 the process of updating our diversity plan. We're  
16 going to keep bringing that back. We have regularly  
17 scheduled meetings, and I've been talking to our  
18 executive team about our process and, again it's a  
19 slower progression because of the turnover rate.  
20 I've got to have people leave in order to have people  
21 to bring in.

22                   One of the things that Ascension asked  
23 me about was our recruitment strategies, and what do

1 we do, in relationship to recruiting professionals or  
2 anyone into our community. And we basically look at  
3 a couple of things. If it's a local position that we  
4 believe the local community can supply, we definitely  
5 come into the local community first. If it is not,  
6 then we go more on the regional basis, and if it  
7 cannot be filled on a regional basis, we go on a  
8 national basis. And there are certain positions such  
9 as physical therapist, pharmacist, that we don't have  
10 a physical therapy school in Dubuque. We don't have  
11 a pharmacy school in Dubuque, so we have to go out.  
12 If you look at any of the issues in health care  
13 across the nation, and those are positions that are  
14 of great shortage and everybody has to go to. So,  
15 it's not that we can't go to the community, we must  
16 go nationally for those positions.

17 CHAIRMAN ALLEN-SOMMERVILLE: Okay, thank  
18 you. I think the committee will respond to you.

19 MR. FURGERSON: Can you provide us with a  
20 numerical profile of your employees? You mentioned  
21 your recruiting for people on the professional level,  
22 but are you recruiting on the lower level? Usually a  
23 hospital has a lot of women. What's the spread, you

1 know, from the top to the bottom?

2 MS. DALRING: Of?

3 MR. FURGERSON: The employees, male,  
4 female? And then the minorities, too?

5 MS. DALRING: I have it grouped every other  
6 way, but I don't think I have it group that way.

7 MR. FURGERSON: Whichever way you have it?

8 MS. DALRING: I think it's about 85 percent  
9 women and about 15 percent men. And that's, I think,  
10 typical of what you see across the country.

11 Minorities, I would say it's about 99 percent white  
12 about probably less than 1 percent.

13 MR. FURGERSON: How many men are in nursing  
14 and how many men are in management?

15 MS. DALRING: You're getting at the whole  
16 horizontal versus vertical issues and they're there.  
17 The men in nursing I would say are less than a  
18 percent, and I don't have that. And then the men on  
19 our management team as a whole, executive team is  
20 62.5 percent male and 37.5 percent female. Mid  
21 management, which is our director level is 38.2  
22 percent male and 61.8 percent female. And that is  
23 consistent with what you'd see across a lot of

11

1 nursing, heads of nursing. But if you look at it,  
 2 the whole horizontally and vertically, we do have  
 3 areas that we're trying to raise awarenesses that are  
 4 all male and we do have areas that are, obviously,  
 5 all female in some of the nursing ranks. So, again,  
 6 we're trying to raise those awarenesses. A lot of  
 7 that has a relationship to, if you look at the  
 8 demographics in nursing programs. At least we're  
 9 very fortunate in this community as far as the  
 10 nursing issues we have Clark College and NICC,  
 11 Northeast Iowa Community College, and I would say  
 12 that if you look at those programs you'll find that  
 13 they're representative of what our numbers are. They  
 14 are mostly white women.

15 MR. FURGERSON: Are there any entry level  
 16 positions that can be filled by local people?

17 MS. DALRING: Oh, yes, and we do use Job  
 18 Service. We do use a lot of entry level positions,  
 19 service workers, crafts, office clerical, technicians  
 20 and registered nurses and supervisors, oftentimes  
 21 almost all of those positions are filled from the  
 22 local community. It's the hard to recruit  
 23 professionals and our executive level that we, and

1 some of our director level that we look at on a wider  
2 range basis.

3 MR. FURGERSON: The colleges provide nursing  
4 training?

5 MS. DALRING: Yes, the University of  
6 Dubuque has a ladder concept. You go back and get a  
7 Bachelor's Degree, but you already have to be a  
8 registered nurse. Once you're a registered nurse,  
9 you can go back for four years and get a Bachelor's  
10 Degree from the ADN going back to get a Bachelor's  
11 Degree.

12 MR. FURGERSON: Where do they get their  
13 nursing training?

14 MS. DALRING: Northeast Iowa Community  
15 College which is in Peasta, which is a few miles  
16 outside of town, and that's the ADN program. We also  
17 get some of our nurses from Kalmar which is a sister  
18 school or you know affiliate of Northeast Iowas  
19 Community College. Clark College also did have a  
20 nursing program and they stopped it and now they're  
21 starting it up again. And they used to be an  
22 exclusive girl's school and now they are co ed.

23 MR. FURGERSON: You mentioned that you ha

1 difficulty with one candidate turning you down for a  
2 VP position last fall. I guess we'd like to know  
3 what your concerns are regarding race relations in  
4 the City? Do you still experience problems? You  
5 think you're going to have trouble?

6 MS. DALRING: When I have, I use a  
7 recruiter on a national level. I share with them the  
8 diversity plan, tell them that this is part of our  
9 philosophy, and what we're trying to work towards.  
10 At the time, when the recruiter came in to actually  
11 see us, there was a black gentleman that she was  
12 talking with regarding the position, and one of the  
13 articles in the DesMoines Register, it's one of the  
14 earlier articles, he Xeroxed out of the paper and  
15 sent her a note on it and said, are you sure they  
16 want me in Dubuque? So, it was those kinds of  
17 things. People read the Wall Street Journal, people  
18 read the Des Moines Register. And as much as we  
19 don't like to think that people watch Geraldo and  
20 Donahue and some those shows, they do. So, it does,  
21 again, contribute to the image that the community as  
22 a whole represents these feelings rather than a  
23 select few.





12 1 this program has only been in place for 2 years.  
2 Average length of service is 10.7. Management team  
3 is 17 years. There's not much mobility. And I think  
4 if you look at a lot of other businesses in this  
5 community, you would see the same thing. If you  
6 started asking them what's your average length of  
7 service, you'd find out that whether it's any of the  
8 major employers, the average length of service is  
9 very long.

10 MR. FURGERSON: How much have you expanded  
11 over the last 10, 15 years; number of employees?

12 MS. DALRING: How much have we expanded?  
13 We've downsized because we merged with another  
14 hospital. Ten years ago we merged with Xavier  
15 Hospital and we did that without any layoffs. And so  
16 what we tried to do was deal with things with  
17 attrition. We also have St. Mary's unit in  
18 Dyersville. So, we have tried to maximize and  
19 improve productivity efforts which, in health care.  
20 There's been new tools for us to use over the last  
21 ten years. So, it's not been in a growth mode as  
22 much as perhaps -- I'm sure there's been some growth  
23 and I don't know that percentage off the top of my

1 head.

2 MS. FURGERSON: But, very slow.

3 MS. GONZALEZ: I have a couple of  
4 questions. In your achieving diversity in the  
5 workplace, and you've already had management team for  
6 individuals with training. After the training you  
7 have an evaluation process. What's been the reaction  
8 from the management team regarding this?

9 MS. DALRING: On a scale of 0 to 5, the  
10 evaluation was about 4.8.

11 MS. GONZALEZ: And the type of comments?

12 MS. DALRING: Very positive. They felt  
13 that their concern, again I think that one of the  
14 things our management team does share is our value of  
15 diversity. And, again, that whole realm of human  
16 dignity and trying to understand and being aware.  
17 They're part of the hospital community, but they're  
18 also part of the bigger community. And it's this  
19 type of training I think is effective in our  
20 organization because people can see the transference  
21 of skills that are learned and knowledge that's  
22 received. And I think that overall they felt it was  
23 a very positive experience. We have a director of

1        work force diversity at Farmington Hills in our  
2        corporate office, and he's a black gentleman, and he  
3        came in. They not only did it with our management  
4        team, but we also had it, did it for our divisional  
5        board because we're also looking at what type of  
6        educational opportunities we need to be providing for  
7        our Board.

8                    MS. GONZALEZ:    Are you aware of any other  
9        corporations or companies here in Dubuque that have  
10       the same type of program that Mercy has with there  
11       own organization with regard to diversity in the  
12       workplace training for management?

13                   MS. DALSING:    I'm not. To the extent that  
14       we have, although I do sit on the employment and  
15       recruitment committee of the Task Force, the title  
16       has changed, and I've recently started extending  
17       those. And I'm aware that others in the room are  
18       aware that there are others in the community that are  
19       doing things with other educational opportunities  
20       being offered. And that there are companies that are  
21       offering this. I just am not that familiar with  
22       other companies. I know John Deere is very much  
23       aware, in trying to look at things, I know that there

1 are other communications. I'm not familiar with the  
2 extent of the concept.

3 MS. GONZALEZ: And we've heard testimony  
4 that the Council for Diversity has 27 endorsements by  
5 corporations and companies. Is Mercy one of them?

6 MS. DALRING: Yes, it is.

7 MR. WOLF: I have a question. Some of the  
8 controversy over the initial plan concerned offering  
9 economic incentives to new people. And the questions  
10 we were trying to follow up yesterday concerned to  
11 what extent this is already going on for non minority  
12 candidates? If you're trying to recruit candidates  
13 nationally, do you have to offer housing incentives,  
14 reimbursement for interviewing cost?

15 MS. DALRING: That's right. When you do  
16 any type of a recruitment on a national level or even  
17 on a midwestern regional level, or even at the state  
18 level it's standard practice to pay for all  
19 interviewing cost. It's also standard practice. We  
20 recently did a salary survey last year with Howard  
21 Parren out of Chicago, and it created a new salary  
22 plan for the 1,400 employees. In returning to  
23 Paren's data, it's also standard practice on, with

1        certain professional positions to pay sign on  
2        bonuses, to help with relocation costs, to pay for  
3        the moving vans. So there are standards within  
4        certain hard to recruit positions. Generally, higher  
5        order professional positions that this is for. It is  
6        not the norm when you're looking at local. You don't  
7        pay somebody gas to come from Peasta, you know. It  
8        is the norm to pay for when they come from a long  
9        distance.

10                    CHAIRMAN ALLEN-SOMMERVILLE: Are there any  
11        other questions?

12                    MR. VAN LO: You seem to, you said you have  
13        training for the staff, is that ongoing process or  
14        just one shot deal?

15                    MS. DALSING: One of the areas of my  
16        responsibility is the whole management development  
17        activity. And basically we have designed a three  
18        part management development; one being those programs  
19        that we feel are so critical that it's not negotiable,  
20        we want everybody to attend. We've developed some  
21        programs in that arena. The second is a voluntary, a  
22        smaller group, educational opportunity. Because our  
23        managers are not all at the same starting point on

1 ~~their learning curve.~~ And so we have to offer many  
2 opportunities. And our plan is to give them a  
3 variety of, and so there will be diversity training  
4 in that element. And then the third element is  
5 individual. And so we're looking at doing individual  
6 self assessment, and then based on what that person  
7 identifies for themselves, developing a mini  
8 curriculum, if you will, to meet those needs. So,  
9 it's part of the core for the whole, but it is part  
10 of the ongoing main thing. We also have an employee  
11 session. And we'll look at the height of when the  
12 activity was going on and the Guardian Angels came to  
13 Dubuque, we invited the Guardian Angels to Mercy and  
14 we had open employee sessions where we had the  
15 Guardian Angels speak to our employees about whatever  
16 the employees wanted to talk about. And it was an  
17 open forum. And our employees were very positive  
18 about it. And they had a very positive reaction to  
19 that. So, we're looking at it as ongoing awareness  
20 building with all of our employees, but particularly  
21 targeting our management.

22 CHAIRMAN ALLEN-SOMMERVILLE: Thank you so  
23 much.



1 - Looking over your agenda, I see that you're talking  
2 to many people. You're getting a lot of input from  
3 many different sources, some anecdotal and otherwise,  
4 and certainly it's of great value. But, I don't  
5 think there's any substitute for scientific and poll  
6 sampling as to the true sentiments of the community.  
7 And that is the context of my presentation.

8 On Monday, November 18, 1991, I  
9 delivered a statement as Chairman and spokesman of  
10 the Community, to the community in that I now  
11 understand this morning that you wish my presentation  
12 to be a bit more abbreviated than I thought it was  
13 going to be. I'm not going to go through that in  
14 it's entirety, and would simply direct your attention  
15 to it. I've furnished it to you. Essentially that  
16 statement pre-empted the announcement of the  
17 completion vision documentation, a document which  
18 occurred February 13th of this year. The key message  
19 was that we had information that came to us as a  
20 result of the community survey which was being done  
21 for that entire vision document which you have before  
22 you.

23 A small portion of which, as you will



1 - see ~~related to the specific areas~~ of racial and  
2 ethnic diversity, and I think I was quoted as saying  
3 that we felt not unlike a witness to a crime that had  
4 seen our community unjustly accused as to the kind of  
5 attitudes that were in this community and that we  
6 felt we had clear evidence and data to say otherwise.  
7 I do want to quote just a couple of things from that  
8 which I highlighted as I was sitting listening here  
9 with the change in scheduling. The survey for, first  
10 of all there have been voices in the community also  
11 who are claiming to represent sentiments widely  
12 shared by our citizens, again, this is November 18,  
13 1991. Nowhere in this statement has there appeared  
14 any real evidence that such claims are true and  
15 accurate. The survey will set the record straight.  
16 I also want to quote, just from the very end of that  
17 statement, briefly, I concluded the November 18th  
18 statement by saying that the Tri-State Community 2000  
19 Steering Committee is hopeful that the information we  
20 have shared will be used positively and  
21 constructively as a basis for future dialogue over  
22 this issue. That our community needs to move forward  
23 and build on their foundation. The dialogue must be

1 - inclusively participative and dedicated to consensus  
2 building, much as the broader community vision  
3 process itself was. The survey must also indicate  
4 consensus for the vision for racial and ethnic  
5 diversity. My plan, promising to make that vision a  
6 reality, must enjoy a similar mandate to succeed.  
7 Certainly violence and crimes of hate have no place  
8 in this dialogue. Neither are suggestions that  
9 citizens of this community are predominantly racist  
10 because the survey results indicate otherwise.

11 Let me turn specifically to that  
12 documentation of visioning process and the community  
13 vision document itself which you all have a copy of,  
14 again, made available in its entirety on the February  
15 18th announcement. And particularly, as it relates  
16 to the issues that you are interested in. Made  
17 available, by the way, to the public on February  
18 19th. In addition to that document, were two large  
19 binders with several hundred pages of documentation  
20 and background that I think you may find helpful to  
21 review at some point.

22 I'm going to focus on excerpts from the  
23 recommendation and assessment survey report included

1 in that documentation. This speaks specifically to  
2 the racial and ethnic diversity dimension of the  
3 community vision document. I want to expand  
4 slightly on the data originally reported on November  
5 18th, which since we know that at this point I think  
6 it's appropriate, just reading from those materials,  
7 a couple of points from the introduction. The report  
8 represents a final phase of a yearlong visioning  
9 process from the Tri-State community. The data for  
10 the report was gathered by means of a telephone  
11 survey, a representative sample of citizens in the  
12 Tri-State area. The age and sex distribution, 20  
13 years of age and older, was obtained from not only  
14 demographics. It was based on 1990 estimates of  
15 those demographics, traits within the specific zip  
16 code areas. A random sample proportionate by age and  
17 sex through the Tri-State population and was selected  
18 and nearly 450 respondents were interviewed to  
19 provide the data for this report. The geographic  
20 distribution of respondents matched the actual  
21 concentration population of the tri-state community.  
22 In addition, the median level of education for sample  
23 members at 12.4 years, closely approximate actual

15

1 census data at 12.5 years. The methodology clearly  
2 employed standard principles and procedures of  
3 opinion survey research. The instrument used in the  
4 survey addressed the eighth dimensions of data  
5 gathered by the Tri-State citizens. The topical  
6 areas cover 54 separate items, which respondents were  
7 asked to address in two ways. First, respondents  
8 were asked to indicate the importance of each item  
9 for the betterment of the Tri-State community in the  
10 future. Secondly, respondents were asked to provide  
11 their own assessment of what was currently being done  
12 within this community to achieve the particular item  
13 under consideration. As to the results, if you were  
14 to look at the entire report, it's organized with  
15 really 35 separate sections. It speaks to the  
16 confirmation of the vision statement. The importance  
17 of items in relationship to the assessment of  
18 programs for those items. The importance in  
19 assessment of programs towards items by sex, by age,  
20 and by educational level. The margin of error for  
21 this type of survey is plus or minus 5 percent. We  
22 talked a bit on the results area. Residents  
23 responded that the three elements of the racial and

1 ethnic diversity dimension are all important aspects  
2 for the future of the Tri-State community. I would  
3 direct your attention to the elements under the 8th  
4 dimension; racial and ethnic diversity. This is the  
5 final product that came as a result of this. I said  
6 three, there are really two points there. The third  
7 spoke to justice, equal access to justice for  
8 citizens, for any type of citizens. I think you can  
9 see clearly it speaks to the racial and ethnic  
10 dimension particularly. The area residents said that  
11 all are important aspects of the future of the  
12 Tri-State community. 86 percent to 92 percent of  
13 citizens felt that each of the goals was either  
14 important or very important. In fact, over half of  
15 all respondents mentioned that each dimension was  
16 very important to the future of the Tri-State area.  
17 In terms of progress toward each goal, mean scores  
18 indicated too little is being done to promote both  
19 institution's and citizen's attitudes that value  
20 acceptance promote racial and ethnic diversity. The  
21 majority of respondents also felt that too little was  
22 being done regarding each of those issues. Mean  
23 score for program, for policies that provide equal

1           opportunities and justice for all citizen indicated  
2           that was the third element of that dimension  
3           indicated that citizens in general think that enough  
4           is currently being done in that area. However, the  
5           largest percentage of those surveyed reported that  
6           too little was being done. At equal percentages of  
7           respondents said that enough or too much was  
8           currently being done regarding this issue. That  
9           report is an enormous statistical record of this, but  
10          I think those are the salient points.

11                       Additional sections of this report  
12          indicate further that statistical detail of attitude,  
13          of opinion, to age, sex, to educational level. There  
14          were some interesting differences in response  
15          relative to each of those. However, probably not  
16          significant in the wider context of the entire  
17          population. Now, as a result of the November 18th  
18          statement, I want to mention that this information  
19          provided by the steering committee was highly  
20          publicized by local media. And also the Des Moines  
21          Register here in the State of Iowa. I might add that  
22          significant effort was made to ensure that the  
23          national media who had previously covered the

1 negative, apparently newsworthy sensationalism  
2 elements in this community chose not to do so, chose  
3 not to publicize this information. And we think  
4 that's unfortunate. But, clearly the steering  
5 committee was gratified to see that our local media  
6 did pick up on it, highlights the announcement and  
7 give it momentum as a potential aide, we think, in  
8 meeting the challenge faced by our community.  
9 Several positive media efforts were a direct result  
10 of the November 18th announcement. I certainly am  
11 not going to go through it in detail. I think you  
12 probably have copies. As an example, our local  
13 Telegraph Herald Newspaper did continue to highlight  
14 the importance of this survey and findings and  
15 editorialized a real survey, real validity and speaks  
16 extensively as to why this is important for us to  
17 recognize. They end that -- let me just pick out one  
18 particularly good. In addition, they've published an  
19 editorial suggesting or asking the question, are we  
20 really all racists? I would draw your attention to  
21 that also. And finally, the local columnist wrote,  
22 similar in that regard, and that does include the  
23 information I have specifically on this survey. I do

1 have other things to share with you, if time permit.

2 MR. FURGERSON: How did the Vision 2,000  
3 survey originate?

4 MR. RUSK: How did it originate?

5 MR. FURGERSON: Originate?

6 MR. RUSK: Well, again, the statement  
7 indicates it was the culminating event of a 18 month  
8 process of visioning through the community. It began  
9 with a suggestion by some members of City Hall and  
10 city staff that community visioning would be a good  
11 project for this community. It was launched as an  
12 idea in the community, and then the community leader  
13 and representatives decided indeed it would be  
14 decided to support it. And so, in essence, the  
15 results were community-wide efforts on the part of  
16 the community.

17 MR. FURGERSON: How is it funded?

18 MR. RUSK: Original dollar funding came  
19 from City Hall. They set aside \$50,000 for the  
20 effort. I might add, we returned about \$20,000 of  
21 that because we were able to find \$20,000 in kind  
22 donations from various elements in the community to  
23 support the process. But, indeed, it became

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1 something beyond from what I think City Hall  
2 originally wanted it to be in that it became an  
3 investigation for the Tri-State area and not the  
4 community for Dubuque. That includes, by the way,  
5 Joe Davies County in Illinois, Grant County in  
6 Wisconsin, and Dubuque County in Iowa.

7 MR. FURGERSON: How did the findings in the  
8 survey compare with the recent problems you've had  
9 here in Dubuque?

10 MR. RUSK: Well, again, part of the  
11 statement that was very important to convey to you,  
12 I'm glad you brought it up, in that the survey  
13 findings were done prior to the New York Times  
14 article, the actual call. So, this was done, and I  
15 think given a lot of attention or essentially  
16 questions were asked and interviews were done before  
17 the storm of publicity around this issue. So, as far  
18 as how do they relate to it, I guess my personal  
19 message, if I may, is that a small number of voices  
20 in this community suggested this community was made  
21 up of elements other than it truly was, and this  
22 survey information was intended to counteract that.  
23 It was not put in place for that. It was purely

1 coincidental that this information became available  
2 at the time. And, in fact, we were very hesitant to  
3 release it at the time because we didn't want to  
4 broad inclusive committee investigating process to be  
5 confused with the racial and ethnic diversity storm  
6 that was at that point overtaking the community.

7 MR. FURGERSON: Okay. I guess I'm not  
8 trying to compare it with the publicity you got  
9 since. But, the fact that over period of years  
10 there's been a problem, one of the historians related  
11 that attitude started developing as early as, and  
12 before 1900 in the community and continues to  
13 solidify after 1910. And so, for the -- so I guess  
14 what I'm asking is there was a group of people here,  
15 an element that maybe should have been detected in  
16 the survey. And did you find that?

17 MR. RUSK: I guess I'm not understanding  
18 what you mean.

19 MR. FURGERSON: Well, if you had a survey  
20 of people, you must have realized there was an  
21 attitude here before the publicity occurred?

22 MR. RUSK: Regarding racial and ethnic  
23 diversity?

1 MR. FURGERSON: Right.

2 MR. RUSK: The survey was an 108 question  
3 survey designed to cover the 8 dimensions of this  
4 investigation document, economic development,  
5 transportation. Quite simply, those questions, which  
6 were essentially three, had to do with this. And the  
7 results came to us that right at the time that the  
8 storm of controversy was developing in the community,  
9 and we said, you know, we are obligated to come  
10 forward with this information to ensure that this  
11 voice is heard because we think this is valid  
12 statistical information regarding the true sentiments  
13 of the community. Instead of kinds of things that  
14 were being bantered about in the community,  
15 individuals standing up and making claims that this  
16 community was predominantly racist. This suggested  
17 unequivocally that that was not this place.

18 MR. FURGERSON: Is there an implementation  
19 process for Vision 2000?

20 MR. RUSK: Yes, it is. It's a lengthy  
21 topic. There are many beneficiaries of this process,  
22 one of which is the long range planning commission of  
23 the City of Dubuque. The City Council has endorsed

17

1 it, the Board of Supervisors have endorsed it, the  
2 chamber of commerce has endorsed it. There have been  
3 15 or more presentations to various service groups  
4 with a suggestion that they incorporate the thinking,  
5 logic and language of the vision document into their  
6 personal and organizational plans. It's not a plan,  
7 it's a vision. It's a description of what this  
8 community would like it's future to be. One small  
9 part of which is the information that we're  
10 discussing today.

11 MR. FURGERSON: Do you have any  
12 recommendations regarding bearing race relations in  
13 the city?

14 MR. RUSK: I think, frankly, that this city  
15 is in a healing process. That the instruments of  
16 census building and cooperation are in place. I  
17 believe that there is a great deal of effort now,  
18 both visibly and behind the scenes is bringing  
19 together the groups to overcome some of the image  
20 issues. And perhaps those things that are at the  
21 root of it. I think the Council of Diversity is the  
22 most recent example of that. I'm not a member of  
23 that, so I cannot speak to it personally. But, I

1 believe that this community is mobilized to address  
2 this issue. This is not a perfect community, no  
3 question about it, but it's a very good one. I think  
4 it's been mislabeled because of the very strong  
5 voices of a few which have suggested it's something  
6 other than it is? And that's what this survey has to  
7 suggest.

8 MS. FRIAUF: I would like to clarify one  
9 more time, when you did your survey you said it was  
10 before the controversy?

11 MR. RUSK: Right.

12 MS. FRIAUF: Are we talking about before  
13 the Lightfoot incident or before the publicity about  
14 the Lightfoot incident?

15 MR. RUSK: It was before the New York  
16 Times article.

17 MS. FRIAUF: Okay. But it was after the  
18 recent cross burnings and--

19 MR. RUSK: You know those dates are -- I  
20 have to see the date to really clarify whether or not  
21 it was. This would have been done the end of  
22 October. Do you know the other date?

23 CHAIRMAN ALLEN-SOMMERVILLE: October, 1990.

1 MR. RUSK: 1991--

2 CHAIRMAN ALLEN-SOMMERVILLE: 1990.

3 MR. RUSK: No, 1991. We made this  
4 announcement November 18 of 1991? So, that's right  
5 when the calls were being made, and they were  
6 completed prior to that. So, I got the data, I'd say  
7 the first week of November. So, if that occurred  
8 October 23rd of 1989 and the integration task force  
9 came out because of the cross burnings.

10 MS. FRIAUF: Yes, that is true. Then I  
11 have one other question. You made the statement that  
12 based on your survey you found that the citizens are  
13 not predominantly racist?

14 MR. RUSK: Yes.

15 MS. FRIAUF: What kinds of questions did  
16 you ask to arrive at that?

17 MR. RUSK: I can tell you exactly what the  
18 questions are. Again, the survey was in broad  
19 context. Let's assume for a moment, I'm a caller  
20 calling you on the question. Good evening, may I  
21 speak with you? For each of the following items,  
22 please indicate on a scale of 1 to 10 how important  
23 each is for the betterment of the Tri-State community.

1 in the future. One indicates that the item is very  
2 unimportant, and 10 indicates that the item is very  
3 important for the future of the Tri-State community.  
4 And then I would like to indicate on a scale of 1 to  
5 10 your evaluation of what is currently being done  
6 with the community to achieve that particular goal.  
7 1 indicates that far too little is being done to  
8 achieve the goal and 10 indicates that far too much  
9 is being done. The value of 5 or 6 indicates that  
10 enough is currently being done to achieve that goal.

11 MS. FRIAUF: And what did you specifically  
12 ask about?

13 MR. RUSK: Those particular items, number  
14 52 institution, that is value or accept and promote  
15 racial and ethnic diversity. Number 53, citizen  
16 attitude that value accepts and promote racial and  
17 ethnic diversity. So institutions, on one hand,  
18 citizen's attitudes on the other. And finally 54,  
19 policies that provide equal opportunity and justice  
20 for all citizens.

21 MS. GONZALEZ: What was the results of  
22 justice for all citizens survey?

23 MR. RUSK: I don't know that. I have that

18

1 specifically. Again, seeing that--

2 MS. FRIAUF: Also, if I could, was this  
3 broken down; were the results?

4 MR. RUSK: Exhaustively.

5 MS. GONZALEZ: Was it broken down by race?  
6 The reason why I'm asking that is because--

7 MR. RUSK: We didn't ask people their race.

8 MS. GONZALEZ: You're saying it's a  
9 scientific survey. I believe the USA, the Washington  
10 Post, today, last night came out with a scientific  
11 survey that stated with regard to justice for all,  
12 the perception, I believe the black community stated  
13 that with regard to blacks, no 97 percent, but with  
14 regard to the white community though said 50 percent  
15 or less thought. So, I think there should -- that's  
16 why I'm asking if there's a break up?

17 MR. RUSK: No. I mean you know as well as  
18 I do that the community has less than one percent or  
19 something, very small in race. That was not asked.  
20 So, there's no way to determine that, but one could  
21 extrapolate that if indeed the education, sex, and  
22 age level was done, that it would be fair to assume  
23 that that part of the community was represented. I



1 cannot state that unequivocally. The likelihood to  
2 finding that person on the phone willing to spend 20  
3 minutes on the survey, particularly when you have a  
4 plus or minus 5 percent error.

5 MR. RUSK: You want me to answer your first  
6 question?

7 MS. GONZALES: Yes, I still want it.

8 MR. RUSK: The mean scoring towards progress  
9 of policies that provide equal opportunity and  
10 justice for all citizens indicates that citizens in  
11 general think that enough is currently being done.

12 CHAIRMAN ALLEN-SOMMERVILLE: And that was  
13 at--

14 MR. RUSK: That was the 92 percent of  
15 citizens felt that each of the goals was either  
16 important or very important. That was the justice  
17 for all. So, 92 percent, and that one did not  
18 specifically say racial and ethnic diversity as did  
19 the other two.

20 MR. JENKINS: I applaud you in your efforts  
21 for conducting the survey. Again, there were only  
22 three questions relating to race relations. We don't  
23 know the number of minorities involved in the survey.

1       It's nice that you want to hand this as a scientific,  
2       valid survey. However, there are limitations which I  
3       think we would be remiss if we did not point out  
4       concerning your survey with regard to racial and  
5       ethnic mix concerning the survey. I think it's good  
6       to have these polls, but over the course of the last  
7       day we've heard from real people, real concerns about  
8       general race relations with some specifics given  
9       some, I believe by Monsignor Tobin yesterday, other  
10      participants from the NAACP. And over the course of  
11      that day we've heard some real problems. Given that  
12      context, what does the organization of Vision 2000  
13      intend to do with that type of real information?  
14      Now, these are not perceptions, these are some very  
15      real instances given to us concerning discrimination?

16               MR. RUSK: And I understand what you're  
17      saying. I would say, first of all, again, that  
18      personal interview and real experience is no  
19      substitute for scientific opinion poll sampling,  
20      which I will defend to you it's not.

21               MR. JENKINS: I would take the different.

22               MR. RUSK: I understand that. I guess  
23      we'll have to differ on that opinion. That's not to

1 say there aren't problems by any means, and I don't  
2 mean to suggest that as regard to the Vision 2000  
3 group, the Vision 2000 mission was to essentially to  
4 create a vision for the community and communicate and  
5 promote it to the community. It's not a planning  
6 body. That planning activity belongs in the realm of  
7 many organizations within the community that affects  
8 all these things. I mean, this is a very  
9 comprehensive document, together with the  
10 documentation, one of the eight dimensions is racial  
11 and ethnic diversity. So, I can't tell you I would  
12 look, for example, to the Council on Diversity, which  
13 I view as a coalition of community interests in this  
14 regard to be the center piece along with the Human  
15 Rights Department in the City of Dubuque, to be  
16 working towards specific plans to make this vision a  
17 reality. And I would say that about each of these  
18 others dimensions as well, the vision includes, is  
19 not the planning body to make that true. The very  
20 key difference between visioning and planning.

21 MR. JENKINS: But, in order to have your  
22 vision, you need some real evidence. Again, you want  
23 to hang your hat on the survey. Now, you also

1 mentioned that the community is undergoing a healing  
2 process. Please describe the healing process and  
3 what exact steps are being taken concerning this  
4 healing process because I'm listening to a different  
5 element saying there's no healing taking place?

6 MR. RUSK: I know you are.

7 MR. JENKINS: I want to hear the Chamber of  
8 Commerce view and then I'm listening to the real view  
9 from the public.

10 MR. RUSK: Well, if you strike the word  
11 real, I think there might be a little better. Their  
12 perception.

13 MR. JENKINS: One is perception and one's  
14 perception can be real.

15 MR. RUSK: I guess what I mean that  
16 divisiveness and bickering and fighting with each  
17 other and making accusations and pointing to each  
18 other as to the root of problems, potentially the  
19 solution is not the true solution to the problems.  
20 I'm a believer in consensus building, inclusiveness.  
21 This whole process was the best example I can think  
22 of. The efforts that was made to get people  
23 involved, minorities were clearly represented in this

1 process, not in the survey, but this process included  
2 community meetings. It included an input survey,  
3 5,000 of which were returned. It was done through  
4 the Telegraph Herald, every copy of the 5,000 that  
5 went out. So, there was a lot of inclusiveness.  
6 When I say there's a healing process, I think that  
7 the people and institutions that care are concerned  
8 about this issue, and there are many we're hearing  
9 from today, from my estimation, do seem to be coming  
10 together looking for some common ground. We don't  
11 get things done in the world by, I guess my  
12 suggestion, personally would be by bickering and  
13 pointing fingers at each other. We look for  
14 opportunities to work together to come above them.  
15 Yes, there are problems and we need to work together  
16 too, and I think there are some of that going on in  
17 the community. I'm not personally involved in it  
18 only, frankly, because I've got a broader mission in  
19 my mind, and that is to promote the most broader  
20 context for the community than just this one issue  
21 alone, not suggesting that it's an important issue.

22 MR. JENKINS: In order for your vision, you  
23 need to be inclusive of that particular element also

1        concerning race relations. Now, in the course of the  
2        background research, you have indicated to my staff  
3        member, Ascension Hernandez, that perhaps we should  
4        not hold this particular meeting in Dubuque at this  
5        time. Can you respond or comment on that?

6                MR. RUSK: I did at that. I was reluctant  
7        to concur that this was the right thing to do in this  
8        community at this time because of the very reasons I  
9        just stated. I believe that the community  
10       understands they are attempting, they're facing a  
11       crises. I believe that institutions and individuals  
12       in the community are beginning to work together to  
13       try to overcome it. The evolution of what was once  
14       the Constructive Integration Task Force, as I now  
15       understand it, into the Council for Diversity,  
16       sensitivity of issues. The awareness of issues has  
17       been enhanced and my reaction to your initial visits,  
18       which were unannounced, and frankly now that you  
19       brought it up, suggested to me that inaccurate  
20       suggestions as to other people's participation, was  
21       being done. As a result of that, my initial reaction  
22       was I'm not sure this is helpful to the community  
23       right now because I believe the community is finding

1 among itself the mechanisms to overcome these  
2 problems.

3 MR. JENKINS: Did you consult with any  
4 minority members to formulate your opinion?

5 MR. RUSK: No, I did not. No, I did not.

6 MR. FURGERSON: Did you consult with any  
7 people from the flats area, the near northside, to  
8 get their opinion?

9 MR. RUSK: No, I did not. I consulted with  
10 people who I felt were in leadership roles.

11 MR. JENKINS: Were they predominantly white  
12 males?

13 MR. RUSK: Yes, they were.

14 MR. JENKINS: Okay, thank you.

15 CHAIRMAN ALLEN-SOMMERVILLE: Any other  
16 questions?

17 MR. HERNANDEZ: I have one question. You  
18 know, I can appreciate also that your survey was the  
19 samples was valid and I think it was done by Dr.  
20 Decker from Lordes College?

21 MR. RUSK: It was Elaine Bitter, I might  
22 add, among the 6 that we sent out and they included  
23 some very famous names who escape me, but a national

1 opinion survey firms.

2 MR. HERNANDEZ: And I guess it was some of  
3 it came out in the newspapers, local newspapers here;  
4 the Telegraph?

5 MR. RUSK: Yes.

6 MR. HERNANDEZ: And you received funding  
7 from the City for it?

8 MR. RUSK: Well, from the entire visioning  
9 process.

10 MR. HERNANDEZ: Let me finish with my  
11 questioning. I'm getting to the question. Could you  
12 explain the difference in terms of why there was no  
13 outcry in terms of your professionally done survey  
14 and the outcry against the Constructive Integration  
15 Plan in terms of funding, expenditure of funding,  
16 city funding? What they thought was going to be  
17 funding for the Constructive Integration Plan?

18 MR. RUSK: I'm really not following you.

19 MR. HERNANDEZ: You got city funds for your  
20 survey?

21 MR. RUSK: Right. We got City funds to  
22 launch the visioning process, which went for 18  
23 months. A vision document, several drafts of which I



1 believe there were 7 drafts, were done. The last and  
2 culminating effort was to take this to a  
3 statistically balanced sample of the community to say  
4 once and for all is this indeed the right statement  
5 for our community? This had been created through a  
6 long process of meetings, community meetings,  
7 hundreds of people, 5,000 citizen input  
8 questionnaires, much other groundwork. This was only  
9 the last culminating piece to validate it. And we  
10 asked secondarily to assist our program toward it.

11 MR. HERNANDEZ: I understand how a needs  
12 assessment is done, how a survey is done, but what  
13 I'm trying to get at, why was there no outcry about  
14 Vision 2000 survey and the approach that was used by  
15 the very well-known citizens that were involved in  
16 the Constructive Integration Plan and were working on  
17 that document, "We Want to Change"?

18 MR. RUSK: Why was there not an outcry  
19 about this?

20 MR. JENKINS: Concerning the funding of  
21 that? When you had the Constructive Integration  
22 Plan, there was a huge outcry from some citizens that  
23 we should not use city funds to implement this plan,

1 but yet and still the Vision 2000 was implemented  
2 with City funds. How do we balance the two? There  
3 are two different perceptions in the community.

4 MR. RUSK: My opinion, I think there are  
5 apples and oranges. Quite frankly, there was a  
6 comprehensive document that touches every facet of  
7 this community. If you look at it, you can see quite  
8 clearly it's that what the constructive integration,  
9 and this was a vision, by the way, an opportunity to  
10 get the people of the community to participate in  
11 creating a vision for this future.

12 MR. JENKINS: The same can be said for the  
13 Constructive Integration Plan?

14 MR. RUSK: The Constructive Integration Plan  
15 is a specific plan, as I understand it, and I'm not  
16 an authority to speak to it. My view of it was a  
17 specific plan that contained very abrasive elements  
18 to certain segments of the community who felt they  
19 had not been included in the plan. That was, in my  
20 estimation, the reaction to why it was there. If  
21 they had been included and perhaps an attempt were  
22 made to include, we all know we can't get everybody  
23 to come vote. We open the polls and invite them, but

1 everybody doesn't choose to. But, the important  
 2 point I had, you need to get extra efforts to get  
 3 this involved, and that's why we did, and that's why  
 4 we were very successful in having minority  
 5 involvement of the people that you're speaking to at  
 6 these dates were involved in the process and I'm sure  
 7 they filled out the community input, there's no  
 8 question in my mind regarding this.

1

9 MR. WOLF: How did this differ from the  
 10 constructive integration plan and that task force you  
 11 seem you're both working together. Were you working  
 12 in conjunction with them?

13 MR. RUSK: This has nothing to do with the  
 14 Constructive Integration Plan. Constructive  
 15 Integration Plan, as I understand it, is a group of  
 16 people's solutions to a certain problem in the  
 17 community. Set that aside, this was a, in fact, at  
 18 the time this was launched, this community was on a  
 19 roll. It had an outstanding reputation, visibility  
 20 towards turning this community around. There weren't  
 21 these hints when this was launched that we had racial  
 22 and ethnic problems. It had nothing to do with it.  
 23 This is an opportunity to get people together to

1 spend time together to talk to communicate, to decide  
 2 what kind of future they want. It wasn't starting  
 3 from a place of reacting to a problem. It was never  
 4 intended to be a plan, it was intended to be a vision  
 5 that we together, collectively in this community,  
 6 devise what we want to have in the future. A  
 7 constructive integration plan, as I understand it,  
 8 was a reaction to a perceived problem; a whole  
 9 different context, and not to be confused with this;  
 10 apples and oranges.

11 CHAIRMAN ALLEN-SOMMERVILLE: Okay. We're  
 12 going to cut this, but just for final, you retrieved  
 13 the data November, '91?

14 MR. RUSK: The calls were made, I'm  
 15 refreshing my memory, I believe during the month of  
 16 October. I got a call from the survey source that  
 17 said they had the finals. We were obviously in  
 18 contact during this point. We had never planned to  
 19 release any of this information because we wanted to  
 20 release a cohesive, comprehensive view of the  
 21 visioning process, and we were, in fact, as I said  
 22 earlier, very reluctant to do so because we didn't  
 23 want the same kind of confusion I'm talking about

1 here. We didn't want this confused with the  
2 Constructive Integration Plan.

3 CHAIRMAN ALLEN-SOMMERVILLE: Did you say it  
4 was 13 or 18.

5 MR. RUSK: 18 month process.

6 CHAIRMAN ALLEN-SOMMERVILLE: Which should  
7 have begun just about April of '89 or '90.

8 MR. RUSK: I can get you a little closer to  
9 that if it's important.

10 CHAIRMAN ALLEN-SOMMERVILLE: It's important.

11 MR. RUSK: I don't know that I have those  
12 specific dates. July of 1990 was the creation of the  
13 long range planning committee. The significance that  
14 is for the City, significance that this City had  
15 previously for the previous 75 years had a joint  
16 planning and zoning commission. This was launched in  
17 concert with that.

18 CHAIRMAN ALLEN-SOMMERVILLE: Okay. As of  
19 1990 there were hints of racial tensions?

20 MR. RUSK: No doubt.

21 CHAIRMAN ALLEN-SOMMERVILLE: In Dubuque?

22 MR. RUSK: No doubt.

23 CHAIRMAN ALLEN-SOMMERVILLE: So, during the

1- creation of this whole project and the implementation  
2 of it, the retrieval of your data, it was really at a  
3 heightened point of racial tension in Dubuque?

4 MR. RUSK: Well, that's an opinion. I guess  
5 I don't know that there's nothing like it came  
6 shortly after. I think the survey calls were made,  
7 quite frankly, and that was to, in my estimation, as  
8 a result of attention from the media, publicity, and  
9 the attention certainly cast on the committee.

10 CHAIRMAN ALLEN-SOMMERVILLE: We certainly  
11 thank you.

12 MR. RUSK: Thank you.

13 CHAIRMAN ALLEN-SOMMERVILLE: We will resume.  
14 We do have the President of the Chamber of Commerce,  
15 Steve Harmon who will speak in place of Charles Tonn.  
16 For the record, Mr. Harmon, please state your name,  
17 address, occupation?

18 MR. HARMON: Thank you. My name is Steve  
19 Harmon I live at 5780 Sun Valley Drive Hasbury,  
20 Dubuque, Iowa. I'm President of the Dubuque Area  
21 Chamber of Commerce. Good morning.

22 CHAIRMAN ALLEN-SOMMERVILLE: Good morning.

23 MR. HARMON: I will try to give you the

1 Chamber of Commerce, and then the real thing.

2 I was asked to give you a brief  
3 synopsis. I think of Dubuque's economy job market  
4 situation and maybe some of the activities and the  
5 direction that the Chamber of Commerce is going in  
6 terms of economic development. I know in the  
7 interest of time you're running a little bit late, so  
8 I will take my normal 40 minute presentation and  
9 condense it honestly down to 5 to 7 minutes, then we  
10 can probably do some questions.

11 CHAIRMAN ALLEN-SOMMERVILLE: Thank you.

12 MR. HARMON: I don't know how familiar you  
13 are with the background of Dubuque economic  
14 situation. I think I'd like to, if I can just go  
15 back a decade or so and describe perhaps Dubuque in  
16 the late 70s and early 80s. Due to some layoffs at  
17 two of our major manufacturers resulted in thousand  
18 of jobs lost in this area. We saw scores of  
19 businesses that went out of business. We saw  
20 significant, a lot of our citizens leave from this  
21 community. I think at the peak of that crises,  
22 unemployment hit 23 percent which was the national  
23 high at that point in time. Certainly, the

2

1           uncertainty and fears that people went through at  
 2           that point in time concerning jobs and employment is  
 3           still very much a part of this community today. And  
 4           I think as we try to understand the thoughts of  
 5           individuals and fears that they have in terms of  
 6           employment, we try to keep that in mind. And that's  
 7           a very important factor. It wasn't that long ago,  
 8           unfortunately. Groups got together, business,  
 9           government, labor, education worked very hard to be  
 10          -- to put together, structure some good programs to  
 11          address those economic issues.

12                           I think today we're seeing some of  
 13          results of those things. We've not only stopped the  
 14          exodus, we've not only stopped the economic decline.  
 15          We have, in fact, reversed that. We've seen an  
 16          upswing in economic resurgency, and certainly a start  
 17          anyway to new peoples moving in. I think today we  
 18          experienced relatively stable economy with moderate  
 19          growth. I think a big part of that is our efforts to  
 20          diversify the economy, no longer become dependent on  
 21          two primary industries. In the late 70s those two  
 22          industries comprise somewhere around 23 percent of  
 23          the total work force in this community. 4 out of 5



1 of the largest employers at that time were  
2 manufacturers and processors. Today those two  
3 industries represent just over ten percent of our  
4 total work force; about half what it did. Today 3  
5 out of 5 of our largest employers are non  
6 manufacturers, non processors. Again, I think the  
7 indication of the economic diversification we tried  
8 to achieve. I think it's important to note also that  
9 the number of new jobs that have integrated in this  
10 community, a significant number have come from our  
11 own existing businesses and industries. In the past  
12 ten years over 6,000 jobs have integrated in this  
13 community. It's not the Chamber of Commerce figures,  
14 it's the figure from the U.S. Department of Labor,  
15 the Job Service file. Approximately three quarters  
16 of those jobs have been created from existing  
17 businesses and industries. That's very much the  
18 national trend. And I think it's something that we  
19 feel very comfortable in the fact that our own local  
20 businesses continue to have confidence in the growth  
21 of our area and that, in turn, that confidence will  
22 lend itself outside of this area to outside  
23 investment, outside job creation.



1 Dubuque Development Corporation which, and is  
2 basically our industrial development efforts in the  
3 City and the State of Iowa. Our efforts tend to be  
4 in the creation of primary jobs for this area.  
5 Again, manufacturing jobs, the high tech service  
6 industry jobs again so that those jobs will create  
7 offshoot secondary jobs that we feel commercial  
8 transportation type jobs. Our focus is to try to  
9 bring in small to medium type companies which will  
10 continue our program of diversification of the  
11 economy. It's also very realistic, it's highly  
12 unlikely that the John Deere plant or similar size  
13 companies as John Deere locate in this community in  
14 the near future. It's just not going to happen? I  
15 think on your real challenge -- I'm going to cut out  
16 a number of these remarks. Our real challenge seems  
17 to be in the future as far as attracting promoting  
18 economic development is basically the ability to  
19 provide quality labor force in this community.  
20 Dubuque's unemployment roughly 6 percent is  
21 reasonable, provides a reasonable labor supply for  
22 the area. The real challenge is whether or not the  
23 individuals are qualified for the new jobs that are

1 being created. For manufacturing, high tech  
2 manufacturing is more high tech service industries  
3 brought into the area is finding the individual with  
4 the right skills. I think what we're going to need  
5 is efforts in expanded training and educational  
6 opportunities in the Dubuque area where our existing  
7 citizens so they can become eligible and qualified  
8 for those workers. And certainly you heard a  
9 representative from Mercy earlier about the need to  
10 go out and recruit individuals that meet those jobs  
11 requirements. We see that today amongst both a  
12 number of our employers in terms of recruiting  
13 efforts. It's my estimation, and I would perceive  
14 that this trend would not only continue, would  
15 probably increase as more specialty type jobs are  
16 brought in the area. I think with that maybe I'll  
17 just open it up to questions.

18 CHAIRMAN ALLEN-SOMMERVILLE: Okay,  
19 questions?

20 MR. FURGERSON: You said that there have  
21 been 6,000 jobs created and you also mentioned that  
22 many of the new jobs are service jobs. Do you know  
23 what percentage are service jobs?

1 MR. HARMON: Of the new jobs that were  
2 created?

3 MR. FURGERSON: Yes.

4 MR. HARMON: 38 percent, I believe.

5 MR. FURGERSON: Do you have an idea of what  
6 the average pay is?

7 MR. HARMON: It really varies.

8 MR. FURGERSON: But the overall average?

9 MR. HARMON: Of all 6,000 jobs?

10 MR. FURGERSON: No of the service?

11 MR. HARMON: Of the service industry jobs.

12 You're asking me for specific, accurate. I can't.

13 MR. FURGERSON: A ballpark?

14 MR. HARMON: If I were to tell you  
15 ballpark, I would say on average 5 and a half to 7  
16 and a half dollars an hour range.

17 MR. FURGERSON: The Northeast Iowa Small  
18 Business Development Center, how does it work and how  
19 is it funded?

20 MR. HARMON: Northeast Iowa?

21 MR. FURGERSON: Yes.

22 MR. HARMON: Small business Development  
23 Center. It's a Division of the Dubuque Area Chamber

1 of Commerce. We contract with the State of Iowa and  
2 the U.S. Department of Labor to provide business  
3 assistance programs to entrepreneurs, individuals in  
4 existing businesses in the area.

5 MR. FURGERSON: How is it funded?

6 MR. HARMON: It's funded through the  
7 Dubuque Area Chamber of Commerce and the State of  
8 Iowa and the U.S. -- I'm sorry, Small Business  
9 Administration.

10 MR. FURGERSON: Is there any Community  
11 Development Block Grant Money that goes into that?

12 MR. HARMON: No, sir.

13 MR. FURGERSON: During the recession, what  
14 do you think the most serious concerns is of the  
15 business community here?

16 MR. HARMON: Here, to this recession?

17 MR. FURGERSON: Yes.

18 MR. HARMON: We have, I think, and we've  
19 been quite fortunate for the most part in our  
20 business community, again maintaining primary jobs in  
21 this community, the industrial type jobs. The  
22 community itself, and by itself seems to have been  
23 functioning fairly well. It's just whether or not

1 our manufacturers can maintain the national and  
2 international market for the goods and services that  
3 seems to be the biggest concern.

4 MR. FURGERSON: The North and the Dubuque  
5 Voices paper has been saying the issue here has not  
6 been racism, but the need for quality jobs and  
7 quality housing and we not only know that the Voices  
8 say that, but the representatives that were here  
9 yesterday repeated that. What's your response to  
10 that?

11 MR. HARMON: I have a mixed feeling for  
12 that, to be honest with you. I think certainly the  
13 number of the service jobs that you see created are  
14 in the tourism type industries, they tend to be lower  
15 paying jobs, and in some respect, although it's the  
16 offshoot of tourism, when it results in tourism is  
17 continued support services, transportation,  
18 construction jobs, what have you, they're higher  
19 paying jobs. I'm going to go back to my comments  
20 that I made earlier. I think quality work force  
21 there are a number of jobs in this community that are  
22 created every year that go unfilled by Dubuque  
23 laborers and workers because they don't meet the

4

1            qualifications and the skills necessary. I'm not  
2            saying that we have large numbers of those, but that  
3            certainly is the case. Training is extremely  
4            important.

5            MR. FURGERSON:    Is there local job  
6            training?

7            MR. HARMON:        Yes.

8            MR. FURGERSON:    For those jobs?

9            MR. HARMON:        Yes there is, in most cases.  
10           In some cases, obviously not. But through the labor-  
11           unions and our educational institutions, we try, and  
12           through jobs created to provide training programs for  
13           those positions. There will always be, and I've been  
14           at a number of communities, I've been in Dubuque just  
15           over 3 years, there will always be certain portion of  
16           the population that is not employable, it will not  
17           happen. You cannot employ certain individuals. They  
18           either choose not to work or they don't have the  
19           skills for some of the jobs that you create. And  
20           that will always occur, and that obviously occurs in  
21           Dubuque. There are a number of jobs that are being  
22           created that perhaps will meet the wage requirements  
23           that a lot of individuals have. That's



1           understandable, in some cases. In other cases, not.  
2           There are a lot of jobs that go waiting for employees  
3           simply because we can't find adequate workers. I  
4           think the real challenge, and again that's not  
5           anything that's unique to Dubuque, that happens all  
6           over the country, and all over the world. And what  
7           we're attempting to do, and have accomplished, I  
8           think fairly well, is diversify the economy to try to  
9           meet as many of the needs of our citizens as we can  
10          putting forth. There is somewhere around 3,500  
11          economic development organizations around this  
12          country applying for the same manufacturing jobs and  
13          the high paying jobs that are vying for the same  
14          manufacturing and high paying jobs that we have.  
15          That is why it's so important that new jobs be  
16          created from existing businesses and industry because  
17          we have a handle and a control on some of those jobs.

18                   CHAIRMAN ALLEN-SOMMERVILLE:    Just one more  
19          question.

20                   MR. WOLF:    To the extent that you have to  
21          look outside Dubuque to get qualified workers, what  
22          changes need to occur in Dubuque, in your mind, to  
23          attract and retain quality work force?

1                   MR. HARMON:    It really varies on the type  
2                   of job.  I think what we need to do and what we've  
3                   attempted to do, I think, is continue our program of  
4                   diversification.  We need to continue upgrading the  
5                   quality of life in this community, make it more  
6                   attractive to individuals.  We need to keep our crime  
7                   rate low.  We've seen a tremendous interest from  
8                   individuals on the East and West Coast in relocating  
9                   in the midwest, in Dubuque mostly because of the  
10                  quality of life factors.  There's a basic stigmatism,  
11                  I think, to people moving to Iowa in general; farmers  
12                  and corn and that's something that you address.  
13                  Wages also tend to be a factor, but I think we, when  
14                  we compare to other cities in terms of cost of living  
15                  and what have you, we're very attractive.

16                 MR. WOLF:    How about housing market?  Do you  
17                 find that this, that creates certain problems in  
18                 terms of competing with other similar communities?  
19                 Because we heard some testimony yesterday that the  
20                 housing market is pretty tough.

21                 MR. HARMON:   The housing market right now  
22                 is very tight.  I think that's something that's we're  
23                 seeing developers addressing that problem in the

1 short term. Yes, we do have a problem in the long  
2 term. I think it will probably be addressed.  
3 Certainly we've done some construction activity,  
4 transportation programs in the community on the low  
5 end. Low income housing, we have some real  
6 challenges in that area. I don't get specifically  
7 involved in that, but I know that that's a challenge.  
8 I do know that as we meet the housing needs of the  
9 upper level, that will help free up some of the  
10 middle income housing properties and hopefully get  
11 that moving where it will ultimately see a freeing up  
12 of some housing in this area.

13 MR. FURGERSON: But my understanding is a  
14 lot of affordable housing is going to be eliminated  
15 possibly by the highway and so forth. So, it won't  
16 necessarily be freed up for people to move into.

17 MR. HARMON: I think fortunately the  
18 highway projects that have been taking place have  
19 done so over a period of years as kind of a phase in  
20 type thing. Unless I'm mistaken, and I will admit as  
21 far as the highway 61 project, all the property has  
22 been purchased and sold and all of the housing that  
23 was taken has been taken. The only other project

1 that I'm aware of that maybe impacted is Dodge Street  
2 Highway 20 from Locust Street up to Devon Drive. For  
3 the most part, those are not low income housing.

4 MR. HERNANDEZ: Yes, one question. There's  
5 been some people from the North and Central part of  
6 the city the North End Dubuque Voices I believe was  
7 the term that was used. They had talked about that  
8 they made a housing complaint to HUD, the U.S.  
9 Department of Housing and Urban Development and one  
10 of the materials that we received, it showed some of  
11 the expenses, the line items for the Community  
12 Development Block Grants that's administered by the  
13 City and it showed a, for like two year for '91 thru  
14 '93, and even some before that, but it showed an  
15 amount for the Chamber of Commerce; the Chamber of  
16 Commerce and the Northern -- and a larger amount like  
17 \$1.7 million, something like that, that went to the  
18 Greater Economic Development Corporation and I'm not  
19 sure if that's a part of the Chamber, other related  
20 to the Chamber, but one when they give money, HUD  
21 money, there's an agreement they have to have 51  
22 percent in terms of job creation aspect of it, 51  
23 percent low or moderate income people employed. And

1 I think one of the surveys showed that one of the  
2 smaller companies, not larger, but one of the Allied  
3 Manufacturing, I think it was, had not achieved that  
4 51 percent requirement. And I'm just wondering if  
5 you can shed any light on this job creation aspect of  
6 money that goes through the Chamber or through the  
7 Economic Development Corporation?

8 MR. HARMON: The Chamber of Commerce  
9 receives other than money from small business  
10 operation. They receive no money from HUD. As far  
11 as the Greater Dubuque Development Corporation,  
12 that's a totally separate organization from us. They  
13 house in our offices. I'm not aware that they  
14 receive any funds. Perhaps what you're referring to  
15 is an actual grant for a loan that is given to a  
16 specific business.

17 MR. HERNANDEZ: Loan?

18 MR. HARMON: And the expectation of that is  
19 required to meet certain employment levels. I think  
20 I may be familiar with the company that you're  
21 referring to. That recently was publicized, is not  
22 meeting it's jobs goals as far as the state level is  
23 concerned. You know, that's if you have specific

1 questions about that, I'm not sure this is the place  
2 to discuss those.

3 MR. HERNANDEZ: I guess the Chamber, is it  
4 receiving any job creation funds?

5 MR. HARMON: No.

6 MR. HERNANDEZ: Okay, thank you.

7 CHAIRMAN ALLEN-SOMMERVILLE: Thank you very  
8 much.

9 On yesterday we have received quite a  
10 bit of information regarding the need for education  
11 to assist in meeting some of the solutions for racial  
12 tensions in Dubuque and we want to look at the  
13 education community this morning. Is Hazel O'Neal  
14 here? Ms. O'Neal if you would come and share with  
15 us? Good morning. For the record, you may state  
16 your name, address, and occupation.

17 MS. O'NEAL: My name is Hazel O'Neal. I  
18 live at 2035 Pasadena and I'm a homemaker. I brought  
19 this and I want to leave that with you. I'm going to  
20 give the panel a copy of each document that I use in  
21 this presentation, it's enclosed in this and also is  
22 enclosed a calendar made by the Dubuque Community  
23 School District faculty on multicultural, non sexist

1 education.

6  
2 The education committee of the NAACP  
3 does an essay contest every year and enclosed in here  
4 also is some samples of the essays that were turned  
5 in. There are no names on them. There are no  
6 addresses on them, no information on them at all  
7 except numbers and grades. And the topic that year  
8 was multi cultural, non sexist education; do we need  
9 it or don't we, and give a reason why. And also  
10 enclosed in this bundle is quite a bit of clippings  
11 relating to education and the problems that we were  
12 having and are having in Dubuque.

13 My first encounter with the education  
14 community in Dubuque was with, I was in the company  
15 of four parents. We had an interview with a  
16 Curriculum Committee to discuss areas that we felt  
17 needed addressing. The first one was equity and the  
18 selection and all instructional materials. The  
19 second one was that people of color were not involved  
20 in the selection process. And last but not least,  
21 incidents of racial harassment that, in our opinion,  
22 were being discarded. An incident was being reported  
23 that, according to who you spoke to, you would be

1 told that don't be a cry baby, or you have to get  
2 used to being called "nigger".

3 I do not believe that any school system  
4 can move from exclusion to inclusion without input  
5 from at least one member of each historically  
6 excluded group. The word "input" was chosen from  
7 Webster's second definition, power or energy put into  
8 a system, emphasis on power. Last year and the year  
9 before was the first year after the Community  
10 Advisory Committee had been reactivated that  
11 textbooks came up for selection. The MCNS Community  
12 Advisory Committee requested that we be allowed to  
13 have working sessions with the curriculum cadre. We  
14 were told we could come to the school administration  
15 building during the summer months from 8:00 a.m.  
16 until 4:00 p.m. to evaluate textbooks. We did that,  
17 we recommended Houghton Mifflin, they adopted it and  
18 we are very pleased with that selection. The  
19 advanced placement textbook was chosen from American  
20 Pagent Service. In their choice of text for advanced  
21 placement students, words cannot express our  
22 feelings, so I will read the selection section. We  
23 strongly disagree with, and there are two areas of



1 ~~disagreement with this text~~ One is the first page,  
2 and you have this in this packet, it's title, New  
3 Beginning. The American Republic, which is still  
4 relatively young when compared with the Old World,  
5 was from the outset uniquely favorite. It started  
6 from scratch on a vast and virgin continent which was  
7 so sparcely peopled by Indians that they were to be  
8 eliminated or shouldered aside." The second deals  
9 with affirmative action. I don't want to take up too  
10 much time reading the whole thing, so I'm going to  
11 try to find the part that-- "but in the 1970s as the  
12 economy slowed and opportunities narrowed white  
13 anxiety about advancing minorities intensified.  
14 White workers who were denied promotion and white  
15 students who were refused to college admission raised  
16 the cry of reverse discrimination. They charged that  
17 their rights had been violated by employers and  
18 admission officers who put more weight on racial or  
19 ethnic background than on ability or achievement.  
20 One white Californiaan Alan Bates made headlines in  
21 1978 when the Supreme Court by a narrowest margin 5  
22 to 4, upheld his claim that his application to  
23 medical school had been turned down because of an

1 admission program that particularly favored minority  
2 people." As I say, we were very upset when we read  
3 these two passages from this book. We asked for a  
4 meeting with the curriculum supervisor. It was  
5 granted. The first meeting was not productive at  
6 all, and we asked for a second meeting that was set  
7 up for the next week. Copies of the disputed  
8 textbook were sent to Dr. Carl Alsep, Director of  
9 Ethnic Studies from the University of Wisconsin,  
10 Plattville. Dr. Alsep was our chosen spokesperson  
11 at our second meeting. And I won't bore you with the  
12 details, I'll just tell you what I wrote: "The  
13 children of Dubuque came out ahead this year. The  
14 reactivation of the MCNS Community Committee  
15 reportedly took place in the Spring of 1988. If  
16 meetings constitute activity, we did very quite a few  
17 meetings. After the MCNS log was unearthed, we worked  
18 on plans, policies, procedures and more meetings.  
19 After a year and a half of meetings, we came up with  
20 a 5 year plan to integrate multicultural, non sexist  
21 and differently able into the Dubuque Community  
22 School District. The plan was submitted April 9th,  
23 1990 at a School Board meeting. A parent armed with

1 144 signatures and a room full of supporters did not  
2 want values taught in the school, the plan was not  
3 passed. April of 1990 a Dubuque parent asked the  
4 Iowa State School Board to do an indepth study of  
5 Dubuque Community School District Schools. The  
6 request was granted. June of 1990, in my opinion,  
7 was when the MCNS Community Committee was truly  
8 activated. Progress began.

9 CHAIRMAN ALLEN-SOMMERVILLE: Committee  
10 members?

11 MS. GONZALEZ: You say that in June of 1990  
12 that you had contacted the Department of Education?

13 MS. O'NEAL: No. In June of 1990 a report  
14 was sent from the Department of Education to the  
15 Dubuque Community School District Superintendent, Dr.  
16 Pigg, the date on that was July 3rd. You have both  
17 of these documents. Both of these, they're called  
18 MOA's, Method of Operation Assessments, and you have  
19 both packets. We received indepth study of our MCNS  
20 plan, implementation guidlines process. We had one  
21 in 1991 and one in 1990 and the team of accreditors  
22 will be here sometime this month to reassess the  
23 situation.

1                    ~~MR. VAN LO:~~ You have a concern about the  
2 textbook selection and so on?

3                    MS. O'NEAL:     Yes.

4                    MR. VAN LO:     Do the schools have any  
5 advisory to the Board to an ongoing committee who is  
6 an advisory to the School Board to do the selection  
7 of the book or look at the policy or look at the  
8 goals of the school?

9                    MS. O'NEAL:     I cannot answer that question.  
10 I think maybe someone that's coming after me can.  
11 What I can tell you about the school system as I know  
12 it is, that they probably have 15 committees that  
13 have separate meetings and do separate things and  
14 very rarely do any of them get together. That's my  
15 opinion.

16                    As far as curriculum we have a  
17 curriculum cadre that evaluate textbooks. What we  
18 wanted was, I'm sitting here and you're sitting  
19 there. And I think education can grow and people can  
20 grow with exchange of information. If you miss this,  
21 I see it. That's the way we do it. There are three  
22 dedicated ladies besides myself that read textbooks.  
23 We spent our summer there in the building reading the

1 ~~textbooks~~ because we do want our children, and I mean  
2 all of our children, to get a quality education.

3 MR. VAN LO: Are you a committee of the  
4 School Board or are you just doing it yourself?

5 MS. O'NEAL: No, we wear a lot of hats.  
6 We're the members of the Multi Cultural, Non Sexist  
7 Differently Able Community Advisory Committee

8 attached to education.

9 MS. STASCH: That's a long title. What does  
10 it mean?

11 MR. VAN LO: How much power?

12 CHAIRMAN ALLEN-SOMMERVILLE: We realize that  
13 each district, at least each public school district  
14 in the State of Iowa is required to have a multi  
15 cultural, non sexist advisory committee and they go  
16 by different names. And, apparently, the one in  
17 Dubuque is the MCNS and they may go by educational  
18 equity or whatever. So, she sits -- this is one of  
19 the committees that you sit on?

20 MS. O'NEAL: Yes.

21 MR. VAN LO: But it only looks at this  
22 area, not only the whole?

23 MS. O'NEAL: They have ad hoc committees

8     1     ~~that look at climate,~~ and policy, but my interest was  
2     in textbook evaluation because of an incident that  
3     happened. I read a passage from my granddaughter's  
4     history book that I found offensive and so I've been  
5     interested in it ever since then.

6             MR. FURGERSON:     Do you review only  
7     textbooks already in use or do you have the chance to  
8     review ones that they are going to buy?

9             MS. O'NEAL:     This was the first year that  
10    we bought textbooks in the 90-91 session. I believe  
11    that was the first year that we bought textbooks  
12    since.

13            MR. FURGERSON:     And you reviewed them in  
14    advance?

15            MS. O'NEAL:     What we did, and I don't know  
16    if it's called -- yes, we had the ones that were left  
17    there were 4 to 5 I believe authors or companies, and  
18    we reviewed the ones that were there.

19            CHAIRMAN ALLEN-SOMMERVILLE:     And you made  
20    recommendations for purchase?

21            MS. O'NEAL:     Yes, we did.

22            MS. GONZALEZ:     How receptive is the Dubuque  
23    School District with your suggestions and your

1 recommendations?

2 MS. O'NEAL: In some instances very  
3 receptive, in others not so receptive.

4 MS. GONZALEZ: With regard to the others  
5 would there be one example?

6 MS. O'NEAL: There is two that I didn't  
7 get to. This policy on racial and sexual harassment.  
8 The definition is what I was very concerned with.  
9 They said the act of racial harassment is prohibited.  
10 Racial harassment is defined as inappropriate or  
11 unwelcomed language or behavior which has the purpose  
12 or effect of demeaning an individual, unreasonably  
13 interfering with an individual's school performance,  
14 creating an intimidating, hostile or an offensive  
15 school environment. But when we get to sexual  
16 harassment you can say the same identical statement  
17 above, but no student is to engage in sexual slurs,  
18 sexual threats, sexual proposals or unwanted  
19 touching. And my question was if we can be that  
20 explicit in sexual harassment, why can we not do the  
21 same for racial? This was already passed twice in  
22 December of '91 and April of '92, the same identical  
23 language. We have that in your packet also.

1                   MR. WOLF: ~~I~~ have a question and I want to  
2 follow up to the context for the second passage of  
3 the textbook. Is that the only mention of  
4 affirmative action?

5                   MS. O'NEAL: To my knowledge it was, yes.

6                   MR. WOLF: If that's simply reacting to the  
7 reaction to affirmative action policy, that wouldn't  
8 be objectionable, but if that's the only mention of  
9 affirmative action, this is the only purpose for it,  
10 that's very problematic.

11                   MS. O'NEAL: I put that in there too so you  
12 can read it in the context that it is.

13                   MR. WOLF: Right, thank you.

14                   MS. GONZALEZ: During the especially last  
15 day when we've asked for recommendations to improve  
16 the race harmony in Dubuque, education was one of the  
17 continuing -- one that continually kept creeping up  
18 or being stated. How would you evaluate or I guess  
19 rate the -- I guess the Dubuque Community School  
20 District with regard to their educational awareness  
21 and sensitivity of a multi cultural, non sexist. And  
22 in addition to that, what type of programs do they do  
23 during February with regard to Black Heritage Month



1 and, as a Hispanic or September in Hispanic Heritage  
2 Month?

3 MS. O'NEAL: My recommendation would be to  
4 get real serious about multi cultural, non sexist  
5 education. We have some teachers in our schools that  
6 are very good. When I put my other hat on, I go out,  
7 a friend and I, to schools and we do this throughout  
8 the year. We talk to 3rd graders, 4th graders and  
9 up. They're very open and receptive to new ideas.  
10 They want to know about racism. They want to know  
11 the solution. They want to know why. And they ask  
12 us and we feel that if their teachers and even their  
13 parents were as open with them as we are, some of the  
14 incidents in the school system could be mitigated.

15 MS. FRIAUF: Do you have any input with the  
16 parochial shools, too Hazel?

17 MS. O'NEAL: Yes, and we have and I'll just  
18 tell you this, and I'm on my way. We have Sister,  
19 and her name is Helen Cunningham and she was here  
20 yesterday and she goes to all the schools with us and  
21 we have been to parochial schhols. That is another  
22 thing I'll say and then I will leave. The parochial  
23 schools in the beginning were more receptive than the

1 - - - community, the Dubuque Community Schools.

2 MR. VAN LO: I have one question, a quick  
3 one, but it can be long answer. According to your  
4 opinion what is the selection of book is going to be  
5 a barrier to education. What is the barrier to  
6 educational for school district, especially what is  
7 the problem facing the minority students, in your  
8 opinion?

9 MS. O'NEAL: They go to school, and I'm  
10 just goin to take you through, they go to school  
11 usually every single day someone says "nigger", or if  
12 you happened not to be that, it's whatever you are.  
13 And then the child, and I've had Mexican students,  
14 young woman said, you know, I get up in the morning  
15 and I don't even want to go to school. And we have  
16 begged, literally begged for a policy that will equip  
17 the instructors to deal with these problems. Write  
18 it down, if you do this, this will happen. And the  
19 teacher does not have to consider what to do, you do  
20 this. That's a problem. I also have in your packet  
21 racial incident report sheets that states that 3 boys  
22 or something, there are no names on that either, but  
23 anyway the incident is there, they called her an Oreo

- 1 - cookie maker. Now the punishment for that was an  
2 apology because the boys said they didn't know what  
3 they were saying. And this is continuous. The  
4 punishment for racial slur is an apology because you  
5 know, I thought "nigger" just meant black, and this  
6 is what we're dealing with.

7 CHAIRMAN ALLEN-SOMMERVILLE: Thank you so  
8 much.

9 We can certainly continue with more of  
10 a look from the community. Gail Weitz.

11 As with the others, Ms. Weitz, please  
12 state your name, address, and occupation.

13 MS. WEITZ: My name is Gail Weitz. I live  
14 1910 Floorview Drive here in Dubuque, and I'm a  
15 community activist. And before I begin, Mr.  
16 Hernandez has a packet of all the documentation and  
17 my written statement. He has a copy of that and as  
18 some of the things I have here overlap with the  
19 information that Mrs. O'Neal gave you, that is  
20 because our experience have overlapped in some areas.  
21 I'm currently serving as Chair of Dubuque Schools  
22 Multi Cultural Non Sexist Community Committee. I  
23 first became involved with the Dubuque School

1 --- District in late 1988 after leafing through a book of  
2 short stories my daughter was using in her 7th grade  
3 English class. To my amazement, the majority of  
4 selected readings were authored by white males, 36 of  
5 them; followed by white females, 15;  
6 African-Americans males, 3; and African-American  
7 females, 2. I say I was amazed because I had no idea  
8 that something that I was cognizant of, the literary  
9 contributions of people of color was not reflected in  
10 my child's textbook. I felt that my daughter and her  
11 classmates were being deprived of diverse viewpoints  
12 and experiences and voiced my concerns to her  
13 teachers and to John Burgard of the school  
14 administration who invited me to join what was then  
15 referred to as the Dubuque Community School  
16 Committee, Curriculum Advisory Committee. I'm still  
17 there voicing my concerns, and I would like to share  
18 some of them with you now.

19           In the beginning our committee was  
20 concerned about the process used in textbook  
21 selection, who was involved in the selection, what  
22 kind of training did they have in multi culturalism  
23 and were people of color invited to read and evaluate

1 - - - - textbooks. We were told that a curriculum  
2 committee, along with other teachers, community  
3 leaders and parents were asked to read selected  
4 books. None of them had training in the area of  
5 multi culturalism, and to my knowledge none were  
6 people of colors. During almost the entire year of  
7 1989 our committee devoted most of it's time setting  
8 up a Multi Cultural Speaker's Bureau for Dubuque  
9 Schools, gathering resource material about people of  
10 color that could be incorporated in this into the  
11 curriculum center and a MCNS plan for this school  
12 district. I'm still very concerned about the lack of  
13 sensitivity training for those involved in the  
14 selection of textbooks. The problems becomes one of  
15 educating the educators, and it will not be solved by  
16 simply legislating a Multi Cultural Non Sexist  
17 curriculum. I think a large part of the solution  
18 lies in the passage of Senate Bill 2252 submitted  
19 March 3rd, 1992 by Iowa State Rep. Mike Connolly of  
20 Dubuque, which calls for evidence that approved  
21 practioner preparation institutions offer 6 semester  
22 hours of instruction in developing skills for  
23 teaching in a multi cultural non sexist manner, and

1 asks the Board of Education, and I'm quoting here,  
2 "Asks the Board of Education examiners to adopt rules  
3 requiring each applicant to submit prove of  
4 successful completion of 6 semester hours in a multi  
5 cultural, non sexist program." Simply stated, all  
6 candidates for teaching certificates would be  
7 required to take 6 hours in MCNS. This is not  
8 precedent setting for all first year students at  
9 Wisconsin state colleges are required to take  
10 4 credit hours in race class and gender, and a copy  
11 of Senator Connolly's bill is in the envelope as  
12 evidence submitted. From '88 to the present. Some  
13 of the goals of the committee varied due to the  
14 enlightenment that exposure brings, but during most  
15 of that time there was a consistent consensus that  
16 the two main factors needed to achieve a multi  
17 cultural, non sexist curriculum were sensitivity  
18 training for all teachers and administrators, and the  
19 hiring of an Equity Coordinator.

20 In regard to the need for sensitivity  
21 training, in July of 1989 the Dubuque Community  
22 School District published staff development findings  
23 which included results taken from a survey conducted

1 in May of 1987. Developers of the report considered  
2 the survey to be "the single most important source of  
3 input we will have to aide in the development of  
4 professional growth program". 478 survey forms were  
5 returned by administrators and teachers who were  
6 asked to rate 53 items as high priority need, low  
7 need, moderate need, and need met. In this way  
8 planners could assess the needs and interests of  
9 teachers and administrators and plan inservices  
10 accordingly. The total number of respondents; that  
11 is elementary and secondary educators, and  
12 administrative staff ranked observation of other  
13 classrooms or schools and student's self-esteem as  
14 their highest priority. The two lowest priority  
15 needs were sexism in the classroom and racism in the  
16 classroom. The elementary staff alone rated  
17 communication between administration and staff and  
18 the disruptive student as highest priorities with  
19 sexism in the classroom and racism in the classroom  
20 as lowest priority needs.

21 The secondary staff rated student's  
22 motivation and responsibilities and stress  
23 management, as the highest priorities, and racism in

1 the classroom and early childhood development and  
2 curriculum as their lowest priorities. Sexism was  
3 4th lowest or 49th. Administrators ranked the  
4 integration of handicapped students into the regular  
5 school building and positive self awareness for  
6 professional as its highest priority and racism and  
7 career education in the classrooms as lowest  
8 priority. The report is interesting for a variety of  
9 reasons. In my opinion, the survey focused on what  
10 teachers and administrators wanted, not what they  
11 needed, even though the word needed was used as a  
12 measurement of priorities.

13 Viewing student's self esteem at  
14 highest priorities and racism and sexism in the  
15 classroom as low set priority in the total survey  
16 result clearly indicates the kind of thought process  
17 that excludes student of color from consideration.  
18 The survey was conducted in 1987 and published in  
19 1989. It demonstrates a definite need for  
20 sensitivity training. As of this date, to my  
21 knowledge, approximately 16 teachers and  
22 administrators have received sensitivity training in  
23 the, specifically in the area about racism. And

11



1       there is a current, a proposal to initiate the GESA,  
2       which stands for Gender Ethnic Expectation of  
3       Student's Achievement, and REACH, which stands for  
4       Respecting Ethnic and Cultural Heritage Programs into  
5       the Dubuque School District. Our committee was told  
6       in a February meeting that the funding was available.  
7       The only decision left to be made was which program  
8       to choose. On April 16th, 1992 the School Board  
9       announced that the programs have been chosen, but  
10       there would be a problem with funding, and I'll  
11       address this issue again towards the end of my  
12       report. In regard to the hiring of the Equity  
13       Coordinator in response to racial incidents in  
14       Dubuque Schools, the Dubuque School Board appointed a  
15       race relations task force comprised of community  
16       members and school representatives to study the issue  
17       of racism in the schools and submit recommendations.

18               On November 27th, 1989 the Task Force  
19       recommendations were read by School Superintendent  
20       Howard Pigg at a regularly scheduled Board meeting.  
21       The top two recommendations were the education and  
22       sensitivity training of all Dubuque Community School  
23       District personnel, and the hiring of a minority

1 equity officer. Task force members felt that this  
2 creation of a new full time position of equity  
3 officer or coordinator was important because the  
4 school district would then be demonstrating a real  
5 concern about issues and incidents involving race and  
6 gender. Also it felt that so much needed to be done  
7 in the area of sensitivity, racial harassment,  
8 education, information gathering and communication,  
9 that the hiring of a coordinator was basic to  
10 improving the school climate; both from within and  
11 outside of the system. Dr. Pigg citing budget  
12 constraints, rejected the recommendation. In January  
13 of 1991 the MCNS committee's annual report submitted  
14 to the Dubuque School Board recommended that the  
15 Dubuque School District hire a full time Equity  
16 Coordinator. We had discovered that the Iowa State  
17 Department of Education also recommended, but did not  
18 require the hiring of a equity coordinator for the  
19 successful implementation of an inclusive curriculum.  
20 Not long after this request was made, we were  
21 informed by the Board that Ted Blanchard, Tom  
22 Determan and Brian Beekie would share the position of  
23 coordinator, but we have never endorsed this

1 situation for reasons that are stated above.

2 Again, on March 9, 1992, our committee  
3 asked that Dubuque School Board to earmark 92-93  
4 budget dollars for the hiring of a full time Equity  
5 coordinator, and again, this was refused on the  
6 grounds of inadequate fund. The budget for the  
7 Dubuque Community was \$40.67 million, in August of  
8 1989. This year's proposed budget is \$50.7 million  
9 recommending an increase of \$10 million or \$9 million  
10 if the state cuts are felt in Dubuque this year. An  
11 increase of \$10 million in only 3 years, and I have  
12 come to the conclusion that cost would not be the  
13 issue if there was committment. We will continue to  
14 press for an equity coordinator and any suggestions  
15 or advice you can give us in this area would be  
16 appreciate.

17 I have two other concerns. I'll skip  
18 my two other concerns and go to an observation. A  
19 pattern seems to be developing when the Dubuque  
20 Chapter of the NAACP petitioned the State School  
21 Board in April of '90 to inspect Dubuque School for  
22 an inclusive curriculum that the Department of  
23 Education's MOA report was the catalyst, and this is

12

1           how I viewed it, was the catalyst for a movement on  
2           the part of the Dubuque School System, Justice  
3           Department representative, Stella Warmuth and Bill  
4           Whitcomb's negotiations with the school system again  
5           resulted in a movement on behalf of the school  
6           district. The Memorandum of Understanding drawn up  
7           by Mr. Whitcomb was signed two weeks ago. Now you  
8           are here and last night's Telegraph Herald contained  
9           an editorial about the possible implementation of the  
10          GESA and REACH program. It seems to me progress is  
11          made if pressure is applied from within the community  
12          and from outside the community.

13                         In closing, I'd like to suggest what I  
14          think will help the Debuque School System graduate  
15          non racist or at least less racist students. That  
16          the hiring of a full time equity coordinator and  
17          people of color. Neverending sensitivity training  
18          and inservice, for teachers and staff. The passage  
19          of Senator Connolly Bill and every teacher needs to  
20          know what affirmative action is and why not on \*disc  
21          and share it with students on a regular basis.  
22          Succession in the area of education will be  
23          accomplished when these suggestions become a reality.

1        But, I'd like to add some words of caution. There's  
2        a book that's been out for quite some time now and a  
3        lot of people have read it and highly support it.  
4        The book asks us to love one another and I haven't  
5        witnessed that very often. The point I'm trying to  
6        make here is that passage of Senator Connolly's Bill  
7        or sensitivity training looks good on paper, but real  
8        change has to come from the heart. Laws and  
9        workshops are there to show us the way; to help us  
10       along. But, until we, when I say we, I mean white  
11       people, until we surrender to the truth, it's not  
12       going to become a reality. And I'd like to thank you  
13       for for being here. I's like to publicly thank Mr.  
14       Whitcomb for all he's done for us and Mr. Hernandez  
15       for setting up this meeting.

16                    CHAIRMAN ALLEN-SOMMERVILLE: Thank you.

17                    MS. STASCH: One of things, this is actually  
18        a personal question. Since you're involved as a  
19        community activist in so many things, I'd like to  
20        know how handicap accessible your schools are?

21                    MS. WEITZ: The state MOA report that a  
22        copy of which Mrs. O'Neal gave you, their assessment  
23        of that I believe is in that report. I wouldn't

1 have--.

2 MS. STASCH: You don't know. That was just  
3 a personal question that I had. One of the questions  
4 that -- one of the statements that you had is the  
5 educators or the people in education got what they  
6 wanted, not what they needed. In your opinion, what  
7 was it that they wanted?

8 MS. WEITZ: What they felt were priorities  
9 in their lives.

10 MS. STASCH: Such as?

11 MS. WEITZ: Such as self improvement things  
12 of that nature and what was needed, what I want is  
13 something different than what I need. It's how I  
14 look at it. And, I think when the low rating of  
15 racism and sexism in the classroom is there, then  
16 that indicates a need.

17 MS. STASCH: Since you describe yourself as  
18 a community activist, you deal, in our bio that we  
19 saw, in a lot of other things too. And putting  
20 education aside for a moment and looking at the whole  
21 picture as far as race relations are concerned in  
22 Dubuque, you know, in your opinion, what is created  
23 the tension and how do you see some ways of some,

1 solutions to that tension?

2 MS. WEITZ: You're talking about the  
3 committee level or this school?

4 MS. STASCH: No, I said aside, committee  
5 because you deal with so many things and you know  
6 your education has been really clear by both of you.  
7 What are some of other things in the community as a  
8 whole that you see that has created the tension and  
9 some ways that we can alleviate the tension?

10 MS. WEITZ: What seems to me is the fact  
11 that when The Constructive Integration Plan was made  
12 public and people were confronted with the feelings  
13 that they didn't have to deal with before on the  
14 issue of race, when it was there for them, right in  
15 front of their face, and then they had to deal with  
16 it, I think they just couldn't, and they didn't want  
17 to.

18 MS. STASCH: Which people are you talking  
19 about?

20 MS. WEITZ: The community as a whole, and  
21 I'm not saying everybody in the community didn't want  
22 to do it. I'm saying that seems to me to have been  
23 what happened. That's how I'm reading it.

1                   MS. STASCH: Do you feel now that they've  
2                   been confronted with it and it has frightened them or  
3                   they don't want to deal with it. Maybe now when it's  
4                   being talked about more and more and it seems to me  
5                   that a lot of different areas in the community are  
6                   really interested and are trying to make some  
7                   changes, that this is going to make a significant  
8                   change for the people?

9                   MS. WEITZ:        I think one of the most  
10                  important things we can do as a community is  
11                  dialogue, an exchange of information an exchange of  
12                  viewpoints. And if nothing else happens, at least  
13                  that dialogue has occurred because it didn't exist  
14                  before, and I think that's an important thing to  
15                  happen too.

16                 MS. FRIAUF:    You mentioned that the school  
17                 supervisors or superintendents, administration,  
18                 listed their number one priority with having to  
19                 incorporate the handicapped children in the school?

20                 MS. WEITZ:    Uh-huh.

21                 MS. FRIAUF:    You don't feel that that's  
22                 probably because they need to comply with the new  
23                 Americans with Disabilities Act rather than a



1 personal feeling. ~~I don't know~~ what anybody, and I  
2 think that that would probably would be because they  
3 have to comply. You need to comply with that, but  
4 that really wouldn't be a personal observation on  
5 their part. But, on the other hand, our law requires  
6 a multi cultural, non sexists--

7 MS. FRIAUF: Yes, and why then would that be  
8 at the bottom? I'm curious about those two.

9 MS. WEITZ: I am too. The reason I use this  
10 staff development plan is because it needs to be  
11 looked at and it needs to be discussed and i think  
12 there might be feelings that I brought th is forward  
13 to use as a tool of criticism. And that would be  
14 sad, if that's the Dubuque point because the way I  
15 look at it is it's a tool to begin some discussion  
16 and some self examination. Change is a very  
17 difficult thing to bring about, and to deal with, the  
18 same thing with Constructive Integration. God, if we  
19 can't talk about it, we're really in worse shape than  
20 I thought.

21 CHAIRMAN ALLEN-SOMMERVILLE: Any other  
22 questions?

23 MR. VAN LO: I have to commend you for your

1 position. I hoep that whatever your recommendations  
2 should be passed by the school. You say self esteem  
3 is one of the most important things that the school  
4 was to involve in, that's very good, what have they  
5 done to raise the self esteem of minorities and  
6 handicapped, in your opinion?

7 MS. WEITZ: there have been some things done  
8 in response to, you know, people going up and dealing  
9 with administration on, I think the hiring of Dr.  
10 Greer has been something that I think a lot of  
11 students of color to see someone like Dr. Greer in a  
12 management position. I think that's a good thing.  
13 And that involves self esteem.

14 MR. VAN LO: I tink in according to your  
15 opinion, more has to be done.

16 MS. WEITZ: Absolutely. I wouldn't be here  
17 if I didn't think more had to be done. Absolutely.  
18 And, it's a difficult process and I think at the root  
19 of it all is, as far as my experience in the school  
20 system, is the fact that we're basically dealing with  
21 white people in the school system. And white people  
22 in this country have not experienced racism and so  
23 therefore, when you're trying to make someone put in

1 programs or do certain things, I don't think they  
2 connect a lot of the time as to the why of it. Why  
3 that needs to be done because it's out of their realm  
4 of experience. That's been one of the most difficult  
5 things for me to deal with.

6 MR. VAN LO: The other thing, don't you  
7 think it's the job of the school to raise that  
8 awareness to a white student and all students because  
9 we are now so close to the world that our students  
10 need to know that?

11 MS. WEITZ: Yes.

12 MR. VAN LO: So, when they go out to the  
13 work force, they should be ready for that.

14 MS. WEITZ: That's one of the things we  
15 stressed to when we talked to students when we go out  
16 to the Dubuque Schools. We ask all the students who  
17 are going to college to raise their hands and the  
18 vast majority of students do, and we ask them when,  
19 they realize when they leave Dubuque to go to that  
20 college, it's not going to be like Dubuque. They're  
21 not going to go to a college where the majority  
22 student population is white. There's going to be a  
23 lot of new experiences there and you need to know how

1 to conduct yourself. Yes, that's an excellent point.

2 CHAIRMAN ALLEN-SOMMERVILLE: Anything else?

3 Thank you.

4 MS. WEITZ: Thank you for coming.

5 CHAIRMAN ALLEN-SOMMERVILLE: Thank you. The  
6 committee will now address presentation from  
7 representatives from the school district, including  
8 personnel as well as Educational Equity Team,  
9 Theodore Blanchard is the principle presenter.  
10 Theodore Blanchard, we would still like to adhere to  
11 the timeline and I see three persons, so I hope the  
12 three of you will share the ten minutes of  
13 presentation and that you would introduce them. But,  
14 for the time, introduce yourself and your address and  
15 your occupation.

16 MR. BLANCHARD: thank you. My name is Ted  
17 Blanchard. I'm Director of Personnel for the Dubuque  
18 Community School District. I also serve as the  
19 school district's Affirmative Action Coordinator and  
20 the Team Leader of the Equity Coordination Team. I  
21 reside at 1385 Alta Vista Street here in Dubuque,  
22 Iowa. And I would ask some consideration for some  
23 additional time. I would point out that the written

1 document which contains our presentation does have  
2 some additional information in it that my oral  
3 remarks will not have. We did try to fine tune our  
4 comments to 20 minutes, as what Mr. Hernandez earlier  
5 he had told us we would have 20 minutes. So, if you  
6 could bear with us and allow us some extra time?

7 CHAIRMAN ALLEN-SOMMERVILLE: The total  
8 presentation and questions equal 20 minutes. We'll  
9 see if the committee is willing to forego it's break.

10 MR. BLANCHARD: Okay, thank you. Anyway,  
11 we're pleased as the School District to be able to  
12 have the opportunity to address the Commission and  
13 also Mr. Jenkins and Mr. Hernandez. In attendance  
14 with me this morning, in addition to our  
15 Superintendent of Schools, Dr. Howard Pigg, who is  
16 right here, are the other two members of our  
17 executive team, Mr. Tom Determan on my left is our  
18 K-12 curriculum supervisor, and Mr. Brian Beekie, on  
19 my right is our multicultural, non-sexist  
20 consultants. Also, in attendance this morning in the  
21 room is our Staff Development Coordinator, Dr. Louis  
22 Christianson, Assistant Superintendent, Dr. Marvin  
23 O'Hare, and our Curriculum Director, Mrs. Barbara

1 Chino.

2 For a number of years, members of our  
3 school community, including school board members,  
4 administrators and teachers have been aware of the  
5 need to promote cultural diversity in our schools and  
6 culturally related concerns have been addressed by  
7 the District in concert with the citizens of Dubuque.  
8 These citizens, working as individuals and members of  
9 organizations, have contributed to the awareness  
10 level and subsequent institutional actions we will  
11 highlight this morning.

12 This past year the City of Dubuque has  
13 found itself in the national spot light as a result  
14 of racially motivated incidents in our community.  
15 Last October, a series of racially tense incidents  
16 occurred in and around our schools. These incidents  
17 brought to us an acute awareness that we need to  
18 develop methods of preventing similar situations. It  
19 is our belief that the appreciation of diversity  
20 would lead to a better community, one in which the  
21 education in the Dubuque Schools will be enhanced  
22 through ethnic and cultural diversity.

23 This belief, coupled with a state

1 standard from the Iowa Department of Education, led  
2 the District to formulate a comprehensive  
3 Multicultural Non-sexist plan of action and a set of  
4 recommendations from the Race Relations Task Force  
5 formed by the District. These plans and  
6 recommendations were adopted by the Board of  
7 Education on November 27, 1989, and are currently  
8 being implemented. The focus of these plans is  
9 threefold: First to enhance school curriculum;  
10 second, to review and modify school policy; and  
11 third, to improve the social climate of our schools.

12 Two years ago, Brian Beekie was hired  
13 as the MCNS Consultant; and he has worked to improve  
14 the social climate in our schools. In doing this he  
15 has made available to all schools a framed copy of  
16 the District's MCNS Philosophy, equity team  
17 information, numerous posters, and pictures. These  
18 visuals address the issue of racism, diversity, and  
19 inclusion. They can be seen in the halls of our  
20 schools and classrooms. In addition, all classrooms  
21 display a poster declaring the District a  
22 Discrimination Free Zone and dictating steps that a  
23 student should take in reporting incidents.





1        Dubuque Community School District does not shy away  
2        from.

3                                Substantial achievement has already  
4        taken place in the District's curriculum. This has  
5        taken place in two dimensions. First, it is quite  
6        fair to acknowledge the multitude of activities and  
7        lessons currently being taught by the staff of the  
8        District. This is the result of approved curriculum,  
9        teacher interaction with new ideas through workshops  
10       and professional materials, peer sharing, and  
11       utilization of community resources. The students of  
12       the District are interacting with materials and ideas  
13       of a multicultural, non-sexist nature on a daily  
14       basis.

15                              The second dimension of curricular  
16        enhancement is in the form of institutional  
17        curriculum modification. The most recent example of  
18        this type of change is the completed study of th K-12  
19        Social Studies curriculum. this new curriculum,  
20        rededicated to the themes of history and geography as  
21        the foundation, is fully committed to the inclusion  
22        of multicultural and global perspectives as essential  
23        ingredients to competent civil participation by all

1 students.

2 In addition, all curriculum staff  
3 involved in all studies currently underway are  
4 receiving inservice training in the infusion of  
5 multicultural and global education from the office of  
6 MCNS Consultant and the Global Education Supervisor.

7 Curricular integration of Multicultural  
8 Non-sexist and Global Education perspectives into all  
9 components of the District's curriculum is underway,  
10 is substantial, and will be supported by appropriate  
11 staff development.

12 The District continues to lay the  
13 policy foundation that will solidify action in  
14 addressing issues of discrimination in our schools.  
15 Following are the policies and related statements  
16 adopted by the Board of Education since 1989: 1.  
17 Race Relations Philosophy, Equal Employment  
18 Opportunity/Affirmative Action Policies,  
19 Multicultural Non-sexist Policy, Racial Harassment  
20 Policy, Board resolution titled: The Issue, "Racism  
21 continues to be a devisive force in our community.  
22 It was adopted by our Board in September of 1991.  
23 The Education Philosophy, Compliance on

1        ~~Non-discrimination Policy, Sexual Harassment Policy,~~  
2        Student Conduct and Discipline Policy. That was  
3        revised this April.

4                        In the effort to enforce the policies  
5        listed, the District has organized a three person  
6        Equity Team. The Superintendent of Schools  
7        recommended and the Board of Education established a  
8        District equity Team in June, 1991. The team  
9        consists of: Brian Beekie, who has a primary  
10       responsibility for addressing school climate and  
11       building incidents; Thom Determan, who has a primary  
12       responsibility for curriculum enhancement; and,  
13       myself, who has a primary responsibility in the area  
14       of policy and personnel issues. Highlights of team  
15       activity include: equity training packets provided  
16       to all principals for inclusion in initial meetings  
17       with staff in 1991-92, the issuance of  
18       "Discrimination Free Zone" posters, equity team  
19       identification signs were posted in all District  
20       buildings, a revised grievance procedure was  
21       implemented, information on equity guidelines were  
22       reproduced and inserted in student and staff  
23       handbooks, and active work on equity cases is taking

1 ~~place in the schools.~~

2                   The Dubuque Community School District  
3 is committed to having a professional and support  
4 staff representing cultural and racial diversity. We  
5 encourage our students and staff to accept and  
6 appreciate human diversity as a source of strength,  
7 allowing them to participate effectively in a  
8 changing multicultural society. To provide a  
9 breadth of educational situations that value  
10 diversity and prepare our students to live in the  
11 global village, we know that we need a multi-ethnic,  
12 multicultural staff.

13                   Over the past three years, the District  
14 has taken the initiative to implement a number of  
15 practices intended to affirmatively recruit and  
16 maintain a multicultural staff. In August of 1990,  
17 the Board of Education adopted an Equal Employment  
18 Opportunity/Affirmative Action Policy. In October of  
19 1990, the Board approved the District's first  
20 Affirmative Action Plan, including administrative  
21 guidelines and affirmative action goals. The  
22 District has also expanded its recruitment mailing  
23 list to include over 250 colleges and universities in

1 the United States and Canada. We have identified  
2 colleges with a high percentage of minority  
3 population and have targeted mailings with special  
4 emphasis to those teacher preparation institutions.  
5 The Personnel Director has extended personal contacts  
6 to college and university placement officials through  
7 attendance at national conferences. In the Fall of  
8 1990, on-campus visits were initiated at universities  
9 with a high percentage of minority enrollment. In  
10 March, 1991, these recruitment efforts bore fruit  
11 with the employment of an experienced African  
12 American elementary principal. In the spring of  
13 1991, the District personnel office developed its  
14 first minority recruitment brochure and the District  
15 technology consultant began the production of the  
16 minority recruitment video. During the fall of 1991,  
17 the Dubuque Community School District began working  
18 on a partnership with the Dubuque Tri-College  
19 Department of Education, which resulted in the recent  
20 implementation of the "Dubuque Community Corps"  
21 proposal, which will enhance the opportunity for the  
22 Dubuque Community School District to recruit minority  
23 teacher candidates to teach in Dubuque for a minimum

1 of three years ~~while working on~~ a graduate education  
2 program on a part-time basis.

3           The effectiveness of our affirmative  
4 action in recruitment is beginning to produce results  
5 in that we currently have twelve minority staff  
6 members, including three African Americans, three  
7 Hispanic Americans, three American Indians, and three  
8 Asian Americans. Five of these minority staff  
9 members have joined our District within the last two  
10 school years. In addition, the District has made  
11 great strides in the promotion and employment of  
12 female administrators. We currently have sixteen  
13 women in administrative assignments, by specific  
14 title of Director, Principal, Assistant Principal,  
15 Supervisor, Coordinator, and Manager. This  
16 represents approximately 1/3 of our total  
17 administrative staff serving the District in  
18 positions holding those titles.

19           During the years 1989-1992, the  
20 District has increased its efforts to focus  
21 significant emphasis on staff development  
22 opportunities regarding MCNS issues. Some examples  
23 are: The District organized and presented a series

1 of two workshops on cultural diversity led by Niambi  
2 Webster for 46 teachers and 12 administrators. The  
3 District has sponsored C. T. Vivian, Racial  
4 Sensitivity Training for approximately 65  
5 administrators, board members, and teachers.  
6 Curriculum study groups have received training in  
7 MCNS processes and activities. A large group  
8 inservice training session, presented by Dr. Carl  
9 Allsup, was held for all instructional staff in  
10 August, 1990. Eleven teacher-selected workshops have  
11 been held as part of inservice training. Presenters  
12 represented many ethnic and religious groups.  
13 Fifteen graduate course opportunities have been  
14 offered either directly by the DCSD or in conjunction  
15 with Keystone Area Education Agency. A seminar  
16 "Teaching in the Global Village" highlighting the  
17 Middle East, Latin America, Africa, and china was  
18 specifically designed for Social Studies teachers  
19 grade five through twelve. The District TV studio  
20 produced a video demonstrating appropriate MCNS  
21 behavior in the classroom. The video was shown to  
22 teachers at the beginning of the 1991-92 school year.  
23 The District promoted, co-sponsored or sponsored the

1 following events: Dubuque Human Rights Conference,  
2 Artist in Residence, Joe Carter, Dr. Milton Bennett,  
3 and the Black History Showdown, just to name a few.

4 In addition to these District  
5 activities, the community has sponsored a number of  
6 events including presentations, workshops, and a  
7 NAACP essay contest. District staff members are made  
8 aware of these events and are encouraged to attend or  
9 to participate.

10 Many of the staff development  
11 activities noted may be selectively attended by  
12 individual staff members. Training of this type is  
13 effective in providing knowledge to those who choose  
14 to attend. However, the District recognizes a need  
15 to provide MCNS knowledge and understanding to the  
16 District as a whole. After considerable research and  
17 planning, the District has incorporated into its  
18 staff development program for 1992-93, 1993-94,  
19 training for all instructional staff members in two  
20 programs. REACH, which is Respecting Ethnic and  
21 Cultural Heritage, and GESA, Gender/Ethnic  
22 Expectations and Student Achievement. In addition,  
23 beginning in the fall term of the 1992-93 school



1 year, District staff will be engaged in inservice  
2 training to implement the racial and sexual  
3 harassment policies. One major resource for this  
4 training is the District-produced handbook,  
5 "Addressing the Issue of Racial Harassment." The  
6 training will focus on background information and  
7 effective strategies for dealing with harassment  
8 situations. This very ambitious staff training  
9 effort is based on the premise that MCNS skills and  
10 understanding are a critical component of our school  
11 culture and as such must be experienced by all staff  
12 members in order to achieve institutional  
13 improvement. Adaptations of the two programs will be  
14 prepared for presentation to non-instructional staff  
15 as well. This effort will demand a major investment  
16 of time and money but will pay dividends in the  
17 shaping of our collective future.

18 Funding for these programs is critical  
19 in order to support the District commitment. The  
20 following organizations have indicated their  
21 commitment to provide support for these programs:  
22 The Midwest Desegregation Center, the National  
23 Diffusion Network, and the Iowa Department of

1 Education. In addition, the District will be calling  
2 on local community organizations such as the Dubuque  
3 Chapter of the NAACP, the Dubuque Peace Coalition,  
4 and others to support this initiative.

5 The district has pursued multiple  
6 avenues in expanding the dialogue needed to produce  
7 both support for and understanding of a  
8 multicultural, non-sexist approach to District  
9 operations.

10 The broadest level, communication with  
11 the general public, has been a prominent effort.  
12 This has taken the form of several different media  
13 productions. First, the District publishes a  
14 District newsletter, In Touch, in which the issues of  
15 race relations, MCNS education and equity issues have  
16 been addressed. Over the life of this publication,  
17 issues have included articles on this area of concern  
18 on four different occasions.

19 In addition, the District has produced  
20 a television series, Working Together, which has the  
21 purpose of electronically connecting parents with  
22 District staff. A program titled, "How Parents Can  
23 Support MCNS" has been produced and aired.



1 on April 13th of 1992.

2 Dialogue with the Board of Education  
3 and Administration has been frequent and productive.

4 The District personnel involved in MCNS  
5 education, Global Education, and Equity Team  
6 activities has received substantial and regular  
7 support from the Board of Education and the Central  
8 Administration.

9 In addition to the Board of Education  
10 resolution on racism cited earlier, the  
11 Superintendent of Schools, Dr. Howard Pigg, has  
12 issued two all employee letters documenting his  
13 concern and his commitment in moving the District  
14 toward policies and practices that make our  
15 institution a "discrimination-free zone."

16 The test of this commitment also lies  
17 in the commitment of resources dedicated to this  
18 mission. the District has hired a full time MCNS  
19 consultant, Mr. Brian Beekie, to work with all staff.  
20 The District has spent time and money in the training  
21 of all current administrators in the Urban Potential  
22 Workshop conducted by Dr. C. T. Vivian. These  
23 administators are spending substantial time on

1 equity-related improvements in school operations.

2 CHAIRMAN ALLEN-SOMMERVILLE: Thank you so  
3 much.

4 MR. BLANCHARD: The District has supported  
5 the purchase of a professional MCNS library that is  
6 available to all staff. In addition, the resource  
7 centers in all the 18 schools have made substantial  
8 purchases to enrich the collections of books and  
9 media available which provide MCNS data and  
10 perspectives.

11 Overall, it is fair and accurate to  
12 stipulate that the Dubuque Community School District  
13 is making a comprehensive, institutional effort to  
14 provide leadership in the education of our students  
15 which will empower them to lead successful lives in  
16 the diverse, globalized society of our future.

17 Thank you very much for extending your  
18 time. We will be providing the committee with  
19 supporting data. We have a folder here for you which  
20 you may take with you and keep. We also have  
21 numerous other exhibits that we would like to leave,  
22 if you would like, if you have the time to look at  
23 today, and you would like to look at.

1 CHAIRMAN ALLEN-SOMMERVILLE: Okay.

2 Committee members?

3 MR. VAN LO: I see you have many  
4 activities that you have done in your school and you  
5 also say that the teachers design a unit lesson  
6 within MCNS perspective.

7 MR. BLANCHARD: Yes.

8 MR. VAN LO: My question is how do you plan  
9 to monitor that as does the State of Iowa, Department  
10 of Education done by monitoring on your educational  
11 plan?

12 MR. BLANCHARD: The State of Iowa has  
13 monitored our plan. We did have what is called a  
14 review last spring. Representatives of Iowa DOE  
15 visited our school district, spent the best part of a  
16 week with us, visited our schools, visited with our  
17 administrators, visited with our administrators and  
18 representatives of the community. They did write a  
19 review and recommendations and incidentally, they  
20 will be returning next Tuesday, May 5th for a return  
21 visit. They will be spending the day with us  
22 reviewing our progress in that.

23 MR. VAN LO: Is it any comments or

1 accomotation that you want to -- recommendation that  
2 you want to share with us?

3 MR. BLANCHARD: Any progress on any of those  
4 recommendations?

5 MR. VAN LO: Yes.

6 MR. BLANCHARD: I think the presentation  
7 that we developed today tends to or did address a  
8 number of those. A number of those areas were areas  
9 that the Department had suggested that we pay  
10 attention to and we have done that.

11 MR. VAN LO: You also said that you have  
12 hired about 12 minorities in your school district.  
13 Can you tell me, specifically, what contribution do  
14 they -- kind of position do they have; teacher,  
15 administrator, staff aide?

16 MR. BLANCHARD: Yes, two of those twelve  
17 individuals are administrators, one is an elementary  
18 principal, one is a multicultural non-sexist  
19 consultant, two of those individuals are  
20 paraprofessional teacher associates, and the rest of  
21 them are classroom teachers.

22 MR. FURGERSON: I'm confused a little bit  
23 about your program. It's my understanding that the

1 school system trained administrators and supervisors,  
2 personnel on the sensitivity program and so forth,  
3 non-sexist. The programs that were designed, were  
4 they designed by people who had taht training also,  
5 all of them or were some of them designed by people  
6 who were not trained?

7 MR. BLANCHARD: First of all, the  
8 sensitivity training that was provided by Dr. Vivian  
9 was provided for all of our school board members, all  
10 of our school districts administrators. And then, in  
11 addition, there were slective teacher-pupil and  
12 teacher-leadership positions as well as our  
13 consultants that were trained and did go through the  
14 two day sensitivity training. Now, for our teachers  
15 that are working on curriculum studies, that will  
16 eventually be responsible for adopting textbooks and  
17 writing curriculum, all of those individuals are also  
18 provided with sensitivity training that are provided  
19 by our own staff, primarily by Mr. Beekie and Mr.  
20 Determan, and others. So, that they can adequately  
21 be prepared for that, the task of developing  
22 curriculum and selecting.

23 MR. FURGERSON: Okay. But, what you're



1 producing by next fall sounds like it's a really  
2 ambitious program. Are all the staff going to be  
3 trained by that time so they can understand and  
4 appreciate what they're trying to do?

5 MR. BLANCHARD: Prior to the introduction of  
6 GESA and REACH. Is your question will they receive  
7 sensitivity training prior to that?

8 MR. FURGERSON: Well, whatever training they  
9 need so they can be effective teaching the programs.  
10 Will they receive it?

11 MR. BLANCHARD: Yes. The program of GESA and  
12 REACH will be in effect, will be programs that will  
13 assist our staff and help them be more sensitive to  
14 multi cultures.

15 MR. FURGERSON: But, are they just going to  
16 be handed the books or --

17 MR. BLANCHARD: Oh, no, absolutely not. We,  
18 in fact, have built into our school district calendar  
19 the calendar that has 8, I believe it's 8 full days  
20 of release time from the classroom for staff  
21 inservice. And of that, approximately 1/3rd of that  
22 time will be devoted specifically just to equity and  
23 multicultural issues, primarily GESA and REACH. The

1 other 2/3rds of that time will be, is allotted for  
2 district, excuse me, building initiatives as far as  
3 restructuring of our schools. And then the other  
4 third will be assigned to other curricular  
5 implementation.

6 CHAIRMAN ALLEN-SOMMERVILLE: Is not a MCNS  
7 Coordinator a requirement by the Department of  
8 Education to have one in the District?

9 MR. BLANCHARD: It's recommended.

10 CHAIRMAN ALLEN-SOMMERVILLE: And you now  
11 have one?

12 MR. BLANCHARD: Yes, we do.

13 CHAIRMAN ALLEN-SOMMERVILLE: What about your  
14 MCNS Advisory Committee, who constitutes membership  
15 on that committee?

16 MR. BLANCHARD: The membership is made up of  
17 district staff, including administrators, teachers,  
18 as well as community representatives.

19 CHAIRMAN ALLEN-SOMMERVILLE: Community  
20 representatives, including persons from --

21 MR. BLANCHARD: Including persons from  
22 groups of minority interest people of color. We try  
23 to make it diverse.

1 MR. HERNANDEZ: Are there any Hispanics on  
2 that Advisory Committee?

3 MR. DETERMAN: At present, no. There have  
4 been, but not presently.

5 CHAIRMAN ALLEN-SOMMERVILLE: How often does  
6 the committee meet?

7 MR. DETERMAN: Three times a year.

8 CHAIRMAN ALLEN-SOMMERVILLE: So, you satisfy  
9 the quarterly requirement. You have the MCNS Plan?

10 MR. BLANCHARD: Yes.

11 CHAIRMAN ALLEN-SOMMERVILLE: Where is that  
12 located in the District? Who houses it?

13 MR. DETERMAN: In the Superintendent's  
14 office as well as my office, and Mr. Beekie's office.  
15 It's also housed in each building.

16 CHAIRMAN ALLEN-SOMMERVILLE: The general  
17 public knows that?

18 MR. DETERMAN: Yes. Primary public  
19 notification is in the administration building.

20 CHAIRMAN ALLEN-SOMMERVILLE: Do you have  
21 linguistic diversity amongst students in the schools?

22 MR. BLANCHARD: We do have some. We have  
23 approximately at this point in time, I believe, 46

1 students out of our total district that are  
2 considered to be ~~that~~ that are served by teachers with  
3 that RESL teachers.

4 CHAIRMAN ALLEN-SOMMERVILLE: Does it require  
5 sending out communications in a different language  
6 from the District?

7 MR. BLANCHARD: No, it does not.

8 MS. FRIAUF: I believe one of our speakers  
9 this morning, Hazel, mentioned that there was a  
10 concern about if a child files a report of harassment  
11 in the classroom, she didn't feel the reporting  
12 mechanism was clear enough for a classroom teacher to  
13 be able to decipher this. Do you have any plans for  
14 improving this and what is the discipline that you're  
15 providing for this issue?

16 MR. BLANCHARD: Yes, we do. That is one of  
17 the things that Mr. Beekie has been working on this  
18 year and I think certainly in the past that's been a  
19 concern on our part. It's also -- that student would  
20 know the proper procedure for reporting an incident.  
21 We have prepared or I should say Mr. Beekie with lots  
22 of input, has prepared a handbook which we mentioned  
23 in our presentation that will assist teachers as well

1 as students and we do have a reporting procedure that  
2 is ~~in effect~~ and ~~will~~ be inserviced with all our  
3 staffs so that they can assstist students.

4 CHAIRMAN ALLEN-SOMMERVILLE: So, your  
5 discrimination policies, all of your grievance  
6 procedures are now either prepared or in process?

7 MR. BEEKIE: Yes.

8 CHAIRMAN ALLEN-SOMMERVILLE: And will be  
9 disseminated to the community at large?

10 MR. BEEKIE: Yes. And you do have a copy of  
11 the training package that we will be handing out in  
12 the fall in the package. You will have -- you have a  
13 chance to look at the procedures, the consequences,  
14 and steps that are taken. Also, we will be  
15 developing a K-12 reporting form to record all  
16 insidents that take place between different gender,  
17 different ethnicity relation and disabilities. So,  
18 if regardless of the perception of individuals. When  
19 it's a conflict between black and white persons, it's  
20 reported. So, it takes away from the teacher  
21 deciding if it was a racial incident or not.

22 CHAIRMAN ALLEN-SOMMERVILLE: Okay.  
23 Regarding the -- we know what the law says, what the

1 Iowa Code says about MCNS and the content of the  
2 plan, and whatever, I want to get into some data.  
3 What kind of data do you check other than just data  
4 on incidents regarding ethnic minorities in the  
5 District? Do you check data to see where they are  
6 with reference to special education programs, with  
7 reference to suspensions, drop outs, with reference  
8 to participation in talented and gifted programs? Do  
9 you have those kinds of data?

10 MR. BEEKIE: We are now developing a form  
11 based on their academic performance; the suspensions  
12 they get, the awards they are getting. I hope to do  
13 that, if not this fall, in the coming fall. Not only  
14 reflecting the incidents, we're collecting the  
15 incidents now and that's what I'm working on at this  
16 moment. I hope to get into the academic incidents  
17 and everything in the coming year. I will work on  
18 that.

19 CHAIRMAN ALLEN-SOMMERVILLE: Listening to  
20 the remarks of community people, I think maybe there  
21 needs to be a little more and I'm not making a  
22 personal assessment of it. But, a little more  
23 communication between the two, because what you've

1 presented to us paper compliance and perhaps there's  
2 some communication gap with reference to  
3 spiritedness. Whatever case, I don't know whether  
4 community really knows what has been done. That's  
5 the reason where are all the plans located and we try  
6 to communicate -- I work with both Rose and Hazel and  
7 sometimes there's misperceptions between the District  
8 because there has been a history of perceived  
9 resistance and I think the District has grown in it's  
10 awareness of late '78 to '92 now. So, I think  
11 there's a change in perception because if you notice  
12 what we have done in the last three years was not  
13 done in the previous ten years. So, there's still  
14 that perception we have to overcome in the District.

15 CHAIRMAN ALLEN-SOMMERVILLE: There was  
16 concern regarding the differential in the statement  
17 of race and sex harassment policies, that the sexual  
18 harassment policies went further and reference to  
19 slurs and language kinds of things. Was there any  
20 reason for eliminating that on race?

21 MR. BEEKIE: Yes. There was actually, and  
22 this, you know --

23 MR. BLANCHARD: And perhaps there was some

1 miscommunication and I'm not sure whose fault. In  
 2 fact, there was a district community involving two  
 3 representatives of the NAACP. Ernestine Moss was the  
 4 president as well as Mr. Peter Jessup were on the  
 5 committee that actually recommended that language.  
 6 it was recommended by the -- and adopted by the Board  
 7 of Education. We realize that at least one member of  
 8 that committee didn't agree with that language, but  
 9 that was actually recommended by the committee  
 10 involving both community.

11 MR. FURGERSON: Were the people who  
 12 recommended that language aware of what the non  
 13 sexist was going to be?

14 MR. BLANCHARD: Yes. It was all part of the  
 15 same --

16 MR. BEEKIE: They were developed in  
 17 conjunction with each other at the same time.

18 CHAIRMAN ALLEN-SOMMERVILLE: Are there any  
 19 other questions?

20 MR. HERNANDEZ: I think earlier one of the  
 21 speakers mentioned that most of your response to  
 22 requirements of the multicultural non-sexist mandate  
 23 of the Iowa Statute was very recent, most recent. My



1 understanding is that like, for instance, I took a  
 2 look at your affirmative action plan that you  
 3 provided me with, I think it was dated like 89-90.  
 4 You had two minorities. I think four minorities out  
 5 of the total of 1,508 employees. And now you have  
 6 from four to twelve, I think in three years. Also, I  
 7 think it's my understanding I didn't see it in any of  
 8 the copy that you presented, but I believe the Code,  
 9 the requirement for multicultural, non-sexist  
 10 education was somewhere 1978, almost 13, 14 years.  
 11 Why is that the Dubuque Community School District is  
 12 only coming around to trying to meet some of the  
 13 requirements. And I believe I saw, I heard there was  
 14 a race relation task force in 89 that I think sparked  
 15 some interest from the school board, and the  
 16 administration. Could you explain why the lateness  
 17 in cultural diversity here in Dubuque?.

18 MR. DETERMAN: I can respond in one way in  
 19 1978 when the law was initiated, I was a teacher at  
 20 Amsted High School. I remember going through with  
 21 intensive sensitivity training workshops that  
 22 probably had much more a non-sexist focus, but  
 23 probably more than multicultural. But, certainly

-1 goes to issues that were addressed comprehensively in  
2 '78 to the District to all staff. I think between  
3 '78 and the mid '80s with the abundance of priorities  
4 and initiatives coming in the District from the state  
5 government, MCNS fell into a plateau. It would have  
6 not, being as great a priority as it was in the '70s  
7 and this was only in the late '80s that the new  
8 revision of state standards that we along with the  
9 sincere belief that we could better respond to those  
10 initiatives because of that process. So, it's not as  
11 if there wasn't anything done in the late '80s.  
12 There was a comprehensive plan.

13 CHAIRMAN ALLEN-SOMMERVILLE: The method of  
14 administration review probably surfaced a lot of  
15 that. I'm sure it did. Any other questions. Thank  
16 you very much.

17 (A brief recess was taken.)

18 CHAIRMAN ALLEN-SOMMERVILLE: We will resume,  
19 still in the area of education, Jim Osterberger. For  
20 the record, please state your name, address and your  
21 occupation?

22 MR. OSTERBERGER: Jim Osterberger is my  
23 name. I live at 656 Alta Vista, Dubuque, Iowa. I'm

1 educational -- one of the education associates in the  
2 Archdiocese of Dubuque, which is the Catholic School  
3 District here in this corner of the State.

4 I think possibly to begin, I need to  
5 give you just a tidbit of background on our system,  
6 the size of it and what -- and how large an area we  
7 encompass. Our school system takes up a fourth of  
8 the state, the northeast corner of the State of Iowa.  
9 We have over 18,000 K-12 students within our  
10 building. We have 56 elementary schools, 8 high  
11 schools. In addition to that, we have over 5,000  
12 early childhood clients within our programs. In the  
13 Dubuque area, specifically which is part of this  
14 District, we have 10 elementary schools and one high  
15 school. We have 4,500 students, K-12 programs and  
16 over 600 students or clients in our early childhood  
17 programs. In addition to that, we also have 24,000  
18 students in our religious education programs  
19 throughout our system, which we are responsible for  
20 that go through the public school system. Our  
21 government structure is much different than the  
22 public school structure. We have a central Board of  
23 Education called the Archdiocese Board of Education

1 which promulgates all policies, but at the local  
2 level each school or consolidation has it's own local  
3 Board of Education which is responsible for not only  
4 the catholic school, but for the, what we call the 8  
5 areas of the Catacism. Currently within the Dubuque  
6 School System only 1.8 percent of our students or 83  
7 of our students would be classified as culturally  
8 diverse students. Diocese-wide it's only 2.8  
9 percent. We are a fully state certified school  
10 system. The only thing that probably makes us  
11 different is that our funding source comes from our  
12 local funds, not from any state or local taxes. I  
13 would like to read to you a response that we had  
14 prepared to the situation in -- the racial tension  
15 situation in Dubuque, and then I would have a few  
16 other remarks and ask you for any questions that you  
17 might have. Catholic schools are a privileged place  
18 where children and youth can hear the invitation of  
19 Jesus Christ to follow them, the command to love each  
20 neighbor as the creator loves. Each person is a  
21 central theme that permeates the curriculum of all  
22 catholic schools. The recent media coverage of the  
23 racial situation within the Dubuque community

1        appalled the catholic schools and the religious  
2        education programs within the Dubuque land community  
3        to respond with a greater awareness to this most  
4        teachable moment. Acceptance of all differences  
5        between persons is a gospel theme that serves as an  
6        important core doctrine for the curriculum of  
7        catholic churches, of educational programs. The  
8        educational goals of catholic schools and archdiocese  
9        of Dubuque challenges all those responsibilities for  
10       educational programs to enable students to live as a  
11       catholic in the community, in their family, in their  
12       neighborhood, their parish, their nation, their  
13       world. and to that call, we need to respond as  
14       brothers and sisters with God as creator of all. And  
15       to appreciate all people of other races and cultures.  
16       The philosophy of the schools of the archidocese of  
17       Dubuque state directly that education is to be as a  
18       level and soul for the human society. To accomplish  
19       this, there must be present, a concern for Christian  
20       unity among all persons. The curriculum area of  
21       religion, the social sciences, literature and  
22       guidance very always provided an arena for helping  
23       students formulate attitudes laden with gospel values

1 dealing with social justices such as respect for all  
2 forms of live, political resonsibility, stewardship  
3 advocacy for the poor and oppressed, and equality, all  
4 forms for all people. The specific objectives and  
5 outcomes of the curriculum addresses these social  
6 issues in a variety of ways. The curricular activity  
7 ranging from direct instruction to real life  
8 experience such as extended service opportunities  
9 dealing with the poor and the oppressed are offered  
10 to students at a developmental level. Materials used  
11 are concerned for a multicultural and gender fair  
12 sensitivity. All policies and procedures of the  
13 Archdiocese of the Board of Education reflect  
14 commitment to the gospel value for acceptance for all  
15 inservice opportunities. Opportunities are provided  
16 for staff person to grow in their own understanding  
17 and appreciation of the beauty and contributions of  
18 all persons and cultures.

19 Being good educators, the catholic  
20 schools of Dubuque have taken the teachable moment of  
21 the recent racial tensions in the community to  
22 further enhance the gospel theme of acceptance of  
23 all. Special emphasis has been given to the social

1 justice theme of racial harmony and cultural  
2 differences in the recent years. The long term  
3 multicultural plan of each school provides for  
4 ongoing direction for addressing this timely issue.  
5 The National Catholic Schools Week Theme Kaleidoscope  
6 of people addressed, many cultures, many buildings.  
7 The big Catholic schools uses this multicultural  
8 theme to provide a year long program highlighting the  
9 gift and contributions of all culture, liturgies,  
10 cultural affairs, speaker curricular emphasis in all  
11 the disciplines, in the variety, impeaching  
12 activities were developed to integrate this theme  
13 into each student's lives.

14 In addition to the ongoing program  
15 dealing with acceptance of all cultures and persons.  
16 The Dubuque Catholic Schools have responded to the  
17 most recent racial tension in a variety of ways.  
18 Assembling of these awareness activities includes  
19 school liturgies, prayer services and renewal days  
20 which have been devoted strictly to this topic.  
21 Daily classroom prayer petitions are paid which deal  
22 with the gospel theme of peace, social justice,  
23 issues of racial harmony. Outward signs showing

1 support for peace and racial harmony have been used.  
2 These include school bulletin boards, letters to  
3 local and national newspapers and the wearing of  
4 multicultural ribbons and buttons and displays of  
5 ethnic traditions. The direct introduction and  
6 discussion of the sin of prejudice and racism has  
7 been a theme and guidance in religious class. The  
8 viewing, reading, and proceedings of recent reactions  
9 to the racial situation in Dubuque ranging from the  
10 Archbishop Kucera's letter dealing with racism to the  
11 Phil Donahue Show where the NAACP was featured, have  
12 been the topic of many social and religious classes.  
13 Speakers have given presentations. Homilies have  
14 included members of the integration task force, legal  
15 authorities, Guardian Angels, persons of color,  
16 principals, staff persons and members of our clergy.  
17 Students have participated in activities and contests  
18 that heighten their awareness of contributions of  
19 cultures different from their own. Recently a group  
20 of students from one of the Dubuque Catholic Schools  
21 visited the home of a person targeted by racial  
22 ignorance. In service opportunities have been  
23 provided for staff persons to discuss and grow in



1        their own racial sensitivity. Currently our high  
2        school administrative team, a fourth of our high  
3        school teachers, and a half of our elementary  
4        principals have participated in sensitivity workshops  
5        presented by C. T. Vivian. In all curriculum area,  
6        students are taught to critically evaluate historic  
7        accounts, work of literature, art, composition, plays  
8        and music scores, for instances of racial biases.  
9        Lessons on reverence for all persons have been  
10       integrated into literature and social studies  
11       disciplines through the use of films, projects and  
12       appropriate materials. Ongoing plans call for the  
13       continuation and expansion of any program or policy  
14       that will foster the goals of catholic schools which  
15       are to live as a catholic community, family,  
16       neighborhood, parish, nation, and world and to  
17       recognize all as brothers and sisters with God as  
18       creator of all and to accept all people of other  
19       races and cultures. As the national media focuses on  
20       the racial tensions in the Dubuque area. It's  
21       necessary for catholic educational community,  
22       continually evaluates it's programs and formulates  
23       plans to ensure it's teaching mission of educating

1 persons to be literate catholics who will make  
2 Christian decisions resulting in a more harmonious  
3 and just world for all persons. Specifically within  
4 our system. We also have all of the policies that  
5 are promulgated from the archdiocese from the Board  
6 in our multicultural non-sexist educational handbook  
7 which I will leave with you. The Archbishop also  
8 provides a funding source for those schools who have  
9 racially diverse students, gives out approximately  
10 over \$60,000 a year to those schools to encourage  
11 getting more minorities within our schools. We are  
12 participating in the same program that Dubuque  
13 Community schools mentioned partnership for diversity  
14 in an attempt to attract minority teachers to our  
15 programs. The difference being that each of our own  
16 local agencies or boards are doing their own hiring.  
17 So, this program right now is on the desk of the  
18 college president right now for approval. Each local  
19 school, in addition to the Archdiocese and  
20 multicultural plans has their plans and policies and  
21 their own advisory board.

22 The next steps include continue to  
23 train our staff persons in racial sensitivity and

1 gender fair sensitivity. Obviously we want to  
2 educate our students to live in a cultural harmony in  
3 the 21st Century. And so I would ask are there any  
4 questions from this Commission?

5 CHAIRMAN ALLEN-SOMMERVILLE: Right. The  
6 first one, I guess would be are the catholic schools  
7 and other private independent schools legally  
8 responsible to the Iowa Code 256 and Iowa School  
9 Standards.

10 MR. OSTERBERGER: Our school system is -- I  
11 cannot speak for other private schools.

12 CHAIRMAN ALLEN-SOMMERVILLE: Your school  
13 system is?

14 MR. OSTERBERGER: Right.

15 CHAIRMAN ALLEN-SOMMERVILLE: So, you're  
16 supposed to implement the same as the public schools?

17 MR. OSTERBERGER: Right. We just don't have  
18 the funding source.

19 MR. FURGERSON: What percentage of minority  
20 school students do you have in the K-12?

21 MR. OSTERBERGER: 2.8 diocese-wide and  
22 1.8--

23 MR. FURGERSON: Percent?

1                   MR. OSTERBERGER: Right.

2                   MR. FURGERSON: What about Dubuque?

3                   MR. OSTERBERGER: 1.8 percent.

4                   MR. FURGERSON: Where are the rest of them?

5                   MR. OSTERBERGER: Pardon me?

6                   MR. FURGERSON: You include Waterloo?

7                   MR. OSTERBERGER: We go west to -- our

8 school system takes up a fourth of the state

9 geographically.

10                   MS. FRIAUF: Do you have any minority

11 instructors in Dubuque?

12                   MR. OSTERBERGER: We have one guidance  
13 counselor who is of Mexican descent, and that's all.

14                   MS. FRIAUF: During this episode with all  
15 the racial tension, did you have any episodes in the  
16 catholic schools?

17                   MR. OSTERBERGER: I can't speak with total  
18 authority there because I don't interface that much  
19 with the high school. I know that there were issues  
20 when they were dealing with it where students were  
21 supporting the integration plan. But also on the  
22 other side, there was a student whose brother was  
23 involved in some of the hate, shall we say, hate

1 crimes, that were taking place, and I don't know how  
2 accepting our students were of that student. So,  
3 that was -- I can't speak with a great deal of  
4 authority right now, but I know that was a real  
5 concern at that time.

6 MS. FRIAUF: Have you also implemented  
7 these reporting procedures for the high school  
8 students? If someone is harassed, do they know how  
9 to file?

10 MR. OSTERBERGER: Right. Those are all  
11 outlined and high school students are made aware of  
12 those.

13 CHAIRMAN ALLEN-SOMMERVILLE: Is there one  
14 person in Dubuque in the Dubuque School responsible  
15 for --

16 MR. OSTERBERGER: No. And what you see up  
17 here for the public school personnel, I'm that person  
18 for the catholic school personnel.

19 MR. JENKINS: Quite a contrast.

20 CHAIRMAN ALLEN-SOMMERVILLE: Have you  
21 reviewed the various curriculum areas?

22 MR. OSTERBERGER: Yes.

23 CHAIRMAN ALLEN-SOMMERVILLE: For MCNS

1 compliance? \_\_\_\_\_

2 MR. OSTERBERGER: Yes. We do what we do.  
3 Our program -- we do not say that this is the program  
4 throughout all our schools. We establish broad  
5 parameters and we evaluate all the tools that are on  
6 the public market for the MCNS and that's one of the  
7 criteria that we use in evaluating those programs,  
8 and of the approved programs that schools can select  
9 their own programs. We ask that our individual  
10 buildings basically design and tailor their  
11 curriculum to their needs of their students. And so  
12 the whole concept of gospel infusion we ask that all  
13 our teachers infuse gospel values in all the  
14 curriculum areas, not just the religion area. So, we  
15 do have guides that we have asked publishers to help  
16 us create which use the best pastoral statements  
17 from the U.S.C.K Catholic Bishop and from our own  
18 incorporation within those subject areas. So, we  
19 have those, but it's pretty much tailored to the  
20 local level and we ask the local building to design  
21 their own curriculum.

22 MS. FRIAUF: I have one more question.  
23 Yesterday we heard Monsignor Tobin and he read us the

1 letter from the Archbishop. Did the schools use that  
2 letter?

3 MS. OSTERBERGER: Yes.

4 MS. FRIAUF: In the teaching you mentioned  
5 that?

6 MR. OSTERBERGER: Yes. Most of the classes  
7 used that as a discussion point in either religion or  
8 guidance. Again, age appropriate. I would say  
9 basically 5th through 12th grade used it as written  
10 and discussed it, and worked with it. I'm not sure  
11 how it was handled through the K-4 program. Again,  
12 there is no central mandate for this. It's local  
13 ownership for the program in the curriculum and so  
14 how it was implemented in each building varies  
15 greatly.

16 CHAIRMAN ALLEN-SOMMERVILLE: Any other  
17 questions? Thank you.

18 MR. HERNANDEZ: I stepped out for a few  
19 minutes, but did you talk about your concerns for --  
20 did you talk to the point about the limited contact?

21 MR. OSTERBERGER: Ascension Hernandez and I  
22 had met earlier in the spring. He had asked me a  
23 question of possibly what might be a solution or what

1 is the cause of this. I, obviously coming from  
2 Dubuque, and being born and bred in Dubuque all of my  
3 life. I would tend to think it's very difficult to  
4 achieve cultural harmony when we live in an area that  
5 has so few minorities in it. So, obviously we have  
6 to do whatever we can do to incorporate minorities  
7 within our programs, to encourage them to live within  
8 our city. It's very difficult. We can always -- our  
9 ideas that I can go through all our catholic  
10 philosophy and the idea is to live in a harmonious  
11 society accepting all people while we can talk about  
12 it. We can use books, films, everything, and but  
13 until the real life issues happened with persons of  
14 diverse cultures, it's very limited as to the results  
15 of what will happen. So, I think we need more  
16 persons of diverse cultures to live with us in the  
17 Dubuque area. And I'm sure within our whole system  
18 of education, to get to some of our rural areas,  
19 which is not directly related to Dubuque, and there's  
20 absolutely zero percent of minorities living in those  
21 areas.

22 MS. FRIAUF: Which brings up a very good  
23 point. Is the catholic school system doing anything



1 to bring in other persons? If we go back to the We  
2 Want to Change articles and doctrines, are they using  
3 that to maybe bring in other catholic families?

4 MR. OSTERBERGER: First of all, they do not  
5 have to be catholics to be members of our schools at  
6 all. I suppose most recent would be that the Halwer,  
7 our high school here has sponsored two Vietnamese  
8 families. Also we deal with the whole funding,  
9 bringing people in, and they're supporting those  
10 families and those children are in our schools. Now,  
11 they are minimal token small gestues, but it was  
12 basically a student-generated process. The students  
13 were responsible for making all of the contacts,  
14 working with Catholic Charities to bring in those  
15 minority families.

16 As far as an active campaign to do  
17 that, I could not speak with any authority on that,  
18 on what the local parishes are doing to support -- to  
19 bring in families.

20 CHAIRMAN ALLEN-SOMMERVILLE: Once again,  
21 thank you.

22 Our next presenter, Mike Connolly,  
23 State Senator, 18th District of Dubuque is obviously

1 still in Des Moines attending to legislative tasks,  
2 but has submitted a written statement. And at this  
3 time, committee member Stephen Wolf will read that  
4 statement.

5 MR. WOLF: Senator Connolly's written as  
6 follows, and there's some additional information  
7 which I'll present to you for the record:

8 "Due to my legislative obligations, I  
9 will regret not being able to attend the U.S.  
10 Commission on Civil Rights, Iowa Advisory Committee's  
11 factfinding meeting on Friday, May 1, 1992. This  
12 letter and accompanying information includes a  
13 history summary and the hate crimes bill that was  
14 signed by the Governor this week.

15 Faced with a rise in the number of hate  
16 crimes committed against certain minority members of  
17 our society in 1989, state legislature set out to  
18 expand civil rights protection to those sectors of  
19 our society who continue to face the discrimination  
20 and harassment. The discussion areas of housing,  
21 employment, education, et cetera, from hate crimes  
22 such as cross burnings -- discussion originally  
23 centered on providing protection from discrimination

1 in the area of housing, employment, education, et  
2 cetera from hate crimes such as cross burning and  
3 swastika painting. This protection would have been  
4 extended to persons based on their labor union  
5 status, sexual orientation, age or disability. The  
6 debate became controversial with some lawmakers  
7 objected to extending such protection to persons  
8 based on their sexual orientation. Some were  
9 concerned that such action would appear to condone  
10 and promote homosexual and bisexual lifestyles. The  
11 debate attracted attention from groups who oppose and  
12 support gay and lesbian rights. The debate became  
13 even more heated with the introduction of the bill  
14 designed specifically to protect persons from  
15 discrimination based on their sexual orientation in  
16 employment, public accommodation, housing, education  
17 and credit. This bill addressed some of the concerns  
18 of those opposed to gay and lesbian rights by  
19 excluding bonafide religious institutions and schools  
20 from the laws requirements. However, some still  
21 objected to singling out sexual orientation as a  
22 condition for civil rights protection. Sexual  
23 orientation debate halted any action on these issues

1 in 1989, but the debate continued in 1990 with the  
2 ~~introduction of a new bill to~~ protect Iowans from  
3 harassment or assault when the violent actions are  
4 based upon age, disability, sexual orientation,  
5 religion, sex or race. Hate crimes were included in  
6 the definition of the intimidation and the penalty  
7 for such intimidation was increased to ten years in  
8 prison and ten thousand dollars fine. Specific  
9 protection from discrimination based on sexual  
10 orientation in the area of housing, employment and  
11 education was not included in this bill. Although  
12 there was controversy over the provisions relating to  
13 sexual, after much hard work and debate, the bill was  
14 passed and signed into law.

15 This year incidents of cross burnings  
16 around the state prompted the Iowa legislature to  
17 strengthen the Iowa hate crime laws. Current hate  
18 crime laws state that this is a person who  
19 maliciously and intentionally intimidated or  
20 interferes with another person because of that  
21 person's race, color, religion ancestry, national  
22 origin, political affiliation, sexual orientation,  
23 age or disability, can be convicted of a hate crime.

1                   We have just completed our work  
2       strengthening ~~penalties~~ for hate crimes when an  
3       assault, arson, criminal mischief or trespassing are  
4       involved. For example, person convicted of an  
5       assault with intent to inflict serious injury would  
6       be guilty of an aggravated misdemeanor subject to  
7       maximum prison terms of two years and fined up to  
8       \$5,000. If the same person intentionally violated  
9       another's rights while committing assault, he or she  
10      would be guilty of a Class D felony and subject to a  
11      maximum prison term of five years, and, a fine of not  
12      more than \$7,500.

13                   I request this brief history of current  
14      update hate crimes legislation be part of your  
15      official record at the U. S. Commission on Civil  
16      rights, Iowa Advisory Committee's meeting in Dubuque.  
17      Again, I'm sorry, I'm unable to address the Advisory  
18      Committee personally. I hope this information and  
19      the accompanying legislation will be helpful. Please  
20      let me know if I can assist you in any other way."

21                   CHAIRMAN ALLEN-SOMMERVILLE: The written  
22      statement from State Senator Mike Connolly is a part  
23      of our official record. Thank you for reading it.

1                   On the perspective from the county  
2                   attorney's office, ~~Chris Corken~~.

3                   Attorney Corken, if you would identify  
4                   yourself, your address and your occupation?

5                   MS. CORKEN: Thank you. May I give my  
6                   professional address for security reasons?

7                   CHAIRMAN ALLEN-SOMMERVILLE Yes.

8                   MS. CORKEN: My name is Christine Corken.  
9                   My professional address is 720 Central, Dubuque,  
10                  Iowa, Dubuque County Courthouse, and I'm an assistant  
11                  Dubuque County attorney assigned to the felony  
12                  division.

13                  I'm here today to present, I believe  
14                  three very abbreviated areas in terms of our concern  
15                  for the law enforcement perspective and then I will  
16                  accept any questions that anyone on the panel have.

17                  First of all, I'd like to give a brief  
18                  chronology of what I'm going to refer to generically  
19                  as hate crime and then I'll speak specifically about  
20                  the statute and the difficulty that the State of Iowa  
21                  has had in the past prosecuting under the hate crime  
22                  law. And then I would like to talk about some  
23                  investigation techniques that we've developed

18

1            hopefully to prevent, although we're not in the  
2            prevention ~~business~~, we're ~~not~~ very good at that, but  
3            to assist us in the prosecution of any other further  
4            events which may occur.

5                            First of all, historically in 1986 your  
6            first cross burning actually occurred. At least, if  
7            not there may have been further back in the past, but  
8            out of this batch we suspected we knew who were  
9            involved. It was a particular group of people that  
10           ultimately have continued this behavior and have been  
11           involved in the most recent incidents in terms of  
12           their colors. However, there was no evidence  
13           sufficient for us to prosecute, although we believed  
14           at the time we knew who the people were. That occurred  
15           in '86. In 1989, there was a cross burning in the  
16           yard of a minority family which resulted in their  
17           garage being burned down. At that time, although  
18           there was some legislation concerning discrimination,  
19           there was no hate crime law as such. We prosecuted,  
20           however, under the similar arson under the regular  
21           arson proceedings because of the fact that the garage  
22           burned down as a result of the cross burned. We were  
23           able in terms of prosecution to use the enhancement

1 penalties which were, in fact, in law in terms of  
2 ~~getting a penalty for the prosecution.~~ These two  
3 young men were waived out of juvenile court. They  
4 had been historically been people who I would term as  
5 bullies and thugs throughout our court system. As we  
6 waived them out of juvenile court, their behavior was  
7 so bizarre the type of conduct they were involved in  
8 was so violent in terms of assaultive behavior that  
9 we were able to successfully sentence them to -- one  
10 to prison on a ten year sentence which, in fact, in

14 community correction facility for a year or maximum  
15 benefits, and I believe he was discharged after  
16 approximately three months. Again, these two had  
17 histories of violence within the juvenile court  
18 system. Now, as a result of what happened in '89,  
19 people came outraged at this behavior and up until  
20 this week, the current hate crime law was written.  
21 It was written by people who were very well meaning  
22 in terms of what they wanted to do; however, from a  
23 prosecutor's standpoint, in terms of actually



1 prosecuting this as a crime, it was not written in  
2 ~~such a manner that allowed us to~~ do so. However,  
3 realistically, between '89 and '91 it never came up.  
4 I don't believe anywhere in the state where it had to  
5 be tested. And so it just simply sat on the books,  
6 as you've talked about and heard, and I don't want to  
7 get into that law and eat up the time with that. The  
8 problem was that it required an indication of an act  
9 which violated a protected right which was in the  
10 statute, but one of the two crimes had to also have  
11 had been committed and that was an assault or  
12 criminal mischief, which was some kind of damage to  
13 property. Those were the only two underlying crimes  
14 that were addressed in that hate law. So, if you did  
15 not have an assault or if you didn't have a criminal  
16 mischief, regardless of whether you had a violation  
17 of a civil rights, you did not have a hate crime  
18 violation. Now, in '91, we had five cross burnings  
19 during the summer in July. They were all done  
20 essentially in public places. They were done in a  
21 victim neutral standpoint, in that it was not  
22 directed at a specific person or a specific family or  
23 specific even entity. However, it was very clear

1 that they were done with a racial motivation. As it  
2 turned out, after we caught them, we were debriefing  
3 them and the people that were involved in this  
4 activity knew what the hate crime law was, knew what  
5 they had to do to be convicted. And so they were  
6 very careful about not doing it. And, also I point  
7 out that their message was very clear to us that they  
8 felt very betrayed that, in fact, a law enforcement  
9 community would not side with them. They felt that  
10 because our police department is completely all  
11 white, is essentially male, that somehow they should  
12 side -- that the police department and law  
13 enforcement, and by that I'm including myself and the  
14 agency I work for, should side with them. And they  
15 felt very betrayed that we were not. So, their  
16 message as well were geared to us in terms of how  
17 they did the crosses.

18 Now, after we did finally catch them  
19 after a very successful concerted law enforcement  
20 effort, we had to charge them with something, and  
21 that's when we came upon the fact that the hate crime  
22 law did not meet this need because there was no  
23 assault, and there was no criminal mischief, and it

1 was essentially without a victim. We received  
2 ~~numerous inquiries throughout~~ the state as to why we  
3 weren't using the hate crime law. We were questioned  
4 as to why we could not make the hate crime law do  
5 what the people who wrote it wanted it to do. And we  
6 simply said because we can't. It's just not written  
7 the way we need it to be written. So, what we did  
8 was charge them with possession of an incendiary  
9 device which is probably a fairly little used  
10 statute. It's a felony. We chose to use that charge  
11 for two particular reasons. One, we wanted to make  
12 it very clear, once again, that we meant business.  
13 That we were serious. That we considered this to be a  
14 very serious thing. The fact that these cases were  
15 assigned to myself, not so much as myself, but as a  
16 member of the felony division, but as opposed to  
17 someone who wanted misdemeanors, we wanted that  
18 message to go out. And also at the time of the Board  
19 hearing which is very early on after an arrest, we  
20 wanted to be able to get a substantial bond and get  
21 these guys off the street. Also, we felt that  
22 although it was very skinny and essentially we were  
23 using a statute that was probably not geared to do

1            what we were making it do, we thought we could get  
2            ~~least get beyond a directed verdict~~, which is the  
3            first step a prosecutors has to be able to do. We  
4            charged them, extensive legal battles, primarily  
5            directed around motions to dismiss based on the fact  
6            that there was no underlying crime. That we may have  
7            been able to charge them with possession of  
8            incendiary device, but they caught actually one of  
9            them with the gas can in his hand, we had to prove  
10           they were out to commit yet another crime of which we  
11           didn't have because if we had another crime, we would  
12           have charged them. However, we were able to survive  
13           the motion to dismiss and from a very -- and I'll be  
14           very honest from a cynical standpoint as a prosecutor  
15           from a technical standpoint, a motion to dismiss the  
16           Judge throws the case out. Okay, well, with the  
17           tenor in the community at that time, I don't know  
18           that any judge would want to be throwing out that  
19           kind of a case, for whatever reason. And, so the  
20           judge denied the motions to dismiss and basically  
21           said to us, okay, you go ahead. We'll let you take  
22           this to a jury. We'll see what a jury thinks of it,  
23           even though it's real skinny and you barely made it

1 past your motion to dismiss. However, the word  
2 became very clear to us that these people would not  
3 be going to prison. And, no judges came out and  
4 actually said that to us, but it became very clear  
5 that if, in fact, they were convicted, we were  
6 talking about probation. And the reason being for  
7 that was untraditional prosecution requirements for  
8 sending people to prison. We have to meet certain  
9 things. One, we would have to meet the fact  
10 that there would be certain prior conviction, prior  
11 records. People very rarely go to prison the first  
12 time around. These two really did not have much of  
13 a record. Two, age. These were very young men, I  
14 believe they were only 19 at the time. Three, crimes  
15 of violence generally will get you to prison faster  
16 than a crime that does not involve violence. We  
17 didn't have that. And four, because it was basically  
18 at that point victim neutral in the sense we did not  
19 have a specific traditional victim as we normally  
20 have in a criminal justice setting. So, once we  
21 received the word on that, we basically understood  
22 which way the wind was blowing. We wanted to take  
23 control of the process ourselves and create a

1 probation that we felt to be meaningful as opposed to  
2 what I referred to a street probation which means  
3 you're given a probation officer and you go out on  
4 the street and have all the basic conditions. We  
5 wanted to create something that we felt met some of  
6 the needs for the community at that time. In doing  
7 so, we attempted to speak with minority groups  
8 locally and we attempted to speak to minority groups  
9 within the state and even without -- throughout the  
10 country. We went back to some of the groups that  
11 called us complaining about why we were not using the  
12 hate crime laws, said, help us, give us ideas. We  
13 drafted what we believe to be a thoughtful probation  
14 for them, requiring mandatory racial sensitivity.  
15 Recruited some minority students from the local  
16 colleges to help us organize groups to go into the  
17 schools and to talk to the students about why this  
18 kind of behavior simply is unacceptable. We created  
19 extensive community services to make them aware of  
20 some of the minority's needs. We wanted to put  
21 them in position to have to work and understand what  
22 it means to work for a living if you do not have the  
23 kind of jobs that these people aspire to, although

1 they never get. In doing so, we felt we were  
2 actually ~~doing two things~~; we were changing the focus  
3 of what had traditionally been a specific victim  
4 incident by saying, look first of all the victims in  
5 this crime may not be a victim as you would have in  
6 an assault or rape, the victim is the minority  
7 community that it's directed to. That's the victim.

8 We have to revise our thinking as prosecutors, as law  
9 enforcement and say look, these are the victims,  
10 whether it was on anybody's front yard or not. And  
11 second of all, taking it a step further, by this  
12 point the entire community had been torn with  
13 division. We said beyond that we even consider our  
14 own entire community to be a victim of this and we  
15 feel you have to give something back. As a result of  
16 that, what I would like to be able to come and tell  
17 you is that it worked. As a result of that,  
18 however, basically all hell broke loose. I can't  
19 think of any other way to describe it. Within days  
20 of the sentence we received word that weapons were  
21 coming into school, that people were going to be  
22 coming in from outside of school to take matters into  
23 their own hands. The minority community felt

1 betrayed. The community people that supported our  
2 defendant felt that they had been betrayed.  
3 Basically, everybody was unhappy. As a result of  
4 that, we had a couple more crosses go up. As a  
5 further result of that, a local photographer took a  
6 picture of our defendant with the NAAWP, National  
7 Association for the Advancement of White People. This  
8 was during the period of time where David Duke was  
9 trying to further his gubernatorial aspiration. These  
10 boys made the front page of the New York Times. We  
11 had, in fact, inadvertently created folk heroes of  
12 them. Subsequent to this time, there was massive  
13 media interest, massive national media interest. And,  
14 as a result of that, cross after cross after cross.  
15 For a two week period, essentially we were under  
16 siege. I believe there were crosses going up at  
17 almost the rate of one a night, we had 14 crosses.  
18 Between the end of October and November I believe 17.  
19 And we were literally on standby status every night.  
20 We had patrol officers and myself and other attorneys  
21 available for this. As a result of those efforts, we  
22 were able to catch a couple more people. We were  
23 able to successfully prosecute them as well. Again,



1 under the hate crime statute again surviving the  
2 ~~motion to dismiss~~ and at this point basically we  
3 threw up our hands and we said, we don't know exactly  
4 what to do. So I know, you're just going to jail.  
5 We just put them in jail and we were able to resolve  
6 one case that way by saying the Justice Department  
7 had stopped in with investigative assistance as well  
8 as through the civil rights division with attorneys  
9 present and then they were able to -- they took one  
10 case and prosecuted them and basically that is the  
11 chronology of where we stand here in terms of where  
12 and what we're doing now.

19

13 MR. WOLF: I guess I have two questions.  
14 One would be, do you feel better equipped now to deal  
15 with cross burnings than you did two years ago, both  
16 with, especially with the assistance with the Justice  
17 Department and with state resources?

18 MS. CORKEN: Well, I would expect partly  
19 better simply because I'm a veteran simply because  
20 I've been through it. Also, we have developed, I  
21 believe, successful investigative techniques. I  
22 think John Mauss, our Chief of Police, has been  
23 speaking, so I don't want to usurp his efforts, but

1 we work very closely. Traditionally we have a very  
 2 good relationship with the police department. When  
 3 these cases come out, we would actually get called  
 4 out that night to prosecute, which is very unusual.  
 5 Sometimes we would even go to the scene that night.  
 6 We worked with them right up front and we are able to  
 7 put together cases that way. We also have more  
 8 concept of policy. We have a better understanding of  
 9 the community resources that we have at hand, and so  
 10 in that sense, I think we're better equipped for it.  
 11 I'd like to say it won't come back, but I know the  
 12 Klu Klux Klan is planning on coming back May 29 once  
 13 again to hold a rally again, but this time we've done  
 14 it and I hope we will be prepared.

15 MR. WOLF: How about the changes, what  
 16 further changes do you think might be necessary in  
 17 the law beyond what was just changed to make it  
 18 easier for you to prosecute?

19 MS. CORKEN: One thing we hoped for was  
 20 using the federal model in terms of the conspiracy  
 21 section. There was a conspiracy section in the  
 22 statute, however, we had to prove not only that there  
 23 was conspiracy to violate the civil rights, which we

1 don't have that, nor would that be a traditionally  
2 something we could probably prosecute. But, in the  
3 federal statute, there is something, conspiracy to  
4 violate civil rights, and we had hoped for and  
5 actually kind of lobbied for that to be included.  
6 Now, we don't know at this point whether we can use  
7 the regular conspiracy statute to jump one of these  
8 new sections, but I'm not positive of that. That was  
9 one of the things we had hoped for. I think it will  
10 be very helpful to us if added possible crimes for us  
11 to work with which would be very helpful. And so in  
12 that regard, I think it will be --

13 MR. WOLF: Did you lobby to try to eliminate  
14 the specificity in the underlying crime? I mean, it  
15 was two categories. It's been expanded to the four  
16 or five, is that right?

17 MS. CORKEN: No, we did not lobby for no  
18 underlying crime. So, I think that would probably be  
19 perceived as a violation of First Amendment right of  
20 freedom of speech. It's not a crime to have beliefs  
21 that is offensive. It's a crime to act on that  
22 belief and commit another crime. In doing so, and so  
23 we knew that we had to have underlying crimes. We

1. wanted more and we got more. We probably would have  
2. liked even more, one of which anolomy, willful  
3. injury, which is an assault causing a life  
4. threatening injury. We wanted that to be included,  
5. to jump a penalty on that. That was not basically  
6. what we refer to as general misdemeanor. Assaults  
7. have been included, but it's better than it was. So,  
8. we're not complaining. Now, we'll have to try a  
9. couple of them and see how they work.

10. MR. VAN LO: I'm not a lawyer, I don't know  
11. much about law and so on, but my question is that we  
12. have been talking about hate crimes and so on. Do  
13. you think the city or the locals can make some  
14. statute or law that can accommodate, supplement the  
15. flaw you're talking about?

16. MS. CORKEN: I don't believe so. The only  
17. authority a city has to create a law is for a simply  
18. misdemeanor which is a 30 day and/or hundred dollar  
19. fine. And that's the very lowest you can get.  
20. That's all a city has authority to charge any city  
21. offense can only be at that level. All of our  
22. offenses are now much greater than that. It would  
23. seem kind of a redundancy to charge somebody with a

1 violation and then a violation of a city ordinance,  
2 which is really the same as getting a minor traffic  
3 ticket. And that's the only authority the city can  
4 do, no matter what it wants to do. That's the  
5 highest penalty.

6 MR. VAN LO: And the Department of Waterloo  
7 couldn't do anything about it either?

8 MS. CORKEN: Not as a criminal violation,  
9 no. They could not. I don't know what the remedy  
10 would be to allow under the civil rights law, but in  
11 terms of getting something that would be punished  
12 criminally, that's as high as it can go.

13 MR. WOLF: I just have one more quick  
14 question. Do you think the community is better or  
15 aware now than they were when you did the initial  
16 prosecutions and community service or the probation  
17 sentence? Do you think they're better aware now the  
18 limits that you have in sentencing people?

19 MS. CORKEN: Yes. I think they're more aware  
20 basically of everything. As an example, we had  
21 butted our heads against the wall in prosecuting  
22 these guys for years. They don't look like normal  
23 criminals. They're cleancut, well-spoken,

1 well-dressed. Those that are married have kids, send  
2 them to catholic schools. They don't do drugs. They  
3 come to court, they cry, their extended family cries.  
4 And we've been harassed by people who are now  
5 supportive of our position for basically picking on  
6 these guys. Now, that has obviously over time, there  
7 is a certain vindication in saying, we told you so.  
8 But, I think the more important thing the entire  
9 community is aware. I was here for Mr. Osterberger's  
10 presentation. My children are in one of the school  
11 he is talking about. The kids come home with these  
12 issues all the time, which they never did in the  
13 past. I've presented presentations to public  
14 schools. The same thing at the public schools,  
15 business communities are aware of it. We went to a  
16 service club and said look, one of these guys when he  
17 was arrested, went back to work at the Pack and got a  
18 standing ovation in the hall, which is a big division  
19 and we said now look, let's set aside morals and  
20 let's set aside philosophy and let's set aside and  
21 the gossip message and just talk money. What if the  
22 minority community organized throughout the country  
23 stopped buying Dubuque products and they said Dubuque

1 is a bad place. They don't like minorities. I'm not  
2 going to buy anything from them. Now, we're talking  
3 money now, we're talking dollars and what's going to  
4 happen to the jobs in the hall, and what's going to  
5 happen to the jobs in the Pact. So, we made that  
6 effort to go to the community and speak to that level  
7 as well. And I think there is considerable more  
8 awareness of not only our limitation and say look,  
9 law enforcement can only do so much. We need  
10 churches, we need businesses, we need the schools we  
11 need the medical community, we need the banking  
12 community, areas of respect in the community to step  
13 forward and jump on the bandwagon too. That this has  
14 simply got to stop. It's just not acceptable.

15 CHAIRMAN ALLEN-SOMMERVILLE: Any other  
16 questions?

17 MR. HERNANDEZ: One quick question. Was  
18 there an actual five percent drop in the profits of  
19 the Pack?

20 MS. CORKEN: I don't want to speak for the  
21 Pack, however, I heard the same thing when all the  
22 national publicity was going on and the Dubuque  
23 Packing Product says Dubuque right on there and we

1 had heard that there for at least a certain period  
2 time that there was a certain awareness that these  
3 products were coming from the same place people were  
4 reading about in the paper and seeing on the news.  
5 And I heard the same thing, although I said I don't  
6 want to speak for the Pack. But I know we made  
7 people very aware of that, as being a potential  
8 issue. Basically, anything that we felt we could do  
9 to stop what was going on, we did or tried to.

10 CHAIRMAN ALLEN-SOMMERVILLE: Thank you.

11 We will break for lunch now.

12 CHAIRMAN ALLEN-SOMMERVILLE: We will resume  
13 the fact finding session. We will now address race  
14 relations in Dubuque from the city government  
15 perspective. Is the chief of police present?

16 MR. MAUSS: Yes.

17 CHAIRMAN ALLEN-SOMMERVILLE: If you will  
18 state your name, address and occupation for the  
19 record, and then proceed with a ten minute  
20 presentation and we will address questions.

21 MR. MAUSS: Thank you. My name is John  
22 Mauss, M a u s s, my address is 1515 Auburn Street in  
23 the City of Dubuque. I'm the Chief of Police for th



1           Dubuque Police Department. I've been the Chief of  
2           Police for the past seven years. In fact, it will be  
3           seven years this month. I've been a member of th  
4           Department for about 26 years. I plan to talk to you  
5           a little bit about our department, it's size and make  
6           up, and philosophy and training and plan to talk to  
7           you a little bit about crime and a rise in the City  
8           of Dubuque, and about hate crimes and our response in  
9           the City. I didn't plan to talk about city  
10          characteristics because I assume you've heard enough  
11          of those.

12                           The Dubuque Police Department is  
13          authorized 77 sworn officers and 7 non sworn  
14          civilians which would include a secretary, some  
15          clerical and parking enforcement. The communications  
16          center is a separate entity that would be in addition  
17          to that. We currently have a couple of vacancies so  
18          of the 75 sworn, three are women. Of the non sworn,  
19          six are women. We currently have no minorities.  
20          We've been addressing, we've been recruiting  
21          minorities fairly aggressively in the last several  
22          efforts, including one which is currently underway  
23          and, of course, we haven't completed it. I don't

1 know if you would like to take some handouts. I would  
2 like to give you just a couple of things. One would  
3 be a recruiting procedure that we use in the police  
4 department and this is a recruiting procedure that  
5 we've used the last couple of times. I would point  
6 out that one of the pictures on the brochure is a  
7 picture of a minority officer from another department  
8 and one of our officers. The standard of the national  
9 accreditation commission for law enforcement agencies  
10 suggested we should put minorities and women officers  
11 in the photographs on our recruitment brochure. And  
12 that presents a dilemma for a department that doesn't  
13 have one. We didn't want to be misleading, at the  
14 same time we wanted to do that to do as much as we  
15 can do to show that they were welcome. This is what  
16 we chose as our response. We also in the city have  
17 three park rangers who are certified law enforcement  
18 officers, not part of the police department, but they  
19 assist us when we need them and vice versa. And we  
20 have 20 non sworn auxiliary officers.

21 A little bit about the philosophy. The  
22 city has a value statement which you may have heard  
23 of which we, as a city department, subscribe to and

1       it shows the spirit. Spirit is an acronym that  
2       stands for Service, People, Integrity,  
3       Responsibility, Innovation and Teamwork. The police  
4       department also has a philosophy or what I would call  
5       an organizational statement which we developed prior  
6       to the city's spirit statement. This was developed  
7       really as a joint effort among all police officers.  
8       And this describes our mission of service to the  
9       community and protection of the community. And also  
10      describes the principles with which we strive to  
11      fulfill that mission; wanting to act with integrity,  
12      with compassion, with competence and with open minds.

13                   I will just say that what we discussed  
14      when we discussed this rather extensively in 1986, we  
15      had some debate over the section stating that we want  
16      to act compassionately, believing that each person is  
17      entitled to our respect and sensitivity. We had some  
18      debate about that and it was not -- didn't have  
19      anything to do with minorities, but it had to do with  
20      criminals and whether we really had to treat  
21      criminals with respect or dignity. And everything,  
22      of course, our consensus was yes, we do. Our  
23      direction was, yes, we do. And I think the

1 Department has bought into that very well. We do not  
2 require education beyond high school in the Dubuque  
3 Police Department, but we have a fairly well-educated  
4 department. We do pay an educational bonus for  
5 people who have more than two years college. So, we  
6 have people reporting to us -- we have among our 75  
7 officers, we have 2 with Masters Degrees, another one  
8 to receive it this spring, 21 with Bachelor's  
9 Degrees, 2 more receiving them this spring. Three  
10 with Associates Degrees, and 15 additional people  
11 with two or more years of college. We probably have  
12 more education than that in the department, but they  
13 don't have a reason to report it to us beyond the two  
14 year level. Each officer in the department is  
15 certified. They attend approximately 440 hours of  
16 basic training at the Iowa Law Enforcement Academy or  
17 equivalent training that the academy is equivalent.  
18 In addition to that, we have a 18 week field training  
19 officer program which each new officer goes through.  
20 And, an officer of course is on probation for the  
21 first year. So, they're under closer supervision for  
22 the first year. Besides the basic training, we do  
23 inservice training that averages about 60 hours per

1 officer, per year. This last year that included the  
2 segment on hate crimes. We had members of the NAACP  
3 come in and help us present that training on hate  
4 crimes and the impact of hate crimes on the  
5 community. We obviously sent officers to other  
6 specialized schools. In the past two years each of  
7 our people who had not previously gone through it,  
8 each of our people both sworn and non sworn, except  
9 our latest hire, has been through a two day workshop  
10 called the Urban Potential Workshop which deals with  
11 sensitivity towards minorities; particularly  
12 sensitivity towards blacks. We have a procedure for  
13 complaints against officers. I'll just tell you that  
14 in 1991 we had 18 complaints against officers, two of  
15 those were filed by minority members of the  
16 community, one resulted in counseling, the other was  
17 not found to be founded. One was for rudeness. I  
18 think I said, and one was for excessive force in  
19 1992. So far we have had five, one was by a minority  
20 and asserted rudeness on the part of an arresting  
21 officer. I'd like to tell you just a little bit  
22 about how Dubuque compares to the nation and the  
23 State of Iowa in crime. In short, we're lower

1 than -- we have a lower crime rate per one hundred  
2 thousand people than do most cities this size across  
3 the nation. That's consistently been true. To take  
4 the figures for 1990 from the FBI uniform crime  
5 reports, the standard metropolitan statistical areas  
6 across the country had an average of 855.9 violent  
7 crimes per 100,000 residents and about 5,700 property  
8 crimes. The cities above 50,000 in Iowa with 626  
9 violent crimes per 100,000 and 7,000 property crimes.  
10 Dubuque with 898 violent crimes and 4,300 property  
11 crimes, approximately per 100,000 people. Our  
12 violent crimes appear high because I think we're over  
13 classifying some of the domestic abuse assaults that  
14 wind up being what in Iowa is a serious misdemeanor,  
15 but under uniform crime reporting, would not be  
16 aggravated assault. So, for that reason, that  
17 particular category is high. We clear more crimes --  
18 a higher percentage of crimes than typical cities  
19 across the country. Typical cities across the U.S.  
20 clear 45 percent of violent -- 45 to 50 percent of  
21 violent crimes and about 18 to 20 percent of violent  
22 crimes. We generally clear about 66 to 75 percent of  
23 violent crimes and about 24 percent of the property

1 crimes and a large part of that is in the different  
2 nature of the crime. Now, when we get into certain  
3 crimes like murder, our statistics aren't very  
4 statistically significant. In 1991 we had two  
5 murders. They were the first ones we had had since  
6 1987. They were both cleared, so we had a hundred  
7 percent clearance rate. However, in 1987 with one  
8 murder, we had zero clearance rate because we did not  
9 clear that one.

10 In looking at our arrests, in 1991 we  
11 made a total of 2,304 arrests. Of those 141 or 4.4  
12 percent were non white, the rest were white. The  
13 highest categories of those would be weapons where we  
14 had a total of 44 arrests for weapons violations in  
15 1991. Four of those involved non white defendants or  
16 that would be 8.3 percent. The category of other  
17 assaults which would be less than aggravated assault,  
18 23 of 299 total arrests were non white or 7.7  
19 percent. The overall average again is 4.4 percent.

20 I'd like to tell you a little bit about  
21 our history in hate crimes between '85 and 1988 we  
22 had a series of hate crimes against Asians and we  
23 cleared a series of crimes against Asian women with

1 the arrest of one individual. In 1988, we had three  
2 cross burnings in public places, although we didn't  
3 clear any by arrests, we did obtain depositions which  
4 were credible to us as to who was involved in the  
5 cross burnings. At least two of those followed  
6 interracial place where the group that we're talking  
7 about was involved. Several of those people were  
8 charged with other crimes, but not with hate crimes.  
9 In October of 1989 we had a cross burning at a  
10 residence at a garage that wasn't recognized as a  
11 cross burning to begin with because the garage burned  
12 down and it was in going through the debris of the  
13 garage later on a charred cross was found. Two  
14 juveniles were convicted as adults and were  
15 transferred to adult court and convicted. In 1991  
16 we had 12 cross burning incidents in the city and two  
17 additional just outside the city. Of those, we  
18 cleared 8 of the ones in the city or 9 of the total  
19 arrests. We had arrested 9 persons. I believe we  
20 had five cases of school grafitti of which we cleared  
21 two by arrest and we had at least four other cases of  
22 other grafitti. In 1992 so far we have had at least  
23 three cases of grafitti. Generally, KKK and two, at





1 ---- one of my first questions I was going to ask you and  
2 that is how you treat hate crimes different from  
3 other crimes and you mentioned that you remove the  
4 paraphernalia and the symbols. What about the  
5 convictions of those hate crimes, how is that going?  
6 What do you do with that when that happens?

7 MR. MAUSS: Well, our case preparation is  
8 similar to others. I believe we have not had any  
9 cases that come down through the system that have not  
10 resulted in convictions. In other words, all of the  
11 cases that we've arrested that have completed the  
12 system have resulted in convictions.

13 MS. FRIAUF: Do you feel that the new law is  
14 going to help you with conviction or have you not had  
15 a problem with that?

16 MR. MAUSS: Most of our convictions have not  
17 been under the hate crimes part of the state law.  
18 They have been for other offenses. I think that the  
19 new hate crime law in Iowa is going to help us  
20 because it broadens the kind of crimes which can be  
21 considered hate crimes. I think one bit of  
22 improvement is still needed and that's to broaden the  
23 definition of the target group. In other words, the

1 -- - way our current law is stated; it requires us to show  
2 that a person or persons is the target and we believe  
3 that means we have to identify specific people or  
4 specific groups of people. I believe it should be  
5 worded more broadly to include a race or a class of  
6 people.

7 MS. FRIAUF: I really don't know if I  
8 should ask you this, but in terms of what we're  
9 discussing, race related incidents and excessive  
10 force in the police department, what has been the  
11 reaction in your department to the Los Angeles  
12 problem? Has there been a lot said or are people  
13 reluctant to talk about it? I feel like it's  
14 something that we're all in and we need to discuss.

15 MR. MAUSS: I think at the time of the  
16 initial Rodney King tapes, the beating of Rodney  
17 King, being showed on t.v., at that initial time and  
18 with the amount of coverage that that got, and as  
19 abhorrent as that tape was, I think it raised the  
20 level of skepticism and we have questions, and  
21 perhaps complaints about officers resulted from that.  
22 I have not heard any more of all the officers that  
23 I've talked to, we've not heard any similiar

1 ~~reactions responding to the failure to convict or the~~  
2 riots, the turnoil, the looting that's going on now.  
3 I'm hoping that the people in this community will  
4 respond responsibly and will continue to do that and  
5 we used a great deal in restraint in making our  
6 arrests.

7 CHAIRMAN ALLEN-SOMMERVILLE: Any other  
8 questions?

9 MS. STASCH: In your training of the  
10 officers in the very beginning, you didn't mention  
11 the fact that you have later on in service training  
12 up to 60 hours a year. What kind of sensitivity  
13 training do you give them in handling difficult  
14 situations while you're training them?

15 MR. MAUSS: In the inservice training?

16 MS. STASCH: No, this is while they are  
17 training to become officers, not as they go every  
18 year, but I mean initially do you train them in  
19 sensitivity and in dealing with racism in dealing  
20 with minorities and handling the what if situations,  
21 you know, before they're graduated or while they're  
22 training?

23 MR. MAUSS: Yes, 440 hours that ILEA,

1 ~~something over 40 hours~~ is devoted to human relations  
2 in general dealing with, and much of that deals with  
3 specific categories of people. It deals with, for  
4 example, mentally handicapped. It deals with racial  
5 minorities. I think only two hours are dedicated  
6 specifically to racial minorities of that 44 or 48  
7 hours. In addition to that, we, of course will go  
8 through our philosophy. We emphasize that we go  
9 through our rules and regulations and our FTO's, our  
10 field training officers, who supervise the new people  
11 have all had sensitivity training and all emphasize  
12 that as we do the best we can too.

13 MS. STASCH: But, only two hours is devoted  
14 specifically to the racial issue?

15 MR. MAUSS: In the ILEA curriculum. I  
16 believe two hours are directed specifically towards  
17 dealing with minorities, racial minorities.

18 MR. WOLF: That's at the academy. That's  
19 beyond --

20 MS. STASCH: I'm talking in the academy.  
21 Where do they initially get -- I'm happy to see it  
22 ongoing, but that's what I'm talking about, what do  
23 they initially get? You get a young recruit out

1 there in the field, you know, he's graduated. What  
2 does he have and how does he know what to do dealing  
3 with certain issues? A lot of times that's when at  
4 least that's been my observation, is when some people  
5 get in trouble.

6 MR. MAUSS: Well, an officer doesn't work by  
7 himself in our department until he's completed the 28  
8 week field training officer program. So, he would be  
9 exposed to that, in addition to what training we  
10 have.

11 MS. STASCH: Okay.

12 MR. VAN LO: Do you have any minorities in  
13 your police force?

14 MR. MAUSS: No, we do not, not at the  
15 present time. We would like to have some. We're  
16 recruiting some. We do not have any.

17 MR. VAN LO: How did you handle the problem  
18 of like when you say you have some crime against the  
19 Asians. All the minorities who can not speak  
20 English, how do you handle that?

21 MR. MAUSS: We find interpreters from the  
22 school. We have an officer who is married to a  
23 Korean and she has come in for us and interpreted

1

1 when it's the Korean language. For the most part,  
2 the Asian victims that we encounter also spoke  
3 English.

4 MR. VAN LO: Are they mostly -- what is the  
5 cause of the crime against the Asian? I'm Asian.  
6 What is the crime against them? Is it racially  
7 motivated?

8 MR. MAUSS: One of the crimes that we did  
9 not solve was an Asian professional person who owned  
10 a home and had the home vandalized with racial  
11 grafitti. The crimes, the series of crimes of which  
12 there were 7 or 8, I believe, against the Asian  
13 women, were assaults on Asian women or harassment of  
14 Asian women that probably would have led to assaults  
15 had not the person been arrested.

16 MR. VAN LO: You saying that you have some  
17 Asians that speak English and so on. I believe that  
18 from my understanding you have catholic diocese have  
19 sponsored many Vietnamese who came to this area and I  
20 believe also that those people are not speaking much  
21 English. And that's why I'm asking is anything being  
22 done to help those people?

23 MR. MAUSS: We do not have any. We do not

1 have anyone on our department that speaks an Asian  
2 language except perhaps Korean. We do have a wife  
3 who we've called in. Otherwise, we look to the  
4 colleges or anywhere else. We might look in our  
5 resources for our interpreters.

6 MR. VAN LO: Do you have any plans to  
7 recruit in this area?

8 MR. MAUSS: Only for resources that we can  
9 call on.

10 MR. FURGERSON: Can you get a volunteer from  
11 the Asian community who can be the interpreter for  
12 you if you need one, have a person who you can call  
13 if you run into difficulty?

14 MR. MAUSS: I think we could. We've always  
15 been successful in finding someone.

16 MR. FURGERSON: I have one more question.  
17 We heard some talk this morning that the Klu Klux  
18 Klan was planning another visit to Dubuque. What is  
19 your feeling about this? How did you cope with it  
20 when they were here the last time? I know I didn't  
21 read anything -- read of any incidents. How do you  
22 prepare your force, how to deal with this?

23 MR. MAUSS: Well, we prepare them, there's a



1 quote from a French philosopher of three hundred  
2 years ago that basically says: "Though I disapprove  
3 of what you say, I'll defend with my life your right  
4 to say it." I don't agree with the message that the  
5 Klan was -- I certainly don't agree with their  
6 history or condition. I don't support them, but  
7 we're obligated, I believe, to protect their right to  
8 say what they have to say when it comes time. If  
9 they're not committing a crime, that's how we  
10 approach it. And that's in fact what we have told  
11 the officers. We've had not only the Klan, but other  
12 groups in town. What we try to do is make a present  
13 visibility. That's high enough to maintain order and  
14 so far we've been successful in that.

15 MS. GONZALEZ: I apologize for coming in  
16 late. You stated that you had computer lists for the  
17 past year, am I to assume then like if we were going  
18 to request reports on the arrests of an individual  
19 break up by sex or gender, and also by race and the  
20 types of the complaint. The infractions would take  
21 about possibly to obtain that information. Yes, we  
22 have had that on occasion. I gave you some  
23 statistics that come from that breakdown. The part we

1 were having a problem with the uniform crime report  
2 are going to -- what's called the national incident  
3 base reporting system as opposed to the old summary  
4 based part of system on. We reported on a summary  
5 basis last year because the part of the software that  
6 dealt with the incident, based reporting, had some  
7 glitches.

8 MS. GONZALEZ: And then the other question  
9 is you have 60 hours upon completion of the ILEW.  
10 Then 60 hours annually you have assigned for  
11 training. How much of that you may have will be  
12 covered, how much of that includes multicultural non  
13 sexist type of training?

14 MR. MAUSS: Well, in the past two years all  
15 of our officers who had not been previously been  
16 through it went through a two day urban potential  
17 workshop with dealing with racial sensitivity.

18 MS. GONALZEZ: What about those who went  
19 through the academy? If they went through the  
20 academy, then they go through or is this only for new  
21 officers, correct?

22 MR. MAUSS: No, all members of the  
23 Department except our newest hire, have now been

1 through that program. Most of them within the last  
2 two years.

3 MS. FRIAUF: Who is the instructor for that  
4 course?

5 MR. MAUSS: The instructor has been C. T.  
6 Vivian. It's now L. Vivian, his son.

7 CHAIRMAN ALLEN-SOMMERVILLE: Chief Mauss, we  
8 certainly want to thnk you.

9 MR. MAUSS: Thank you.

10 CHAIRMAN ALLEN-SOMMERVILLE: Thank you.  
11 Roger Maiers. For the record, please state your name  
12 to make certain we have it correctly. State your  
13 name, your address and your occupation?

14 MR. MAIERS: My name is Roger Maiers, I live  
15 at 1495 Alburn Street in Dubuque. I work at the John  
16 Deere, the computer system department. I heard you  
17 tell Chief Mauss he had ten minutes. Instead of mine  
18 to follow, I'd like to add a couple of extra minutes,  
19 if I could. I've been trying to work this down.  
20 I've got it down to fifteen minutes. I'll do some on  
21 the fly editing if I will.

22 I have lived in the Dubuque area all of  
23 my life, and I've been on the Human Rights Commission

1 since 1986 and I chaired the Commission from July,  
2 1989 to July, 1991.

3 The Dubuque Human Rights Commission  
4 gets its existence and authority from Chapter 27 of  
5 the Dubuque Code of Ordinances. The Commission  
6 consists of nine members, who are appointed to three  
7 year terms by the Dubuque City Council. The  
8 Commission's primary role is to establish policy and  
9 assist staff in whatever ways it can. Day to day  
10 functions are performed by a three person staff  
11 consisting of a Director, an Investigator and a  
12 Secretary. This is a minimal staff required to  
13 support the case load for a community of Dubuque's  
14 size. Fortunately, the job gets done very well  
15 because of the staff's commitment and experience.  
16 Current operating budget for fiscal year 1992 is  
17 \$145,000. I'm going to skip over some personal  
18 experiences of my own. I have copies of all of this  
19 material.

20 When I joined the Commission in 1986, I  
21 expected that racial discrimination cases would be  
22 its primary focus. However, I discovered that  
23 disability and sexual complaints were the statistical

1 leaders, although race complaints are increasing.  
2 Following are some general statistics from the past  
3 three fiscal years. Our fiscal year runs from July  
4 through June. That helps illustrate the point. Data  
5 from prior years would generally reflect the same  
6 pattern. I won't go through all these numbers, I'll  
7 just point out a few things. Over the past three  
8 years we've averaged 48 formal cases per year. Of  
9 those 48 cases, over the last three years on average  
10 18 were related to sex. I'm sorry, 18 were related  
11 to disability, 15 related to sex, 9 related to race.  
12 Over the past three years, the number of race cases  
13 has increased. In 1989 there were six cases, in 1990  
14 there were 9, 1991 there were 11. So, you can see  
15 the trend is going up. If you go back further in  
16 '80s you see 1, 2 and zero. So, it's increasing.

17 Despite the general prejudicial  
18 attitude that seemed to exist, there were very few  
19 racial complaints coming in the door. Some of the  
20 more prevailing theories to explain this were:  
21 There's a small minority population base to begin  
22 with. Racial discrimination cases are difficult to  
23 sustain - especially in Dubuque. Complaining might

1        only make the situation worse. Racial discrimination  
2        is extremely demeaning to the victim, who doesn't  
3        want to draw even more attention to it. An  
4        assumption that an all white staff would lack empathy  
5        for the victim. A perceived lack of confidence in  
6        the system. I don't know which of those theories are  
7        the prevailing ones, but those are the things that we  
8        seem to hear as reasons we didn't get many racial  
9        complaints.

10                    In looking back on it now, I feel our  
11        general attitude was "we can't do much without  
12        complaints". Our primary focus was enforcement and  
13        we dealt with the cases we got. Even though the  
14        Commission and staff felt there was a big, silent  
15        problem out there. We didn't know what to do about  
16        it. It was our sense that the community really  
17        wasn't interested in the subject and it was best to  
18        just leave well enough alone.

19                    All that changed in October of 1989  
20        when the garage/cross burning incident occurred.  
21        Even though there had been prior burning incidents in  
22        the 1980 decade. This one really got the community  
23        aroused, and I'm providing some new articles. Chief

1 Mauss mentioned some of the things that happened in  
2 the '80s. I will pass over that to answer one  
3 question from over here, June 26, 1982 the word  
4 "Chink" was burned into the lawn of an Asian couple  
5 in the grass, and that was one of the incidents  
6 against the Asian families.

7 In the wake of the 1989 incidents, the  
8 garage burning, several individuals, and  
9 organizations encouraged the Human Rights Commission  
10 to initiate some kind of community action in dealing  
11 with racial prejudice in Dubuque. We didn't have  
12 instant magic answers, but after several months of  
13 brain-storming and discussion, a two page policy  
14 statement, which I believe you have, was developed.  
15 That policy embodied several key conclusions on our  
16 part: Attitude changes were needed, not more civil  
17 rights laws. Education, at all levels, was an  
18 essential factor in changing attitudes. Equally  
19 important was increased exposure to different races  
20 and cultures. No particular race or culture should  
21 be given any special preference or priority. Change  
22 would not occur by itself; planned, positive action  
23 was needed. Broad-based community leadership and

1 participation were essential to success.

2 In May of 1989, I authored a guest  
3 editorial in the Telegraph Herald to explain to the  
4 community how the Commission felt about the pervasive  
5 attitude in Dubuque, and asking for public  
6 participation in bringing about change. In addition,  
7 the Commission developed a list of about 70 names who  
8 were specifically invited to participate. This was  
9 not an attempt at favoritism, but rather to help  
10 assure a broad range of participation representing  
11 labor, management, education, professions, religion  
12 and everyday folks. Unfortunately, only about 15  
13 people were initially willing or able to participate.  
14 Eventually the group grew to about 20 people. Along  
15 the way the term Constructive Integration was coined  
16 to give the group some identity. Armed only with the  
17 policy statement developed by the Human Rights  
18 Commission, the Constructive Integration Task Force  
19 began its work in October, 1990. Their charge was to  
20 develop a plan which would help produce improved  
21 racial and cultural harmony and understanding in  
22 Dubuque.

23 While wanting to provide support and





1 encouragement, the Commission agreed to maintain an  
2 arm's length distance from the task force. One  
3 Commissioner, Don Miller, was appointed as a liaison  
4 to the task force. His primary mission was to serve  
5 as a communication link between the two groups. The  
6 Human Rights Director agreed to provide, at no  
7 charge, his professional skills in facilitating the  
8 group. His primary function was to provide structure  
9 to the work sessions, but not to influence the  
10 group's thoughts or conclusions. When the Director  
11 resigned, the group asked Don Miller to serve as  
12 interim acting facilitator until a permanent  
13 replacement could be determined. The arrangement  
14 worked so well that Don continued in that role  
15 through the balance of the project. My occasionally  
16 observations, plus conversations with task force  
17 members, assured me that Don very effectively  
18 maintained a neutral role and did not try to  
19 influence the group in its deliberations.

2

20 We had always envisioned a two phase  
21 process, consisting first of plan development  
22 followed by implementation. The initial task force  
23 members were committed only to the planning phase.

1 It was agreed they would bring their product back to  
2 the Commission and we would then mutually determine  
3 how to proceed with the implementation phase.  
4 Following review of the plan in April, 1991, the  
5 Commission and task force agreed to jointly inform  
6 the city council of what had been developed so far,  
7 and what the next intended actions would be.  
8 Technically we probably didn't need city council  
9 approval, but we certainly felt their awareness and  
10 support were critical to success. It's know as  
11 teamwork.

12 Two task force members and I presented  
13 the plan to the city council in May, 1991.  
14 Conceptual approval was given by a 6-1 vote and it  
15 got fairly heavy coverage by the local news media.  
16 Negative reaction began surfacing almost immediately  
17 and exorbitant, unfounded cost estimates were being  
18 presented as fact. The false rumors started feeding  
19 on one another and people were reaching all kind of  
20 erroneous conclusions based on hearsay, without  
21 having ever read the plan. This was all further  
22 propagated through the Letters to the Editor forum in  
23 the local newspaper. That's not a criticism of the

1 paper, because free speech is one of the great rights  
2 we have in this country. But, it sure provided a  
3 convenient and far-reaching method of spreading false  
4 information.

5 The Commission and task force wrestled  
6 with how to combat all the misinformation and fear  
7 that was spreading through the community. Some  
8 negative reaction had been anticipated, but this was  
9 more than expected. Rather than give a knee-jerk  
10 reaction to every negative comment that was made, it  
11 was agreed a calm, reasoned response was needed.  
12 With the cooperation of the Telegraph Herald,  
13 concerns and questions were solicited from the  
14 community and I agreed to prepare responses. The  
15 answers were reviewed with the Commission and task  
16 for members and concurrence was reached before  
17 submission to the paper in early July. It was then  
18 another week or so before newspace could be made  
19 available to print them. By this time, the cross  
20 burnings and other incidents had begun, false  
21 information had become truth, and the community had  
22 become polarized in the issue.

23 The Telegraph Herald was extremely

1           supportive in promoting the question and answer  
2           series and providing much more newspace than had been  
3           planned. However, it still amazes me as to the  
4           number of people who missed it completely, or simply  
5           didn't take time to read it. Or they read some, but  
6           not all, et cetera. Or they didn't believe the  
7           answers because the earlier false rumors had already  
8           become the truth in their mind. Many of these same  
9           people still don't understand what the real goal of  
10          the plan is.

11                                 In addition to the newspaper series,  
12          commission and task force members participated in  
13          other media forums such as local radio and television  
14          call-in programs. Although it's difficult to measure  
15          I believe a cumulative positive result evolved from  
16          all these efforts, since emphasis was placed on  
17          getting to the truth of what Constructive Integration  
18          was all about. The local media understood what was  
19          happening in Dubuque, and provided opportunities for  
20          clear, rational explanations to occur.

21                                 However, those local programs should  
22          not be confused with the national media hype that  
23          evolved late last year, where the emphasis was the

1 controversy, confusion, and ratings, not the truth.  
2 I wonder how many people realize that only one task  
3 force member ever appeared on any of these programs.  
4 A commissioner also appeared on one program, but that  
5 was incidental to her primary role as a high school  
6 counselor who dealt with racial problems at her  
7 school. How much credibility can be placed in a  
8 forum that allows, even encourages, uncontrolled  
9 rantings by people who weren't even familiar or  
10 involved with the process that produced the plan?  
11 Responsible programming should normally produce some  
12 type of balanced, knowledgeable presentation, but  
13 that seemed secondary to holding viewers' attention.  
14 I'm not faulting the local people who participated;  
15 the professionals dictated the flow and content of  
16 these productions and they got exactly what they  
17 wanted. It's unfortunate that Dubuque was victimized  
18 by these programs, but we'll survive.

19 In conclusion, I want to say that  
20 despite all the emotion and trauma of the past year,  
21 I believe Dubuque will be a better community for it  
22 in the long run. Even though they may not yet be  
23 comfortable with it, most people at least have a

1 heightened awareness of the population changes that  
 2 are occurring in this country. Indifference has been  
 3 replaced by interest. There's a realization that  
 4 Dubuque cannot remain immune forever from these  
 5 changes. It's no longer a question of how to prevent  
 6 it, but rather how to live with it. In the past year  
 7 it seems there have been more local educational  
 8 forums and programs on this subject than in the  
 9 previous ten. We're moving forward a step at a time.  
 10 That doesn't mean things are perfect and there won't  
 11 be problems down the road. But, Dubuque is in a  
 12 different place than it was a year ago, and I don't  
 13 think we'll ever fall back to that old position  
 14 again.

15 I appreciate the opportunity to meet  
 16 with you this afternoon, and hope I've provided  
 17 something of value. I'd be happy to answer any  
 18 questions you may have.

19 MR. WOLF: I'd like to explore with you what  
 20 the relationship is between the Human Rights  
 21 Commission and the new Council on Diversity and how  
 22 that differs from the relationship that you had with  
 23 the Constructive Integration Task Force?

1                   MR. MAIERS: I think our relationship is  
2                   good and I think the best way to illustrate that is a  
3                   year and a half ago when -- two years ago, almost, we  
4                   started exploring what we could do and how we could  
5                   get the community involved. If you were to ask us  
6                   to write a model of the kind of organization that we  
7                   would eventually like to see in Dubuque, it would be  
8                   the Council for Diversity. That's the type of  
9                   organization we hope to reach to. It's got the right  
10                  combination of leadership and resources and community  
11                  interest and participation. That's the kind of group  
12                  we want and we don't have day to day working  
13                  relationship. Our focus has always been this should  
14                  not be a Human Rights Commission organization that  
15                  does this. This should be an independent organization  
16                  within the community. And so I feel real good about  
17                  that.

18                 MR. WOLF: Because that seems different than  
19                 the way the task force was set up. I mean, you  
20                 essentially contact people to help create that task  
21                 force. The Human Rights Commission, they were to  
22                 report back to you. It's your decision to take it to  
23                 the City Council for endorsement. Is there a more



-1 formal relationship there?

2 MR. MAIERS: Perhaps a little bit because we  
 3 were trying something new. We didn't really know how  
 4 to go about it, but we felt the first thing we had to  
 5 do was get some people interested and willing to put  
 6 in some time and effort and we didn't want to  
 7 abandon, we felt we needed to provide an armchair for  
 8 them and once they had reached a certain point in the  
 9 development plan, we didn't want to give them the  
 10 total responsibility to to running off and try to  
 11 implement it. And they said come back to us and  
 12 we'll work together and we'll see where we go next.  
 13 And so that's the base of what's been started. And  
 14 once we had gotten through an implementation process,  
 15 we had hoped we could evolve into something like the  
 16 Council for Diversity. Fortunately, that came along,  
 17 which it sprang up. And that was great.

18 MR. WOLF: Will they point back to you?

19 MR. MAIERS: No, they're completely  
20 independent.

21 MR. WOLF: Does the Commission have any role  
22 in helping to hire the executive director for the  
23 council?

1                   MR. MAIERS: No. The only role any  
2                   commission members might have is that they want to  
3                   join some of the managers and so forth that are a  
4                   carry over from the Constructive Integration Task  
5                   Force. And they'll be molding in as part of the  
6                   Council for Diversity initially. We told our  
7                   commissioners we don't want you to participate in the  
8                   task force. We want to maintain that source of  
9                   independence, you know, a more concrete effort  
10                  evolved. We're not telling our commissioners you  
11                  can't participate. You can go the same as any other  
12                  citizen in Dubuque. You can go and get on there.  
13                  They're not on there as a commissioner, just a  
14                  general member.

15                  MS. STASCH: What is the make up of your  
16                  Human Right Commission, your nine members; what is  
17                  the make up?

18                  MR. MAIERS: In terms of sex, I think we  
19                  have four or five women, one black person, one  
20                  handicapped person -- two handicapped people. I  
21                  wasn't prepared, I didn't have them all thought  
22                  through, but it's about half and half as far as  
23                  male-female.

1 MS. STASCH: You have some diversity, you  
2 have two handicapped people on it. That's pretty  
3 much --

4 MR. VAN LO: Doyou have a tough time  
5 recruiting Asians to be members?

6 MR. MAIERS: Well, you know, as far as the  
7 Commission is concerned, we normally don't go out and  
8 recruit commissioners. That's a voluntary thing. If  
9 people want to get on the commission, people go to  
10 City Hall, they fill out the application, and they're  
11 selected by the council. I know of one Asian person  
12 and I've talked to him several times trying to get  
13 him to consider applying for the Commission, and it's  
14 not just the type of thing he wants to do. So, I  
15 don't know if we have a problem. I don't know that  
16 there's been a specific effort directed along those  
17 lines other than my own personal --

18 MS. STASCH: How do you handle your  
19 complaints? You have 48 complaints, how do you  
20 handle them?

21 MR. MAIERS: Well, that's what the staff  
22 does, and just to explain a little bit. When I say 48  
23 complaints, that's 48 situations that evolved to a

1 formal complaint charge. Of those 48 complaints that  
2 number which is an average for the last three years,  
3 it evolved out of an average of 724. What we refer  
4 to as in-take situations that came in the door or  
5 over the phone where somebody either thought they had  
6 a problem or had a question, had a concern and out of  
7 all of that, 48 formal complaints evolved and the  
8 staff handle all of that. And there's a very definite  
9 prescribed process that they go through that's  
10 defined in the City Code, the civil rights law.

11 MS. STASCH: The Commission does not sit in  
12 unless in fact finding?

13 MR. MAIERS: That's correct. It's all kept  
14 in the strictest confidence and the Commission does  
15 not get involved in cases unless it proceeds on the  
16 public hearing stage and then the Commission will get  
17 involved in hearing cases and making judgments. But,  
18 there are very few cases that ever get to that point.

19 MS. STASCH: What's the purpose of the Human  
20 Rights Commission then?

21 MR. MAIERS: The purpose of the Human Rights  
22 Commission, as I indicated, is establish policy, work  
23 with staff, provide some guidance to them. We work

1 wit the staff very closely, but the staff is the one  
2 that does the day to day work.

3 MR. VAN LO: How do you inform or educate  
4 the minority population about human rights process?

5 MR. MAIERS: Well, we try to maintain a  
6 fairly active outreach program and it's, basically it  
7 falls within the work at the Human Rights Director to  
8 speak to different organizations, college campuses  
9 and that sort of thing. And that sort of thing has  
10 been to varying degrees over the years. The  
11 Commission, I must admit, doesn't have per se a real  
12 formalized program for going out doing that. We try  
13 to encourage others besides just the commission to  
14 take up the gauntlet and the local colleges and  
15 school system in recent years are doing an effective  
16 job of that. So, we try to encourage and promote, I  
17 guess, more than we do ourselves.

3

18 MR. JENKINS: As you know, Dubuque Human  
19 Rights Commission is also participating in a major  
20 study about the Iowa Advisory Committee on the state  
21 and local civil rights agency. Many of your  
22 questions that you have, we have the information  
23 already in te office; that's been supplied. And

-1 this is a continuing study while we will hopefully  
-2 complete within the next several months.

3 MS. FRIAUF: Can I ask one? How does your  
4 organization task force view the new diversity group?  
5 I kind of feel like you've taken the plan out of the  
6 plan, you know? You had some direction going at the  
7 beginning; what you were going to do and how you were  
8 going to do it. Now it sounds more like a mission  
9 statement or a vision statement. And I wonder how  
10 your original members feel about that? Do they have  
11 any input? Are they going to follow up? Do you  
12 still meet?

13 MR. FURGERSON: Let me take it on that  
14 because what I want to know is he open to mistake  
15 that the plan is going to be communicated better in  
16 the future?

17 MR. MAIERS: I'll try to cover both those  
18 points again. I'm not a member of the original task  
19 force nor are any of the commissioners. So, I can't  
20 speak for the task force members. I do note that two  
21 members of the original task force are now part of  
22 the Council for Diversity. So, I guess that's an  
23 indication that at least two people think it's a good

1 thing. And they were willing to continue on. I don't  
2 know of any task force members who have spoken  
3 against it or opposed of it and the few informal  
4 conversations I've had with some people, they seem  
5 comfortable with it. I feel optomistic I think that  
6 people, my impressions at this point that the people  
7 who have come forth from the community are really  
8 sincere, they really want to see this thing go. And  
9 I think they realize this is an economic necessity,  
10 whatever the motivation might be, as long as the  
11 result is achieved, I think its okay.

12 MR. FURGERSON: Yes, but you said there was  
13 a communication problem in the first one. Do you see  
14 that you're going to be able to avoid that this next  
15 time around?

16 MR. MAIERS: I don't know that you can ever  
17 completely solve communication problems because any  
18 good communication requires two parties; a receiver  
19 and a sender. And I think we have been sending and,  
20 the Constructive Integration Task Force has been  
21 sending throughout this whole project, but the  
22 receiving wasn't as good as it could have been. I  
23 think the word was getting out, people were not

1 receptive to it or ready or we're too busy with other  
 2 things or whatever. I can't guarantee that  
 3 communications will be perfect, but I think this  
 4 group realized that there's a need to maintain good  
 5 relationships with the people in the community and  
 6 that involved communication.

7 MS. GONZALEZ: Sorry to jump on that. We  
 8 may have the information at the office, but you  
 9 stated that the primary focus was on enforcement.  
 10 What's the other, education?

11 MR. MAIERS: Education.

12 MS. GONZALEZ: Do you coordinate programs  
 13 and activities with other agencies, provide advocacy,  
 14 provide them with information regarding human rights  
 15 issues, coordinate programs? Is that part of it?

16 MR. MAIERS: Yes. Again, that's handled a  
 17 lot through the staff, but they have a heavy supply  
 18 of materials in the office that people can come in  
 19 and get or they can call and ask questions, and then  
 20 they go out and speak to people.

21 MS. GONZALEZ: I also -- I'm asking taht is  
 22 that the mission statement of the Council on  
 23 Diversity and the position description of the



1 executive director? A lot of examples of what that  
2 description seems to fall under the category or some  
3 of the, I guess, mandated or whatever the  
4 responsibility of the commission, the Human Rights  
5 Commission. Do you see or perhaps a dual role,  
6 duplication?

7 MR. MAIERS: There perhaps could be some  
8 duplication of effort, but I don't perceive it as  
9 conflict. I don't think you can get too much of that  
10 sort of thing. I think if we get more than Human  
11 Rights Commission trying to do that, that's better,  
12 that's good because the more of that you can generate  
13 to promote, the better.

14 CHAIRMAN ALLEN-SOMMERVILLE: Thank you, Mr.  
15 Maiers, and I think the Committee will carefully  
16 review the information that the Human Rights  
17 Commission has submitted.

18 Is the representative from the 4th Ward  
19 present?

20 After stating your name, giving your  
21 address and your occupation, then you may provide us  
22 with approximately ten minutes of content.

23 MR. VOETBERG: My name is Dirk Voetberg, my

1 address is 779 University, Dubuque. I am a college  
2 professor, a management consultant and I'm a  
3 representative of the 4th ward on the Dubuque City  
4 Council. Because of my professions, it's very  
5 difficult for me to say much of anything in only ten  
6 minutes time, but I will give it my best shot. I  
7 come here today, I think, representing several  
8 constituents. The first one that I would like to  
9 speak of is as my role as a college professor. And,  
10 having had conversations with students in and out of  
11 class over the past several months having to do with  
12 the issues that brought you here, it's my observation  
13 and from the things told me specifically by students  
14 that the cross burnings and the racial incidents  
15 created a great deal of fear among the minority  
16 students specifically, and the black students in  
17 Dubuque. There was a time that they really  
18 questioned whether they were personally safe in  
19 Dubuque or not. Since that time, the tone has the  
20 negative tone has diminished in th community. The  
21 students are aware that many of the same feelings  
22 still exist in the community, but most of them no  
23 longer feel personally in danger. It has been a

1 unique experience for some of them. A learning  
2 experience. Not necessarily a positive one. I have,  
3 for example, had a couple of students tell me that  
4 this was the first time -- black students -- the  
5 first time in their lives that they have ever dealt  
6 with white people on a day to day basis, and it has  
7 been a very eye opening experience for them.  
8 Unfortunately, that is not the most positive of  
9 experiences for them, but given some of the racial  
10 climate in the country as a whole, unfortunately  
11 probably not new.

12 As a Board representative in the 4th  
13 Ward in Dubuque is probably the most heterogeneous  
14 wards in the city. We probably have the largest  
15 disparity of income levels from top to bottom. And,  
16 therefore, we have some very difficult points of  
17 view. During the fall and the winter, I received  
18 frequent phone calls at home at night, as you can  
19 perhaps imagine, and I might receive one phone call  
20 from an angry person because the city council was not  
21 involved enough in the integration task force. And I  
22 would hang up and get another phone call from the  
23 people, an equally irate citizen, that we were too

1 involved. it was, I think that the atmosphere that  
2 was created was unfortunate, although looking back at  
3 it, probably not surprising in the same way that the  
4 incidents that we see in Los Angeles in the last few  
5 days are also probably are not to be surprising.  
6 There has been a great deal of economic disparity in  
7 this country for a long time, and it has gotten  
8 worse.

9                   Just recently Dr. Charles Schultz, the  
10 columnist who draws Snoopy, and was here in Dubuque  
11 and he said in the last 20 years that the lowest 20  
12 percent of income earners in this country when you  
13 factor out inflation are perhaps 25 percent worse off  
14 than they were 20 years ago. We have seen much more  
15 of a bifurcation of our economy in this country in  
16 the last dozen years or so than for a long time. And  
17 I think that as long as that exists and continues to  
18 exist, the economic pressure felt builds up and we  
19 wind up having many kinds of conditions all rolled in  
20 together. Clearly, there were economic fears of some  
21 of the citizens in Dubuque. They may not have been  
22 well-founded fears, but that doesn't make them any  
23 less real to those people who have them.

1 I teach, among other things,  
2 organizational behavior. And one of the things that  
3 I teach my students is that very often perception is  
4 much more important than the truth. People act on  
5 their perceptions, seldom do they act on what is the  
6 truth. So, I think that, again, in an interesting  
7 sort of way the external news media coverage that was  
8 received, I think sort of lit a fire under a lot of  
9 citizens in Dubuque that otherwise may have continued  
10 to sit in the wings and be observers to realize that  
11 they have to get up off of their couches and become  
12 involved and become active. We have seen a great  
13 deal of activity in this community in a variety of  
14 ways, everything from the Vision 2000 program which I  
15 understand Dave Rusk spoke with you earlier to the  
16 reinstitution of some of the neighborhood councils to  
17 a variety of other things that have come up in this  
18 city. And that's, in general, I think that's very  
19 much to the good. One of the hallmarks of democracy  
20 is to get people involved. I think that there has  
21 been far too long where people have been content to  
22 sit back and take shots. And I think that this, in a  
23 way, has forced people to come forward and become

1 more active with their cities and their government.

2 Those are the things I sort of wanted  
3 to point out here. So, whatever questions you  
4 have --

5 MR. VAN LO: Yes. According to what you  
6 said economy fears make this happen, but during the  
7 course of our background investigation, race relation  
8 of Dubuque, some persons indicated that jobs and  
9 housing issues are not related to the integration  
10 plan. What they're saying is that by large the city  
11 wanted to remain 98 percent white. What is your  
12 reaction to that observation?

13 MR. VOETBERG: I think that the economic  
14 issue is not the only cause, okay? I think that it  
15 was a fear that many people had. Again, I voted in  
16 favor of the initial report that was brought to us by  
17 the task force. I don't believe the fears, the  
18 economic fears were founded, but that doesn't mean  
19 that people didn't have them. Clearly, there were  
20 racial motivations in their reaction, and some  
21 people, maybe a good number of the people that  
22 reacted negatively, but I think that was one of the  
23 problems with that task force report was that there

1 were so many issues that got dumped into it all at  
2 once that it was very difficult to separate out.

3 And, unfortunately, it degenerated into a lot of name  
4 calling, both within the community, and unfortunately  
5 even at the city council table. That sort of thing  
6 is not helpful.

7 MR. VAN LO: Excuse me. Can you explain  
8 to -- is it fear of economy or fear of a race of  
9 people coming in? What kind of fear are you talking  
10 about?

11 MR. VOETBERG: In which case?

12 MR. VAN LO: You say because people have  
13 fear, fear because of winning jobs or --

14 MR. VOETBERG: One of the issues that so  
15 many people focused on in the original task force  
16 report was the notion of a hundred families being  
17 brought into Dubuque. Well, the idea was that these  
18 folks would be taking jobs away from people here in  
19 Dubuque. And, there was a lot of fear. There were a  
20 lot of people saying, gee whiz, why should somebody  
21 else get my job? Well, clearly that was not the  
22 intent of the document, and clearly that is not the  
23 case. I was recruited. I used to live in Chicago.

1 I was recruited and brought into Dubuque. I didn't  
2 take a job away from anybody here now, but the fact  
3 that some of these fears are unfounded, some of them  
4 are silly, certainly did not mean that people didn't  
5 feel them any more deeply.

6 MR. VAN LO: What is the difference between  
7 colored people coming to apply for a job here than  
8 just a white person coming from Chicago getting a job  
9 in Dubuque; what is the difference between -- why are  
10 they not scared of that as well?

11 MR. VOETBERG: Well, certainly part of it is  
12 because of race. part of it is also if I'm a factory  
13 worker out of a job and I look at people who are  
14 talking about bringing other people into town for  
15 jobs, what jobs do I think about first? I think  
16 about my job. I don't think about neurosurgeons, I  
17 don't think about college professors. I think about  
18 factory jobs. That's what I have. That's what my  
19 dad had. That's what my family has. Those are the  
20 things that I think about first. Again, that may not  
21 be the right way to perceive things, but I think  
22 that's the way an awful lot of people look at things.  
23 Gee whiz, they're going to be bringing in people to



1 take our jobs and factory workers as plumbers. it's  
2 clearly some of that is racial. But, as if we're  
3 going to be bringing minorities, they're probably  
4 going to be taking blue color jobs. But, some of it  
5 also is I think a normal instance of attribution  
6 theory that it's what affects me the most. My  
7 biggest problem is the last problem I've had, you  
8 know, I think there's a great deal of that.

9 MS. GONZALEZ: What was your interpretation  
10 of the integration task force plan with regard to the  
11 jobs. The definition description of jobs. Was it  
12 entry level type professionals? What was your  
13 interpretation of the job entry level, mechanical,  
14 professional?

15 MR. VOETBERG: There was no definition, as I  
16 recall, in the statement itself.

17 MS. GONZALEZ: We've heard interpretations  
18 of what?

19 MR. VOETBERG: And mine, maybe a very good  
20 example of what I was just talking about. I'm a  
21 professional. I assume that a great number of these  
22 jobs were going to be professional type jobs. If  
23 you look at it from purely an economic standpoint, if

1 I'm in business with you and I have a business in  
2 Dubuque and I have a job opening, if they are jobs  
3 that I can fill here in town, am I going to pay to  
4 bring somebody from Chicago to do them or somebody  
5 from L.A. or wherever? Of course not. That's not in  
6 my own economic best interest to do that. Therefore,  
7 I will try and recruit people that I can't find in  
8 Dubuque. And those are likely to be engineers,  
9 chemists, and those sorts of people. So, that's how  
10 I interpret it.

11 MS. GONZALEZ: The reason why I bring that  
12 up is that basically has been the gist of the  
13 interpretation of jobs. It's not so much the  
14 laborers, but with regard to professionals where you  
15 cannot, you don't have the qualified applicants to  
16 fulfill those jobs. You have to go out and you have  
17 to go outside, including the minority community, if  
18 that's consistent with what we're hearing, and that's  
19 been communicated to the general public, then why do  
20 they still have that misperception that, you know, I  
21 understand their perception. I understand that it's  
22 a valid perception because they have ownership to  
23 their perception. But, this is still that you

1 believe there's still some frustration. There's  
2 still some of the fears, even after all of this has  
3 been explained.

4 MR. VOETBERG: Yes, I think that there is a  
5 great deal of frustration. That's probably the best,  
6 you know, we have an article came out in the paper  
7 just a few days ago that said tht Dubuque is 13th in  
8 the nation in new job creation last year. That's  
9 real nice. On the other hand, there are a lot of  
10 folks in town who will very quickly point out to you  
11 that they can remember a few years ago when they were  
12 making \$20 an hour and now they're making \$7.00 an  
13 hour or \$6.00 an hour. The fact that that seems to  
14 be a tendency around the nation doesn't help. it  
15 doesn't put food on the table or money in their  
16 pockets. And, I think that that's a lot of it, okay?  
17 You, I guess, can explain all of this to me, but that  
18 doesn't make you feel any better that somehow things  
19 aren't as good as they used to be, whether it's  
20 Dubuque or the country in general, and I think that  
21 there's a great deal of frustration by a lot of  
22 people in this country, not just Dubuque, but I don't  
23 think Dubuque is that unique in some of those

1 regards.

2 MS. GONZALEZ: Just for my own personal  
3 information, out of curiosity, is there any way in  
4 which perhaps the city council can provide the  
5 Advisory Committee statistical information because  
6 you had an economic decline, from my understanding,  
7 from '82 and '83 -- since '82 and '83, how many  
8 individuals from outside the City of Dubuque have  
9 been hired in the city and in the private sector and  
10 then also a make up of race. Is that the type of  
11 information the city council can provide me with the  
12 cities standpoint?

13 MR. VOETBERG: No problem getting it from  
14 the city standpoint. I have no idea if that is  
15 obtainable, having to do with private sector or not,  
16 which is considerably more important economically  
17 here in town. I can ask around. I have no idea if  
18 that's available or not.

19 MS. GONZALEZ: Thank you.

20 CHAIRMAN ALLEN-SOMMERVILLE: Any other  
21 questions? Thank you Mr. Voetberg.

22 Is Don Diech, representative of the 3rd  
23 Ward here?



1     Dubuque different is not the problem. The problem is  
2     present, I believe, in most communities. What makes  
3     Dubuque different is that it recognizes the problem  
4     and is trying to do something about it. It's been  
5     said that Dubuque is a hundred years behind the  
6     times. I prefer to believe that by recognizing our  
7     problems, recognizing our problem and struggling to  
8     try to deal with it, that we may be more on the  
9     leading edge than we are given credit for, and might  
10    even see if we can make it work for us, might even  
11    serve as a model for others.

12                   Most people in Dubuque gain their  
13    information about people of color from television and  
14    from the media and from street talk, not from  
15    firsthand experience. Part of the purpose of the  
16    diversity project was to increase those opportunities  
17    for such experience. The addition of the national  
18    media directed at Dubuque was not, in my opinion,  
19    helpful and further divided the town and made our job  
20    more difficult. I think it brought Dubuque to the  
21    attention of certain groups, be it the KKK, or the  
22    Nationalist Movement or others that we certainly  
23    could have done without. And I think that some of

1 the national media attention raised our profile.  
2 What is the -- what has the city done? Well, I think  
3 we've provided leadership and certainly participated  
4 in the constructive integration task force effort  
5 which sponsored and participated in 1991 Human  
6 Relations conference activity in the planning of the  
7 1992 version. The city funds and supports the Human  
8 Rights Commission. The city government is committed  
9 to sensitivity training for all of it's employees,  
10 even which were alluded to by Chief Mauss today.  
11 Approximately 190 city employees benefited from this  
12 training, including all the police department, all  
13 members of the health services, parking, building  
14 services, community, emergency communication, and  
15 human rights divisions. Those were all divisions.  
16 In addition, the majority of the division department  
17 managers have participated and a majority of the  
18 employees of the library and our priority was police,  
19 our priority were those folks who dealt generally  
20 with the community and the public. Both the city  
21 administration and the city police department are  
22 involved in what I believe to be a meaningful  
23 dialogue with the local chapter of the NAACP. The

1 city has established high priorities for affordable  
2 housing and economic development efforts with some  
3 success, which is mentioned to you in the jobs  
4 creation. The city council did support and endorse  
5 in concept the We Want to Change Plan, Constructive  
6 Integration Plan, as was earlier described to you.  
7 It expanded our efforts to recruit and hire minority  
8 police officers by utilizing 13 remote testing sites  
9 trying to go out and be in the area where numbers of  
10 minorities would be more present in the city. And,  
11 the city council has condemned all acts of racism,  
12 intolerance, and intimidation. We've done that by  
13 resolution. They've done that by speaking out. That  
14 resolution is declared that speaking out is an  
15 appropriate functional responsibility of city  
16 government. We've done that. City council is on  
17 record as talking about cross burnings and other acts  
18 of violence and racial slurs, discriminatory behavior  
19 against persons of color are not only illegal and  
20 inappropriate, they are hurtful and mean spirited and  
21 counter productive to the spiritual and economic well  
22 being of our community. It's a lot in that, but I  
23 think that we believe that and we try to live that



1 out. That was done by resolution in November of  
2 1991.

3 What needs to be done in, after you say  
4 a lot leads me to identify a few that occurred to me  
5 earlier today. We need to actively support the plans  
6 and efforts of the new Council for Diversity. It's  
7 our best opportunity to get on with some things that  
8 the constructive integration task force were hoping  
9 for. Consistent with what I think the plan was  
10 hoping for to be evolved into a larger more inclusive  
11 community wide movement. We need to actively support  
12 those plans and actions, and more lip service. We  
13 need to get involved with the committee and the  
14 committee's work. I'm talking about the council has  
15 committees and those committees will be the ones who  
16 will carry on, I think, those actions steps that you  
17 were concerned about maybe were lost in the mission  
18 statement as opposed to the plan. I think those  
19 committees, in carrying on with those objectives,  
20 setting those under the direction, under the auspices  
21 of the council, but still looking at those aspects of  
22 the original plan. We need to increase the diversity  
23 of our own work force, and that's the city

1 government. We need to help the community understand  
2 the special problems and needs of our minority  
3 neighborhoods, be they health products or services or  
4 food products, whatever they need. We need to help  
5 the community at large understand some of those  
6 because I don't think we do. It's something that we  
7 just have to open and be more open and improve our  
8 communications and our willingness to have methods of  
9 contact with people unlike ourselves. We need to  
10 continue to support and enforce the enforcement  
11 efforts and the education efforts of the Human Rights  
12 Commission are very critical, I think, in whatever  
13 the final total plan might be in this regard. The  
14 Vision 2000, as was mentioned to you, I think  
15 probably some data from the statistics were mentioned  
16 to you, but certainly one of the major aspects of it  
17 was the future in which reflects one of the racial  
18 ethnic and religious harmony and believes in and  
19 supports equal opportunity for all. And that's kind  
20 of interesting to see that element in a vision  
21 statement because I've seen a lot around the country.  
22 That tends to be not one of the major elements may be  
23 part of the others, but I think that's significant. I

1 think it's on the line of our community and the  
2 folks who responded to those questions. We need to  
3 reflect in our own actions. This is one of the  
4 hardest for all of us. But, I've talked to our city  
5 folks and when we talk in some of our own sessions,  
6 we talk about recognizing in our own actions and  
7 attitudes the moral and ethical concept of value and  
8 diversity, equality and harmony of all people.  
9 That's so critical, whether you're city government,  
10 whether you're church, whether you're a neighbor. It  
11 was mentioned earlier those kinds of values are what  
12 we're supposed to stand for in this country. I like  
13 to believe that as a city government and as an  
14 individual I am concerned that my actions and  
15 attitudes be of such an ethnical and moral concept.  
16 And, finally, and the hardest of all, we need to  
17 change hearts and I guess people have been working on  
18 that for thousands and thousands of years. But, I  
19 like to think that you do that one at a time by  
20 dialogue, talking, and working through the different  
21 things. I'd like to tell you I'm an expert and do  
22 this very well. I don't buy trying to identify it.  
23 I'm trying to put it in my own working to do it

1 better in my own life.

2 That's a mixed bag of personal things,  
3 city things. I open myself to whatever questions,  
4 just keep them simple.

5 CHAIRMAN ALLEN-SOMMERVILLE: Very timely.  
6 Questions?

7 MS. STASCH: Of the 190 people that you  
8 employ, how many have you hired are minorities,  
9 women, or disabled?

10 MR. GEARHART: Well, we have five of our  
11 full time complement. There are five minorities.

12 MS. STASCH: What are their positions?

13 MR. GEARHART: Their positions, one is the  
14 Human Rights Director. We have one as programmer,  
15 information services. One is a fire captain and one  
16 is working in the street department. I'm not sure  
17 what position.

18 MS. STASCH: A neighborhood coalition  
19 complained about access of information and use of the  
20 Community Block Grand funds. What is your response  
21 to that?

22 MR. GEARHART: My response is that that was  
23 first brought to our attention at a budget hearing.

1 The city staff spent numerous hours responding to  
2 injuries and questions and we're on record as saying  
3 that we have met with them, will continue to meet  
4 with them. So, we're there and willing to respond to  
5 their concerns within the context of an orderly  
6 process.

7 MS. STASCH: What does that mean?

8 MR. GEARHART: What that means is that you  
9 don't come in at the final budget hearing, which is  
10 held just before the budget for cities has to be  
11 adopted, and suggest that the budget that you've been  
12 working on for the previous nine months somehow has  
13 to be tipped upside down. What we're saying is we  
14 understand they have some concerns. We understand  
15 they have some interest as well, a lot of other folks  
16 in the community, and by working it through the budget  
17 process, we are confident that we can respond to  
18 those concerns and their desires for some funding.  
19 But, you know, I know it probably doesn't sound very  
20 well, but you've got to work through the process  
21 because without the process we have no order. So,  
22 our hope is that we've reached out to them and tried  
23 to respond to them. Let's sit down and work together

1 to see what we can do so that we can eliminate any,  
2 hopefully, their concerns over the next period of  
3 time.

4 CHAIRMAN ALLEN-SOMMERVILLE: Any other  
5 questions?

6 MS. GONZALEZ: I'm rather curious about this  
7 whole process. What type of an affirmative action  
8 plan or programs do you have in place right now and  
9 also how have they been enforced and who monitors  
10 compliance of those?

11 MR. GEARHART: Do I have to answer that?  
12 That's a joke--

13 MS. GONZALEZ: I go to the University of  
14 Iowa, so I'm a Hawkeye fan.

15 MR. GEARHART: -- because I don't have a  
16 real good answer to you. The affirmative action  
17 program in our town is something that we've had on  
18 the books for years. It's been under review for  
19 years. We dohn't do a very good job of affirmative  
20 action and somehow we've got to do better. Who  
21 enforces it, well, I don't remember exactly who is  
22 reviewing whom. But basically, it all somehow gets  
23 back to the city manager's responsibility, and city

1 council's responsibility. So that's an area that  
 2 somehow we've got to move up higher on the priority  
 3 list. I'll spare you my budget speech and we'll make  
 4 this a lot shorter.

5 MS. GONZALEZ: Thank you.

6 MR. VAN LO: I have to say that what you  
 7 recommend is a wonderful thing that I'm just  
 8 wondering, just wondering how you going to make that  
 9 into all those people to come together to make it  
 10 workable? Do you have any statement or any face to  
 11 go from?

12 MR. GEARHART: I wish I could answer that  
 13 because it's a lot easier to say it than to do it.  
 14 My sense is that one of the elements that the new  
 15 council want to look at in some of those committees  
 16 would be the education; one, and part of that would  
 17 be some kind of speaker's bureau that would literally  
 18 go to every group and literally every group in this  
 19 town that would be open to them, go in, talk in small  
 20 groups about what's happening here. What needs to be  
 21 done here? What the council is trying to do. And I  
 22 think that that way is the only way that you can  
 23 really get the word out where it can be understood

1 and believed. It's such a cynicism about government  
2 and about things you put in the paper and reports, we  
3 talked about earlier, you heard communications, you  
4 know, you have to have two people to communicate.  
5 I'm convinced the only way you do it is the shared  
6 way, and that's to get out and not one on one, but  
7 maybe almost one on one, but I don't know where the  
8 commitment, the time and the money comes to do it.

9 MS. FURGERSON: Are there enough organized  
10 groups presently to go out and talk to?

11 MR. GEARHART: Not presently. That's part  
12 of the hope for the original integration task force.  
13 The membership that's part of the hope for the new  
14 council as it starts to grow out of that, and we have  
15 evolved from that. - Now, we have a lot of churches in  
16 this town. We have a lot of caring people in this  
17 town. Somehow we have to mobilize them into small  
18 speaker groups that can go out and start that  
19 dialogue. The trouble is you say boy, when that  
20 coordinator or executive director position is hired  
21 for the new council, our problems are over. Well,  
22 that's not going to happen, You know, it and I know  
23 it. Hopefully that person can --



1 MR. FURGERSON: At least identify and  
2 coordinate pulling together.

3 MR. GEARHART: But, I just think if you take  
4 a little steps, it's going to be a lot better than  
5 some of the turmoil we've been in.

6 MR. FURGERSON: Yes, but my concern is going  
7 to be that you're still gonig to have turmoil, even  
8 though the plan is very high-minded, if you don't  
9 have a way to communicate directly with those people  
10 out there and their concerns and try to get their --  
11 perception is closer to the truth.

12 MR. GEARHART: Their perception is closer  
13 and so you, you know, we're accused of not listening  
14 and it's back to the somehow we've got to do a better  
15 job of that and it's easier sometimes to identify  
16 what we need to do than being able to do. If you've  
17 got any idea, would you kindly slip them under the  
18 table later? I have high hopes, but I don't know  
19 whether we can create reality.

20 MR. FURGERSON: By the time you get the  
21 report, we hope someone would be in there, but that's  
22 too long. If we come up with some before that, we'll  
23 send you a letter.

1 CHAIRMAN ALLEN-SOMMERVILLE: Are there any  
2 other questions to the city manager? Thank you, Mr.  
3 Gearhart.

4 MR. GEARHART: Thank you.

5 CHAIRMAN ALLEN-SOMMERVILLE: Mayor James  
6 Brady.

7 MAYOR BRADY: Good afternoon, ladies and  
8 gentlemen.

9 CHAIRMAN ALLEN-SOMMERVILLE: Good afternoon.  
10 If you would state your name, your address and your  
11 occupation?

12 MAYOR BRADY: I am James Brady, 480 Glen  
13 Oak, Dubuque, Iowa. My occupation, I'm a full time  
14 school teacher of social studies and I'm the Mayor of  
15 Dubuque. And I have held that position for, too  
16 long, 11 years I believe at this point. I have a  
17 total of 19 years on the Dubuque City Council.

18 CHAIRMAN ALLEN-SOMMERVILLE: If you would  
19 just interact with us with the presentation for ten  
20 minutes, and we'll try to ask about ten minutes of  
21 questions.

22 MAYOR BRADY: First of all, I was not here  
23 for your opening session. I want to make you

1 welcome, but I think you know you're welcome. The  
2 city feels for this. Our hearts and our attitudes  
3 are in the right place. We are attempting to analyze  
4 and look at ourselves as a city in transition. It is  
5 difficult, even for someone my age, who reaches a  
6 half a century, to look back with certainty on things  
7 that have happened. There are rumors and there are  
8 stories of past and for the most part, I'd have to  
9 say they lie there in the rumor story mill unless we  
10 can confirm some of those. But, as a boy I can tell  
11 you that this city was like many cities in the north  
12 and south portions of America. Cities that knew only  
13 one race, cities that didn't even come in contact in  
14 a large degree with minority groups. I remember  
15 walking in the '50s up a small section of hill behind  
16 our present Telegraph Herald newspaper, which at that  
17 time was more of an alley, and most of our black  
18 families in this community lived there. And, as a  
19 boy I assumed it was not by choice, and history will  
20 confirm that. Like any boy that grows up not knowing  
21 the outside, I had certain fears. What would happen  
22 to me when I walked through that neighborhood, when I  
23 went up that alley, when I went by those strange

1 people in those strange houses? And I think those  
2 fears and those curiosities are not dissimilar from  
3 the people in today's community. In today's  
4 community we are a city of roughly 65,000 people,  
5 with somewhere around 100 to 300 minorities,  
6 depending on the cross sections we put into them.  
7 Most of the people in this community can spend a  
8 lifetime walking the streets and never come in  
9 contact with a black. For most of them, that is an  
10 experience that leaves them lacking. They miss the  
11 daily interactions, they miss working on the job with  
12 that person, sharing the cultural ideas of that  
13 person, being part of a church or an organization or  
14 group or a neighborhood that you wave at when you cut  
15 a lawn. They miss not being able to realize that  
16 those are the same peoples. People of different  
17 colors would have the same problems, the economy and  
18 the struggle for their families.

19 Our city, during the '50s was not  
20 unlike others, where black people tried on clothes in  
21 stores only in their imaginations. They took them  
22 home, bought them, and hoped they fit. Occasionally  
23 there was a helpful clerk in a store who would use a

1 tape measure and would help them be fitted properly.  
2 Many restaurants were not open. I remember in the  
3 '60s as a boy hearing members of local unions  
4 bragging about the fact that they had no colored  
5 people in them and they'd never have any. But, the  
6 City of Dubuque, in the eyes of Dubuquers, was  
7 different. We didn't see that hatred on the surface.  
8 We didn't even know it was there.

9           During the '60s we watched as the civil  
10 rights enactments went into place, as the marches of  
11 Selma and cities of the south and our people, along  
12 with everybody else in the United States cheered and  
13 said, yea, it's about time. And, it wasn't until  
14 later that we realized that we had those same  
15 problems here on a smaller scale, and they needed to  
16 be solved, too. And, we missed solving them at that  
17 point. I can tell you that from the city's  
18 standpoint, from the earliest contacts I had with the  
19 City Council going back over those 19 years of  
20 experience, I can remember putting into place our  
21 present human rights program. I can remember hiring  
22 a full time director for it. I remember setting up  
23 for the first time the affirmative action programs

1 and it was a full time director for that job, too.  
2 The City made a firm commitment to both. We staffed  
3 those programs, and we had a Human Rights  
4 Commissioner established so that we would not have to  
5 a take place in the line, the long line with the  
6 state and wait for cases to be solved. We're proud  
7 of those actions. They are necessary actions, and  
8 they look right, and they were the right actions to  
9 take. Our Human Rights position and staff has  
10 fluctuated slightly from time to time. We have  
11 eliminated or added or eliminated, again, part time  
12 persons from staff. There has been a pretty  
13 consistent organization and level of strength that we  
14 can work with. Our commission was put in place with a  
15 strong ordinance, a strong charge. They have not  
16 only investigative authority, but they have a  
17 judicial authority established as other Human Right  
18 Commissions are established. We have, as a city,  
19 responded to the needs of the city. The City Manager  
20 and his programs has gone beyond the necessities of  
21 the law and looked at the reality of the situation,  
22 as has the city council. Knowing that you can have a  
23 Human Rights Department, an Affirmative Action

1 Program, and you can have a goal, that still doesn't  
2 help you put people together and make them work  
3 together. When we begin to realize that there was a  
4 mending process out there that had to take place and  
5 began to take an active push to make that happen, our  
6 city got involved with people from the black  
7 community who could work with us and help us. We  
8 took part in other cultures too, and brought them  
9 together. And we attempted to bring in outside  
10 trainers to train and to sensitize us.

11 I remember, as a council person going  
12 through C. T. Vivian workshops and I still have the  
13 scars on my behind. It is not an easy situation to  
14 do, but it is one that is good. And this city not  
15 only put me through it, but they put through almost  
16 every one of our council people over a period of  
17 years and they began to put through the department  
18 heads and we began to see a city that was not just  
19 city government doing it, but we saw realtors in  
20 there, bank people and persons from industry,  
21 personnel directors, and everyone else getting  
22 involved in that process. It's a long, slow process  
23 and it is only one small step, but it is one that

1 this city took with pride.

2                   We did what we needed to do to restore  
3 the faith and to work together as a community. When  
4 the first cross burnings hit our city now almost  
5 three years ago, there was shock that hit this  
6 community. You couldn't believe that that was  
7 happening here. We thought we had come so far and  
8 that that was all behind us. Even as a mayor at that  
9 point, I wanted to dismiss it and say to myself, this  
10 is kids doing a prank. This is something else, some  
11 other conflict. It's only taken this layer of racism  
12 on out of cover. But somewhere deep inside the  
13 answer lies and we know that there is a great deal of  
14 education and a great deal of training that has yet  
15 to be done.

16                   I have been both quoted and misquoted  
17 as saying that we are all racists. And I think it's  
18 time to explain that remark, as I have explained it  
19 to the national press. We are all racists, just as  
20 we are all lustful, just as we can all be vengeful,  
21 just as we all can be arrogant. We can have greed  
22 and pride and those are a part of the iner faculties  
23 of man the being. What we do with those, what we do



1 about them determines what society is. This city  
2 decided to do something about it when the second  
3 cross was burned and when a garage of a family was  
4 destroyed, and it could just as easily have been a  
5 house. It could have just as easily been human life.  
6 There was some strong action taken. The human rights  
7 director at that time, working behind the scenes with  
8 individuals from a broad base in the community put  
9 together their task force. It began to react and to  
10 think and then the early indications I had from the  
11 people as I talked to some of them behind the scenes,  
12 said we're going to try something. It's going to be  
13 big, and no city has ever quite done it this way, but  
14 we think it's time. And we, under developing some  
15 months later, the task force plan. From the moment  
16 that it was laid before the city council table, there  
17 was very little reaction against it. On the night  
18 that it was there, that we had the speeches I  
19 remember cautioning my fellow council people that  
20 indeed we were adopting the plan in spirit, we had a  
21 great deal of work to do on the details, including  
22 what the city's role would be, and we did that. In  
23 essence, we adopted the plan with no detail. It was

1 not our plan to adopt. It was a private association,  
2 a private group, private goals, and we gave  
3 endorsement to that.

4 As other cross burnings hit and it  
5 became obvious that there were forms of bigotry that  
6 were not only unpleasant, but dangerous, and we were  
7 bearing the brunt of those, we had to take other  
8 actions.

9 As a mayor, I called together the Human  
10 Rights Director, the members of the local police  
11 force, our prosecutors, both city and county were  
12 called together, members of the NAACP and some  
13 members of the city staff, and we sat together and  
14 and we talked. What do we need to do? Can we  
15 strengthen our laws? Strengthen the city laws is not  
16 the answer. The best I can do in a city law is fine  
17 somewhere, you know, it's \$100 maximum, but at that  
18 time it was \$50. That makes a joke out of the  
19 process and that does harm rather than good to assume  
20 that someone could do that kind of hatred and bigotry  
21 and we slap a \$50 fine to make it look like we  
22 don't care. We took the action that was necessary,  
23 we asked them to toughen their hate crime laws, and

1 they did. It became known as the Dubuque Bill down  
2 ~~there for a period of time that~~ we pushed so hard for  
3 that to happen. And they did that. When we got into  
4 the front pages of the New York Times there was no  
5 turning back. We didn't ask to be there, but once we  
6 were exposed to national media, we needed to react  
7 and begin showing a positive sign. This city is a  
8 city that, as the plan said, wanted to change. We  
9 showed that image, we showed that side and we felt  
10 that for a time it was necessary to expose that side  
11 to the world, too. Not just our cross burners and  
12 our haters, and our bigots. I was the last person to  
13 sign up to go on the Donahue Show because I didn't  
14 think it was the kind of role that we needed. But,  
15 the other side was there and signed on and we either  
16 joined on that and showed a second side to the city  
17 or we took all the scars and the humiliation.

18 We are in the process of healing right  
19 now. We are in the process, as we were from the  
20 beginning, of revising and detailing our goals.  
21 What was misunderstood as a quota by many way an  
22 attempt by the people who started it, to say we want  
23 to start now by putting a number on it. It becomes

1 at least real and it begins to rest on the humanity.  
2 I've mentioned, time and time again, to  
3 members of both local and national media that Dubuque  
4 is no different from any other city in America. We  
5 are all on a hot bed. We are waiting for something  
6 to happen, ladies and gentlemen, and it's happening  
7 now. We have for three, three terms, present  
8 administration which has while on one hand they're  
9 signing civil rights actions, on the other hand are  
10 doing whatever they can do to crush and crumble the  
11 system of affirmative action that are put in place,  
12 and we wonder why our cities are going backward and  
13 why there is anger and why there is destruction. We  
14 are the tip of the iceberg here in Dubuque. The  
15 difference is we are trying to be on a forward moving  
16 side, the side that the world realizes is right. The  
17 side that honors all people with dignity.

18 CHAIRMAN ALLEN-SOMMERVILLE: Thank you,  
19 Mayor. Interactions with the Mayor?

20 MR. VAN LO: When I came to see Dubuque,  
21 Dubuque is a beautiful city. I love it, and by  
22 hearing the people talking today and before, I like a  
23 vision that the people talk about, it's beautiful.

1 You have heart, you have spirit, and everything else.  
2 Did anything good come out from this negative press  
3 coverage and so on from Dubuque?

4 MAYOR BRADY: Oh, yes. I've explained that  
5 I believe there are four basic divisions. People in  
6 the community that I just kind of limped together,  
7 the largest group by far is the group of people who  
8 want change very much and who realize that like many  
9 parts of America, there is a past they have overcome.  
10 There's a large group in the middle who are  
11 untouched. It's not my problem group. Unless it's  
12 my problem, I don't get involved. The uninvolved  
13 is dangerous. It must be moved to action. There's a  
14 third group at the bottom or excuse me, just below  
15 the bottom that third group is a group that's  
16 economically terrified. They have seen the John  
17 Deere plant run from 7,000 roughly, to 3,500. My  
18 numbers may be off, but were about half the size.  
19 They watched the meat packing company who paid good  
20 wages almost cut it out altogether and cut it's  
21 benefits and salary. In the process, we've watched  
22 other companies and people are looking back at that  
23 and they're saying where's my economic security? And

1. they hear and they read in and they project and  
2. ~~misread~~ to the point where a plan to bring other  
3. cultures in our community a very, very small number,  
4. suddenly is busloads of black people being brought in  
5. from Chicago, Milwaukee and they see a terrible fear  
6. there. And they say, what about me? You haven't  
7. given me jobs? There's that economic group that's  
8. concerned about the economic future. And the group  
9. on the bottom, I don't know if it's three out of  
10. 10,000, three out of 65,000, or what the exactly that  
11. number is, but they are die hard bigots, racists and  
12. they are there and they are strong and I don't think  
13. that's very much different from most other cities  
14. either. Our problem is to move those numbers, to get  
15. that uninvolved group involved and thats happened,  
16. your question has it changed us? Yes, it has. We  
17. see more people involved. I saw grandfathers coming  
18. out with tears in their eyes to some of the rallies  
19. that took place after carrying their grandchildren  
20. crying saying I have to be here today, Jim, I have to  
21. be part of this. I want my daughter to remember the  
22. times we went through, accomplished, our future. So,  
23. we are finding ourselves in that process. We have

1. also realized out of that process that there are ways  
 2. to accomplish things and ways not to. And we did not  
 3. do the greatest job of putting together and selling  
 4. this plan on a broad basis to many groups before we  
 5. tried to open it up to the whole community.

6. CHAIRMAN ALLEN-SOMMERVILLE: Is there  
 7. another question?

8. MR. FURGERSON: I have a quick question.

9. CHAIRMAN ALLEN-SOMMERVILLE: Yes.

10. MR. FURGERSON: Do you agree with the city  
 11. manager that a speaker's bureau is needed and that  
 12. there are community groups out there, many of those  
 13. people who were on that economic group are going to  
 14. feel like they're threatened, need to have this plan  
 15. explained to them in a way that they understand.  
 16. It's for the future betterment of the economy of the  
 17. city, not only to retain the business that you have,  
 18. but to attract other one's in. But, to create the --  
 19. the kind of jobs that they want, that they've got to  
 20. change the image. And the recruitment takes place  
 21. anyway at a level that they don't understand right  
 22. now, and it's not something new. It's going to be  
 23. going on, just an emphasis on trying to diversify the

1 city while you're doing it anyway.

2 MAYOR BRADY: Yes.

3 MR. FURGERSON: That has to be explained to  
4 those people.

5 MAYOR BRADY: You're right. It had been  
6 going on anyway. We were diversifying. We were  
7 bringing the people in of all colors, races, and  
8 colors and we will continue to do that. There's  
9 nothing changed in that. The numbers really, but  
10 there does need to be possibilities explaining  
11 ways -- to explain ways to contact. Sometimes that's  
12 done one on one, sometimes it's done in group  
13 settings. Speaker's bureau won't be the whole  
14 answer, but there's nothing wrong with that as part  
15 of that process. They have broadened the base of the  
16 task force. They've included elements that weren't  
17 out there before, and I think in staying outside of  
18 what were the objectionable points were in the  
19 beginning, we knew what they were and we told the  
20 public they would be gone. And that's been done. I  
21 think we have helped close those gaps.

22 MR. HERNANDEZ: The two days we've been  
23 looking at the issues of housing, education,



1 employment and accommodations; public accommodations  
2 here in Dubuque, those civil rights type of concerns.  
3 For instance, I think in my background investigation,  
4 talking with people, they mentioned that sometimes  
5 it's hard for minorities, it's difficult to get an  
6 apartment to rent. I think the North End Dubuque  
7 Voices, they talked about affordable housing and  
8 displacement of housing in terms of public  
9 accommodations. Who enforces those type of  
10 complaints where people are not served?

11 MAYOR BRADY: I can't believe that there  
12 would be anyone who is not being served and certainly  
13 not being turned down. That's what we have the whole  
14 human rights staff and that whole process for  
15 hearings in place. When they come to our attention,  
16 they are quickly acted on and the problem is solved.  
17 Almost every case they have ended up in awards, in  
18 settlements for those people who have grieved.  
19 There's also the city's awareness that there needs to  
20 be additional housing and in reporting on all the  
21 time to do that. If there's a difficulty in finding  
22 housing, it's not because they are minorities or  
23 because of anything else, it's because maybe the

1 affordable portion of housing may not be there for  
2 certain levels of economic levels. Those need to be  
3 improved and worked on.

4 MR. HERNANDEZ: How about services, do  
5 minorities in terms of restaurants and taverns?

6 MAYOR BRADY: I can honestly say though that  
7 I have not in anything that I've come in contact with  
8 or have been made aware of any of those where we had  
9 negative reaction. I did have in one conversation  
10 with Dr. Greer we talked about someone in a store who  
11 threw a pack of cigarettes to him. I can't speak to  
12 that, but that's the only one I've ever heard. The  
13 city is working very, very hard to make sure that  
14 that kind of thing has not happened.

15 MR. HERNANDEZ: And the reason I bring this  
16 up for one thing I think the profile of the  
17 complaints that have been processed mediated by the  
18 human rights agency showed the majority of them been,  
19 of course, age and sexual gender based complaints and  
20 that the only recently the race based complaints are  
21 starting to increase. That was the reason for the  
22 question, and I'm just wondering if you knew about  
23 that particular trend?

1                   MAYOR BRADY: No, I have not seen that trend  
2                   and I can't accept it as their right now until I  
3                   research it myself and I'm sure that they are dealing  
4                   very fast with that.

5                   MS. GONZALEZ: Throughout the past two days,  
6                   especially today, speakers have stated that it's not  
7                   just a point that you have cultural diversity or  
8                   multi cultural sensitivity awareness training, but  
9                   you also and you've stated you have to put out an  
10                  increase of people from ethnic groups, minority  
11                  groups, so that you have that daily contact. One of  
12                  the objectives of the integration task force plan  
13                  was that same philosophy, that same idea was that we  
14                  needed to have an increase and therefore, we can  
15                  increase the content, increase their awareness. The  
16                  question that I have is the previous speaker stated  
17                  that if the affirmative action plan has not even been  
18                  adequately enforced or monitored in the past, what  
19                  guarantee of a success do you have on a voluntary  
20                  coalition or Council of Diversity that that's going  
21                  to ensure cultural diversity, that that's going to  
22                  ensure what you're trying to accomplish when you had  
23                  mandatory programs in place that weren't even adhered

1 to?

2           MAYOR BRADY: I can assure you that through  
3 the years I can go back and point to pieces where we  
4 had affirmative action and I'm speaking of  
5 affirmative now on behalf of the city, as employer, I  
6 think you're sure in that case we had a full time  
7 director for the programs. We have since combined  
8 those programs with personnel and with human rights  
9 officers, but they are being done and they have been  
10 done. I would not say our program has been hit and  
11 miss or it has been unenforced, but the other side of  
12 your question, how far can any group, whether it's  
13 private or governmental group, and accomplishing  
14 goals without having staff funds, people to work  
15 with, they have established through the cooperations  
16 of the day's elements of the financial community and  
17 interactions with, we will give them some of the  
18 funds necessary to bring in some leadership now and  
19 hope that's the step in the right direction. But,  
20 there's going to have to be a lot of things that are  
21 done on a voluntary basis such as a Human Rights  
22 Commission is done. We don't pay our Human Rights  
23 Commissioners. And, then the organization, we're

1 going to have to be there for support, for  
2 interaction and bring new people in and to integrate  
3 them into the community to be there when they reach  
4 out with problems and contacts. They all have to be  
5 in place.

6 CHAIRMAN ALLEN-SOMMERVILLE: Are there any  
7 other questions? If not, Mayor Brady, thank you.

8 MAYOR BRADY: Thank you.

9 CHAIRMAN ALLEN-SOMMERVILLE: We will now  
10 have a break and we will resume at 3:20.

11 (A brief recess was taken.)

12 CHAIRMAN ALLEN-SOMMERVILLE: This is the  
13 open session designed to accommodate persons who were  
14 not invited, but wanted to make statements, and who  
15 have already been interviewed. If there's anyone  
16 else who wishes to submit a written statement, you  
17 may submit it to the committee members or staff here  
18 or you can mail it to the U. S. Commission on Civil  
19 Rights, 911 Walnut, Suite 3100, Kansas City,  
20 Missouri, 64106. We will ask for the individuals, as  
21 I call you to come forward and give a two minute  
22 presentation.

23 Mary McDowell?



1 Things like attitude of clerks in stores, eye  
2 movements that would invite you to join in with  
3 amusement at a person's presence and for no other  
4 reason, no action, no dress, no language; the only  
5 difference is that of their color or their cultural  
6 background. Sexism is very definite in Dubuque, too,  
7 I've noticed. These are all issues that we're not  
8 unaware of.

9           What do I feel I have unique to offer? There  
10 have been advancements over the past, yesterday and  
11 today of suggestions, recommendations, information,  
12 statistics, percentages, cataloging, the experience  
13 of Dubuque; where it is, where it's going, where  
14 people think it should go. So, what do I have unique  
15 to offer? As an individual, maybe not that much. As  
16 I said, I represent the High community. Documents I  
17 have left with you is what I have unique to offer,  
18 and am in the process, on behalf of the Dubuque High  
19 Community in offering this to the city government, to  
20 the school district. I would just like to read two  
21 things from this; the first document, page 12,  
22 Racism, one of the most painful and persisting evils  
23 is a major barrier to peace. It's practice

1       perpetuates two outrageous a violation of the dignity  
2       of human beings to the contenance under any pretext.  
3       Racism retards the unfoldment of the boundless  
4       potentialities of it's victims, corupts it's  
5       perpetrators and blights human progress. Recognition  
6       of the wonders of mankind implemented by appropriate  
7       legal measures must be universally upheld if the  
8       problem is to be overcome. The information is out  
9       there. The technology is out there to give us this  
10      information. It comes down to the individual  
11      initiative, the individual choice and will to make  
12      this conscious decision to participate in this  
13      change. Thank you.

14                   MR. HERNANDEZ: We want to note that she did  
15      submit two publications for the record.

16                   CHAIRMAN ALLEN-SOMMERVILLE: The Promise of  
17      World Peace and Vision of Racial Unity, America's  
18      most Challenging Issue, Statement by the National  
19      Spirtual Assemblies of the United States. We have  
20      this as part of the public record.

21                   Amelia Vernon.

22                   MS. VERNON: I'm Amelia Vernon, 120 Hill  
23      Street, Freelance writer. I'm here to speak because



1 my conscious will not allow me to remain silent. I'm  
2 a member of the NAACP Education Committee and the  
3 MCNS Community Advisory Committee, but I'm here as a  
4 private citizen. I want to use the two minutes I am  
5 allowed so that I can be a voice for all of the  
6 minority students in Dubuque who suffer harassment in  
7 silence rather than suffer the psyche trauma that so  
8 often is inflicted on them by staff if an incident is  
9 reported. The problem is that Dubuque Community  
10 School District has failed to teach it's staff how to  
11 handle incidents of harassment. As a consequence,  
12 the staff makes many errors when they work with a  
13 victim of harassment. Errors such as blaming the  
14 victim, telling the victim you shouldn't be so  
15 sensitive, and failure to let the victim know that he  
16 or she has rights. The list of errors goes on for  
17 two pages. The list has been documented by minority  
18 parents and concerned citizens, and this document is  
19 here for you. Also there is a document to show that  
20 repeatedly Dubuque minority parents have tried to  
21 persuade the school administration to train it's  
22 staff in how to handle incidents of harassment so  
23 that minority students are not further hurt. But,

1 the school administration has not responded to these  
2 pleas.

3 On a more affirmative note, let me say  
4 that as a result of the mediation with Bill Whitcomb  
5 of the Justice Department, Community Action Service,  
6 the Dubuque Community School District Board has  
7 adopted a harassment policy and procedure and a  
8 resolution to fully implement the new policy in the  
9 92-93 school year. Now, you might think that the  
10 school district would have to give the staff training  
11 for there are major changes in the new harassment  
12 policy and procedure. Staff training is absolutely  
13 essential if the procedure is to be properly  
14 implemented. But, to date, Dubuque Community School  
15 District has no plans to train staff so they can  
16 implement the procedure when school starts next fall.  
17 They plan to offer training in a piecemeal way, at  
18 various schools throughout the coming year. I don't  
19 know why Dubuque school administration put such a low  
20 priority on the proper handling of incidents of  
21 harassment. I hope that you can help them understand  
22 their responsibility in that area. Thank you for  
23 your time.

1 MR. FURGERSON: You said they have no plans  
2 to train people and they said this morning that they  
3 plan to train them by the next fall?

4 MS. VERNON: No, their plan, when it was  
5 given at the board meeting on April 20th is that  
6 Brian Beekie will train at the various schools  
7 throughout the coming year, which means they would  
8 start in the fall, but they might not finish until  
9 May or June.

10 MR. FURGERSON: Thank you.

11 CHAIRMAN ALLEN-SOMMERVILLE: Problems in the  
12 Dubuque School District, Report by Concerned Citizens  
13 dated April 28, 1992 is a part of the official  
14 record.

15 Margaret Cheers? Ruby Sutton.  
16 Identify yourself.

17 MS. SUTTON: My name is Ruby Sutton, I live  
18 at 859 Airhill. I'm a program manager with Operation  
19 New View and I'm also a concerned citizen and a  
20 parent. I've heard a lot of perceptions today and  
21 yesterday. Today I just want to give you a few  
22 facts.

23 We moved here in 1963 with two small

1 children. My husband's job came with him. Still we  
2 couldn't find housing. So, constructive integraton  
3 has to do with racism. I have been refused housing,  
4 refused employment, refused public accommodations  
5 way, way before there was constructive integration  
6 plan. There were cross burnings before constructive  
7 integration, racism brought out constructive  
8 integraton. I've also heard Dubuque is a good place  
9 to live and in some ways it is. It's also a good  
10 place to raise your kids white, very.

11 In 1963 we petitioned the School Board  
12 for minority teachers. In May of 1992 my grandkids  
13 are being taught by the same teachers that my  
14 children were taught by, 29 years later. When we  
15 talk about minority teachers, I feel the community  
16 feels that we want change for minority children. We  
17 want change for everyone. You need minority teachers  
18 to teach your kids, not just my kids. IN order to  
19 bring about a change, there needs to be a firm  
20 commitment by Dubuque community leaders. If you take  
21 that firm commitment, you'e probably are going to be  
22 forced out of office. We're dealing with some real  
23 issues. I don't know what you can do to help bring

1 changes about, but we need them very, very bad.

2 Thank you.

3 Jan Gleichner. Identify yourself and  
4 spell your name for us, please?

5 MS. GLEICHNER: G-l-e-i-c-h-n-e-r, Jan. I  
6 have been involved in the, as a member of the task  
7 force for the integration committee and I'm housing  
8 chairperson for the diversity council. I just hve  
9 some stats here and I'd like to run through them vey  
10 quickly. I went to the people from a different  
11 culture in the community. We have 444 African  
12 Americans and that includes the students attending  
13 the three colleges. We have 68 Spanish speaking, and  
14 that numberis more, but I couldn't contact enough  
15 people to get this report ready. We have 44 Asians  
16 and 28 American Indians. All right. Now, thjose are  
17 just the contacts that I could make.

18 I was born and raised in Dubuque.  
19 Because of these people that have been living here,  
20 is the result of the constructive integration plan.  
21 These people, knowing the Afro Americans, the  
22 American Indians and those people persistently say  
23 it's not right what is happening in this community.

1 For 25 years that I know of, have come forward and  
2 said, in education when we send our children to  
3 school, we do not see any role models. When we want  
4 to get our children's hair cut, if we have to go to a  
5 barber or a cosmetologist, anything of a culture that  
6 is different, we don't have those types of things.  
7 Restaurants, people are coming here as part of the  
8 tourist of other cultures and saying, where can we go  
9 to eat? We don't have those kinds of things  
10 available. And there has been an effort on the part  
11 of the community to do something about it. And one  
12 of the comments earlier was, oh, affirmative action,  
13 and I think we all know that affirmative action is  
14 not effective. That was one of the reasons of the  
15 integration plan. First of all, why do we even need  
16 an affirmative action plan to do what was right to  
17 one another, to treat one another as brothers and  
18 sisters?

19 What's happening in Dubuque is there's  
20 a lot of fear. People unable to define that fear,  
21 whatever it can be. First, they said because of the  
22 integration plan, that it was because of the  
23 economic. It wouldn't make any difference what the

..derlying fear. That education is an important part  
3 of this, but until we get teachers in our school  
4 system, parochial and public, until we have role  
5 models and until we have an opportunity to go out  
6 with people of other cultures, not whites going out  
7 telling other cultures about other cultures. We need  
8 to participate with because we have made the problem,  
9 it's up to us, along with those cultures, to do  
10 something about it.

11 CHAIRMAN ALLEN-SOMMERVILLE: Thank you.  
12 David Rusk.

13 MR. RUSK: Thank you for allowing me to  
14 speak to you again. My name is David Rusk, I reside  
15 2340 Cove Street in Dubuque. I am here this  
16 afternoon as a private citizen, unlike how I appeared  
17 in front of you this morning. I'd like to share with  
18 you a letter that was sent to the New York times  
19 November 29, 1991 by an individual who is rather  
20 close to me. I think it speaks well of our  
21 situation.

22 To the editor, New York Times, 1991,  
23 November 29, 1991. "Please take away Dubuque, Iowa's

1 black eye. Recent publicity such as the New York  
2 Times article on Dubuque on November 3, 1991 might  
3 lead one to believe that the people there are  
4 intolerant of racial differences This image is an  
5 error. I grew up in Dubuque and still spend many  
6 wonderful weeks there each year. I traveled one  
7 thousand miles away to live and work in Yonkers, New  
8 York where I have been teaching inner city children  
9 for many years. My background from Dubuque provides  
10 me with the compassion, a sense of fairness and  
11 idealism which are necessary to my calling and also  
12 still guide my life. In my formative years a clear  
13 message pointed away, treat people fairly and without  
14 bias.

15 Dubuque is a community with strong  
16 family and religious values which give birth to a  
17 social awareness that reaches beyond the confines of  
18 this Mississippi river town. It's warmth and spirit  
19 never cease to amaze me. It's beauty and  
20 architecture are most enjoyable. I am proud to say  
21 I'm from Dubuque and I am always happy to return. "  
22 The author of the letter was thomas Broadbelt Rusk,  
23 my brother.



1                    I came back to Dubuque after a 17 year  
2 absence in which I lived in numerous Iowa cities and  
3 large cities across the country and Canada. I came  
4 back to raise my family because I feel it's a good  
5 place to do so. Our community is not perfect, no  
6 doubt there are racist attitudes among some of our  
7 residents, but I believe they represent only a minor  
8 segment of our population. This is, in fact,  
9 evidenced unequivocally by the scientific opinion  
10 survey data that was shared with you by my earlier  
11 presentation today. Our community was forced to face  
12 a crises in the event of last summer and fall and  
13 perhaps continuing in some fashion today and on into  
14 the future. All due to a few voices and actions  
15 capturing a sensational media attention. The truth  
16 is, we are at large a thoughtful and caring  
17 community, dedicated to doing the right things and to  
18 doing things right. As I hope you will discover in  
19 this proceeding, there is substantial and sincere  
20 efforts in our community to build bridges, to develop  
21 consensus as to how to address our challenges and to  
22 establish and reaffirm our instruments of community  
23 partnership, collaboration, cooperation, and

1 ownership of community problems. And solutions to  
2 overcome them.

3 I believe we are undergoing a healing  
4 process in this community with regard to the  
5 diversity issue. Such a process can be painful, but  
6 nonetheless, a renewal of community spirit and  
7 conviction to all it can be.

8 As a bit of background on myself, to  
9 lend some, I hope, credibility to this prospective.  
10 I am employed as a registered security broker. I am  
11 an active volunteer to numerous civil organizations  
12 in this community. I am a Dubuque native who  
13 returned to this city in 1989 after a 17 year absence  
14 which I mentioned. I held various marketing and  
15 management positions for a large multi national  
16 corporation, and was trained for a very considerably  
17 in the areas of sensitivity and racial awareness.

18 CHAIRMAN ALLEN-SOMMERVILLE: Thank you, Mr.  
19 Rusk. The letter that was read and the -- two  
20 letters have become part of the official meeting.

21 The two day session, fact finding  
22 meeting, for the purpose of gathering information on  
23 race relations in Dubuque is done. The official

1 record of this meeting will close on June 1, 1992.

2 I declare this meeting adjourned.

3 (The meeting was adjourned at 3:35 p.m.)

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~~CERTIFICATION~~

I, VERNITA HALSELL-POWELL, a Certified Shorthand Reporter and Notary Public within and for the County of Cook, State of Illinois, hereby state that I reported in shorthand the testimony given at the above-entitled cause, and state that this is a true and accurate transcription of my shorthand notes so taken as aforesaid.

*Vernita Hallsell-Powell*  
VERNITA HALSELL-POWELL, CSR.

