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THE NEW HAMPSHIRE ADVISORY COMMITTEE
TO
U.S. COMMISSION ON CIVIL RIGHTS
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DEMOGRAPHIC CHANGES, LOCAL GOVERNMENT ACTIONS
AND RACIAL TENSIONS

Sheraton Tara Wayfarer Inn
121 South River Road
Bedford, New Hampshire, 03110
Saturday, November 20, 1993
9:00 a.m. to 5:15 pm.

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COMMUNITY FORUM HELD BY
THE NEW HAMPSHIRE ADVISORY COMMITTEE
TO
THE U.S. COMMISSION ON CIVIL RIGHTS

DEMOGRAPHIC CHANGES, LOCAL GOVERNMENT ACTIONS
AND RACIAL TENSIONS

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121 South River Road
Bedford, New Hampshire, 03110
Saturday, November 20, 1993
9:00 a.m. to 5:15 pm.

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UNITED STATES
COMMISSION ON
CIVIL RIGHTS

624 Ninth Street, N.W.
Washington, D.C. 20425

FOR IMMEDIATE RELEASE

For More Information, Contact

Sylvia Chaplain, Chair, (603) 964-9241 or
Ki-Taek Chun, Dep. Dir., ERO (202) 376-7533

CIVIL RIGHTS FORUM TO BE HELD IN BEDFORD

Washington, D.C.---The New Hampshire State Advisory Committee to the U.S. Commission on Civil Rights will hold a community forum entitled, "Demographic Changes, Local Government Actions, and Racial Tensions," on Saturday, November 20, 1993, at the Derryfield Room, Sheraton Tara Wayfarer Inn, 121 S. River Road, Bedford, NH 03110 from 9:00 a.m. to 5:15 p.m. The public is encouraged to attend.

There is no question that New Hampshire's minority population continues to grow in numbers and diversity. What these demographic changes mean for the state and local communities is the theme of the Forum. Paying special attention to Manchester, Nashua and Newmarket, the Forum will examine the role and consequences of local governments' actions or inactions on race relations in public schools and police-community relations. It will also try to identify exemplary programs already in place that are constructive or innovative. New Hampshire Governor Stephen Merrill has been invited to address the Forum.

The U.S. Commission on Civil Rights is an independent, bipartisan, factfinding agency concerned with discrimination or denial of equal protection of the laws because of race, color, religion, sex, age, handicap, and national origin.

Members of the New Hampshire Advisory Committee are Sylvia Chaplain of North Hampton (Chair), Helen C. Bethel of Derry, David H. Bradley of Hanover, Carmen Buford of Dover, Robert R. Fournier of Suncook, Kenneth Jue of Keene, Susana L. Yordan Middleton of Nashua, Bertha A. Perkins of Nashua, Robert E. Raiche of Manchester, Andrew T. Stewart of Enfield, Patricia A. Taylor of Litchfield, and Yutaka Yamamoto of Dover.

Members of the Commission are Chairman Arthur A. Fletcher, Vice Chairman Charles Pei Wang, and Commissioners Carl A. Anderson, Mary Frances Berry, Robert P. George, Constance Horner, Russell G. Redenbaugh and Cruz Reynoso.

Bobby D. Doctor is acting staff director and John I. Binkley is director, Eastern Regional Office.

11/8/1993



UNITED STATES
COMMISSION ON
CIVIL RIGHTS

624 Ninth Street, N.W.
Washington, D.C. 20425

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**DEMOGRAPHIC CHANGES, LOCAL GOVERNMENT ACTIONS,
AND RACIAL TENSIONS**

Community Forum held by
the New Hampshire Advisory Committee
to
the U.S. Commission on Civil Rights

9:00 a.m. to 5:15 p.m.
Saturday
November 20, 1993

Sheraton Tara Wayfarer Inn
121 S. River Road
Bedford, NH 03110

Agenda

9:00 a.m. to 9:10 a.m.
Welcoming Remarks

Governor Stephen Merrill (or his representative)
[Introduction by Ms. Sylvia Chaplain]

9:15 a.m. to 11:15 a.m.
Session I: Education
[Moderator: Yutaka Yamamoto]

1. Nury Marquez, executive director, Alliance for the Progress of Hispanic Americans (Manchester)
2. Lan Truong, N.H. Catholic Charities (Manchester)
3. Sue Henderson, pastor of education, United Church of Christ, Mt. Vernon or Olga Tines, Outreach for Black Unity
4. Mark Ankarberg, director, Title VII programs, Nashua School District
5. Janet Prescott, ESL teacher, Newmarket Sr./Jr. Hi
6. Steve Lord, director, Special Education, Newmarket
7. Sharon Hunt, executive director, Drum Inc. (Heart Beat of the Native American Communities) (Manchester)
8. Eugene Ross, superintendent, Manchester School District

11:15 a.m. to 1:00 p.m.

Performance by the Hispanic Youth Theater and lunch

1:00 p.m. to 3:00 p.m.

Session II: Police-Community Relations

[Moderator: Andrew T. Stewart]

1. Guadalupe Bisson, executive director, Latin American Center (Manchester)
2. Laura Ortiz, chairperson, Nashua Ethnic Awareness Committee
3. Priscilla Shaw, assistant director, Lamprey Health Care Center (Newmarket) and
P. Champa, Lamprey Health Care Center
4. Michael Worsley, Outreach for Black Unity (Manchester & Nashua)
5. Kerryl Clement, chief, Newmarket Police Department
6. Savino Auciello, captain, Manchester Police Department
7. Donald Gross, captain, Nashua Police Department
8. Damaso Cordero, Nashua Dominican community activist

3:00 p.m. to 3:15 p.m.

Coffee Break

3:15 p.m. to 5:15 p.m.

Session III: Exemplary Programs and the Future of New Hampshire

[Moderator: Robert F. Fournier]

1. Rob Wagner, mayor, city of Nashua
2. Earl Sweeney, director, NH Police Standards and Training
3. Larry Turner, Community Relations Service, U.S. Dept. of Justice
4. David S. Pace, detective sergeant, Portsmouth Police Department
5. Sandra B. Fleishman, New England regional director of "A World of Difference," Anti-Defamation League
6. Ann Reardon, social studies teacher, Timberlane
7. Elenore Freedman, education consultant, former director of NH School Improvement Program
8. Regis Lemaire, executive director, Manchester Offices of Youth Services

1 MS. CHAPLAIN. I want to welcome you to this forum, the
2 forum on "Demographic Changes, Local Government Actions, and
3 Racial Tensions". I realize that this is something that
4 could take five days but we have one. I just want to point
5 out, you know, it jumps at you, last night as I was finally
6 going to bed at 12:30, I skimmed yesterday's Globe and what
7 jumped out at me was "Shortage of Qualified Workers Seen in
8 New England - Road Blocks to College for Minorities, Poor
9 Cited" and one of the things it said, almost the words that
10 I was going to use, is the fastest growing segments of New
11 England's population are minority groups, the report said,
12 yet minorities have been the least likely to obtain college
13 degrees at a time when high tech businesses need educated
14 workers. Then, a woman named Diane Saunders, spokeswoman
15 for the Nellie Mae Fund for Education said, "The whole world
16 is changing and New England has to change along with it. We
17 are going to be a very, very diverse society very soon and I
18 don't think we're prepared for that and I think those of us
19 in Northern New England are less prepared, perhaps, than the
20 larger states with larger populations, like Massachusetts
21 and Connecticut."

22 We are thrilled to have you here and we... Now, I
23 think for some of us, I should explain what 'this committee
24 is, because we haven't surfaced for awhile in New Hampshire
25 and people don't know about us. We are appointed. We are
26 New Hampshire citizen volunteers. We do get mileage, but

1 that's about it. We're appointed by the United States
2 Commission on Civil Rights. The commission is an
3 independent bipartisan fact finding agency, concerned with
4 the discrimination and denial of equal protection of the
5 laws as to race, color, religion, sex, age, handicap and
6 national origin and also the administration of justice,
7 regardless of race, color, etcetera.

8 Before I introduce the committee member, I would like
9 to read a letter from the governor of New Hampshire, who
10 unfortunately had a conflict and could not be with us.

11 "Dear Forum Attendants:

12
13 I want to take this opportunity to send greetings and
14 congratulate the State Advisory Committee on their
15 tremendous service to the State of New Hampshire.

16
17 By attending this forum you have demonstrated your
18 willingness to explore state wide civil rights issues. As a
19 former Attorney General and as Governor, I have been
20 committed to promoting civil rights issues. In January of
21 1993 I proclaimed Martin Luther King Civil Rights Day and I
22 look forward to taking that action again in 1994. Your
23 participation in this forum shows your commitment to the
24 education, law enforcement, and community issues that
25 surround the changing face of New Hampshire.

26
27 Once again, congratulations, and on behalf of the
28 citizens of New Hampshire I commend you for your dedication
29 and commitment to the State."

30
31 That will inspire us to work harder.

32 I would like to introduce the members of the committee
33 to you:

34 Andy Stewart, Andy likes to describe himself as a
35 fiddler. He is an attorney that doesn't practice but he's
36 been involved in civil rights for as long as I can remember

1 and as long as I've known him.

2 I'm not going to go into everybody's lengthy biography.
3 Next to him is Bob Fournier, whose official title is...
4 Well, he's a foreign language and bilingual education
5 consultant with the New Hampshire State Department of
6 Education in Concord. Bob too has been active in bilingual
7 education and Franco-American organizations and without his
8 support, some of this conference never would have happened.
9 He was responsible for, I think, a good part of the mailing
10 that reached people.

11 Next to... I'm skipping around because people have
12 moved or they aren't here. Kenneth Jue, Ken Jue is a mental
13 health administrator of Monadnock Family Services. He is a
14 civil rights advocate widely known in southwestern New
15 Hampshire.

16 I'm going to skip Ki-Taek for the moment. Next is
17 Yutaka Yamamoto, chairman of the Department of Philosophy at
18 the University of New Hampshire in Durham. We sat last
19 night in the bar, I had milk, talking about the different
20 views of multi-cultural education and it was an education to
21 me and I hope one day we're gonna have an all day forum of
22 what does multi-cultural education mean. I'm inspired by
23 Yutaka.

24 Our next member of the committee is Dr. Carmen Buford,
25 Associate Dean for Student Affairs at the University of New
26 Hampshire. She has held a variety of positions, including

1 Director of the Office of Multi-Cultural Student Affairs.
2 So, she'll have to be a key person on that panel too. She
3 is new to the committee and we really haven't gotten to know
4 each other.

5 That's all the committee members who are present. When
6 the others come, I'll introduce them. I'm skipping because
7 I used that clip.

8 The focus today is on Manchester, Nashua and Newmarket.
9 That does not mean that there are no problems anywhere else
10 or needs anywhere else, but we had to focus somewhere.
11 Manchester and Nashua were chosen because they have the
12 largest minority populations. Newmarket was chosen because
13 we wanted one smaller community, not a major city, that has
14 had a large impact of new minorities to... well, really to
15 New England, the United States and that's the Laotian
16 community.

17 Let me talk a little bit about procedure. Each
18 panelist will make a presentation. We have suggested less
19 than seven minutes. They can take even less to leave more
20 room for interaction.

21 This is committee member Bertha Perkins, from Nashua,
22 Reverend Perkins. I'm not gonna go through her current
23 titles but we're good friends for more years than we care to
24 admit to each other and Bertha has been an activist in
25 Nashua and a very effective one.

26 And also just arrived is another new committee member,

1 whose name is Patricia Alfredo Taylor. She's a small
2 business owner and operator in New Hampshire. She's been
3 active in church and civic affairs and a charter member of
4 Outreach for Black Unity and we welcome her both today and
5 to the committee as a new member.

6 Our new members are really jumping in with both feet on
7 a major forum, having not even been to a meeting before last
8 night.

9 Where were we? The panelists will each make a
10 presentation of less than seven minutes. The members of the
11 committee may ask questions of the panelists and the members
12 of the audience may make a presentation, ask or answer
13 questions or both. Now, we're asking the members of the
14 audience to confine their remarks for two minutes, so that
15 everybody has a chance. If we still have the time, we can
16 go around again on a second two minutes. I know that's
17 tough but it will make you, as you're sitting there, think
18 of the most salient points you want to make and be able to
19 make them concisely. As you can see, we have a reporter
20 here. If there are things that you do not feel that you
21 want to make public statements on or things that you feel
22 there's too much to say, that can't fit into a two minute
23 format, please feel free to write to us, to send us a
24 statement or to call any one of the committee members.

25 Now, I would like to introduce Ki-Taek Chun, who is the
26 Deputy Director of the United States Commission on Civil

1 Rights and in addition, concurrently is responsible for five
2 states; which means, we don't get enough of him and enough
3 of his time and enough of Washington's time. He is going to
4 take a minute to explain some of the bureaucratic Washington
5 generated guidelines.

6 MR. CHUN. Time is running short and it is a very precious
7 commodity, so I will make remarks very short. Just two
8 observations that I would like to share with you, one is, as
9 you can see by the agenda, I think we have an exciting day
10 coming and I'm certainly looking forward to it, but all of
11 this would not have been possible without the many, many
12 tireless hours throughout the summer of the committee
13 members, particularly members of this planning subcommittee
14 and they are Andy Stewart and Bob Fournier, Sylvia Chaplain
15 and Yutaka Yamamoto. Maybe we can give them a round of
16 applause for public appreciation.

17 The other observation is a reminder, as you know, this
18 forum is sponsored by the United States Commission on Civil
19 Rights through its extension, that is the State Advisory
20 Committee in New Hampshire, commissioned by statute and
21 regulations, it is prohibited from engaging in any
22 activities that may be degrading or defamatory of any
23 individuals or organization. So, the only thing I would ask
24 you to do is to remember to refrain from and please do not
25 make any remarks that are derogatory, defaming or degrading
26 to individuals or organizations. That does not mean that we

1 can not criticize some organizations or persons, but I think
2 that they would have to be factual and they would have to be
3 descriptive, rather than name calling and so on. I don't
4 have to elaborate on the distinction there.

5 With that reminder, I think that's enough. Perhaps we
6 can go on.

7 MS. CHAPLAIN. Yes, we're going to have for the Session One,
8 the moderator will be Yutaka Yamamoto, who will describe it
9 and introduce the panelists.

10 MR. YAMAMOTO. Yes, it's true, I was at the bar last night
11 but I was having Poland Springs. I am Yutaka Yamamoto.
12 I've never liked my first name, so you can just call me Sam.
13 I'll be serving as moderator for this session and I want to
14 welcome all of you to our forum and I want to especially
15 welcome our panel members, some of whom are here on very,
16 very short notice. Your participation is greatly
17 appreciated.

18 Let me now introduce our panel members:

19 Ms. Nury Marquez, if you would just sort of indicate,
20 so people know, Ms. Lan Truong, Reverend Sue Henderson, Ms.
21 Olga Tines, Mr. Mark Ankarberg, Ms. Janet Prescott, Mr.
22 Steve Lord, Ms. Sharon Hunt and Dr. Eugene Ross.

23 Let's see. I'm very sorry. I should identify who
24 these people are. Nury Marquez is executive director,
25 Alliance for the Progress of Hispanic Americans. Ms. Lan
26 Truong is with the New Hampshire Catholic Charities.

1 Reverend Sue Henderson is pastor of education, United Church
2 of Christ, Mt. Vernon. Ms. Olga Tines, Outreach for Black
3 Unity. Mr. Mark Ankarberg, director, Title VII programs,
4 Nashua School District. Ms. Janet Prescott, ESL teacher,
5 Newmarket schools. Mr. Steve Lord, director of special
6 education, Newmarket. Ms. Sharon Hunt, executive director,
7 D.R.U.M., Incorporated and Dr. Eugene Ross, superintendent,
8 Manchester School District.

9 The purpose of this session is to identify, as
10 specifically as possible, existing problems or foreseeable
11 problems in the area of education that may be due to recent
12 demographic changes in the three communities that we have
13 decided to focus on and to explore possible remedies for
14 these problems and the session will proceed as follows. We
15 will have remarks from each of the panel members and because
16 we like to have audience participation, at the end we're
17 asking the panel members to do their best to restrict their
18 remarks to five minutes and then what I want to do after
19 panel members are through is to recognize certain persons in
20 the audience who we've asked to address the group here from
21 the floor and after that, we'll open the discussion. We'll
22 open it up for general discussion and we'll start the
23 remarks with...

24 MS. CHAPLAIN. Before we start, promptly at 11:15, so don't
25 go away, the Youth Hispanic Theater Group is going to
26 perform and at 12:30 we're going to show a film from the

1 Southern Poverty Law Conference. So, people can go get
2 their lunch and see the young people, get their lunch, bring
3 it back if they wish, to see the film. That's an extra that
4 just arrived today. But 11:15 promptly, so don't go away.
5 Thank you. Sorry.

6 MR. YAMAMOTO. So, we'll start the remarks with Ms. Sharon
7 Hunt. I understand that she has other commitments and she
8 has to leave early. So, Ms. Hunt.

9 MS. HUNT. I've asked two people to come stand with me today.
10 This is Martha Francis, she is a Mic Mac woman who lives
11 here in Manchester and this Grandfather Fred Ranco (ph). He
12 lives up in Conway. He's a Penobscot man.

13 I would like to give thanks to the Creator, and to the
14 more than 4,000 American people in New Hampshire who I am
15 honored to serve. It is my hope that a powerful message can
16 be sent to Washington, and quickly communicated back to the
17 people in New Hampshire who have the power to make a
18 difference in the area of Education.

19 My remarks will:

20 1) Provide you with a brief overview of the history
21 which is specific to New Hampshire and Native Americans.

22 2) Introduce you to the population and their needs.

23 3) Tell you more about THE DRUM and how we are working
24 hard to respond to the need.

25 4) Challenge this committee to intervene in a
26 responsible way.

1 The Historical Setting: At point of contact between 400
2 and 600 hundred years ago, it is believed that more than 80%
3 of the Eastern Band Indians died from diseases after
4 exposure to the Europeans for the first time.

5 Then we find in the Provincial Papers of New Hampshire,
6 Volume III, dated 1722, Part II, it was enacted into law, "a
7 law for the encouragement of volunteers for the destruction
8 of the Indian".

9 On May 13th, 1711, it was voted that for every Indian
10 man slain in the province, fifty pounds would be paid for a
11 scalp, for every Indian woman thirty pounds and for every
12 minor or papoose, fifteen pounds would be paid out of the
13 New Hampshire Treasury. On May 13th, that law was passed
14 in 1711.

15 The Abenaki, who are indigenous to this area for
16 thousands of years, chose that in order to survive, they
17 would go underground. Other Indians chose to give up their
18 culture, assimilate, take the Christian faith, cut their
19 hair, live in what was known as "Praying Villages". Even
20 these "Praying Indians" were slaughtered.

21 In the early part of this century, the Eugenics
22 movement was born. The father of Eugenics was Henry F.
23 Perkins, a zoological professor at the University of
24 Vermont. These Eugenics fanatics worked to purify the
25 state's polluted protoplasm in order to bring in a better
26 class of tourists and summer people. They worked hard to

1 identify "defectives" for sterilization. One criteria for
2 identifying a "defective" was "wandering basket maker". We
3 know that many Indian families were sterilized during this
4 time period, as well as many other poor people. Anyone who
5 wound up in an orphanage, in a state institution of any
6 sort, or who was needy for food, was at risk for being
7 defined as a "defective".

8 None the less, some Indian people survived. The United
9 States government, in its infinite wisdom, during the 1950's
10 decided to "relocate" Indians off reservations to urban and
11 other areas. These efforts to assimilate Indian people just
12 have never worked. Other Indians were adopted out of Indian
13 country or placed in boarding schools. Two of us standing
14 here were such. They were shipped away from family support.

15 In 1983, a small Indian organization that had existed
16 for about twelve years, known as the New Hampshire Indian
17 Council, went under. From 1983 until 1992, there was a
18 sickening quiet in New Hampshire. There were no services
19 for Indians in this state. It was during these years that
20 Indian and non-Indian alike abrogated their
21 responsibilities. Not one dollar was spent by the state or
22 anyone else to provide services to the Indians.

23 The Current Population and Their Need: The 1990 U.S.
24 Census informs us that there were 2,250 Native Americans
25 residing in New Hampshire. We know that this was an under-
26 count. The majority of Indian people reside in Hillsborough

1 County. My administrative office is about ten minutes from
2 here. We are Abenaki, Mic Mac, Cree, Ojibwa, Hopi,
3 Penobscot, Passamoquoddy, Alaskan, Lakota, Apache and from
4 many other tribes. The National Indian Health Service,
5 which is under the Department of Health and Human Services,
6 whose projections are quite conservative, in its 1992 report
7 entitled "Differences in Indian Health", tells us that:

8 - Indians have the highest infant mortality death rate
9 of any other group in the country

10 - The highest suicide rate, in fact, Big Cove a
11 Canadian Mic Mac Reservation has had 87 suicides in the
12 past year and a half among its teenagers

13 - The highest diabetes melitis and tuberculosis rate
14 than any other group

15 - And for every non-Indian in this country who dies
16 from substance abuse, seven Native Americans die.
17
18
19

20 These numbers are alarming. This type of
21 dysfunction permeates every level of family and community.
22 On top of all of this, we are finding more and more young
23 adults suffering from fetal alcohol syndrome. Our people
24 suffer from homelessness, hunger, hopelessness, and in New
25 Hampshire, benign neglect. How can we exercise Civil Rights
26 when we are at risk for not surviving.

27 THE DRUM Response: Armed with mostly volunteers, we
28 have an all Native board and an all Native staff, THE DRUM

1 is working hard to make a difference. All of our services
2 are provided with cultural sensitivity. Today, we have a
3 Drop-In Center and a Food Pantry, where we provided more
4 than four hundred food packages in the first half of 1993.
5 We have a Transitional Residence, where we provide ongoing
6 services to the homeless. Cultural activities are designed
7 to prevent cultural isolation. An Indian philosophy known
8 as the Red Road to Recovery is being developed to bridge the
9 cultural gap in the area of substance abuse.

10 THE DRUM celebrated it's first birthday yesterday. The
11 work has begun, but much more needs to be done.

12 The Challenge for the Education Committee: We at THE
13 DRUM would like to see some policy changes in the area of
14 education in New Hampshire. We feel strongly that two areas
15 can be targeted that can make a dramatic impact if they are
16 changed:

17 #1) The New Hampshire Department of Education should
18 propose an Indian Education Title IV program. And as an
19 aside, Vermont has less Indians counted in the 1990 census
20 and they have had a title IV program for many years. We
21 have more Indians and we have chosen not to apply for those
22 funds. Title IV funds can provide necessary resources to
23 the Native kids and their families from grades kindergarten
24 through eighth, within the school system. These funds can
25 provide an intervention opportunity that New Hampshire
26 cannot afford to miss. Only the State can apply for these

1 funds. Although we have advised the State of this matter on
2 several occasions, we have had no response, not even a phone
3 call. This committee can assist the State with
4 understanding their priorities.

5 #2) The State of New Hampshire can allow Native
6 Americans to attend their State University system free of
7 charge. One wonders why there were no Indian programs for
8 ten years. To plan, implement, administer and manage such a
9 program, the State must have Indians with specific skills.
10 I cannot imagine a stampede. All but three states in this
11 nation have such a policy. Why not New Hampshire?

12 My Closing Remarks: It is difficult in such a desperate
13 economic climate to make arguments. These times are so
14 divisive. We in the Indian community do not wish to become
15 a competing minority. All of New Hampshire's citizens are
16 at risk. These are dark times.

17 Often, I think about Native people as being like the
18 "canary in the cage". You know, coal miners would place a
19 canary in a cage and lower it down into a coal mine for
20 awhile, and then pull it up to see if it survived. The
21 United States Commission on Civil Rights can help to carry
22 our voice to Washington, so that a process can begin to stop
23 the dying in New Hampshire. The leadership in the American
24 Indian community believes that by working together, we can
25 all make a difference.

26 Thank you for this opportunity. I can stay for five

1 minutes, if there are questions.

2 MR. YAMAMOTO. Thank you very much for that very powerful
3 statement. Let's see. What we wanted to do was for
4 everyone to... all of the panelists to give their remarks,
5 but since Sharon Hunt has to leave, perhaps we should have
6 five minutes of... if there are some questions that one
7 wants to direct to Sharon.

8 MR. STEWART. We know the census understates minority
9 populations. What is your 4,000 count based on?

10 MS. HUNT. It's based on services, experience; we have worked
11 for a year and a half now actually, you know, even though
12 THE DRUM is a year old, a whole host of people have worked
13 for a year and a half and based on the people coming into
14 the Indian Center on a daily basis, we project this. I ask
15 people, were you counted in the census and almost always the
16 answer is no.

17 MR. STEWART. What were the census criteria for
18 establishing your tribal affiliation or self identity?

19 MS. HUNT. I can't answer questions on how the census was
20 structured, but they are asked if they're Indian. The
21 people I work with are status Indian people.

22 MR. STEWART. I suspect you have a much better...

23 MS. HUNT. I mean, I could give you a variety of reasons of
24 why they are not counted, one of them is distrust, another
25 is the migratory nature of many Indian people; they're
26 searching, searching for an economic life. They don't stay

1 stable. They don't get counted. The other is the
2 dysfunction, the despair and hopelessness; people just don't
3 respond. Many of them don't have addresses to be asked
4 questions from.

5 MR. STEWART. Thank you. I have one last question. Where
6 did you address your letter or request to the State
7 Department of Education, which office?

8 MS. HUNT. I have copies of the correspondence that I sent.
9 I did not bring it with me, because I don't want to agitate,
10 but I can get that to you. They have a minorities affairs
11 office, where they run around the...

12 MR. STEWART. In Concord, you mean?

13 MS. HUNT. Yeah, that one.

14 We have just entered the room, the ambassador to the Abenaki
15 Nation of Indians and she is here. Won't you just stand up
16 Madame Ambassador. This is Molly Keating, Grandmother Molly
17 Keating. She was born in Keene, New Hampshire. Her parents
18 were born in Keene, New Hampshire. We're standing on
19 basically her indigenous land and she's come this morning a
20 long way to support this effort and I thank you for coming,
21 Madame Ambassador.

22 MR. YAMAMOTO. For those of you who speak or ask questions,
23 if you will speak loudly or you are very welcome to use the
24 microphone. Are there any other questions or remarks?

25 Okay, thank you very much for your very powerful
26 statement.

1 Now we'll have some remarks from Ms. Lan Truong.
2 Please feel free to use the podium, if you would like.

3 MS. TRUONG. Good morning. I am happy and honored to be
4 here today to represent the Asian community. I would like
5 to stress the fact that Asian includes distinct history,
6 culture and language differences. They are Vietnamese,
7 Vietnamese-Chinese who are never fully assimilated into the
8 Vietnamese life and are still primarily speaking Chinese
9 dialect, Cambodians, Laotians.

10 Since the Asian Americans living in the Manchester
11 area, the majority are Vietnamese and I am Vietnamese
12 myself, I will speak from this group's point of view.

13 Employment is essential for economic self sufficiency.
14 Our office at Catholic Charities ultimate goal when settling
15 refugees is to get them to be employed. Most often we are
16 not able to meet these goals, because of cultural and
17 language barriers refugees are faced with.

18 These are some of the areas I would like to address:

19 Number one, educational inadequacies; number two,
20 cultural sensitivity needed for all school levels; number
21 three, consequences for not responding to the concerns; and
22 number four, possible solutions.

23 Educational Inadequacies: Young adults, groups between
24 the ages of nineteen and twenty five who are of the income
25 earning age having little or no English skills, some are
26 even illiterate in their native language, therefore,

1 extensive ESL, vocational ESL training is needed to allow
2 these youths to function independently and to gain access to
3 further educational programs, such as adult ESL G.E.D.
4 certificate or two year degree programs that will lead to
5 skilled employment.

6 Need for Cultural Sensitivity for All School Levels:

7 There is a need for cultural sensitivity for all educators,
8 administrators and teachers, as well as support staff, such
9 as secretaries and custodians, to promote understanding that
10 will lead to the acceptance of the students' cultural
11 differences. They need to teach that not one culture is
12 better than the other but simply different. Through this
13 understanding, they will be able to celebrate their
14 differences. This can happen.

15 Our multi cultural office at Catholic Charities is in
16 collaboration with all Catholic schools in the state. Each
17 year we hold a students' multi cultural day that provides
18 students with the opportunity to learn about different
19 people in different parts of the world. The students were
20 excited to learn about different cultures and they are more
21 appreciative of their culture when the self esteem in the
22 students of minority groups is greatly improved. It is
23 wonderful to see that happen.

24 Consequences for not Responding to the Needs: There is
25 a segment of our population that is uneducated and
26 unemployed, because culture places such a high value on

1 education. Vietnamese youth are more sensitive to failure
2 and thus more likely to respond destructively to it.
3 Consequently, they find support within their peer group that
4 often leads to frustration, self destruction, then anger and
5 perhaps even violence.

6 Possible Solutions: With limited English proficiency,
7 students need more than just a few hours of ESL a day if
8 they are to enter the academic main stream. Some expressed
9 that it seems to them an impossible task to simultaneously
10 learn the high school materials while learning English.
11 This is all the more difficult for the students who are
12 illiterate in their native language.

13 I see a pressing need here for appropriate curriculums
14 adapted to their levels of language and background, for
15 some, bilingual instruction in subjects such as science or
16 social studies, helping them to understand the concepts and
17 ideas in the language they think in. Only then can they
18 transfer that into English.

19 Some study centers are needed that allow youths to come
20 together for studying, tutoring, as well as supporting one
21 another. These are some of the valuable avenues that will
22 maximize the potential for a happy and productive life in
23 their new environment.

24 Thank you again for this wonderful opportunity.

25 MS. CHAPLAIN. Do you have any idea of the numbers of
26 Vietnamese now in New Hampshire or in Manchester? I don't

1 think the 1990 census picked up any.

2 MS. TRUONG. No, I... My understanding, the number is
3 about 550 in the state, mostly settling in Manchester,
4 Nashua and the rest scattered all over the state.

5 MS. PRESCOTT. Is there a Vietnamese association?

6 MS. TRUONG. Yes, there is mutual assistance association
7 here in Manchester.

8 MR. YAMAMOTO. Excuse me. I think it would make better use
9 of time if all of the panel members made their remarks first
10 and then we can address questions. The reason why I made an
11 exception with Ms. Hunt was that she had to leave because of
12 another commitment.

13 Thank-you very much.

14 I would like to now introduce Ms. Nury Marquez.

15 MS. MARQUEZ. Good morning everyone. My name is Nury
16 Marquez and I'm the executive director of ALPHA, which is
17 the Alliance for the Progress of Hispanic Americans. This
18 is a three and a half year old organization that is based
19 out of Manchester and our focus, for the most part, has been
20 to work on the issues of education around the Hispanic
21 community.

22 ALPHA spent two years conducting a community needs
23 assessment where we interviewed 208 families and asked them
24 a series of questions relating to employment, education,
25 housing, discrimination and law enforcement, qualitative
26 questions, like what do you want to be or what is your five

1 year goal or what is your aspiration. This study was done
2 for two reasons: number one, to find out what the needs of
3 the community were, so that we would know as an agency how
4 to strategize around those needs and how to implement
5 programs that were responding to the needs of the community
6 and also to share that information with other community
7 organizations and institutions so they would be able to see
8 the information and see what their role and responsibility
9 needed to be in their particular area of expertise, whether
10 it's housing or education or employment, so they could
11 respond appropriately and hopefully timely to the needs that
12 came up in the report.

13 I don't want to bore you too much with data, but I just
14 want to give you a sense of what kind of community it seems
15 that we're working with and although the data relates to the
16 Manchester community, I would suspect that the Nashua
17 community is not that different, maybe a little bit
18 different in some ways. We found that 46% of our households
19 lived with incomes of under \$12,000.00. The average
20 household's size was 3.2 people. 62% of the households had
21 less than twelve years of education. 60.6%, by their own
22 account, felt they spoke poor English. 50% of them have no
23 access to medical care. 67.5% had children in the
24 households and almost 80% had at least one or two children
25 in the school system. 37% of these folks were unemployed.
26 72% felt that they experienced loneliness and depression in

1 Manchester. 75% felt they were discriminated. 80% of them
2 are going to make Manchester their home. So, what we're
3 seeing here is a community in need in a whole lot of areas
4 and if we're talking about education and how we're best
5 going to serve the children of this community, we have to
6 look at the broad picture and we have to find a way in the
7 programs to address these needs. The Hispanic community has
8 been in Manchester for a very long time. It's not a new
9 community like the Vietnamese community and the Asian
10 community and I would heed us to really take action soon,
11 because we cannot wait for this community to continue to
12 grow, both the Hispanic community and the other minority and
13 immigrant communities, until we have the situation out of
14 our control. We have a population size that is really
15 manageable. We can make change now if we begin to act, but
16 if we wait five or ten years from now, we're gonna be in a
17 lot of trouble.

18 In terms of specific educational steps I think might be
19 worthwhile or not that I think, I know they would be
20 worthwhile, is two things and in hearing Lan speak, there
21 are so many similarities in dealing with minority and
22 immigrant communities and I would also say communities of
23 economic limitations. We must remember that these
24 communities too have their own culture and we need to
25 understand how to reach them, how to make sure that the kids
26 are getting the adequate services in the school system. So,

1 we're not just talking about minority communities. Barriers
2 and inequities that are experienced by our community may not
3 be unique. I think they do go across other lines.

4 Barriers that directly effect the ability for our
5 children to obtain an equitable and a fair education are
6 two, which I think Lan mentioned and that's cultural
7 awareness and language barriers. Cultural awareness is very
8 important and it's a critical point. We cannot take care of
9 cultural awareness by doing a one day conference. I think
10 it needs to be ongoing. I think it needs to involve
11 everyone in the system and I think it's something that needs
12 to be happening all the time, ongoing training. It cannot
13 happen in one day. There are so many communities and
14 cultures we need to understand. We cannot understand them
15 all in one day. So, I would heed that we implement some
16 kind of program that is really focused, that is ongoing and
17 that is not superficial in nature and I think there are a
18 lot of people in the school district that are knowledgeable,
19 they're experienced, they have resources that they can bring
20 into the system itself. So, I think we need to utilize
21 those folks and ask them what are the ways that they think
22 these problematic... these steps can be implemented.

23 The issue of language is just critical. Besides
24 perhaps the Spanish teachers, I'm not aware of anyone else
25 in the school district that's bilingual and I think using
26 the Spanish teachers is not a solution. Using them as

1 translators and interpreters is really not fair to them and
2 it's not fair to the children and the families. So, I think
3 we need to look at having folks in the system that are
4 bilingual, bicultural, multi cultural, so we can better
5 react to the needs and hopefully be proactive.

6 One recommendation I would like to make is the need for
7 a multi cultural curriculum. I think that again, you can't
8 educate people about cultures and you can't make them...
9 You can't... People have to learn how to be sensitive and
10 they can't do that in three hours. By having a multi
11 cultural curriculum, I think it gives everyone a chance to
12 really understand the issues, to really understand people,
13 to really understand where they come from, what their
14 experiences are, so that we can better relate to one
15 another, because tension and hatred and intolerance is based
16 on fear and ignorance and unfortunately it's fueled by media
17 and fueled by the very tough economic times that we're
18 experiencing. So, we have a responsibility to act right now
19 with these issues.

20 I think when we're dealing with the issue of racial
21 tension and intolerance, we really need to look beyond the
22 surface. We cannot afford to be superficial and we cannot
23 suggest that by simply expelling a child or sending them
24 home for a week or perhaps for the whole school year is
25 really going to solve the situation. That child may be back
26 the following school year or he or she may be hanging out

1 after school because... around the school during the school
2 day, because they're not in a constructive and creative
3 environment. They're going to create more problems. We
4 cannot lock these kids out. We have to work with them and
5 the very students in our school system, I bet have ideas on
6 how to solve some of these problems, so we need to engage
7 everyone, administrators, teachers, students, parents, the
8 entire community. We all have ideas. When we put our heads
9 together, when we put our energy together, we can come up
10 with some solutions. We may not do it throughout the entire
11 system in one year, but we have to begin soon and we can
12 begin one school at a time, if that's what it takes.

13 I think we all have enough knowledge and experience and
14 resources within ourselves and with our colleagues and our
15 co-workers to come up with a solution. Kids really need...
16 We need to be the role models and if the way we solve
17 problems is by saying, okay, you're out of here, we're not
18 showing them that... We can't just throw the problem away.
19 We need to show them that we all have a responsibility, as
20 well as that person who probably needs a lot of support,
21 probably needs a lot of guidance. We live in a society that
22 is not the ideal family; people are working two or three
23 jobs; families are experiencing many, many difficulties;
24 parents may not always be there and sometimes they're not
25 and it's not the school's role to be a parent, no, but the
26 kids come to our schools, so we're going to have to deal

1 with it and I just heed all of us to engage everyone and to
2 not shut out these kids, because they... They will be
3 around for a very long time. They will be our members of
4 our community. Thank you.

5 MR. YAMAMOTO. Thank you very much. Again, I would like to
6 remind the panelists that we're under time constraints. I
7 mean largely due to our fault, we had a late start and I
8 don't like interrupting. It happens to me all the time when
9 I go to philosophers conferences and I insist on my time on
10 the floor, but if you would just take note.

11 Next, I understand we have a duet, Rev. Sue Henderson
12 and Ms. Olga Tines.

13 REV. HENDERSON. Good morning. While I am an ordained
14 pastor of the United Church of Christ and also an associate
15 professor at Springfield College School of Human Services.
16 All of that melts away when I look into the eyes of my
17 children, to whom I have to explain why we are where we are
18 and where we need to be going and what their responsibility
19 is in helping us get there.

20 So let me begin with my children. We sat around the
21 dinner table last night, as we were talking about college
22 preps and how we were going to begin to look for an
23 appropriate college for our children. We asked them about
24 how they felt about diversity and how important that would
25 be for them and our daughter looked at us and said,
26 "Diversity by number or diversity by culture". That's where

1 it rests.

2 The reality of racial tension by African American
3 students is born by African American students. When we talk
4 about racial tension, it is they who will carry it without
5 it being recognized by the predominant culture. African
6 America students in Nashua, and I suspect many other places,
7 are the ones who have to do self education; are the ones who
8 have to put up with a variety of issues dealing with racism.
9 I believe that's because we've moved from a place of having
10 racism being overt to a place of racism coming from a very
11 subtle area. When I was in school, it was not uncommon for
12 a student to come out and call me a name that was
13 derogatory. In my children's experience that's not the
14 case. They are more or less moved to the back of a
15 classroom, because they take up too much space or ask too
16 many questions or make too many demands about their own
17 history. They are students who often times have to deal
18 with teachers who are not in touch with their own racism.
19 Case in point; there were two students in the Nashua High
20 School that were in an English class and they were told that
21 they were to write a paper on politics and they could chose
22 anyone that they wanted to write about. These two students
23 wanted to write about Martin Luther King and Malcom X and
24 they were told no, because those were religious figures and
25 not political figures and that they could not write because
26 of the separation of church and state. These two students

1 went on to push and press and to say, but we have a
2 particular history and we need to know about it and the
3 response again was, well, your slave tradition is in the
4 books. Now, that's true. We're getting better about
5 offering sort of our cultural roots and heritage, but if we
6 don't begin to look at some more contemporary people that
7 have been in the dialog and in the process of engaging one
8 another through the civil rights struggle, then our children
9 will again loose. Do our children know who Fannie Lou Hamer
10 is? Do our children know beyond Soujourna Truth and Harriet
11 Tubman, who are the other voices that are missing in our
12 curriculum.

13 Multi culturalism is very important but in doing multi
14 culturalism we have to understand that often times we were
15 looking at particular areas without broadening it beyond.
16 While in the African American tradition we come from a
17 common history, a common place in the time of history, our
18 geographical realities are a particular reality for us in
19 each of us. If we are from an urban setting, we have
20 particular issues that need to be address. If we are from a
21 suburban area, then there are particular issues that need to
22 be addressed. Again, racism is now both subtle and overt
23 and we need to start looking at both. Thank you.

24 MS. TINES. Good morning. I'll just talk about a couple
25 of places where, from my perspective as a parent whose had a
26 child in the public school system in Nashua, how do these

1 things manifest themselves day to day in the educational
2 environment. The comments that I'll make are not
3 indictments, simply opportunities, if you'd like to see them
4 that way and the thing that you'll find very nice about my
5 idea at the end is that it's free, for those of you who
6 manage budgets and get a little nervous about how much is
7 this gonna cost.

8 The first one is tracking. One of the things that I've
9 observed in talking with other parents and in dealing with
10 my own child is that the kids of color, Black kids in
11 particular, because I'm Africa American, obviously I pay
12 more attention there, are not routinely put into the hard
13 tracks. For those schools that use tracking, I think that's
14 fairly common right now. They generally are lower in the
15 track schedule, are not given any idea about what they can
16 do to move up or if they are up and get bumped down, they're
17 never told how they can get back in. So, as a result, they
18 end up sort of in this dead zone of kids who are
19 economically disadvantaged and basically ignored. Now, if
20 you go in and lobby a bit, you can get that changed but many
21 parents are just not up to that for working reasons or
22 whatever. So, I think the tracking is one area that is
23 problematic and an opportunity.

24 The third is then coaching. Everybody needs mentoring.
25 Everybody needs somebody to come and say, excuse me, you
26 know, you've got something. Why don't you go over here and

1 try for the Debating Club or why don't you go over and try
2 out for Olympics of the Mind. Our kids are not told about
3 those things. They're told where the track field is, where
4 the football field is and the basketball court and that's
5 pretty much the bottom line. So, I think that there's an
6 opportunity to identify and push some kids of color towards
7 some of those other academic opportunities.

8 The other thing and along that same token, it's almost
9 like a tone of reversed discrimination, in a sense, in that
10 people feel like it's somehow taking something away from a
11 White child to point a Black child towards something and I
12 think that's perhaps the discomfort that comes from trying
13 to deal with people you don't understand. There was a
14 situation where there's a program called S.T.E.P., that
15 wanted to do an outreach to Black kids through the school or
16 minority kids through the school and basically, as I
17 understand it, came away feeling that the only way they
18 could do that was if they opened the program up to
19 everybody, but I went to the program and saw the enrollment,
20 it was basically half and half. So, in that instance, it
21 missed its objective.

22 The third one is in how we pay attention to people and
23 the student's ability to graduate on time. I had several
24 situations where I know of Black kids who were told that
25 they could not graduate in the last semester, because they
26 were missing a credit or a half a credit. When I looked at

1 the kids who graduated late that year, proportionally
2 speaking, they represented too large a number. So, the
3 opportunity that I think I would offer to you today, and
4 it's free of charge but it takes a little bit of commitment
5 and dedication, is to challenge your guidance counselors,
6 challenge your teachers. Just tell them to nominate one
7 person and call guidance and say, "follow up with this kid"
8 and tell them about this or tell them about that and you
9 find what you look for. If you look for ignorance, if you
10 look for, you know, they can't do, if you look for those
11 things, that's what you'll find. If you look for
12 possibilities, you will find talent out there. So, that's
13 my challenge to you and if you need help you can see Sister
14 Linda Gafrite (ph), who is head of O.B.U. and we will be
15 more than happy to come in and provide you with assistance
16 if you need it.

17 MR. YAMAMOTO. Thank you both very much. Next, we'll have
18 Mr. Mark Ankarberg.

19 MR. ANKARBERG. Since our topic today is demographic changes,
20 local government actions and racial tensions, I'd like to
21 speak to you a little bit about the demographics in Nashua,
22 particularly as they reflect education in Nashua, as well as
23 the impact on the schools and efforts to improve educational
24 opportunity to our language minority students. The 1990
25 U.S. census reports that the ethnic diversity in Nashua
26 includes a total minority population of 6,269 or 7.87

1 percent of the population, with 3.02% Hispanic, 1.93% Asian
2 American, 1.62% Black, .22% Native American and 1.08% other.

3 In the public school system this translates... Well, in the
4 school system with a current total enrollment of 12,243
5 students, this minority population is reflected by a total
6 of 1,315 students from diverse ethnic backgrounds.

7 The Nashua School District has experienced a 62%
8 increase in its linguistic minority students since September
9 of 1990. As recently as 1987, the district wide ESL
10 population in Nashua public schools was 74 students. As of
11 yesterday, November 19, 1983, there are 260 identified
12 students receiving ESL services. That is a 251% rate of
13 increase in identified linguistic minority students in one
14 New Hampshire community in the past six years and my feeling
15 is that they are going to continue to spread in New
16 Hampshire.

17 Approximately 70% of the ESL population in Nashua is
18 Hispanic, primarily from Puerto Rico, the Dominican
19 Republic, Mexico, Columbia, Venezuela, and an increasing
20 number of U.S. born Spanish speaking children. There are
21 approximately 22 ethnic groups in our ESL program
22 representing about fifteen linguistics groups.

23 As you can imagine, the impact on the schools has been
24 tremendous. The continuous influx of limited English
25 students is, as I say, impacting the schools and the
26 district's efforts to provide equal access to education.

1 This is compounded by the fact that a greater number of
2 newly enrolled ESL students are totally non-English
3 proficient, deficient in first language skills and seemingly
4 educationally impoverished. With the recent adoption of
5 inclusionary education, the addition of an increasing number
6 of ESL students in the mainstream classroom is putting a
7 burden on the delivery of adequate educational
8 opportunities. Many classroom teachers are still not
9 trained in curriculum modification and language sensitive
10 teaching strategies for linguistic minority students.
11 Therefore, many children are not able to acquire adequate
12 content knowledge, and I think a couple of the previous
13 speakers have referred to that as well, until they have
14 developed cognitive academic language proficiencies.
15 Current research indicates that it takes four to five years
16 to attain cognitive academic language for those students who
17 have attended school and are literate in their first
18 languages. Younger and older students who have not been
19 schooled in their first language, which we are seeing and
20 are not literate, which we are also seeing, take
21 considerably longer.

22 There still exists an institutional racism in some of
23 our schools. This is evidenced by the pervasive ignorance
24 or other cultures, as shown by school personnel that effects
25 our students and our families. There is subtle racism every
26 day in the lives of our minority students, whether it be in

1 the hallways, classrooms, the cafeterias or outside the
2 schools. For example, racial slurs, stereotypical remarks,
3 insensitivity to cultural differences, etcetera. We have
4 also experienced tensions among our various ethnic groups.
5 For example, Hispanics and tension with Asian students or
6 Puerto Ricans and Dominican students.

7 Some of our efforts to improve the educational
8 opportunities of language minority students, the Nashua
9 School District is well aware and has been for many years of
10 the federal and state mandates and court decisions which
11 require public school districts to provide appropriate and
12 sufficient language development and content instruction and
13 it is committed to improving services for our language
14 minority students. I think what we find in Nashua, as I'm
15 sure they do in Manchester and other communities, it's
16 because of the influx, it's very difficult to keep up. In
17 the past three years, efforts to improve educational
18 opportunities for our limited English proficient students
19 was designated one of the district goals in Nashua. Over
20 the past five years, the ESL staff has been increased. When
21 I began in Nashua as a teacher, in 1979, there were only two
22 certified ESL teachers. In fact, we were two of the only
23 certified teachers in New Hampshire at the time, my wife and
24 myself. Presently, the district employs seven full-time and
25 four part-time ESL teachers and eight full-time ESL para-
26 professionals. However, with two hundred and sixty

1 students, in my opinion, additional staff is still needed,
2 especially at the elementary level, where you see a bubble
3 that is moving. However, resources, as we all know, are
4 very tight right now. In order to address the development
5 of cognitive academic language, our ESL program goals and
6 objectives in the past two years have shifted primarily from
7 English language development to content based ESL
8 instruction. We have also begun some teen taught classes at
9 the high school to assist students in acquiring graduation
10 credit requirements. These classes are teamed with an ESL
11 teacher and content teacher. Nashua was awarded a Title VII
12 special alternative instructional program in 1991. We are
13 currently in our third year of that grant. We are
14 optimistic that the grant will be extended for an additional
15 two years. The grant initiatives have included the
16 following, which has helped us to improve our program,
17 adding an ESL kindergarten, so that there can be early
18 intervention and early English language development,
19 offering training and graduate credit through Notre Dame
20 College here in Manchester for elementary classroom teachers
21 and secondary science, math and technology teachers and
22 curriculum modification and teaching strategies,
23 specifically for ESL students, the purchase of computers and
24 appropriate software for the ESL classrooms at all levels to
25 provide computer assisted instruction in math, science and
26 English skills, hiring a bilingual bicultural home school

1 coordinator who serves as a counselor and social worker for
2 our minority population and improving the ESL summer school,
3 so that there is a continuation of language and content
4 development during the summer. The home school coordinator
5 and project director, myself, are organizing the parents to
6 form a parent council, in order to empower them to become
7 active participants in their children's education. The
8 Nashua School District's recent Nashua 2000 initiative,
9 which is in response to the Bush administration's America
10 2000 Blueprint, is also evidence of the district's
11 commitment to addressing the needs of and the awareness of
12 its minority population. Our home school coordinator and
13 esteemed member of the New Hampshire Advisory Committee to
14 the U.S. Commission on Civil Rights, Suzanna Yordon
15 Middleton, was asked to represent the interests of our
16 minority school population and parents on the Nashua 2000
17 Student Outcomes Task Force and I served on the Adult
18 Literacy Task Force, to represent the interests and needs
19 for continuing education of our adult minority population.
20 I feel that the City of Nashua and the school department are
21 aware of and committed to addressing the needs of our
22 growing linguistically and culturally diverse population.
23 Having served six years on the mayor's ethnic awareness
24 committee in the past as it's chair in representing the
25 school department on that committee, I know that the mayor
26 and the city is committed to improving ethnic awareness in

1 the city and celebrating its cultural and minority
2 diversity. An example of this, last year the mayor and the
3 committee released a policy in response to hate crimes,
4 which represents a united front, including the school
5 department, that acts of racism will not be tolerated in
6 Nashua. The school department must continue to improve
7 delivery of services and equal access to education. We must
8 continue to educate administrators, teachers, support staff
9 and other school personnel through in-service training on
10 such topics as racism and prejudice reduction, multicultural
11 learning activities, cultural awareness and appropriate
12 instructional principles, methods and techniques for ESL
13 through the content areas. And as again, some of the other
14 speakers have said, it must continue to be an ongoing
15 process of education that includes our city officials,
16 educators, students, parents and the total community.

17 Thank you very much.

18 MR. YAMAMOTO. Thank you. Miss Janet Prescott.

19 MS. PRESCOTT. Thank you. I'm an ESL tutor in Newmarket and
20 Newmarket, as some of you may know, has recently experienced
21 tremendous growth overall in our schools. We've also
22 experienced an influx of language minority students within
23 the past ten years into the town.

24 A little bit about the program, our program consists of
25 twenty eight students who are currently receiving services
26 between the grades one and twelve. We've identified sixty

1 language minority students within the school system. We're
2 in two buildings. We have six through twelve in one
3 building and we have one through five in the elementary
4 school. We have primarily southeast Asian refugees who've
5 arrived in town mostly from Laos, although we have
6 serviced... We have a Vietnamese student. We have three
7 Polish students in town. We have had... We have a Russian
8 student. We've had students from Ecuador. We've had
9 students from Thailand. So, we are becoming more diverse as
10 the years go on.

11 A little bit of background about the economic situation
12 in Newmarket and I'm sure it pertains to most of your school
13 systems. Newmarket is in a particularly distressed economic
14 situation now overall. Growth in Newmarket has been all in
15 housing and population. Most of the housing is multi-unit
16 housing or moderate income housing, with no real growth in
17 the commercial property sector at all. This has placed a
18 tremendous burden on not only the tax payers but certainly
19 on the school systems. Funding is at a below maintenance
20 level for all of education in Newmarket. It's accurate to
21 say that funding for ESL in Newmarket is inadequate given
22 the state of funding for education overall, while at the
23 high school level, the ESL program nearly doubled in size
24 this year, our service hours that we have available for
25 students have actually been cut over what we had available
26 last year.

1 Funding in our school for ESL equal staff hours and
2 overall at the elementary school and high school level we
3 are lacking in that. Funding problems naturally lead to
4 problems of accessibility for the student body. For
5 example, we had a Vietnamese student enter last year who has
6 no English skills at all. Last year she received two fifty
7 minute periods of pull-out ESL a day. This year she is
8 receiving one fifty minute period. She's a nineteen year
9 old woman who had dreams of becoming a doctor in Vietnam,
10 came to the United States and is uncertain about what her
11 future holds, because of language difficulties. Her
12 situation is typical of what happens in a small town
13 setting.

14 Accessibility is also a problem, because our system is
15 small and we experience many scheduling conflicts within the
16 system. Main stream classes often conflict with times that
17 are available for ESL instructors to be in the school. So,
18 it's not at all uncommon to find an ESL student carrying
19 their lunch tray up to the ESL room in order to receive
20 fifteen or twenty minutes of service, or it's not uncommon
21 for an ESL student to be asked to remain after school in
22 order to receive tutorials, because we cannot fit students
23 in during the day. While limited English proficient
24 students do receive services, it's not always possible to
25 service the students who may be more proficient in their use
26 of language but who face many difficulties due to

1 differences in cultural backgrounds, social environments,
2 responsibilities at home, all of the problems that many of
3 you have touched on here, that need to be looked at when we
4 make recommendations for ESL programs. We can't only
5 recommend on the basis of academic need for the students.
6 We need to look at the student in the holistic way and
7 recommend programs that will touch on all of the aspects of
8 their lives.

9 Newmarket's refugee population is high. Most of our
10 students have been through refugee camps, have lived for
11 years in refugee camps, have been separated from their
12 families, have come into the country, sometimes not knowing
13 families or not having seen parents in many, many years.
14 So, they come with much excess baggage and we need to be
15 able to provide services that encompass all of those areas.

16 Making services available to ESL students is often
17 difficult for a small school system. Testing is difficult,
18 because we don't have testers who can test in their first
19 languages. We never promote special ed services for ESL
20 students based on language. However, there are students who
21 have special learning needs and there are not always
22 services available to them through the schools and we are
23 not often able to test, though we have had someone several
24 times come and do some formal and informal assessment. It's
25 very expensive for the school system to provide this service
26 and this population is somehow often overlooked and this

1 need is overlooked. Our school has neglected to fund for
2 this, though not... though mainly because we don't have
3 funds available in most areas.

4 Disparity also exists in training which is available to
5 ESL staff. We have in our system two very part-time tutors
6 and one full-time certified instructor. Because the state
7 doesn't mandate certification, it's very important for the
8 ESL staff to have an ongoing staff development available to
9 them and we don't always have that. We have no money for
10 workshops. We have no money for classes and this impacts
11 the school, in that the mainstream teaching staff is not
12 able then to expand on their knowledge of ESL issues and ESL
13 needs. As I said, there's little or no money for ESL
14 workshops. We've survived for several years with no funding
15 for ESL at the high school and junior high level, so that
16 we've not been able to provide adequate materials, other
17 than through our own resources. This year we were given
18 \$150.00 to order materials, though in years past, our
19 requests have sometimes been denied. Our special needs
20 director has often said, yes, go ahead and get it or yes,
21 here's some money for a field trip, but we are not written
22 into the budget as such. So, it's not very consistent.

23 Now, this paints a somewhat bleak picture of a small
24 town school, which I don't want to do. I want to leave you
25 with the impression that if you have resourceful people, you
26 can have a very successful program. Our success rate for

1 ESL students who have graduated from our program, the last
2 eight students, six have gone on to college directly as a
3 result of help from the ESL instructors. We have developed
4 very strong community relations between the ESL staff and
5 the Laotian community, since we're primarily Laotian in our
6 town. The staff consistently, without compensation, puts in
7 extra hours doing everything from taking students to doctors
8 appointments, helping parents fill out tax forms, providing
9 financial aid information for college. You name it and we
10 pretty much do it. We've worked with UNH over the years to
11 help improve our program. We've welcomed Ed 500 students in
12 for training. We have welcomed researchers in, sometimes
13 for as long as a year and a half at a time, who've come
14 through the program and provide... been an invaluable
15 resource to us, where we don't have very many other
16 resources. We've also spoken on multicultural issues to
17 many UNH classes. We have instituted an ESL peer tutoring
18 program and some of you are shaking your heads and it does,
19 it sounds wonderful on paper. However, our students were
20 not allowed to get credit for going from the high school to
21 the elementary school to tutor students in their first
22 language and they weren't provided transportation. So, the
23 program basically fell apart. The students weren't able to
24 continue. These are all areas that we need to look at and
25 consider and look towards funding for.

26 We had Polish children move into the district. Now, we

1 were use to Laotian students. This posed a problem for us.
2 There was no money to have an interpreter. Newmarket is a
3 large Polish immigrant population. We started a Polish
4 grandmothers volunteer program within the school. We
5 brought in grandparents, because we couldn't find anyone
6 under the age of sixty five or seventy who could speak
7 Polish. The second generation wasn't speaking and so the
8 grandmothers came into the school on a regular rotating
9 basis for several months, the first few months that these
10 kids were in the school, so that they could help the kids
11 acclimate themselves to life in the United States. It was
12 very successful. It helped the students and they're
13 excelling now.

14 Okay, one minute left. I can address some of these
15 things afterwards. I think that the students do experience
16 subtle racism within the school. I think that we need to
17 provide programs that help teachers to understand the
18 cultural backgrounds of the school. There's not money
19 available for this. We need funding for this type of thing.
20 We need guidance officers who are aware of the problems that
21 the kids enter with and are able to guide the students
22 effectively and someone over here spoke on programs that
23 were not offered to the school, to the language minority
24 kids and I agree that our school doesn't overtly turn
25 anybody away from a program, but we don't reach out to try
26 to bring them into programs either. So, basically, we need

1 a lot of multicultural understanding in order to improve the
2 situation of the kids in the school. Thank you.

3 MR. YAMAMOTO. Thank you very much. Mr. Steve Lord.

4 MR. LORD. My name is Steve Lord and I'm the director of
5 special services for the Newmarket School District and my
6 responsibilities in Newmarket are a little bit more than
7 special ed. I have been responsible for staff development,
8 home education, special ed, guidance, nurses, ESL,
9 handicapped transportation and all the court work for the
10 district. So, as you can see from what Janet has said to
11 you, I can verify for you that everything she says is true
12 and unfortunately, my responsibility within the school
13 system involves going to the school board and going to the
14 town budget committee to try to find resources and in
15 particular for ESL and that has been a very difficult job
16 for us.

17 First of all, we are not eligible for any Title VII
18 funding, because we do not have enough students who qualify
19 through the green card requirements, which generate the
20 funds and yet, when you're a small school system and you
21 only have a thousand students in your school system and the
22 tax rate is \$43.50 per 1,000 and people cannot pay their
23 taxes and your school district is \$119,000.00 in deficit
24 last year and we were wondering in June whether we were
25 going to make payroll, it becomes very, very difficult to
26 run programs across the board and it is a very frustrating

1 experience for us as administrators in New Hampshire to try
2 to meet the needs of youngsters who are coming in, who have
3 very limited English and I can just add on a little bit,
4 rather than try to refute what Janet says, I can try to add
5 on to it, the staff are buying materials out of their own
6 pockets. Very often they try to get materials on the basis
7 of the generosity of principals who take money out of other
8 parts of the budget. I can't say enough good things about
9 what the staff does. We have two part-time tutors, one at
10 the elementary school and one at the high school and
11 finally, after a three year budget struggle with the school
12 board and the budget committee, we were able to get an
13 8/10ths ESL certified teacher last year and then the
14 elementary principal found a person who could... where he
15 could squeeze a little more time out for the money that was
16 allotted. He shed some blood one night at a school board
17 meeting and we were able to get the person full-time but
18 every dollar that we get for these services is an absolute
19 struggle and yet we're in a community which in relative
20 wealth, we're 213 out of 265 communities in New Hampshire.

21 So, the area that I think that is most frustrating for
22 us, it's an area in addition to all of the things that Janet
23 said, is the area of youngsters who are coming into first
24 grade. We have no kindergarten in Newmarket, obviously and
25 as a result, we have youngsters coming in with very limited
26 English, yet they're faced to be in first grade classrooms

1 with not only English speaking students but students who
2 also have reading skills. These are students who have no
3 kindergarten experience, no preschool experience. It is
4 very difficult to try to get these youngsters to be able to
5 not only learn the language but also meet the curriculum
6 demands all in one year and it is something that we as
7 administrators, I know the elementary principal is very
8 concerned about it. I've been concerned about it. We were
9 able to get through the governor's energy and community
10 resources, they found a charity who were able to give us
11 \$500.00 to get a person to come in and do some kindergarten
12 instruction for the month of August, prior to the start of
13 school. That was all the resource that we were able to get
14 and I know that there are people on the school board and on
15 the budget committee who certainly feel that they would like
16 to be able to provide some more services but there's just no
17 way in the situation that we're in.

18 So, it is a very bleak picture but again, I want to
19 finish the way Janet did and that is, the efforts of these
20 people, Julie and Rebecca and Janet and through their hard
21 work, they're very creative, they're very resourceful and
22 they work many hours that they don't get paid for and as a
23 result of that, they're able to piece together a program
24 that has made students relatively successful and we
25 certainly would like to provide them with a lot more but
26 unfortunately we're not able to, because of the funding

1 situations that we face.

2 MR. YAMAMOTO. Thank you very much and let me note, Steve,
3 you have a very good sense of time. Last but not least, of
4 course, Dr. Eugene Ross, from the Manchester School
5 District.

6 MR. ROSS. Good morning. After listening to all of my
7 counter parts this morning, you know, I can make this very
8 short and very charming and say ditto. But seriously, my
9 connection with this process started really when I came to
10 Manchester, about twelve years ago. Before I became
11 principal, I had the privilege of opening a school, it was
12 then called the Skills Center, now the School of Technology
13 and shortly after my arrival, I inherited, I guess is the
14 right word, the adult education program, which in fact
15 included the G.E.D. Program, ESL Adult Program and they were
16 very small services being operated at that point in time by
17 the City of Manchester. So, as I, five years later, became
18 superintendent of schools, I now realize that there was this
19 kind of population, because I came from the northern part of
20 the state originally and we really didn't, other than maybe
21 some of the French situations that we ran into, I'm talking
22 now a number of years ago, I really wasn't aware of the kind
23 of mobility and the kinds of demographic changes that were
24 taking place and as I came into the superintendency, I
25 became aware of the programs at Notre Dame College and also
26 the programs with Dr. Becker at Brown University and the

1 contact and the kinds of things they were doing, so I became
2 very active in a group called the Superintendent Leadership
3 Council, which was run, basically at that point in time, out
4 of Brown University and really it was a one way
5 informational situation for me, because I was listening to
6 my counterparts, my superintendents in Massachusetts,
7 Connecticut, Rhode Island, and believe me, the war stories
8 they were telling, I said, "Oh my God, what are we facing?"
9 Nashua has already eluded to the things that we now realize.
10 I call it the three L's, the Lynn, Lowell and Lawrence have
11 now moved up here in many, many ways. So that we are very
12 aware of some of the problems.

13 The City of Manchester is really, I can say, ditto,
14 relative to the problems and actually some of the
15 information that Mark was indicating relative to Nashua. We
16 have three sites, high school, junior high and elementary
17 and I really I should say a fourth site, because we do use
18 the school of technology, for adult ESL and some vocational
19 training. At the present time, and it was very interesting,
20 because, we have just applied for a three year title seven
21 grant in the City of Manchester and are hoping to make some
22 very drastic changes in the whole operation. At the present
23 time, I can identify, based on the numbers in that grant,
24 there were two hundred and twenty four, as far as the
25 numbers were concerned that were receiving special ESL
26 services. I can tell you, Wednesday I met with, by chance,

1 with Dr. Duffy and that number is 228. There were four who
2 showed up last Wednesday and I understand there are some
3 more coming Monday. So, the growth pattern is just
4 phenomenal; we understand that. Is anybody doing what they
5 should be doing? The answer is absolutely not. We know
6 that, we understand it. The resources aren't there. I can
7 tell you, based on my experiences of having been in the
8 State of New Hampshire for thirty two years, the State isn't
9 going to do a damn thing for you, they never have. I have
10 no expectations they're going to in my lifetime, maybe some
11 of you younger people, it will happen.

12 So, what it depends upon is exactly the kind of thing
13 that Steve was talking about, the kinds of things that Janet
14 it doing, the kinds of things our staff is doing. It
15 depends on the people in the classroom. It depends on those
16 dedicated, those committed people, that's the way we're
17 going to find out some results. There really isn't any
18 other way, other than people like myself; people who are
19 trying to educate, trying to make this awareness become much
20 more prevalent in seeking outside resources. Manchester
21 probably, Nashua, you know, I really don't know, I don't
22 want to speak for them at all. We do have some
23 opportunities to go after outside grants, outside funding
24 sources and in some cases, some pure donations and
25 volunteers. We have an extensive volunteer activity. Now,
26 how much it really has gotten involved in the ESL programs

1 and the services within the city, I really can't respond. I
2 just don't, quite frankly, don't know. I know we have the
3 services out there.

4 I can agree with the things I've heard in all of the
5 minority groups, as far as some of the policy changes and
6 I've made myself, you know, a lot of these notes that we can
7 take back home. That's what part of this process for me is.
8 Again, it's a one way street. I can give you come facts,
9 but some of the real good information, you're giving me and
10 I appreciate that.

11 As I indicated, we applied for a Title VII grant, which
12 is the whole idea is to, I guess I could say, increase ten
13 fold probably the number of resources we're spending in the
14 present program. Do we have an itemized budget for ESL in
15 the City of Manchester? The answer to that is no, we do
16 not. We don't have an itemized budget for any program in
17 the City of Manchester. It's all done by central office in
18 a general budgetary process. We have increased staff and a
19 much greater percent in the ESL program, which isn't much,
20 than we have in any other particular program, I can promise
21 you that. We were chuckling when we came in, I heard
22 somebody say, "Well, we finally got a telephone in one of
23 the programs". That's the kind of thing and those are the
24 kinds of battles we are fighting.

25 We've also done some other things, because somebody
26 made the comment that the schools aren't the social center.

1 Well, I've got news for you, I'm afraid they're gonna have
2 to be, because the parents can't do it. They aren't doing
3 it. The other agencies can't do it. What we've got to do
4 and there are two experiences going on out of state right
5 now, one in Vermont and one in Rhode Island and they're
6 called social service malls within the schools, because
7 there's no sense of trying to educate kids if they're not
8 fed, they haven't slept, if they've been kicked around the
9 night before and that doesn't make any difference whether
10 they're ESL kids or any other kid, any other student. So,
11 quite frankly, I think there is... There is some hope on
12 the horizon, but it's going to come from our own efforts,
13 our own guidelines and our own hard work. That's about the
14 best that we can offer at this point in time. I can promise
15 you that we're trying to do it. We have had some one day
16 conferences. No, it's not enough. We're trying to educate
17 our people but that's the process and that's how it is going
18 to have to work. Having been and am a life long resident,
19 born and brought up in New Hampshire, I think New
20 Hampshire's people, the individual people, by communities
21 and by groups have responded in most cases to solve the
22 problem and I think we can do that again. Thank you.

23 MR. YAMAMOTO. Thank you very much. That completes the
24 presentations from the panel and again I would like to thank
25 you for your contributions.

26 Before we open it up to the floor, there are three

1 people that the committee had asked for brief remarks from
2 the floor. Is Ms. Olga Tines here?

3 MS. CHAPLAIN. She's already spoken.

4 MR. YAMAMOTO. Oh sorry. Mr. Kirko Lenko?

5 MS. CHAPLAIN. He's not here.

6 MR. YAMAMOTO. Is Mr. Norm Sihabout? Well, then we can open
7 it up to the floor. So, if you would either speak loudly or
8 preferably use the floor mike that we have. Yes.

9 SPEAKER. I am a teacher of English as a second language,
10 largely in very small towns throughout central New
11 Hampshire. These small towns have a situation which is
12 quite different from the one that you would find in
13 Manchester or Nashua where the presence of minority students
14 is so large that you really are forced to address those
15 needs, however inadequately. I'd like to point out that
16 there are under civil rights laws, civil rights are
17 individual rights, regardless of the number of these
18 students that you have in your schools and there are
19 language minority children scattered throughout the small
20 towns all over New Hampshire. The question that I would
21 like to address is, what recourse do the families of these
22 students have when their needs are not being met. I've been
23 in this business in New Hampshire for about five years.
24 This is the first year that I've taught in schools which
25 aren't adequately meeting these needs, the academic needs of
26 language minority children.

1 I need to take exception to what you said, Mr. Ross.
2 You did accurately outline the problem but I disagree with
3 the solution that you're proposing, which is that it's the
4 people out in the trenches, whom we've taken on our
5 shoulders to solve this problem. I don't feel that that's
6 practical. What happens is that the individual ESL teachers
7 who are aware of the needs of these children and who are
8 forced to take upon themselves an advocacy role, what
9 generally happens in towns which cannot afford to meet the
10 needs of these students is that a very bitter struggle
11 results. I don't know if I'm the only teacher who has had
12 to very frequently make the choice between the needs of my
13 students and my job. It is true that teachers have been
14 forced to give up their jobs because they've taken on an
15 advocacy role and they're no longer available to meet the
16 needs of these students. They are no longer available to
17 serve these families.

18 I can see that you are not pleased with this state. I
19 suppose many people aren't. I've been in contact with Bob
20 Fournier for many years and he's always served as a resource
21 to me in reviewing problems and going over potential
22 solutions. I guess I return the problem to the state and to
23 federal agencies and I would say, these problems are in
24 place. We've had the civil rights act since 1964. The
25 Supreme Court has clarified again and again what the legal
26 rights of language minority children. What is being done

1 about it? The law is in place. The law is not being
2 followed. Why? I would make a plea to the state and I
3 would make a plea to this commission to take the burden
4 about these people off the shoulders of the ESL teachers and
5 to return the burden either back to the state or to one of
6 our federal agencies available.

7 I'd like to briefly address a second concern. That is
8 the equal educational opportunity for language minority
9 adults. What we've been hearing here is that the needs of
10 these children are not being met all the way through high
11 school. We can conclude from that they are graduating with
12 inadequate language skills and inadequate vocational skills.
13 What is happening to them after graduation?

14 My husband is Chinese-Vietnamese. He is sitting right
15 there. He also has attention deficit and dyslexia. He has
16 been applying to New Hampshire Vocational Rehabilitation for
17 eight years. During those eight years, he has never
18 received a single service, because he asserted from day one
19 that he wanted to attend college and New Hampshire
20 Vocational Rehabilitation asserted equally firmly that he
21 could not attend college. First of all, because he is
22 Vietnamese-Chinese; in other words, non-English language
23 background. Secondly, because he had a learning disability.
24 My question to you as a member of the public is, what
25 recourse do families have? Immigrant families don't have
26 the money to hire a lawyer. We know the law is there. We

1 know beyond a shadow of a doubt that discrimination has
2 taken place, what is our recourse. This has been
3 devastating to my family. I have seen many families
4 devastated over these legal language minority issues. What
5 is our recourse?

6 The challenge that I present to the commission is, we
7 have a law, we have the office for civil rights. Many
8 people are aware that both of these are ineffective. What
9 is our recourse? Thank you.

10 MR. YAMAMOTO. Can you identify yourself, please?

11 SPEAKER. No, I cannot, for the simple reason that people
12 who are victims of discrimination live in fear. I'm a
13 public school teacher. My husband is an employee of the
14 State of New Hampshire. We have never brought this issue to
15 public attention, because we're afraid.

16 MR. YAMAMOTO. Any questions that one wants to direct here?

17 MS. CHAPLAIN. I would like to just ask one quick question
18 of this speaker. Have you brought any of this to the
19 attention of the New Hampshire Commission for Human Rights?
20 This committee cannot act on individual cases.

21 SPEAKER. Yes, I did. Yes, I did. We've brought this issue
22 to the attention of absolutely every state agency. We have
23 been told by most people that they are not interested in
24 educational issues and that is what we were told by the New
25 Hampshire Commission on Human Rights. They do not advocate
26 for educational issues.

1 MS. CHAPLAIN. I'm not making excuses for them. They can't,
2 because education is not part of their mandate, except in
3 the employment of teachers and that kind of thing. I would
4 suggest to everybody here who gets involved, it's time. The
5 law was written in 1965, when the main concern was
6 segregated schools and we didn't have any in New Hampshire.
7 So, they threw the education segment of the law out to get
8 it passed and it's now 1993. So, all of you advocates out
9 there, work on getting an education section into the New
10 Hampshire law. Then, I think some of those things can be
11 addressed.

12 SPEAKER. This is also the case with New Hampshire Legal
13 Assistance, who do not advocate for educational policies.

14 DR. ROSS. Yeah, the other comment too, to respond to her
15 comment originally, that I was against... had a problem
16 with the state. I very definitely do but it's not with the
17 state employees and the Department of Education and those
18 kinds of activities, because they have been... They are
19 great advocates and great technical assistance people. What
20 I'm concerned about is the state's willingness to in fact
21 put its money where its mouth is. It never has and I have
22 every reason to believe it never will, given the present
23 political climate. So, that that's why I say... and when I
24 say that we need to do it, I'm not talking about just the
25 ESL teachers. It's got to be everybody within... within the
26 group, including the ESL teachers, the guidance people, as I

1 mentioned, people like myself and all those people who need
2 that kind of service. It's gonna take that kind of battle,
3 because at the same time too, you also realize that every
4 dollar we send to Concord, every dollar we send to
5 Washington, we only get a few pennies back in many cases.
6 So, maybe in some cases, if we can come up with an
7 appropriate funding mechanism, that's the first thing,
8 because property taxes aren't the answer, but let's keep
9 that money home too, so we can spend a buck for a buck.

10 MS. TINES. Is there an organization, a formal alliance
11 of ESL teachers here in New Hampshire?

12 SPEAKER. No.

13 MS. TINES. Because it sounds to me like it's an
14 opportunity for you all to form an alliance. You can elect
15 somebody who is not an ESL teacher to be your spokesperson.
16 You don't have to worry about the repercussions from that.

17 MR. FOURNIER. There is. Maybe I could have Tony
18 Higginbotham or Susan Copley respond to that, because as a
19 member of the commission, I'd rather have... have it talked
20 about.

21 MS. HIGGINBOTHAM. I can just tell you that there is an
22 informal group.

23 MR. YAMAMOTO. Your name?

24 MS. HIGGINBOTHAM. Tony Higginbotham. I am at the
25 Bilingual Resource Center in Concord and I'm a member of
26 this informal group of ESL teachers and all ESL teachers and

1 anyone working with language minority students in the
2 schools are invited to participate. We send out a
3 newsletter on a bimonthly basis, announcing all of these
4 meetings, many of which take place in New Hampshire, in
5 Concord at the Center. So, it does exist in that sense.

6 MR. CHUN. If it does exist, what is it doing about the
7 variety of problems that we have been talking about this
8 morning? Is it merely a professional networking or is there
9 something of an advocacy coalition?

10 MS. HIGGINBOTHAM. It is basically a networking group at
11 this point. We're very young. It just got started in the
12 last couple of years. Most of the teachers, our members...
13 I won't say they're even really members, because as I say,
14 it's very informal. Anyone is welcomed who has an interest
15 in doing it and we don't even have a formal leader so to
16 speak. As I say, at this point, it's more or less a
17 networking, discussing the issues, type of group.

18 MS. TILMAN. I'm June Tilman. I'm one of the ESL teachers
19 in the Manchester school system. The networking that Tony
20 is discussing, it is an excellent thing for networking, but
21 it shouldn't be the teachers that have to go to the role of
22 advocacy for these people. It should be some type of person
23 outside of ESL teaching who is doing this kind of thing,
24 because it puts us in a very awkward position. We're very
25 aware of the discrimination and inadequacies of some of the
26 students that we're teaching but we can't put our jobs on

1 the line to say, well, do this, take this type of legal
2 action. That's outside the scope of an ESL teacher.

3 MR. CHUN. If there were an opportunity for ESL teachers to
4 provide a detailed account of an individual instance of
5 let's say, inadequate servicing, the desperate service
6 needs, even discrimination and harassment and so on, all
7 because of perhaps language, or national origin, would that
8 be possible? You see, what we are hearing this morning,
9 repeatedly, is that absolutely something has to be done and
10 there is a current need out there, but you really define
11 little in terms of gripping or reasons why there should be
12 something that would be done and then how we can mobilize
13 people of interest and this commission or committee... It's
14 really unfortunate, you know, here we have a Civil Rights
15 Commission. The national commission has only seven million
16 dollars budgeted per year. That's barely enough to cover
17 about seventy some people and we are given this overwhelming
18 burden of somehow solving the problems of race relations in
19 this county, which is just absurd and the Civil Rights
20 Commission, as you know, is powerless in terms of
21 enforcement of anything. So, we are at best, a paper tiger.
22 Symbolically we exist but I think we try our best in
23 surfacing issues to the public's attention, hoping that
24 surfacing somehow will result in citizen action, in terms of
25 forming advocacy coalitions and if necessary action.

26 So, even though this itself is an education for all of

1 us, I think it is unfortunate that somehow this committee
2 and the Civil Rights Commission, which is by statute
3 powerless in terms of intervening in anything, is given the
4 expectation that in some things we can intervene. So, I
5 would like to clear that but at the same time, take into
6 account, if there is anything the committee can contribute
7 in performing the function of fact finding, information
8 gathering and so on, I think the committee would be more
9 than willing and committed to but there is a limited role
10 only, at best.

11 MR. FOURNIER. I think that the problem that was eluded to
12 is the fact that the offices that advocate for language
13 minority children in the schools, mainly the offices that
14 are federally funded within the Department of Education have
15 no monitoring or any other power to rectify the problems.
16 The districts that have been found out of compliance by the
17 Office for Civil Rights, some of those districts rectified
18 the situation but in the mean time, the state was also found
19 out of compliance by the Office of Civil Rights. The state
20 came to terms of agreement with the Office of Civil Rights,
21 under terms of agreement that were signed a few years ago
22 and the commissioner of education is the one responsible for
23 monitoring the school districts, so that if the monitoring
24 process fails, it's because the commissioner has not
25 monitored or doesn't have a structure for monitoring the
26 school district or does not do the job adequately, in my

1 estimation, and that's because he doesn't have staff to do
2 it and I don't know what his commitment is to doing it. So
3 that these shortcomings are reported to him annually by my
4 office and by other offices.

5 MR. STEWART. I'd like to follow up on that. I'd like to
6 give you some hope and we're not the paper tiger that is
7 totally empty. Some years ago, this committee, with Sylvia
8 Chaplain as the chair, I believe sent a letter to the Office
9 of Civil Rights as a result, well before Dr. Ross became a
10 part of the Manchester School Department, Manchester was
11 found out of compliance and went through, what was for them,
12 an embarrassing, arduous, probably expensive process in
13 trying to get back into compliance and show the Office of
14 Civil Rights that it had occurred. So, those kinds of
15 interventions, although we can't be the ones to do them, can
16 occur. I know that Ki-Taek, Dr. Chun, has written letters,
17 in one case to a school district up near where I am, up in
18 the Hanover - Lebanon area, regarding a case of racial
19 epitaphs at a baseball practice. One kid, one distraught
20 family, that was enough and it made a difference.

21 Finally, before we go to Olga, I would like to say that
22 after this meeting and preserving the anonymity of anyone
23 that wishes to take advantage of this, you may speak with us
24 and you may submit the anecdotal, the specific factual items
25 that Dr. Chun and Ms. Chaplain referred to. Don't feel that
26 you're out there all alone.

1 MR. CHUN. Yeah, I'd like to sort of emphasize that, if I may
2 please. The committee, there are certain things, catalytic
3 functions, I'd say, the committee can perform. It is only
4 this but it is very critical when there is an absence of
5 grassroots coalitions and movements as such. For instance,
6 as Andy reminded us, for instance, I think the committee
7 once equipped with a compilation of a convincing list of
8 incidents, then I think the committee will be prepared, and
9 I'm sure willing, to meet appropriate persons, starting from
10 government. Sometimes it may not be possible, but at least
11 it can try its best and having a meeting and present to them
12 an uncontroverted display of facts. I think sometimes this
13 goes a long way in changing the climate, because that is
14 part of the story I think we're faced with. Sometimes when
15 you have a proper leadership in place, even though, in spite
16 of a shortage in funds, sometimes something can take place,
17 as in Newmarket, it seems, but often times we do not have an
18 appropriate and properly toned leadership in place.

19 MS. CHAPLAIN. I just want to add a little footnote. In
20 addition to making the Manchester School District unhappy,
21 in our history, we have made the Department of Employment
22 Security unhappy with the cooperation of the Department of
23 Justice. There are times that if we have the facts, we can
24 bring it to another federal agency, that in turn, has more
25 clout than we have, more legal clout and we do it when we've
26 got the material.

1 MS. TINES. I just have a question and if you don't want
2 to answer this now, think about it before we dismiss and
3 it's okay, but what was the mission of this commission?
4 Because, as I listen to you speak, it seems like there is a
5 yin and yang between we are an advocate and we're not. So,
6 what is the mission of the committee and to what extent is
7 the public aware of how to take advantage of who you are and
8 what you can do?

9 MR. YAMAMOTO. Ki-Taek or Sylvia.

10 MS. CHAPLAIN. As I said at the beginning, it is very
11 amorphous. We can look at anything that is under the United
12 States Commission on Civil Rights umbrella. The things that
13 they can look at, we can look at. We can't decide that
14 we're going to... Well, an obvious example is the struggle
15 for gay rights. That is not part of the commission's
16 mandate. So, if we sent a thing to Washington that we want
17 to look at that, the chances are, they would say, find
18 something else under our broader umbrella.

19 Because of budget restrictions, this kind of community
20 forum is about the best we can do in this kind of a setting.
21 When there is a budget increase, there are hearings that are
22 much more intense and can last two or three days and take
23 copious testimony, do press releases, publish reports that
24 are circulated but basically, we inform the commission of...
25 We, as a committee, have things brought to our attention.
26 We decide cooperatively what we're going to focus on this

1 year, and perhaps next year and we will bring that to the
2 attention of wherever we can and that sounds...

3 But we don't have any powers. We don't have any money
4 but we can be persuasive and in some instances, we can...
5 We can be... I don't want to use the word intimidating but
6 very often some of the people in various bureaucracies pay
7 attention when they get a call from the committee, either
8 from Washington's staff or from a committee member that they
9 know somebody is looking and perhaps that's our most
10 valuable thing.

11 Do people know we exist? No. We haven't been
12 terribly... because again because we don't meet... It's in
13 the Federal Register. Nobody every comes. We need to be
14 more visible and this forum, hopefully some of the press
15 releases will be picked up and people will know we exist and
16 will call us.

17 Every time we do something like this there is follow
18 up; we do hear from people we don't know about.

19 MR. CHUN. Another spin perhaps one can play on your question
20 might be at the national level; civil rights commissioned by
21 statutes, which is a part of the civil rights act, as you
22 recall, merely is that of a fact finding agency, which it
23 holds along with the recommendations based on facts it
24 gathers and studies for the president and congress. If you
25 keep it in mind, the fact finding function, I think that we
26 would not go along. What that means in terms of, say, state

1 advisory committees then is, when the committee on its own
2 or at the Supreme Court's suggestion of say citizens,
3 investigates to the extent it's possible and feasible and
4 draws appropriate recommendations, then it is forwarded and
5 shared and that act or process of investigation, that act of
6 formulating a set of recommendations, often times goes a
7 long way, because it sets a climate. It shakes up the
8 system and people into the right direction. So, in that
9 sense, it is very critical that we continue to play the role
10 we have been doing but without, say, support that is
11 necessary to implement the recommendations, to pressure the
12 state legislature and local outside municipalities in
13 implementing the recommendation, then we are totally
14 powerless. That is the way we have to work in tandem with
15 citizen groups, advocacy groups.

16 MS. GARBON. I'd like to pick up on this theme of
17 advocacy. My name is Patricia Garbon (ph) and I'm here
18 representing the New Hampshire State Refugee Advisory
19 Council. It's a voluntary council comprised of twenty eight
20 individuals from private agencies, state agencies,
21 employers, local government officials, refugee service
22 providers, refugee mutual assistance associations and other
23 private individuals. As the refugee council works on issues
24 of advocacy and access to the... access to services for
25 refugees, we're constantly reminded that these very same
26 needs exist within the larger community of foreign born

1 individuals. There are approximately two thousand refugees
2 living in New Hampshire, approximately two hundred new
3 arrivals come each year. As Miss Troung has said, a large
4 majority are Southeast Asians from Vietnam, Cambodia and
5 Laos but there are also large numbers of Romanians and
6 individuals from the former Soviet Union. Unfortunately,
7 there's a tremendous amount of misunderstanding and
8 misinformation going on, often to repress, concerning
9 refugees and immigrants these days. However, the refugee
10 advisory council who found that through the often slow and
11 always ongoing process of education that we've been able to
12 assure that refugees at least initially, because our mandate
13 really is to work with them in the early stages of their
14 settlement, that these people do have access to employment,
15 to education, to health services, legal services.
16 Individuals on the council, through their jobs, in their
17 agencies, work on educating refugees themselves about their
18 rights and often have to act as liaisons when there are
19 problems such as, you know, taking situations to the New
20 Hampshire Commission for Human Rights.

21 This access process, which we see work so well in the
22 initial stages of refugee settlement is... We feel like it
23 is enhanced by things like the Nashua Ethnic Awareness
24 Committee. When we can't focus on people because they've
25 been her for such a long time and sort of melt into the
26 larger foreign born population, I really think it's the

1 mandate of local initiatives, advocacy initiatives that are
2 going to be the place where people can feel free to bring
3 these kinds of problems and get the kind of advocacy that
4 they are unable to do or feel that they are unable to do as
5 individuals. So, I would just like to support that whole
6 issue of advocacy and I know Nury and I individually have
7 talked about how all of these groups, whether they're
8 foreign language minorities, racial minorities, cultural
9 minorities, we really need to form some kind of an over...
10 a larger state wide voluntary advocacy council and I'd just
11 like to offer support for that. I can also mail you a
12 statement.

13 MR. YAMAMOTO. Let's see, I would like... There are some
14 panel and of course the committee would like to field
15 questions but I would like to give the floor a chance to
16 make remarks.

17 MR. CORDERO. My name is Damaso Cordero and some changes
18 have taken place. For the first time in history, since
19 1932, The Nashua Telegraph decided to run a column in
20 Spanish and I happen to be the editor of the column. Before
21 that, I've been all over the communities and the fact that I
22 move around from distributing the newspaper to Lowell,
23 Nashua and Lawrence, for the Spanish newspaper and reporting
24 news and interacting with the media, I have come to pick up
25 a lot of things I didn't want to pick up.

26 Anyways, I'm going to refer to justice, because I have

1 been connected, as a translator, to the judicial system and
2 also to respond to a call last night from the organizers of
3 this committee. They wanted me to communicate my
4 experiences with the police department.

5 MS. CHAPLAIN. Forgive me, that's the next panel.

6 MR. CORDERO. Oh, is it.

7 MS. CHAPLAIN. Yeah.

8 MR. YAMAMOTO. Excuse me, yes. That's Session II.

9 MR. CORDERO. Well, anyway, I have some...

10 MS. CHAPLAIN. Hold off on the justice. This is education
11 this morning. If you have some comments relative to
12 schools.

13 MR. CORDERO. Okay, it seems to me that there is a need in
14 the state for understanding minority businesses and also
15 there is a need of providing opportunity from the upper
16 levels too and those opportunities come with the empowering
17 through written information to those communities. There
18 seems to be a resistance on those opportunities. When I say
19 information, it's printed information in the languages that
20 reflect the majority of those immigrants. So, for example,
21 there's more Hispanic. This hasn't been an accommodating
22 state anyways but therefore we can see that there is more
23 need of translating basic documents. We don't want to
24 translate the whole Constitution or anything but the basic
25 services or agencies should have more information in
26 Spanish.

1 MR. YAMAMOTO. Excuse me. I notice you are on the panel in
2 Session II and...

3 MR. CORDERO. What? I can't use that now?

4 MR. YAMAMOTO. Yeah, well, we don't have any time. So, I
5 would really like to have comments that pertain to this
6 session.

7 MR. ALPERT. My name is Arnold Alpert. I am the New
8 Hampshire program coordinator for the American Friends
9 Service Committee in Concord and I have a couple of
10 observations and anecdotes and a fact or two and a couple of
11 questions, which I'll try to get to pretty quickly.

12 I want to first acknowledge and thank Dr. Ross and the
13 Manchester schools for a conference that was held a couple
14 of weeks ago for all of the teachers in Manchester on
15 creating a more peaceful and tolerant school community,
16 which hopefully was not just a one day event but a beginning
17 of sending a clear message through the schools and through
18 the community that dignity and respect of all people is
19 something that is important and needs to be fostered in the
20 schools.

21 There was an incident that took place in one of the
22 schools a couple of years ago. It was described as one that
23 had racial overtones or undertones and I went to meet with
24 an administrator of the school in question, who assured me
25 and the others I was with, he said, "I want you to know that
26 most of our problems in the school are not with Black and

1 Hispanic students, they were regular students. Now, he
2 thought he was making an anti-prejudicial comment at the
3 time but where he was coming from showed through a bit and I
4 think that's reflective of some of the subtleties of what
5 we're dealing with and then once you get your ears
6 accustomed a bit, these things that some people see as very
7 subtle are really not that subtle after all.

8 Two years ago, on Martin Luther King Day, the
9 Manchester Union Leader ran a big story that said, "Will
10 Manchester and Nashua go the way of Lawrence and Lowell?,"
11 an opinion that was also voiced here today, the three L's
12 that are coming. The concern that we have is that we
13 acknowledge that an influx of immigrants into New Hampshire
14 schools creates problems for us. However, when the students
15 themselves are viewed as the problems, we have, shall we
16 say, a real problem and we need to be very careful that we
17 deal with the changes that are taking place without blaming
18 the students for bringing or causing those problems. Racism
19 intolerance exists within the white community in New
20 Hampshire. They exist within people who have lived here for
21 however many years. These problems do not enter our
22 communities with immigrants.

23 I want to acknowledge Governor Merrill for declaring
24 Martin Luther King, Jr. - Civil Rights Day last year and for
25 sending a letter today that he intends to do that again.
26 This committee should be aware that New Hampshire is now the

1 only state in the country that does not officially recognize
2 Martin Luther King, Jr.'s birthday as a holiday.

3 I would also, while we're on the topic of education,
4 want you to know that there are still numerous school
5 districts in this state, I believe a minority at this point,
6 but there are still numerous school districts in the State
7 of New Hampshire that do not observe the third Monday in
8 January as a school holiday, whether they call it Civil
9 Rights Day or Martin Luther King Day, many students are
10 still in school on that day and that sends, I think, a
11 terrible message to students of all races in New Hampshire.

12 I have two questions here today, which perhaps we don't
13 need to get the answer to immediately, but one question I
14 have as we talk about ESL and Miss Truong's points about the
15 needs of adults, I'm curious about the availability of ESL
16 classes for adults in New Hampshire, whether the need is
17 greater than the resources or whether the resources are
18 available to match the need and if there is greater need,
19 where those resources might come from. So, that's one
20 question I have that perhaps this committee can look into.

21 My other question has to do with our school
22 administrators, particularly for Dr. Ross and other's who
23 are in his position, I'm curious about the numbers of
24 teachers in the schools who are Black or Latino or Asian or
25 Native American and what the numbers are in the City of
26 Manchester, for example, which has a large number of

1 teachers, and whether the schools have an alternative action
2 plan to increase the hiring of teachers of color in the
3 schools, as well as teachers who come from linguistic
4 minority backgrounds. So, I don't know if it's possible to
5 answer that today or if that's again another question that
6 this committee could look into, the question of affirmative
7 action hiring by the New Hampshire school districts. Thank
8 you.

9 MR. YAMAMOTO. Thank you. Let's see, Sue, you wanted to say
10 something?

11 MS. HENDERSON. I hear what you're saying about the committee
12 and its response and its responsibility and I respect that
13 and it sort of perpetuates a frustration of mine, that we
14 sort of buy into the silence or the voicelessness of
15 minorities across the state and would hope that you all will
16 become more visible. If I had not gotten a call from
17 Bertha, I would never have known that this panel or this
18 committee existed. So, visibility becomes important. With
19 that, the education of adults, which keeps getting
20 mentioned, I think is primarily where we need to be looking
21 towards in dealing with issues of demographic change and
22 multiculturalism. If we do not as adults being to address
23 our own issues, the them that we use to help in the '60s is
24 now the us and we need to start looking at it as the us and
25 we all need to sort of deal with our own issues of racism
26 and then become the advocates and the voice. So, I respect

1 what you're doing, but I do need to see more, so that I
2 don't feel like I'm doing it all by myself.

3 MR. YAMAMOTO. Thank you. What I'd like to do now is give
4 the committee a chance to pursue questions that they wish to
5 but we must quit soon.

6 MR. CHUN. Can I just respond to what was just said? I think
7 the committee has been somewhat inactive, that's somewhat
8 understating it, but for very understandable budgetary and
9 political reasons in the past; it depends on who you ask. I
10 think the committees are prepared to regenerate the momentum
11 and become very active and this is the first sort of sign of
12 that.

13 The committee and the commission by extension is
14 unthinkably constrained in terms of budget. We have less
15 than what we had last year. You may not believe it but
16 that's a fact and the committee can have meetings only
17 twice, at most three times a year. Holding a meeting like
18 this costs about three to four thousand dollars, by the time
19 you pay the court reporter and this and that.

20 MS. CHAPLAIN. We don't get paid.

21 MR. CHUN. They all work without compensation but the reason
22 I'm saying that is, this kind of an opportunity for public
23 dialog is absolutely needed. That's what you're saying;
24 you'd like to see more of that. I think the way we should
25 do that is, my personnel suggestion is, you have to spread
26 the word, so that when a meeting occurs, do come but of more

1 importance, if you think that as tax paying citizen
2 something like this is important, then I wish we as citizens
3 would write to our congressional delegates, that we need
4 something to be happening, more should be done and they
5 should be encouraged to do such and such. The commission
6 needs that kind of feedback too. It has to be thus, when a
7 committee does not live up to its mandate and so on, we both
8 get criticized. At the same time, one is trying to do
9 something within the constraints, unthinkable constraints,
10 yet needs of schools, some things like that, have to get
11 recognized. Congressional delegates ought to be aware of
12 that, so that somehow the loop becomes very complete. The
13 state legislature and the local government and school
14 systems become a part of it, so that everybody becomes part
15 of the public school committee. If the commissioner is not
16 doing his job right, we should be able to pressure him with
17 some outside pressure from the Boston office. We can do
18 that if we can keep meeting and if you keep reminding us to
19 do something.

20 So, I would like to take your comments as positive
21 comments, at the same time, there are things that we need to
22 do together, I think.

23 MS. HENDERSON. It was a critique and not a criticism. I
24 know we're in there but let's do a little bit more.

25 MS. GAFRITE. I have a question for the educators, anyone. My
26 name is Linda Gafrite (ph). I'm chairperson for the New

1 Hampshire Outreach for Black Youth. Are there any programs
2 in place now for educators, mandatory programs around
3 implementing sensitivity and awareness?

4 DR. ROSS. Mandatory programs? No. The closest thing that
5 you can equate to that, I would say is not very close, is
6 the new state Department of Education recertification rules
7 in character and citizenship and those kinds of things,
8 which is really very... an additional five hours or
9 something like that every three years or something like
10 that. So, I would guess probably the more honest answer to
11 your question is no.

12 MS. GAFRITE. Are there any, specifically for teachers, are
13 there any trainings that they have to have each year, like
14 five hours of training, two hours of training, etcetera?

15 MR. ROSS. Well, most teachers, the old... permanently
16 certified teachers whose numbers are running out, no but
17 most teachers are required to get a fifty hour
18 recertification in service activity over a three year
19 period. That's three years, fifty hours.

20 MR. YAMAMOTO. Okay, you've had... Then Olga and then I
21 think we really must close this session.

22 SPEAKER. My name is Nishma (Unintelligible) of the
23 Department of Education. I understand that we do have a
24 great deal of public demand from public education
25 communities to have us resolve some of these problems but
26 what I saw really, in my tenure in the United States for

1 over thirty years, when the business community comes into
2 the picture, things begin to happen. I wondered why as a
3 group we shouldn't be reaching to the business community to
4 offer on the job or on the side ESL training, because the
5 immigrants are a very good source, as well as Blacks and
6 other minority people, are a very good source of labor and
7 this is the year 2000 in fact. The labor picture shows that
8 women and minorities will be in the majority in the work
9 place. Maybe we should get them engaged in this and they do
10 have more resources. Thank you.

11 MS. PERKINS. In comment to your statement and a question
12 to the commission or to the committee members. My
13 experience in being in corporate America has been that
14 corporations, large corporations normally do respond and
15 they usually respond far more favorably than the state or
16 the educational field have. They, the larger ones, I find,
17 they do respond and they're working in that direction.

18 I have a question I would like to direct to Dr. Ross
19 and also to Mark. I'll put you on the spot today. Having
20 graduated from Manchester High School some few years ago,
21 when I went to school there, there were no minority teachers
22 and there were no minority teachers in Manchester. I've
23 heard it eluded that there might be maybe one or two
24 Hispanic teachers and that's good for ESL. It doesn't do
25 anything for African Americans and those where English is
26 the first language students and I just want to know, are

1 there at this time any minority, African American and
2 Hispanics or other minority teachers in the school systems
3 in the State of New Hampshire and if not what are we doing
4 to get them into the school systems?

5 MR. ROSS. Well, you know what's interesting, to answer your
6 question first, I can't respond to the statement. I don't
7 know. Are there any Black teachers in our school district?
8 The answer to that is no. The only Black person that is
9 involved with the Manchester School District happens to be
10 on the school committee and that's Vanessa Johnson and then
11 we have... There are some people of Hispanic origin that
12 are teaching, not necessarily the ESL but there are very
13 few. At the same time, when we advertise in the Boston
14 papers and New York and not particular papers looking for
15 teachers, as far as an affirmative action plan, you know,
16 that we naturally cannot ask and not seek a particular
17 minority. We do ask for some people with some backgrounds
18 preferred and abilities. So that quite frankly, when we do
19 our hiring, we do our paper screening and whatever the case
20 might be, unless it's identifiable by a particular last name
21 or anything like that, we don't know whether they be
22 Hispanic or Black or anything else and it's against the law
23 for us to even request that kind of information, until we
24 see them. So, some of that is difficult. But to answer
25 your questions, no, I'm not aware that we've improved our
26 position since you went to school, as far as not having

1 minority teachers.

2 MS. PERKINS. We did not have that representation here
3 today about discrimination among and I hope that Sue being
4 an instructor, I don't know what her experience has been,
5 but it has been brought to my attention and I did not bring
6 the two statements from two people, one who is currently in
7 the school system. That's right there is one. There is one
8 I do know who is in the school system in Hollis and I do
9 know of someone who happens to be an African American who
10 tried to get into the school system in the Nashua area and
11 was not able to. So and she pointed out something you just
12 said, and that was the point that we... Yet we solicit
13 people from, let's say Massachusetts and yet there are
14 people within the State of New Hampshire. Just something to
15 take a look at, because we talked about role modeling and
16 the thing about sensitivity and cultural awareness and that
17 type of thing, so, there is a... There is a need there and
18 I, you know, positive actions to bear things that we can do,
19 because I sit here, and quite frankly, disgusted that thirty
20 years later we're... Well, I just gave myself away, didn't
21 I. But anyway, a few years later, we're almost in the same
22 predicament that we were then and it is time to get ahead.

23 MR. YAMAMOTO. I really think we need to close. We can go
24 all day, I'm sure but we're ending twenty nine minutes late,
25 but of course we started thirty minutes late, so we gained
26 one minute. I want to thank all of you again and especially

1 the panel members for their contribution and I want to
2 remind you that the performance by the Hispanic Youth
3 Theater would immediately follow and then we'll adjourn for
4 lunch.

5 MS. CHAPLAIN. I need my minute, my thirty seconds. I hope
6 that... I too want to thank the panel, but I hope that the
7 panelists are going to stay through to this afternoon as the
8 audience will. If you look at your programs, so many of the
9 things that we've been talking about and the needs and the
10 needs for training. Sandy and I, we just look at each other
11 and she said to me as I went out to the bathroom, "Can't I
12 speak right after this?" And I said "No," because what will
13 be presented this afternoon are some details on training
14 programs. We've got a video here with an introductory film.
15 There are some great programs out there in the world that
16 can be brought into New Hampshire and in one instance a
17 Timberlane teacher will be speaking who has had this
18 experience. Please don't go. If any of you must,
19 absolutely must, because after all I can't chain you here,
20 because of other commitments, I've got a sign up sheet for
21 more input, if you want more information on training
22 programs.

23 MR. STEWART. Please don't leave, because we promised these
24 teenage kids an audience.

25 (OFF THE RECORD - END SESSION ONE)

26

1 MR. STEWART. We're trying to make it absolutely clear to
2 everybody here that nothing has changed in Washington or in
3 the bureaucracy of New Hampshire. Therefore, we are making
4 a firm commitment to being as late as we can for every
5 single event and we have succeeded again. My commendations
6 to all of us. The topic of this panel... And let's see,
7 are we all here? Is Laura Ortiz in the room?

8 Okay, why don't I start with the introductions and we
9 can have Laura slip in at the last minute with a theatrical
10 entrance, I hope. The topic of this panel is community
11 relations, including law enforcement. It is not just law
12 enforcement, because I know we have some panelists, at least
13 one, if not two, who represent the health services area and
14 access to health service is an issue I think we're concerned
15 about. We heard about school this morning and we know that
16 there is a definite interface with the law enforcement
17 community and reaching children on one level or another.

18 In 1979, there was an article in the Manchester Union
19 Leader, entitled, "Hispanic Community Charges
20 Discrimination, Asks In Depth Investigation". In addition
21 to education they pointed out lack of translators in
22 hospitals, lack of translators in the court system and what
23 they alleged was harassment by the law enforcement officers.
24 That was 1979.

25 In 1993, in an excellent report put out by the Hispanic
26 organization ALPHA in this city, the headline is "Hispanics

1 Adding to the History of the Immigrant City". Well, what a
2 health way of looking at it; that diversity is being
3 welcomed into New Hampshire and we know that the numbers are
4 increasing greatly. But is it a fact? Is there no more
5 cause for concern? Are the concerns of 1979 no longer
6 relevant? In education, I think we got a clear message that
7 they are still relevant. Let's find out in this panel.

8 We're really fortunate to have such excellent
9 representatives here. Guadalupe Bisson, from the Latin
10 American Center has hands on personal knowledge of community
11 interaction in the Hispanic community. Captain Auciello is
12 with us from the Manchester Police Department, to tell us
13 about their perspectives on the issues we're talking about,
14 including training officers to be culturally aware, I
15 believe.

16 You know, I can tell years have passed. I've been on
17 this committee for fifteen years. I use to be able to see
18 across the room without glasses on. I can't do that
19 anymore. I wish progress in civil rights in the other
20 direction of clarity were mirroring my own myopia.

21 Michael Worsley, Outreach for Black Unity, Manchester
22 and Nashua. I believe O.B.U., Outreach for Black Unity is
23 one of the newer organizations, but I hope we'll hear a bit
24 about that.

25 Damaso Cordero has recently started writing a column in
26 Spanish in the Nashua Telegraph and he is an advocacy

1 activist oriented member of the Dominican community in
2 Nashua and before long, in addition to all of that, he will
3 be a U.S. citizen.

4 From the Lamprey Health Center, we have Priscilla Shaw,
5 who will tell us what Newmarket is experiencing in the way
6 of health services delivery.

7 We have Laura Ortiz, chairperson of the Nashua Ethnic
8 Awareness Committee, a dynamic organization in the City of
9 Nashua, that many of the people here know about or are
10 members of.

11 And finally, we have Chief Kerryl Clement, from the
12 Newmarket Police Department, to talk about probably the
13 Southeast Asian community that is rapidly growing in
14 Newmarket and his department's work in that area.

15 Why don't we start with Miss Bisson.

16 The ground rules are seven minutes. I'll call at
17 thirty seconds.

18 MS. BISSON. Good afternoon. My name is Guadalupe Bisson
19 and I am really the outreach worker. Thank you for the
20 promotion.

21 Community Relations: Good community relations are a
22 goal we should all be working for, because it is from that
23 that individuals draw his or her strength, sense of self and
24 ability to deal with good judgement in many situations that
25 confront him or her. The Latin American Center works in
26 creating this feeling of community. It is not an easy task,

1 because although we talk of a Latino community, actually we
2 are really talking or saying communities and this is because
3 our people are very diverse. Usually we have indigenous
4 people; people from African descendants and European
5 descendants, a mixture of all these races. We have people
6 from the country and people from large cosmopolitan cities.
7 We have people from democracies and people who have been
8 oppressed by the government and those who work for the
9 government, such as the police. Outsiders who deal with our
10 community should know and understand this.

11 Over ten years ago, the Latin American Center saw a
12 need to improve this understanding. It was a tremendous job
13 involving about twelve to fourteen staff and volunteers.
14 Police were trained for three weeks, three shifts per day
15 with three volunteers each time. In the past decade, we
16 have been challenged with a diversity of people from all
17 over, people from different ways of life that do not know
18 how to speak English but also different in the way that they
19 dress, customs, different in the way that they eat,
20 different in the way they worship.

21 Cultural Differences: Cultural isolation and
22 misunderstanding has driven many of our youngsters to belong
23 to the so called gangs. Really it's a symptom that
24 something has become alarmingly wrong. With parents in
25 daily survival working two shifts or two part-times jobs,
26 they fall into this new way of life. It is starting to

1 deteriorate the family or the nuclear family and
2 consequently the children become short changed by society
3 and also by the parents in an effort to make it in this
4 society. These children are sometimes all alone without
5 guidance and slipping into the cracks in the system, not
6 being able to fit in.

7 I would like to add two incidents that have happened
8 while I've been working at the Latin American Center. It
9 came to my attention, two mothers, who will remain nameless,
10 because I would like to protect the families, the mother of
11 one of the youngsters was coming out of their home with a
12 young man of African descent and a Czechoslovakian young man
13 also. The three youngsters were going to their car and they
14 were stopped by the police with no infractions or traffic
15 error. They didn't know why they were subjected to this
16 attention. The police told them to go to the police
17 department and at the police department they didn't tell
18 them what the infraction was, why they were detained. The
19 only infraction that we can think of is that they were
20 different. They were three youngsters who were very
21 different, different talking. They were perhaps horsing
22 around like young people but no other felony or criminal
23 trespassing or anything like that. So, they called their
24 parents to find out if they were legal. Their parents, they
25 were very upset; they didn't know what their rights were.
26 So, they went and they brought the green cards. They were

1 released but never the less, it was a very painful
2 experience for these parents.

3 In another incident, a mother told me that her son,
4 sixteen years old, and a nephew, were walking downtown in
5 some other town besides Manchester and some other adult
6 people, over twenty one, started calling slurs and
7 profanity, because they were Latinos; something that I
8 wouldn't like to talk about nor repeat. The youngsters were
9 not able to cope with the situation. They started to fight
10 with their fists. They tried to confront the two other
11 people who were older than they and the police were called.
12 The other people made a complaint and the children were put
13 on trial. When the lawyer or the attorney came to help the
14 parents and the children, the attorney told them that they
15 better plead guilty, because it was better for them to do
16 that. The mother is not very happy with the situation and
17 she is appealing this. But never the less, this is very
18 unfortunate and very painful for a lot of parents who do not
19 know how to deal with this situation.

20 I see a beacon of hope in a lot of educators, who turn
21 around the disability of not being able to speak English or
22 of being different, into a tool of experience and education
23 in the classroom. I think that we should all learn from
24 that in trying to educate all people that maybe we are
25 different but we are trying to make it here and we can all
26 learn and we can all be living all together with our

1 individual differences. Thank you.

2 MR. STEWART. Thank you very much, Guadalupe and thank you
3 for that very artful closing on the spur of the moment, that
4 was nice.

5 Let's see. Mr. Worsley, would you like to tell us
6 about the perspectives of O.B.U in Manchester and Nashua?
7 While Mr. Worsley is coming up here, we will be shaving
8 fifteen minutes off of each of the sessions, so that the
9 composite will get all of you out of here about when you
10 expected to be.

11 MR. WORSLEY. While I probably can't explain in detail as
12 well as Linda Gafrite (ph), who is the chairperson of
13 O.B.U.. One of the functions we do is a lot of outreach,
14 which is one part that I partake in. I guess that what
15 we're trying to do is pull together minorities and help them
16 to be able to deal with themselves, situations and their
17 environment.

18 I come to you with no big titles, no administrative
19 performances or anything like that, no political background
20 or anything like that. I come to you with a perspective as
21 a young Black male, the frustrations and the anger that is
22 felt by many here in Manchester and I'm sure all over the
23 country, which are the same. While I will give you a couple
24 of scenarios, I will admit that not every particular
25 policeman as an individual probably feels the way that some
26 of the ones that I've had contact with, as well as some

1 other Black males.

2 Now, I want to give you one scenario and when we're
3 talking about race relations, when we're talking about
4 trying to come together and deal with, you know,
5 communities, different minority communities, one of the
6 things that will not allow this to happen is anger and
7 frustration. This is one of the things that causes that
8 frustration: I want you to take a walk with me and put
9 yourself, as best you can, in this position. You are an
10 African American male, driving a brand new Mercedes-Benz.
11 You come to a stop light and the first car before you is
12 that of an officer. You stop directly behind his car. When
13 the light changes, actually at the light, just before it
14 changes, you see the officer look through his rear view
15 mirror and you make eye contact. You play in your mind a
16 couple of things that you imagine could happen but you hope
17 wouldn't, but as it happened, as the story goes, the light
18 changes, the officer goes across the intersection, pulls
19 over and allows you to go in front of him and he pulls
20 directly behind you. About five, six, seven, eight blocks
21 later, after your stomach has tightened up and frustration
22 is building and on and on and on, the lights come on and you
23 are pulled over. The officer makes his way to your car and
24 he asks for your license and registration, which is normal.
25 You think, well, first of all... Now again, this is you.
26 First of all, you explain, "Officer, this is not my car.

1 The car is borrowed. I am using the car. It's a friend of
2 mine's." You explain, and I don't want to use any names,
3 you explain who the gentleman is that the car belongs to.
4 While you're talking you hear sirens in the background.
5 Again, you're living in the city, you're use to hearing the
6 sirens, so you don't pay a lot of attention to it. Well, as
7 you're being pulled over and talking to this officer,
8 another cop car comes behind you with his lights on and then
9 another one directly across the street. Now, I'll tell you
10 what one of the frustrations of this is, before I continue
11 the story and I think, again, I will be quick to say, I'm
12 sure not every officer feels this way but stereotype places
13 a big role in how we are acting and relating to one another
14 and I'm sure this was one of those incidents. So anyway, as
15 the story goes, the officer leaves the car before I ever
16 get... Well, the story's out. It is me. Before I ever get
17 to the registration and my license and all of that, he
18 leaves the car and he goes and he talks with the other
19 couple of officers and I did get to tell him who the car
20 belonged to and where I was going and where I was coming
21 from. After about a couple of minutes he comes back to the
22 car and says, "You're free to go."

23 Meanwhile, I have in the car with me about three...
24 two white males under the age of fifteen and one female
25 about the same and you could imagine what is going on in
26 their minds, as they are old enough to understand what the

1 situation is. So, as I'm driving away, very frustrated,
2 very angry, very hurt, I'm saying to myself, you know, what
3 could have happened, excuse me, what could have happened
4 differently here. If you looked at, again, the reason why I
5 felt I was pulled over, again it was because of stereotype;
6 a Black guy in an expensive car, he can either be one of two
7 things. And again, I must say too, I was dressed in a
8 sweatshirt, hat, and sweatpants. I said to myself, you
9 know, maybe if I was dressed differently, you know, the
10 stereotype wouldn't have played such a big role. Well,
11 that's not the case, because again, not too long after that
12 incident, I was driving in my own car and it was a... This
13 particular car was a 1987... And please tell me when I'm
14 getting close to seven minutes, so I can get to my point.
15 It was a 1987 Audi Quattro. I pulled out of my driveway.
16 Across the street was an officer parked in his car. I
17 pulled out, drove past him and again, those thoughts go in
18 your mind; is he going to follow me, blah, blah, blah and
19 yes he did.

20 So, I'm driving down the road a little while and then
21 again the lights come on. We go through the whole thing
22 again. He asked me... I said, officer, because by now I've
23 spoken with someone after, you know, the first incident,
24 what are my rights, you know, what does the officer really
25 expect of me when he pulls me over. So, we went through
26 that whole thing. I asked him, I said, "Officer, what seems

1 to be the problem?" He said, "Well, did you just come from
2 Pappy's Pizza?" I said, "No." I said, "I pulled out of my
3 driveway, where you were sitting across the street." I
4 said, "to this point now." And I said, "Why?" He said,
5 "Well, we just got a phone call, the subjects are two black
6 guys in a black car" and my brother was with me. And I
7 said, "Oh." I said, "Well, did they mention anything about
8 the little baby in the back seat?" So, when he looked in
9 the back seat, he says, "No. You're free to go."

10 Now, my point is this. If we are going to try to bring
11 together some sort of resolution with this racial tension
12 and try to work together as a community with our law
13 officials, you know, this is just something that I think is
14 going to happen. I don't think any policy really has to
15 change. I really don't believe that there's something
16 different that the captain or chief or anybody can do,
17 because when we're talking about racism, this is something
18 that is from the heart. This is something that you can not
19 go to school and learn. This is something that is
20 individual and we are acting upon it. As a young black
21 male, I think I have missed... or the officers and other
22 individuals have missed an opportunity to get to know who I
23 am or another young man in that same situation, because
24 again when we play on the stereo types, these things that
25 happen from that, the anger, being arrested, the arguments
26 and so on and so on, these things could be eliminated if we

1 can just get beyond, you know, those particular stereotypes
2 and so on... This is my point. Here is my point, now when
3 I talked to the chief, when I called the chief and I
4 explained to the chief why I was pulled over, why I think I
5 was pulled over, he said that you only have to assume that
6 was the reason. I said, "Because I'm a black man in an
7 expensive car, why do I have to drive around town justifying
8 who and what I am?" And he said, well... He said that,
9 "You know, there must have been some reason that the officer
10 pulled you over." I said, "Well, I spotted him before he
11 spotted me. I was behind him." He did not even want to get
12 beyond that and say that there is a problem here.

13 This is what I think we need to do. We need to admit
14 there is a problem. We need to say to ourselves that, you
15 know. I'm willing to admit I have my own particular
16 prejudice but if this community is growing more in terms of
17 minorities, then I need to learn what those different
18 cultures are and what those backgrounds are and put away
19 those stereotypes. I hope I've made some dent in someone's
20 mind. Thank you.

21 MR. STEWART. Captain Auciello. We don't know from which
22 city the anecdotes came, but we only have one city
23 represented here today and I'm sure that Captain Auciello is
24 eager to take the podium.

25 MR. AUCIELLO. As Michael sat down, I asked him for his
26 license. He didn't have it with him so, I'm still not sure

1 who he is.

2 I'm Captain Sav Auciello from the Manchester Police
3 Department. I've been with the Manchester Police Department
4 since January of 1975, worked my way through the ranks.
5 Presently I'm assigned as a shift commander in charge of the
6 day shift at the present time. I recently graduated from
7 the F.B.I. National Academy and one of the focuses of my
8 studies there was community policing, a concept which is
9 going nationwide and a concept to which the Manchester
10 Police Department is adapting.

11 Recently I reviewed some of the surveys that we had,
12 the ALPHA survey and according to the survey, a recent study
13 indicated a population of over 4,000 Hispanics in the City
14 of Manchester. Back when I moved to Manchester in January
15 of 1975, I'm from Massachusetts originally, being of Italian
16 descent, I was one of the minorities up here. There weren't
17 many Italians, there weren't many Hispanics, there weren't
18 many Black people in the City of Manchester. It was mostly
19 made up of Irish, the French people on the west side, French
20 descent on the west side and the area around the police
21 station, bounded by Spruce, Union, the Cedar Street area,
22 was mostly a Greek population. That area has changed
23 considerably at this time.

24 The population of the Hispanic people in the city has
25 really changed quite a bit, with the population coming from
26 sixteen different countries. The average age is less than

1 forty years old and this average age bracket of forty years
2 and below is usually grouped, whether it be White, Black,
3 Hispanic, French or whatever, requiring the most police
4 service and usually has the most contacts with the police.
5 Over fifty percent of the minority population, especially
6 the Hispanic population, has moved into the city within the
7 past five years. Over 26% of the Hispanic community rated
8 domestic violence in this study as a major problem.

9 Our officers are contacting people when their emotions
10 are high, extremely high, when they're having contact with
11 these people during these crisis. This causes frustration,
12 not only for the officers but also for the victims of these
13 domestic violence situations and the main problem that we
14 found is communication, being able to understand each other.

15 Over 50% say drug dealing is not a problem in their
16 immediate neighborhood in that study. We found drug dealing
17 and drug related offenses to be a major part of all our
18 calls for service. Although this problem afflicts all areas
19 of the city and the vast majority of drug related offenses
20 occurs within the center part of the city, nobody is
21 untouched by these incidents of drug dealing and drug
22 related offenses.

23 The study also said that over 78% did not identify drug
24 dealing as a neighborhood problem. Our experience and our
25 information based on arrests indicated that most drug
26 offenses and drug related search warrants are served within

1 the immediate residential neighborhood. So, I'm not sure
2 where the study was coming from on that. I had a hard time
3 getting a handle on that.

4 Although we had a limited number of Spanish speaking
5 officers, which is one of our major problems, the other
6 problem is the Hispanic community is spread out over a vast
7 area of the city. It's not concentrated in one area, to say
8 that it's bounded by an eight or ten block area. We found
9 this to be a problem to us as far as man power is concerned,
10 as far as assignment of police officers based on the
11 geography of the city, as far as where the Hispanic
12 community is really centered.

13 So, what we did, after looking at some of those
14 problems; we've done a few things to address the influx of
15 Hispanics, the police department has instituted several
16 programs. The first is, we have four police officers who
17 speak Spanish fluently. Twenty one officers have attended a
18 four week program in basic questioning techniques to
19 communicate better with the Hispanic community and this was
20 also through the Latin American Center, they assisted us in
21 training these officers. Signs within the station have been
22 written in Spanish to inform arrested suspects of their
23 rights. Certain forms, as far as indicating their name,
24 address, phone number, next of kin and so forth, have also
25 been printed in Spanish to assist them. Handouts of basic
26 police questions in Spanish have been given to all of our

1 patrol division officers, which include asking, again, their
2 name address and date of birth and place of employment.

3 To address the area that we consider to be the largest
4 concentrated section of the city with minorities, is the
5 area bounded by Bridge Street to Valley Street, for those of
6 you that are familiar with the City of Manchester and also
7 from Canal Street to Lincoln Street. In this area, we've
8 instituted the Community Policing Program. The Community
9 Policing Program consists of three officers assigned to each
10 shift. There's three officers assigned to the day shift, to
11 the four to twelve shift and the midnight shift. Two of
12 these officers are working at all times. We found this to
13 be especially enlightening, as we have gotten away from the
14 concept of the police officers being on the beat. We've
15 become such a mobile and transient population that we lost
16 contact with the people. These officers are assigned to
17 foot patrol and on the four to twelve shift they're assigned
18 to a mountain bike patrol to make them a little more mobile
19 but continuing the contact with the citizens. These
20 officers work as a liaison not only with the citizens in
21 those neighborhoods but also with the school department, the
22 health department, the city housing department boarding up
23 some of the abandoned buildings in the area, which we saw a
24 fire this past week in the area of Cedar Street, which was
25 an allegedly known crack house area. Through the police
26 department and the efforts of the housing authority we tried

1 to get that building boarded up and luckily nobody was hurt
2 during that fire which damaged a total of three buildings in
3 that area. These officers also work hand in hand with the
4 school department, the fire department, also the New
5 Hampshire Liquor inspectors try to keep an eye on zoning for
6 liquor establishments within that area and that has also
7 been addressed by Alderman Peno (ph) at last week's
8 alderman's meeting, where zoning is being addressed, keeping
9 clubs out of that immediate area and trying to concentrate
10 on cleaning up that area.

11 In closing, I would just like to say that I appreciate
12 being here. We're here to learn something today.
13 Manchester Police do not have all the answers. We're here
14 to learn from you, to see what our weaknesses are and what
15 we can do to make us a better community related agency and
16 I'd go a couple minutes longer but Michael took two minutes
17 of my time.

18 MR. STEWART. Thank you very much, Sav. Let's move
19 slightly in topic. Priscilla Shaw of the Lamprey Health
20 Center will obviously be addressing health issues.

21 MS. SHAW. Thank you. I also got a promotion in this. I'm
22 actually the director of community services at Lamprey
23 Health Care but thanks.

24 I think the people who spoke this morning about
25 education and talked about Newmarket's situation with our
26 Southeast Asian population probably addressed the

1 demographics and the size of the population we're talking
2 about. Newmarket is a community of about 7,500 people,
3 officially the census says 7,157, but we believe it's a
4 little higher than that, so we'll say 7,500.

5 In the late '70s, early '80s, the influx of Southeast
6 Asian people coming into our community, sponsored by
7 churches, was fairly significant and throughout the eighties
8 that population has grown. From Lamprey Health Care's
9 perspective, we're a community health center located in
10 Newmarket and Raymond, New Hampshire. It's a community
11 health center that is federally funded and up until about a
12 year ago, we were the only one in the state. We were the
13 folks that were doing things a little bit differently than
14 other health care providers in the area and now I'm happy to
15 say, we know that there is one more community health center
16 here in Manchester and that there are other ones that are
17 going to be on the way. That initiative has been made.

18 What we were dealing with was an inability to
19 communicate with our patients. Today, Southeast Asian,
20 mostly Laotian folks account for about four to five percent
21 of our patient population and for our providers, our
22 frustration was that we were unable to communicate and be
23 able to get folks to be able to take care of the preventive
24 needs that they had and even deal with their own sickness
25 and wellness issues and we had to do something about that.
26 It was a very frustrating process. We did studies. We were

1 seeing increases in people who were not being treated for
2 tuberculosis and hepatitis B vaccine and that sort of thing.
3 So, it was a very frustrating time for our providers and we
4 really had to go outside the government funding mechanism to
5 be able to do something about this. We were very fortunate.
6 We had a couple of private foundations who were interested
7 in what Lamprey Health Care was doing and the kinds of
8 programs that we could provide and they were helpful to us
9 and gave us the ability to be able to come up with some
10 staffing for this issue but it wasn't until the New
11 Hampshire Charitable Trust finally looked at our problem and
12 really looked at what our need was and said we will help you
13 get something started at Lamprey Health Care to deal with
14 the health care issues, that we were able to do something.
15 And so through a pilot program from New Hampshire Charitable
16 Trusts, we were able to get a program going. We were able
17 to vaccinate people for hepatitis B and actually put a part-
18 time translator/outreach worker on staff and she's here with
19 me today Fon Sylia Champa (ph), who's here and she's also
20 available to answer any questions, if anybody has them but
21 we're very proud that we were finally able to do that.

22 That recognition of that program and then the
23 recognition our need led the Public Health Service of the
24 United States Government to finally fund Lamprey Health Care
25 for her position. So now she is with us permanently and
26 we're very happy about that. But that was really just the

1 beginning, because once we were able to communicate, we
2 realized the numbers of problems that we were seeing and
3 they were presenting themselves to the health center.

4 Because we're a health center, again, we do things a
5 little bit differently. It's not just a medical visit. It
6 is really somewhat... It's really an outreach visit. It's
7 trying to help people with the kinds of living situations
8 that they're in and Fon finds herself in situations trying
9 to help people with housing, with social problems, with
10 domestic violence, with all sorts of problems that come up
11 in that area. So, it is a lot more than that and the
12 community health center is there to try to help folks. What
13 we're doing now is what I really feel is a wonderful effort.
14 It's a wonderful program and we're doing the best that we
15 can but there really is a need beyond that. What's
16 evidenced is the number of calls we get from people outside
17 of our community, from other agencies and that sort of
18 thing, who are looking for the same kind of services we have
19 but also our medical providers who are not able to
20 communicate directly with a patient or be able to work
21 directly with a patient but are going through translation,
22 their frustrations in trying to both get at someone's care
23 plan.

24 So, I think that Lamprey Health Care has a long way to
25 go. The real need is for us to try to find a provider to
26 really work with this population, to really help to make...

1 to take care of their health care needs, so that Fon can do
2 what she really should be doing, which is helping people
3 with their social service needs, the outreach, the kinds of
4 outside services that are necessary to give somebody a
5 healthy lifestyle, especially somebody coming into a country
6 that they are totally unfamiliar with and trying to meld
7 into a community.

8 One thing that we've really seen is that there is a
9 need for some kind of a place, an advocacy avenue. Some
10 kind of a place that can help people who are in this kind of
11 a situation and again, I'm talking about a refugee
12 population. I'm talking about people who are coming in as
13 immigrants and don't have permanent status, who are able to
14 try to help people through that. Many of the people that
15 Fon and I work with now made their point of entry in through
16 California. They were in a situation where they came in,
17 they had applications done. They had their paperwork taken
18 care of in California. For some reason or another, their
19 families were here, they ended up on the east coast, they
20 ended up in a situation... just that they're living here,
21 that they're working here and it's impossible for them to
22 get back. The process that is required to go through to try
23 to transfer records and trying to work with immigration and
24 trying to work through the system is very difficult and very
25 hard to understand and I would say that Fon, at this point,
26 spends three or four days a month driving people to Boston,

1 on her own time, to take people and try to help them through
2 this kind of a situation but we're doing it, sort of by a
3 wing and a prayer.

4 We really don't have the ability to know if we're doing
5 things right. We were fortunate enough to be able to have
6 some conversations with some people directly in California
7 who can try to help us with some of these applications and
8 some of the processes but it's very difficult and it's very
9 frightening for someone who is kind of letting you try to
10 help them and not knowing whether the situation is going to
11 be able to take care of itself. Work extensions are kind of
12 difficult to come by and they kind of happen when you think
13 they're not going to happen; when you think that the process
14 is not going to work, all of a sudden it comes through and
15 then the next work extension you're not really sure. So,
16 it's a difficult situation for these folks.

17 One of the thoughts we've had in Newmarket and Jane
18 Prescott from the school, from the ESL Department, and I
19 have talked a number of times about this and our police
20 chief, to try to get some sort of an advocacy support
21 mechanism available to this population, so that folks who
22 can help us with issues around immigration, with issues
23 around legal aid, with issues around health care, with
24 issues around housing. They really are major issues and
25 while I think that Newmarket has been a good and friendly
26 and kind and comfortable place for people to come, there are

1 still many things that we need to be working on. We need to
2 work with our youth. We need to work with the kids who are
3 in the school. We need to try to prevent some of the things
4 that are happening in other cities, not only with kids who
5 are in the minority populations but with kids in general.
6 We need to be proactive about this and I think that we're on
7 the road in Newmarket. We are a small community. I got a
8 kick out of seeing us called the City of Newmarket. We're
9 on the road there and I think we're doing the best we can,
10 but I think there is much more we can do and my thirty
11 seconds is here. So, I'll be happy to answer questions and
12 Fon is here. If you have any questions directly, she said
13 she would be happy to try to answer some of those. Thank
14 you very much.

15 MR. STEWART. Thank you Priscilla and thank you to your
16 colleagues for making the trip over here.

17 Well, since we're in Newmarket, there is another agency
18 that we would like to hear from. Chief Kerryl Clement has
19 come over here from the Newmarket Police Department and it
20 will be interesting to hear what a smaller population center
21 has to think about in the delivery of law enforcement.

22 MR. CLEMENT. Thank you. I feel a little bit at a loss
23 this afternoon. I did have all the demographics prepared.
24 I understand you were given those this morning. The first
25 three items that I wished to bring up Priscilla touched on
26 this afternoon. I can't complain, because in her other role

1 she is also one of my bosses; she's a town councilor in
2 Newmarket, so if do complain, I'm in trouble.

3 But, just quickly, from a law enforcement perspective,
4 we are a bedroom community. We don't have a tremendous
5 about of industry, approximately fourteen square miles.
6 We're located in the New Hampshire seacoast region, on the
7 back side of Great Bay. There's only basically two ways in
8 and out of town. The population issue is there. There's
9 all sorts of arguments as to whether we're 7,100, 7,500.
10 Some people will say 8,000. There are a few that will even
11 go as high as ten. We suspect that we're somewhere in the
12 neighborhood of 7,500 - 7,800 people currently. The
13 community has always been a diverse community.

14 I am not a native of New Hampshire or Newmarket. I
15 came to Newmarket two years ago. I did twenty one years of
16 law enforcement in the State of Maine before coming down
17 here. I came from an ethnically diverse community, that of
18 Augusta. We had a large Franco-American population there.
19 We were a mill town and I came to Newmarket which is
20 basically a smaller version of Augusta. It historically was
21 a mill town. It had a significant Polish-American
22 community, a Franco-American community and as you've heard
23 I'm sure today, in the early '80s, we experienced our first
24 modern refugee population when a group of Asians immigrated
25 to New Hampshire, primarily Laotians coming to Newmarket.

26 As a town, Newmarket has undergone a change of

1 government in the last two years. We now have a new
2 charter. It was effective in 1991. It is a council
3 administrative form of government with a budgetary town
4 meeting. I know you heard the tax speech this morning. I
5 believe Steve Lord from our school district was there but as
6 a department head, I am continually reminded of the tax
7 situation. Newmarket's tax rate now is slightly in excess
8 of \$42.00 per thousand, which puts us way up there. So,
9 we're a small town with a big tax rate.

10 As far as public safety services go in Newmarket, the
11 police department is the only full-time agency. We depend
12 on a completely volunteer fire department and a volunteer
13 ambulance corps to provide those other services that are
14 basically, in some instances, taken for granted in the
15 bigger cities. The police department consists of eleven
16 full-time people. I heard the captain from Manchester
17 discuss being in charge with the day shift. I spoke with
18 the day shift before I left. He was at the station doing a
19 report. That's a significant difference. Whereas he may
20 have fifteen, twenty, twenty-five cars on the road at any
21 given time, my entire fleet is but five vehicles. I at many
22 times have one officer on the road, probably the height of
23 it would be three police officers at any given time. The
24 department consists of myself. I have one lieutenant, a
25 detective sergeant, who also functions as the department's
26 prosecutor. Something that I found to be unique in coming

1 to New Hampshire is that the police prosecute the minor
2 crimes here. I have two patrol sergeants, a youth services
3 officer and five patrol officers, along with five active
4 part-time policemen.

5 We experience the same types of problems that are
6 experienced anywhere. I think any town, regardless of size,
7 any city in America has these types of problems. Do we have
8 homicides in Newmarket? Yes, we had our last one back in
9 the '80s. I think we're fortunate in being a small
10 community, in that we don't experience as much of the
11 violent types of crimes that seem to be hitting our urban
12 areas more and more frequently. We do have drugs. We have
13 drugs in our schools. I'm not ashamed to admit that. It's
14 a fact of life, I think, in any American community. I think
15 it's a shame that it happens in America but I think that we
16 being a cross section of America, we have those same
17 problems.

18 The types of things we deal the most with in Newmarket
19 are minor property crimes, the thefts, thefts from motor
20 vehicles in particular; so called car breaks. We have a
21 significant amount of domestic violence, because of the type
22 of community we are. We have affordable housing. We have
23 apartment complexes. We have a large rental population
24 there. We experience things like child sexual abuse and
25 many other crimes that are associated with the abuses of
26 alcohol. We have a considerable juvenile involvement in my

1 department. This was established before I arrived and it's
2 done by choice. As I look at some of the other departments
3 close by Newmarket and I talk with these departments: how do
4 you handle the juvenile problem? What juvenile problem?
5 They don't have a juvenile problem because they don't
6 recognize it. They don't handle it as such. They ignore
7 it. We don't. We feel we're proactive in that regard.
8 Newmarket was one of the first communities, small
9 communities in the seacoast to have a full-time juvenile
10 officer and we continue that today. I just lost a long term
11 juvenile officer. He went to the State of New Hampshire, a
12 better job opportunity. I certainly can't blame him there.
13 Being a small community with a tight budget, we cannot offer
14 the types of benefits that perhaps the larger agencies can.
15 So, we lost a considerable amount of experience and I have a
16 gentleman who will be starting, in fact Monday, new in this
17 position. He's raring to go and I hope that we can keep him
18 from getting burned out because of the types of things that
19 he is going to become involved with.

20 The problems that we experience in the department
21 occurred, basically, before my arrival. There are some that
22 will say a lot of them have occurred since my arrival and
23 they may be right, I'm not sure. It's probably because of
24 my arrival. The force was much smaller ten years ago and I
25 talked with my staff yesterday, in trying to prepare for
26 today and I asked them how they handled the early days. How

1 did you handle the problems that you had? What sort of
2 problems did you experience? What sort of resources did you
3 have, did you use, did you develop? One of my staff told
4 me, he said, "Chief, we really didn't have any resources.
5 We just met those problems head on and muddled through as
6 best we could. We didn't have money. We didn't have this.
7 We didn't have that. We just weren't able to do anything
8 special. We handled it like we handled everything else.
9 The problems we experienced at first were those of the
10 language barrier and the cultural difference. We found one
11 thing that was shocking to us and I viewed many of these
12 things in Augusta at the same time that this was happening
13 in Newmarket. In Augusta we experienced an influx of Asians
14 there also, mostly Cambodians but the cultural
15 differences... The police were viewed not necessarily as
16 the friendly people that we want to be viewed as, but as a
17 true adversary. This comes as a bit of a shock to many of
18 us but when you stop and think about it and talk with these
19 people, the police knock on your door in some of these
20 backgrounds in the middle of the night and you were never
21 seen or heard from again. When you take it from that
22 perspective, you can understand the reason that there was a
23 reluctance to become involved with the police and why we
24 were viewed as adversaries, not that we wanted to be but
25 this was our history from these people's perspectives.

26 We were very fortunate in our early contacts that we

1 developed a good relationship in town with a couple of
2 families who were desirous of helping. They did a lot of
3 translation. They explained a lot of the cultural
4 differences to the officers and they did this with a very
5 distinct and definite fear that they were going to be
6 discovered, that their own people would find out who they
7 were, that they were cooperating with the police and that
8 something terrible would happen to them. Basically, from
9 our perspective, many of these problems have now been
10 resolved; not that we don't have problems currently,
11 certainly we do. We hear of the frustrations of minority
12 groups, the children in town that, you know, feel that
13 perhaps they have less than others, their opportunities are
14 less. You know, I don't know how to explain it. It may be
15 kind of corny but my philosophy from law enforcement and I
16 tell my officers, "I want you to treat all people as you
17 would want to be treated. You know, it's okay to enforce
18 the law; that's what you're there to do but you don't
19 necessarily have to rub a person's nose in it to enforce the
20 law."

21 Now, we've heard the words community policing, that's
22 currently a buzz word in the law enforcement community but I
23 think in a town like Newmarket, it never really left. When
24 I was hired in Newmarket, I can recall an interview that I
25 did with the press and they wanted to know, you know, many
26 different things, but I told them I viewed one of the

1 biggest problems with law enforcement in any community
2 currently was that we have kind of sealed the policeman away
3 from the public. We've put him in a modern cruiser, it's
4 now air conditioned. He rides around with the windows up.
5 He doesn't hear. He's not as approachable as the cop on the
6 beat. You know, it would be nice in a community like
7 Newmarket to put a guy out walking. We can't, with just one
8 guy he kind of has to have the cruiser there but we do park
9 the car. We do walking beats. The guy gets out. He does
10 walk certain areas of town, because I think we have to to be
11 with the community. I think we have to be a part of the
12 community and, you know, community policing basically occurs
13 because of the community, not in spite of it and I think
14 we're very fortunate in the small town perspective that
15 everybody feels that sense of community and involvement.
16 Thank you.

17 MR. STEWART. Thank you very much, Chief. Before I ask
18 Damaso Cordero and Laura Ortiz to come up, they both being
19 from the Nashua area, it might be of interest that the
20 Nashua Police Department was invited, the chief was invited
21 to come or to send a representative. We have a letter
22 instead and Mayor Wagner will be here from Nashua for the
23 next panel. The letter is lengthy. I would like at this
24 time to incorporate it by reference in its entirety into the
25 record of this proceeding.

26 Some of the highlights from it and I'm only doing this

1 now because the next two speakers may want to respond in
2 some way, as may members of the audience but some of the
3 highlights are, after a little ethnic data, that the police
4 department is represented on the Nashua Ethnic Awareness
5 Committee and is quite active there on. It is implementing
6 a video training course, that there is the development of a
7 Spanish for police officers guide; a guide in Spanish for
8 police officers to communicate with the community that is
9 Spanish speaking, that there is a Spanish drug hotline that
10 is available to speakers of Spanish, that there is a school
11 officer gang resistance training program, to which a number
12 of officers have been sent and will be sent in the future
13 also. There's a neighborhood watch program. They have a
14 community based crime prevention program, which I gather is
15 a terminology of art now. There is an athletic league,
16 boxing program, basketball league.

17 One of the things that comes through in the letter is
18 an effort to reach out to the schools and the young people.
19 "These are but a few of the programs that exist at the
20 police department which allow us to interact in a positive
21 manner with diverse ethnic groups in our city." They
22 recently hired a former immigration and naturalization agent
23 from the federal government. He is Spanish speaking and has
24 worked extensively with Spanish speaking communities in
25 Massachusetts.

26 "The Nashua Police Department is sensitive to the need

1 of the ethnic groups in Nashua and is committed to providing
2 quality police service to all members of the community."
3 That is but a small part of this letter but it is
4 information to which you may wish to respond to.

5 Now, Mr. Cordero, if you would like to take the podium.
6 Thank you.

7 MR. CORDERO. Good afternoon everyone.

8 My experience was less fortunate than Michael's experience.
9 When I first came here, about five years ago, I was giving
10 a ride home to a workmate, after the second shift finished
11 and I didn't know that I was going to a bad neighborhood,
12 where there was a lot of drugs. Unfortunately, a cruiser
13 came by and saw my car. I was waiting for my partner to
14 come and arrange a problem that he had with his fiance. By
15 being in that area, I was basically a target, a very
16 suspicious person, just by that alone, but I didn't know it.

17 So, he delayed a little bit more than what he said to
18 me and the cruiser came again but this time he put his light
19 on and another cruiser pulled over and they started to
20 search the car and they got me out of the car, put me
21 against the car and searched me, got into the trunk, took
22 out all the stuff I had in the truck and let me sit on the
23 sidewalk to answer all of these questions.

24 I didn't have a problem with the language, so I could
25 communicate very easily in English at the time, because I
26 spoke English before I came here.

1 All this happened very fast and I didn't have a chance.
2 I was in tremendous shock. They asked me about the person
3 that I was waiting for and they went as far as going to the
4 door step and calling that person, to see if there was
5 really something like that happening. The person obviously
6 didn't come down, because he saw all of the cars and he
7 thought I was in trouble and that he wasn't. He would not
8 come out to help me.

9 Anyway, the police got another distress call and left
10 all of the stuff out of the car. My car was, you know, I
11 take pictures, so there were some little containers from the
12 rolls. They thought there were drugs in there. They messed
13 up my car.

14 Then they said, "Well, I'm gonna tell you something.
15 You're gonna be okay this time." The officer talked to me
16 that way. "Don't let me catch you again in this
17 neighborhood. This neighborhood is high on drugs. You're
18 okay."

19 Now, I immediately went to the police station and
20 talked to the supervisor of that shift. He was a little bit
21 apologetic and told me a lot of things. Later on I learned
22 from the police station itself that they are not suppose to
23 search my car unless I was a suspicious person and there was
24 a crime at the time or whatever and that they violated my
25 rights by doing that. I thought that I was going to be
26 arrested or something but it could have gone a little

1 farther. Thank God I kept a low profile. I didn't argue
2 with the policeman or anything like that. That was my first
3 experience with the police. There are others.

4 The other experience I wanted to... I jumped
5 immediately when I saw all of the evidence. It was the
6 president of the committee of the Dominican Republic
7 Independence Celebration, he got stopped by the police.
8 Obviously, the police didn't know how well connected we all
9 are and he gave him two summons and the Ethnic Awareness
10 Committee was informed by written communication of that, so
11 that situation was resolved. The car was registered. He
12 had a valid driver's license, the only thing is that the car
13 was not registered in his name. He was driving somebody
14 else's car, so the police gave him a summons anyway. We went
15 through all the paperwork and contact and finally the
16 summons were taken off of him but that would have damaged
17 his record and his insurance would have gone up and other
18 stuff like that.

19 We are missing something, either an attitude from each
20 side of the community or a communication step to really live
21 in a community a little bit more peaceful and that is
22 something that we will probably be asking to all learn from
23 each other, to be a little more respectful and as far as the
24 police going to understand minority cultures and all of that
25 and now we're all studying about each other, this is really
26 good but let me tell you something sincerely, this has all

1 been around for a long, long time. So we've all got to be
2 very proficient about these work shops and all these things.
3 The Human Rights Commission knows that too and the
4 experiences from all the communities are way, way off from
5 ours here, so why don't we learn from all those communities
6 and bring those programs here a little more aggressively,
7 because it seems like it takes a little bit more for New
8 Hampshire to get things going.

9 I'm positive about the future of our immigrant groups
10 here and like I did with the Nashua Telegraph, I'm not gonna
11 wait and complain. I'm gonna go and knock the doors and
12 like I'm doing with the U.S.A. citizenship, I'm not gonna
13 start complaining and blaming on the state legislature. I'm
14 gonna go for politics. I'm gonna go big time and make the
15 changes, because that's what we need, so we can sit in many
16 of these forums and if we as community leaders and
17 understanding all of these perspectives do not take actions
18 for our institutions, these people that probably belong to a
19 different mentality or a different generation than us, are
20 gonna continue with the same attitude and we're all going to
21 be writing the same things and then what's gonna happen is
22 what we've seen in other communities, violence is going to
23 rise, houses are going to be burned. We've all seen it and
24 we're going to leave a less fortunate generation to our kids
25 and we should work towards leaving more justice and more a
26 more stable generation of active roles in the community and

1 more justice in our society. So, thank you very much.

2 MR. STEWART. Thank you Mr. Cordero. Well, Miss Ortiz,
3 from the Nashua Ethnic Awareness Committee, you have a lot
4 of issues to deal with. So, I look forward to hearing what
5 you have to say.

6 MS. ORTIZ. Thank you. My remarks actually are going to be
7 very simple. My name is Laura Ortiz. I have lived in
8 Nashua for over fifteen years. I have raised three children
9 here and I call Nashua home. I am Puerto Rican.

10 I was invited last week to speak and agreed, because I
11 believe that... I was filling in for a community leader who
12 had a schedule conflict but I believe that what we're doing
13 here is crucially important and not because I consider
14 myself an authority or even the voice of the Hispanic
15 community but because I think that the issues are very
16 important. While you are hearing my voice, I speak also
17 with the voices of those Hispanic community leaders who
18 have shared their thoughts with me.

19 Let me tell you a little bit about myself before I get
20 started. I am currently assistant director of financial aid
21 at Tufts University in Medford. I began there three months
22 ago after being laid off due to budgetary cuts from a
23 similar position at Rivier College. I was unemployed and
24 without medical insurance but you will not find this as part
25 of any statistic in New Hampshire. I struggled alone, as do
26 many Hispanics in Nashua. Before Riviere I was with the

1 United States Embassy in Caracas, Venezuela. I have lived
2 in the Panama Canal Zone, when it was the Canal Zone and in
3 Nuevo Laredo on the Mexican border. I spent many years
4 studying the problems faced by minorities but my particular
5 emphasis has been in the area of higher education. I was
6 recently named chair of the mayor's Ethnic Awareness
7 Committee and I am here today to share with you my
8 reflections on the Hispanic experience in Nashua and Mark
9 has given you many statistics. I'll just share a couple
10 with you.

11 The 1990 census listed 2,407 Hispanics living in
12 Nashua, however, I believe that on the part of the Hispanics
13 there was great fear of the census takers for many reasons,
14 privacy, fear of strangers, lack of knowledge about what the
15 census meant and as far as can be determined, there were no
16 Spanish speaking census takers in the area and so therefore,
17 there is some consensus among community leaders that the
18 actual number of Hispanics was higher and is currently
19 closer to 4,000. There are 648 Hispanic youths in the
20 Nashua public school system, as tracked in the yearly report
21 from the office of the superintendent of schools.

22 Hispanics in Nashua come from many, many different
23 backgrounds and represent many different socio-economic
24 levels. The majority of Hispanics in Nashua are Puerto
25 Ricans but there are also many Colombians, Mexicans, many
26 from Brazil, the Dominican Republic, as well as many other

1 countries in Central and South America. It is difficult to
2 speak before you about the Hispanic experience without
3 feeling that I do a disservice to the many distinct and
4 individual people that we put together under that term,
5 Hispanic. Each group has its own unique culture and its own
6 unique perceptions of their own lives in Nashua. However,
7 that being understood, there are several important points
8 that can be made relative to the issues surrounding police
9 and community relations, which is the focus of this panel.

10 In Nashua, within the last several months, there has
11 occurred several positive moves on the part of the Nashua
12 Police Department to do outreach to the many and varied
13 ethnic groups in the city, as outlined in the letter from
14 Chief Landry. I called Lt. Robert Hodges yesterday. He is
15 the Nashua Police Department liaison to the Ethnic Awareness
16 Committee and he shared some of his frustration at the lack
17 of sufficient notice of today's meeting that prevented their
18 attendance. Never the less, I really believe that it is
19 deeply regrettable that the Nashua Police Department could
20 not be here today to build on the positive momentum that
21 they have begun to correct. I think that open dialogue is
22 needed and there are many, many problems being faced by
23 Hispanics relative to their interaction with the Nashua
24 Police Department.

25 The complaints most often voiced by Hispanics is
26 regarding the treatment that they received when, for

1 example, they are stopped in their cars or in the street.
2 Many, many complained about yelling, about being yelled at,
3 about very little patience being exerted on the part of the
4 police officers and this creates a sense of frustration on
5 both parts, which often leads to heightened confrontations
6 from just the stress caused by lack of proper communication.
7 Hispanics perceive that they are not respected. They have a
8 sense of being treated as outsiders. They feel that in too
9 many instances they are mistreated by the police department.
10 The police have stated to us, those of us sitting on the
11 ethnic awareness committee that they are quote, "not out
12 there to make friends," unquote. They're out there to get
13 people who are committing violations and crimes and while
14 this is understandable, the ground work for poor relations
15 is being set each and every time that an Hispanic is treated
16 in a way that is perceived as disrespectful and word gets
17 around.

18 I believe that there are many reasons for the
19 perceptions by Hispanics, that they are being mistreated. I
20 think the very nature of being stopped by a police officer
21 with the lights flashing and the symbol of power looming
22 before you creates a tense atmosphere and I'm sure we can
23 all relate to this but for an Hispanic whose command of the
24 English language may be very basic, through nervousness he
25 may lose that command totally and be unable to understand or
26 to respond to even the simplest of requests or commands.

1 Unfortunately, the idea that the louder one speaks, the
2 better the chances are of being understood by someone who
3 does not speak English is still prevalent. Lack of response
4 to an officer's command or request by an Hispanic could be
5 misinterpreted and also on the other side, the Hispanic may
6 not realize that the officer is equally frustrated and tense
7 and the situation can and does sometimes escalate. What is
8 needed, I believe is education and better communication.
9 The Hispanic community needs to learn about standard police
10 practices and procedures, to learn about the police culture,
11 if you will. The police force needs to learn about the
12 Hispanic culture, the problems they face, their customs,
13 their habits, their fears. This kind of interaction is
14 vital to the establishment of good relations between the
15 police force and not only Hispanics but all of Nashua's
16 ethnic groups.

17 I have given Lt. Hodges an outline of a workshop
18 entitled "Cultural Diversity a Law Enforcement Perspective".
19 The workshop deals with the changing racial character of the
20 United States, diversity issues and the implication for law
21 enforcement policy and decision making, focuses on such
22 areas as citizen complaints and police misconduct arising
23 from cross cultural differences and guidelines for law
24 enforcement and policy makers. This is only one example of
25 the many programs available and I just found out about
26 another very valuable one at lunch time that was presented

1 to the mayor about a year ago.

2 A major barrier to bringing workshops like these to New
3 Hampshire appears to be funding and it is my fervent hope
4 that New Hampshire law enforcement officials can find a way
5 to overcome this stumbling block.

6 I've been given seven minutes to speak, but there is so
7 much to say about the Hispanic experience in Nashua that
8 cannot be covered in such a short period of time. Let me
9 leave you then with one final scenario that encapsulates the
10 essence of the difficulties shared by many of the families
11 that we see in our city. I will share with you the story of
12 a young Columbian family that arrived here several years ago
13 with their two children. The father lost his job as the
14 economy took a downswing. He left for Miami, in search of
15 employment but has been unable so far to secure any. The
16 mother, unskilled, has been left with the children and now
17 has to deal with two dead end low paying jobs with no
18 benefits. She has no health insurance. She comes home late
19 after her second shift job too exhausted to find out what's
20 been going on at school, to see that the kids' homework is
21 completed. She wants to but her focus is on basic needs and
22 on survival. Her children have been out into the streets
23 until very late at night. She worries about her family
24 constantly, about feeding them, about paying the rent and
25 then one night she gets laid off. On her way home she gets
26 stopped by a police officer. She speaks little English.

1 She is tired. She is upset and very afraid. In her country
2 the police make people disappear. And I ask you, is the
3 stage being set for a lawsuit here and if so at what cost to
4 the city, to the tax payers and what is the trade off in
5 funding for training versus lawsuits. And I leave that with
6 you as something to think about. There are no easy answers
7 or quick fixes for the complex problems surrounding these
8 complex issues. However, I believe that education should be
9 the key to any initiative undertaken; job training and
10 English classes for the mother, perhaps; diversity training
11 for the police department; positive instances of interaction
12 and dialogue between minorities and the police department.
13 That Columbian mother and that police officer, I believe,
14 can come to appreciate and respect each other as equals, as
15 fallible and decent human beings. That should be the
16 ultimate goal. Thank you.

17 MR. STEWART. Now we'll open the floor to questions and out
18 of deference to those of you who are sitting out there, why
19 don't we hold our panel questions and hear from the floor
20 first. I would like to hear a little bit more about the
21 issue that was raised concerning police stops, particularly
22 from the police officers here, as well as from the rest of
23 you. Is there a pattern and practice that could be helped
24 by a more culturally aware approach? Is the choice of voice
25 tone by the officer, which I think, understandably, is
26 consciously done, in line with the situation? Is there a

1 pattern and practice of stops based on color of person?
2 Would someone out there like to get into that one? Please
3 identify yourself when you go to the mike, so that the
4 transcription can include your name.

5 MR. DURAN. My name is Richard Duran and I have been
6 blessed by God, because I've been on both sides of the
7 fence. I'm an ex-street cop and I'm also a black man living
8 in American and as I listened to you and listened to this
9 room, I'm also concerned that we're setting up oppression in
10 this room, as I listen to the different groups talking about
11 which minority group has it the worst, because as I travel
12 around in the Cities of Nashua and Manchester, my concern is
13 that we really, in this part of the country do not
14 understand what the word diversity means. I'm a diversity
15 consultant. I can stand here and could lecture you but I
16 won't do that.

17 I travel around the country doing this work and get on
18 an airplane on Friday afternoons and fly back into
19 Manchester and am embarrassed that I constantly get calls
20 from people in other parts of the country around the racism
21 and sexism that exists in this part of the county and they
22 ask me why I'm traveling to other parts of the country to do
23 this work. I'm the one that presented the proposal to the
24 mayor over two years ago and it died off because there were
25 no funds. I also am disappointed that he is not here,
26 because there is a thing called intent versus effect. Yes,

1 he did send a letter but I come from a culture where you
2 have to show me. So, actions speak a lot louder than words.
3 The peace for is that I believe that the people who are in
4 this room are interested, but we have to do something. It's
5 not just about talking and meeting on councils and panels.
6 It's about doing something for our young people who are left
7 in our country today. Specifically here in this part of
8 the country.

9 I'm pleased to see the two police officers here, the
10 chief and the captain. I'm also impressed on hearing the
11 police are out community policing. I have been pushing that
12 in other parts of the country as well and I as an ex-police
13 officer was very resistant to that myself, when I was riding
14 in my unairconditioned car but it came into effect in New
15 Haven, Connecticut where I was a police officer. So, I know
16 what police work is about. We were community police officer
17 by riding, what we called then, ice cream machines, the
18 three wheeled motorcycle and the effect that that had on the
19 community was a big one, because people got to know who we
20 were as officers and understood that when I came into a
21 domestic, it was not the blue uniform coming in to make the
22 arrest, but somebody had done something wrong and we were
23 able to talk those people into putting handcuffs on versus
24 beating them to the ground and putting their faces in the
25 ground.

26 I recently had an experience and unfortunately, the

1 next time this panel meets, I would like to invite
2 Litchfield as well, the town that I live in and I will call
3 town names and Pat excuse me for bringing this up but two
4 years ago, if it's been that long, we had a cross burning in
5 our town. The police department knew about it before I knew
6 about it and being one of five black families that live in
7 that town, we were not notified. So, it goes beyond patrol
8 cars. I received a phone call from the newspaper and was
9 asked, "Were you the family that had the cross burned on
10 your lawn?" I thought it was a joke but what's happening in
11 this part of our country, particularly in the Nashua area,
12 in the Manchester area is that as people are let go from
13 these jobs and down sizing is occurring, racial tension is
14 rising, not only from whites but from blacks as well. If
15 those people had my job, I've lived here all my life, I've
16 been here eight years in the Manchester - Nashua area and
17 the issues have not changed; they're getting worse. We need
18 to do something about it. I would very much like to meet
19 with you, Captain and talk about some of the things I heard
20 you talk about and how the City of San Diego's police
21 department has taken a look at it and how we worked with
22 them, the Town of Columbus, Indiana and how they've dealt
23 with it and how the racism, the sexism and the homophobia;
24 because I don't want to leave them out, and the anti-
25 semitism and all these issues are real prevalent, because if
26 I was raised one way, that my beliefs are the right way and

1 if I'm in a power position then I get to create the rules
2 and the regulations.

3 Yes, I'm very pleased with your community policing but
4 four officers are not enough. It has to start from the top,
5 that's why I'm pleased you're here, Chief, and didn't send
6 one of your officers, because the top has to believe in it.
7 The city administration has to believe in it, the ministers,
8 the rabbis and the rest of the leaders in this town have to
9 believe in it or nothing is going to change.

10 I'm gonna start doing my part and again, I'd like to
11 get your card before you leave and we'll exchange cards,
12 because I would like to talk to you as well.

13 MR. STEWART. I'd like to welcome Mr. Duran to the panel
14 after the fact. I really appreciate you taking the time to
15 say what you did.

16 Well, other comments from the floor, please use the
17 floor mike and depending on how much enthusiasm there is for
18 further questions, both from the state advisory committee
19 and the floor, we may be able to go beyond the two minutes
20 per person but let's just play it by ear, so that everybody
21 gets a chance.

22 MR. HICKBOTTOM. My name is Edgar Hickbottom and I'm glad
23 to see you Priscilla, because I do work for new facility
24 here, the Manchester Community Health Center and I think
25 that's what it's all about, the cops, the firemen, the
26 neighbors. There has to be a community thing.

1 Cedar Street is a very negative area of Manchester. I
2 use to hang out there when I was a so called one of the guys
3 who didn't really care for himself, but that has since
4 passed, you know. In five years I have grown. I have grown
5 to respect myself, that's why I thank God that I work for a
6 place like we built, because we don't have to stand up here.
7 We can get down with the people who are in need and I'll
8 tell you, if everyone in Manchester needed help, it would be
9 a lot easier but the point is, we classify ourselves. There
10 is a thing that Hitler, did more than fifty years have
11 passed since the infamous Adolf Hitler roamed the earth,
12 ranting and raving about genetic superiority and separation.
13 To me that comes from Martin Luther King, about that drum
14 major instinct. Let me tell you what a drum major instinct
15 is. He loses his mind, because he would guess who was
16 behind him. He wanted to be the first to be seen but he had
17 no clue who backed him up. That is the drum major instinct
18 and that's what the Manchester Police Department, the drum
19 major instinct. The first priority there for them, Chief is
20 the attitude. As a Black man getting up every Thursday
21 morning, going to church, going to Bible study on Cedar
22 Street, I have gotten stopped because I'm in the wrong
23 neighborhood. Is that realistic? Is that reality that a
24 black man can get out of bed at 5:30, get up, drive down the
25 next avenue and get stopped because I'm going to a Bible
26 meeting? No, that's not suppose to exist in Manchester.

1 Why? Because we have been classified. We have been
2 classified as no good. We have been classified as wanting
3 to do all the crimes, not just the Blacks, but the Hispanics
4 the same but it hurt me so bad to get pulled over, because I
5 wanted to go praise God at six o'clock in the morning but
6 somebody wanted to stop me because I was on a negative
7 street.

8 So, what we have to do as a community is come together
9 and understand each other, because I'm gonna go back next
10 Thursday and this Thursday when I go back there, you might
11 be dealing with me, Chief, because I was very upset. Thank
12 you.

13 MR. STEWART. I have got to make one correction regarding
14 Mr. Duran's comments; the mayor will be here. He is here
15 for the next panel. It was the police department that did
16 not send a representative for this panel. Perhaps there is
17 a response or shall we take more questions. What's your
18 pleasure over there in that panel.

19 MR. AUCIELLO. Pose a few more questions and then I'll give
20 an overview of where we stand and what our practices are.

21 MR. STEWART. More questions from the floor?

22 MS. MARKENSON. My name is Doreen Markenson. I work in the
23 Manchester Community and I have a question for the
24 Manchester Police Department.

25 I've had a lot of clients come in and tell me that they
26 were simply walking down the street and got stopped by the

1 police. They've actually gone home with them and asked
2 people where their documentation is and I'm wondering
3 whether that's not a violation of people's rights,
4 particularly young men who were walking home at two o'clock
5 in the morning from work.

6 The other question I have is the idea of the police
7 department working with I.N.S.. I think we're talking about
8 gaining trust as a community. I think it's going to be
9 tough, because people aren't gonna say nothing. People are
10 gonna think that when you knock on their door the I.N.S. is
11 with you and they're not gonna want to help.

12 MR. STEWART. There was a hand up over here.

13 MR. HEALEY. I'm actually here to speak for my brother-in-
14 law. He was unable to be here but an incident happened to
15 him and the Manchester Police Department.

16 My name is Ray Healey, Elvin Ray Healey and basically
17 about two years ago there was a fight going on in his
18 apartment building, on Main Street, in Manchester, or Elm
19 Street in Manchester and he happened to be coming out of the
20 building at the time.

21 The police call that came in said that there were some
22 caucasians on the top floor fighting. This guy stone cold
23 black, okay and he happened to be coming down as two
24 officers were coming into the building and what happened was
25 they saw him and they stopped him. Now, they're supposedly
26 on a police call for two caucasians fighting upstairs, but

1 they stop him. They make him stand there for I guess about
2 a half an hour and after that he got mad and he walked off.
3 With that, they threw him in the police cruiser for
4 resisting arrest and he was taken down and thrown into jail.
5 I went down at about two o'clock in the morning and I got
6 into it with the police officers myself.

7 I think, Rev. Perkins, did I ask you for money on that
8 or whatever to get him bailed out?

9 MS. PERKINS. Yes, you did.

10 MR. HEALEY. Because the police told me it was \$200.00 the
11 first time and then when I went down to the jail they said,
12 "No, no, no it's \$250.00 or \$300.00." So, I had to go
13 somewhere else and get more money. This all happened and I
14 tried to talk him into, you know, suing or whatever but he's
15 afraid and he moved out of the city.

16 Things like that happen and they happen a lot and a lot
17 of people were surprised when they saw Rodney King on T.V.
18 but for us, a lot of us have Rodney Kings in our families
19 and that's what a lot of that tension is and so when we see
20 that on T.V., we see that as everyday, because that happens
21 to people all the time. They finally saw but we knew about
22 it for years and the basic thing, you can go to all the
23 classes you want but I don't have any problem with any other
24 cultures because I respect them. That's all you've got to
25 do is you've got to respect people and you've got the
26 problem licked. You don't need any special training, any

1 PhDs or anything. If you respect folks and you treat them
2 as you would want to be treated, you're fine and you don't
3 need to understand anything else. I don't speak Spanish
4 but I don't have a problem with Spanish speaking people.

5 The other thing for me is that it sets up lines and
6 I've heard people say things like... Well, there's just a
7 tension there and there's an anger there and that's why you
8 see a lot of things and that's why a lot of Black people
9 don't deal with the police, because basically, things like
10 this come up and that colors my judgement toward them.

11 MR. STEWART. Thank you. Ki-Taek, did you want the floor?

12 MR. CHUN. Yes. I have two related questions but let me
13 start with one of them with the captain. In Manchester,
14 does the department have a record of a patrol officer's
15 stops on the street?

16 MR. AUCIELLO. Yes, we do.

17 MR. CHUN. When I come back, if I were a patrol officer, when
18 I come back to my station, after my patrol, do I make a
19 report of how many stops I made, stops in terms of
20 passengers and drivers and so on and then a report about
21 each one of the stops I have made, including the color and
22 the race of the person I stopped and the circumstances?

23 MR. AUCIELLO. The officer submits a daily report at the end
24 of his shift and on that daily report he states the time and
25 the location that he stopped the vehicle and probably a
26 registration number but not anything as far as the person's

1 color or ethnic background or anything like that.

2 MR. CHUN. On an average day, how many stops do you think the
3 Manchester Police Force, together, how many stops do you
4 think the police department makes?

5 MR. AUCIELLO. On an average day, I would say we make
6 probably between sixty to seventy motor vehicle stops a day.

7 MR. CHUN. This is just speculation, I've heard similar
8 things in many other towns as well. What we heard this
9 afternoon is an allegation that even though it is perhaps
10 difficult to document, there is a pattern so alleged, a
11 pattern of arrests which seem to be dictated by the race of
12 the driver or the person who is being stopped. If police
13 departments are interested in reaching out to the community
14 and gaining their trust, it seems one of the things that can
15 possibly be done is, take a random sample of stops and then
16 identify the race of the people who are stopped and if you
17 have sixty or seventy stops a day and you take a random
18 sample from four or five days in a month, that should be
19 very doable, because with driver licenses and you can easily
20 identify who the owner is and then race, right?

21 MR. AUCIELLO. That's correct.

22 MR. CHUN. Now, I presume that the police department does
23 not have any kind of analysis to that effect, but given the
24 severity of the allegations and the eroding impact it has on
25 public trust, I just wonder whether police departments might
26 be willing to undertake that extra mile, extra effort and

1 then share the information with the public. I thing .it can
2 go a long way.

3 MR. AUCIELLO. I can't speak for the chief today on that but
4 I can recommend that.

5 MR. CHUN. The other side of the question is, we have heard
6 many, many comments about the commendable efforts being made
7 in terms of training and education of the law enforcement
8 officers. I will be the first one to say, to admit that
9 that is needed, very much needed; there is no question
10 about that but I think that the minute we say though that I
11 think there a danger of putting us into complacency, that
12 somehow something significant is being done and maybe that
13 will take care of all the problems. We have heard from
14 several witnesses and other panelists but indeed though, the
15 real problem may have to do with something more than that
16 though. It isn't as if all that is required is a law
17 enforcement officer going to the police academy or inviting
18 diversity experts and being subjected to half a day or so of
19 training and that will solve the problems. I think the
20 problem cuts much deeper than that and unless... In my
21 personal opinion, unless we are prepared to delve into that
22 level of inquiry and public discourse and honest discourse
23 from both sides all we are doing is escalating the distrust
24 and prejudice. The efforts of educating police officers and
25 so on may be a little short sighted, because people take at
26 least a couple of years for any effects to be assessed but

1 by that time things will have worsened and we may have much
2 more serious problems, because often times you and I know
3 that the training of police officers in terms of cultural
4 sensitivity and so on is just a facade; it's a superficial
5 thing at best.

6 So, I would just like to get comments from you and some
7 community people as to what we can do about that, to push
8 that effort one notch up and deeper perhaps.

9 MR. YAMAMOTO. I'd like to follow up on that. When Cpt.
10 Auciello was mentioning certain programs that you've
11 established like community policing and boarding up empty
12 buildings and so forth, it occurred to me that these
13 programs are mainly programs for crime prevention or crime
14 detection and that's not surprising. After all, that's your
15 job but it seems, as Ki-Taek just now stated, the focus, in
16 addition to that, it seems there has got to be a focus on
17 establishing programs that would develop cultural awareness
18 and sensitivity and, as many people mentioned, trust,
19 between the officers, the department and the community.

20 And may I put two more questions on the floor? You
21 also mentioned Cpt. Auciello that one of the major problems
22 that you were having was a lack of Hispanic officers and my
23 question is what, if anything, is being done to recruit
24 Hispanic officers, to make it a general question, to recruit
25 officers representative of ethnic communities in general?
26 That's one question.

1 The other one I'd like to put on the floor is, when we
2 hear of incidents like that related by Ms. Bisson, of youths
3 being arrested, it seems the question that arises is, what
4 if anything is being done to provide a resource of ethnic
5 representatives in police stations and in public defender
6 offices? So, those are the two questions.

7 MR. STEWART. Do you have enough to respond to yet?

8 MR. AUCIELLO. I think so. I just want to let you know that
9 I wore my bullet proof vest today but in response to some of
10 your questions: We do have a P.A.L. program which is run in
11 the city. A. P.A.L. program instituting a boxing program, a
12 basketball program, working out of the Salvation Army in the
13 center part of the city. We also have an Officer Friendly
14 Program. The Officer Friendly Program is targeted to the
15 children in the elementary schools. We have the D.A.R.E.
16 Program, which is also targeted to the sixth graders in the
17 school program, a Neighborhood Crime Watch Program that
18 we've instituted and we've put up Crime Watch signs in
19 different neighborhoods and neighborhoods have formed crime
20 watch groups and have assigned people as their leaders in
21 those crime watch groups.

22 As far as your comments on having people from different
23 ethnic groups within the city, there's nothing that I'm
24 aware of at this time. I'm not sure if there's anything in
25 the works through city hall or not but as far as the police
26 department goes, there's nothing at this time. We have our

1 contacts and our list of interpreters and people that we
2 call, different ethnic backgrounds, whether it be Hispanic,
3 German, Asian, or whatever, we have have limited contacts
4 with those people, only when the need arises to call them
5 out, usually at late hours of the morning. We also use
6 these same people to help us in court for arraignments in
7 the morning, to interpret for the suspects that have been
8 detained.

9 There's several programs that we have going also.
10 There's the Knock and Talk Program, where we have officers
11 who are in plain clothes, officers who are highly visible in
12 police raid jackets who do knocks and talks in areas where
13 we've received complaints, although we don't have enough for
14 a search warrant or to prepare an affidavit for a search
15 warrant. There's the Knock and Talk Program and we have an
16 I.N.S. inspector who has been assigned to the City of
17 Manchester for over eighteen months now. This has been very
18 fruitful, this program and I believe it has eased some of
19 the tension within the Hispanic community, identifying
20 people, notifying our officers of different credentials
21 which are needed.

22 When you talk about people being stopped at two o'clock
23 in the morning on a back alley or in a street, well that
24 comes under articulable suspicion. If I was in the area of
25 a business at two o'clock in the morning, they'd stop me.
26 It doesn't matter if you're White, Black or Hispanic.

1 That's articulable suspicion based on the officer's
2 experience. As far as stopping a motor vehicle, stopping
3 Michael on Elm Street coming out of Pappy's Pizza, I believe
4 it was, the officer has to have probable cause to stop that
5 vehicle. He just doesn't stop that vehicle because it's a
6 nice looking vehicle being operated by a Black man; that's
7 not a reason to stop that vehicle.

8 I believe there was some question as to a vehicle
9 fitting the description of his vehicle with a black man in
10 it. I don't know the circumstances. I wasn't there, so I
11 can't make excuses for the officer or for Michael being in
12 the wrong place at the wrong time.

13 MR. WORSLEY. But what happened was, I pulled out of my home,
14 out of my driveway and he was across the street and
15 allegedly he had heard a report from, you know, dispatch
16 that there was a problem but he saw me come out of the
17 driveway.

18 MR. AUCIELLO. And that's when he stopped you?

19 MR. WORSLEY. That's right.

20 MR. AUCIELLO. I'm not here to make excuses for the
21 Manchester Police Department. As I told you, I'm here to
22 learn from you people something that I can bring back to our
23 administration and let them know the feeling of the
24 community and get a finger on this pulse of the community.

25 MR. STEWART. Thank you Cpt. Auciello. Bertha.

26 MS. PERKINS. Thank you. It seems as though the last part

1 has been directed towards Manchester and having had the
2 experience of living in both Manchester and Nashua,
3 predominately in Manchester, just recently in Nashua,
4 Manchester is not isolated and because this is a problem
5 that bothers me and I'll pick up on one thing that Ki-Taek
6 said and that is that it's a pattern; because the same thing
7 happens in Nashua. I will go further to say that if I talk
8 to anyone else, and I have in Portsmouth and I have in other
9 cities and there is a pattern here. If we talk to the
10 majority of, and we have not done the test; we have not done
11 a survey, as has the Latin American community in Manchester,
12 but if you talk to the majority of the black males, they
13 will tell you that they have been stopped by police, not
14 just in motor vehicles but also they can be walking down the
15 street or whatever. Nor is it just a matter of 2:00 A.M in
16 the morning, because I think if anyone... You may go under
17 the assumption that there is suspicious behavior at that
18 time in the morning and if you're in a particular area.
19 However, I've lived in New Hampshire for over thirty
20 something years and there is a real dilemma here, because if
21 you're in the wrong neighborhood... What's the wrong
22 neighborhood? A neighborhood where there's drugs and
23 there's known drug dealers that are there. If you are Black
24 or Hispanic and you go into that neighborhood almost any
25 time of the day, you are afraid to go in, because it is
26 perceived that you are doing drugs or you are doing

1 something wrong by the mere fact of being there. So, it's
2 almost as if we're in South Africa, where we need something
3 to identify ourselves and say that we're okay. That's
4 wrong. The thing that let's me know that there is something
5 else here and I wonder what it really is, what the truth of
6 the matter is, this is not just a pattern in Manchester.
7 It's not just a pattern in Nashua, but it appears to be a
8 pattern across the United States and I think that Rick and
9 based on his experience can also bare that out. We have got
10 to break beyond those lines. There is something wrong here
11 and communication and that word respect keeps coming up,
12 respecting the individual rights and I wonder, where do we
13 cross the line of breaking someone's civil rights and their
14 just being stopped at will because... and it really is
15 because of the color of their skin. It may not be every
16 officers experience, but it's too much. It's happening too
17 many times and I know that... I know that we can go further
18 and say that it is not just Afro-Americans and Hispanics or
19 Asians, depending on what community, but also young people
20 seem to be targeted and I know, yes, I'm a certain age. I'm
21 not going to tell you what it is but I'm a certain age, so
22 yes, I know they have a tendency to get in trouble. They're
23 young; they're impetuous and they have the tendency to get
24 into trouble. I realize that but there seems to be an
25 infringement on civil rights or very close to it.

26 So, this picture that is painted that all is rosy and

1 we're doing this and we're doing that, we know for a fact
2 that some of these programs have just gotten started.
3 That's better than nothing and that's good. Sue and I were
4 just talking, that yes, Manchester has come a long way. I
5 grew up on Merrimack Street. I'm with you. I know the area
6 before was a Greek area. It was not the ghetto that it is
7 now, intercity. Everything was quote - unquote, "sort of
8 fine" and you didn't have that but there is a problem and we
9 cannot address a problem if we continue to hide it under the
10 rug and that's what I am afraid is happening, because there
11 is a real issue here and I applaud the efforts that are
12 being made, I just think there needs to be more of them and
13 more like Rick said, not the diverse groups fighting against
14 each other, but all of us coming together and saying, look,
15 there's a common denominator here or there is a common
16 problem but there is more of a problem in some areas than in
17 others and around black males being stopped and black people
18 being stopped and searched.

19 There's an incident in Nashua that took place and I'll
20 shut up, because I could go on forever, but there was an
21 incident in Nashua that took place. Young people standing
22 outside of an apartment complex, one of the people lived
23 there. An officer came up, asked them... He wanted to see
24 their driver's licenses. They were just standing around
25 outside at about nine o'clock at night. Now, one young girl
26 spoke up and said, "What have we done wrong?" He said,

1 "You're got a nasty attitude." Well, of course she's gonna
2 have an attitude, she's just been stopped and all they were
3 doing was standing and waiting to make the connection for
4 their rides. The other young man standing there, they asked
5 to see his driver's license. Then the officer said, almost
6 the same as Mike's story again; well, I was looking for
7 someone who fit your description. I've heard that for over
8 thirty years, the same thing. If you're tall and dark,
9 "Well, I was looking for a tall dark man." If you're tall
10 and white, "I was looking for a tall white skinned person."
11 So, something is wrong somewhere. The rest of the incident
12 is that when they said, "Oh, well, you're not the one we're
13 looking for; we're really looking for someone else" and
14 someone through out a name and he said, "Yeah, that's the
15 person I'm looking for. Do you have him in your house?"
16 The young girl says, "No, you want to see?" He said, "Yeah,
17 I want to see." Is that right? Then he goes and proceeds
18 to search the apartment and then he leaves and says, "Watch
19 yourself. We're watching you." Why? They haven't done
20 anything wrong. That's a problem and it's not an isolated
21 incident, but like I said, I don't want to... not Nashua,
22 not Manchester but this is our community. I think it's time
23 for us to get control of our community and for us to work,
24 again, the thing is collaboration; working together but
25 you're not the bad guy but the perception certainly will be
26 and it reduces self esteem and that's not right either.

1 That's it.

2 MR. STEWART. Is there a brief response to Bertha Perkin's
3 query?

4 MR. CORDERO. I will respond to that.

5 MR. STEWART. Let me just say that we're getting down to
6 the end of the allotted time. How many burning questions
7 are there here? Two. Are there burning questions on the
8 panel? One... Three, four. Let's start with you. We're
9 gonna take a fifteen minute break and then start the next
10 panel. We're not down to a ten minute break. How short a
11 break can you live with? Five, okay, you've got it.

12 MR. CORDERO. Earlier Nury Marquez asked two questions to
13 the police department and I don't think they have been
14 addressed clearly. I didn't hear an answer.

15 MR. STEWART. Nury, did you hear an answer?

16 MS. MARQUEZ. No.

17 MR. STEWART. Would you very briefly articulate the two
18 questions and we will try to put Sav on the spot again.

19 MS. MARQUEZ. Well, my question is about stopping people
20 and asking them for their papers. Is the police department
21 working with the I.N.S.? Is the police department in the
22 business of the immigration business? And I think that if
23 you want community people to work with you and to respond to
24 you, they're not going to do that, because you're bringing
25 in the immigration people.

26 MR. STEWART. Sav, would you start with the second

1 question, please.

2 MR. AUCIELLO. Sure. These questions about the I.N.S., we
3 do have an agent from the I.N.S. working with the Manchester
4 Police Department. They're working on the knock and talk
5 program I mentioned. The reason why we have an I.N.S. agent
6 is so that people understand. Not everybody has paperwork.

7 MS. MARQUEZ. But what is the purpose of the police
8 department? For crime prevention and crime reduction or are
9 they in the business of seeking out the undocumented
10 residents of the community?

11 MR. AUCIELLO. This gentleman was sent up to assist us
12 because he speaks Spanish fluently. We didn't have any
13 officers trained at that time.

14 MS. MARQUEZ. But you have I.N.S. working with you, because it's
15 in the paper every day.

16 MR. AUCIELLO. That's what I said, we have an I.N.S. agent
17 working with us.

18 MR. STEWART. As a matter of perspective, since I use to
19 practice immigration law, it use to be, and I haven't
20 practiced for awhile but the agencies had a choice and that
21 there were cities that actually instructed their agencies,
22 including the police and the welfare department not to
23 report to the I.N.S. but to deliver services that were
24 supposedly geared to the health of their constituency. Was
25 there a choice made in this instance?

26 MR. AUCIELLO. I'm not sure if there was a choice made or

1 not. I can just tell you that he's here and has been in the
2 city for approximately eighteen months.

3 MR. STEWART. Because I know in '79 and '80, the I.N.S.
4 liked to come to Manchester because they could tell who the
5 likely targets were, because they were easy to see on the
6 street. Unfortunately... Well, I don't know if unfortunate
7 is the correct word but a lot of them turned out to be
8 Puerto Rican, which people forget are U.S. citizens.

9 We arranged a meeting which Chris Spiro officiated at
10 with the I.N.S and with members of the Hispanic community.
11 Does the same thing happen again? Yes, Nury says.

12 I'd like to follow that up but we are running out of
13 time but I think that's a known issue at this point. I
14 would love to discuss it further. I want to make sure we
15 don't leave other people out. Are there other questions
16 here?

17 MS. NEALY. My name is Kayla Nealy. I am the Youth
18 Advocate for THE DRUM-The Heartbeat of the Native American
19 Community, Incorporated, located in Manchester, New
20 Hampshire. I'm here to say that the incidents that Rev.
21 Perkins talked about and Michael Worsley talked about, about
22 being stopped because they're African Americans, is not an
23 isolated incident; it happens everyday in Manchester and I'm
24 sure that this issue has been brought to the police
25 department's attention before and now that you have heard
26 about it, what are some of the plans that the police

1 department has to change the patterns in regard to African
2 Americans.

3 MR. AUCIELLO. I'm not in a position where I can set policy.
4 I was sent here today to fill in and I can understand why I
5 was sent here today but on a serious note, I'm here to field
6 your questions, try to respond to them the best I can. I
7 don't set policy in the Manchester Police Department. I'm a
8 captain. As I said, I work as shift supervisor. I do the
9 scheduling of men and I rotate shifts. I try to adjust my
10 manpower and my patrol tactics to every shift that I change
11 on every two months and I have a different group of men
12 every two months. I don't have the same group of men with
13 me all the time and I'm very people oriented. Some people
14 think it's a flaw but I think it's a positive point in my
15 career that I'm people oriented and I hope to learn
16 something from this group and the panel and I have and I'm
17 going to bring these concerns back to the administration, to
18 the chief, to the deputies and let them know what our
19 feelings are or your feelings are, I should say.

20 MS. NEALY. Is this a problem that you've aware of before?

21 MR. AUCIELLO. I can tell you, that I was away for the last
22 three months. As I said, I was away for three months
23 training. Not that I'm aware of and if it happens at two or
24 three in the morning, that's not the time to discuss it.
25 Come back during the day time, Monday through Friday when
26 the administration is there and express your concerns to

1 them.

2 MS. NEALY. Well, I've been a resident for seven years now in
3 Manchester and it's been happening for years. It hasn't
4 just happened in the past few months. It's been happening
5 since the day I moved here from New York and I'm really
6 surprised that this is the first that you've heard of it and
7 maybe the reason why you haven't heard of it before is
8 because that African Americans don't feel comfortable coming
9 to the police and letting them know some of the grievances
10 that they have with the police department. We're very
11 intimidated by you and that may be the reason why you're not
12 aware of a lot of the problems that are going on.

13 MR. AUCIELLO. That's fair and I can understand. I don't
14 know of any ethnic group that has approached the department
15 at all. Usually we would get some feedback on that but
16 nothing that I know of.

17 MR. STEWART. May I interrupt for a second? This is a
18 powerful issue. It's definitely on the record, a pattern
19 and practice of improper stops. It won't end here. I
20 believe this lady was...

21 MS. GATHREY. My name is Linda Gathrey (ph) and I'm the
22 chair-person for the New Hampshire Outreach for Black Unity
23 and I just want to make it known that I am really appalled
24 that Nashua Police Department is not here. I personally
25 live in that town and am quite active in the town and I
26 think that that alone, to not hear what their thought are

1 around what's going on in the area in the police
2 department... The people that are here rearranged their
3 schedules to be here and sure we got a late notice. I feel
4 that...

5 MR. STEWART. Actually, as I understand it, Ki-Taek in
6 Washington was in touch with the department a long time ago,
7 but I believe Mayor Wagner is here and I would expect that
8 he will not be silent on the issue.

9 MAYOR WAGNER. I will pass along everyone's displeasure
10 plain and harshly.

11 MR. STEWART. There is a question.

12 MR. CHUN. I heard last night from somebody that over the
13 radio or over the T.V. it was said that the police chief
14 from Nashua, he and his wife were on their way to a vacation
15 someplace and then the American Airlines strike, you know,
16 and they got detained. I don't know how true it is but I
17 just heard this over a cup of coffee last night.

18 MAYOR WAGNER. I will say, I expected, as anyone who lives
19 in Nashua would have expected a representative from the
20 Nashua Police Department to be here. I also am
21 disappointed. If anybody wants to address any questions
22 about the police department in Nashua to me, that's part of
23 my job. I'll take them and pass them along.

24 MR. STEWART. Mr. Worsley, Bertha Perkins with whom I must
25 attend meetings just put the screws to me, so can she go
26 first?

1 MS. PERKINS. I just wanted to say to Cpt. Auciello, I use
2 to live in, and this is a stereotype comment but I use to
3 live in Connecticut and I've gotten away from pronouncing
4 Italian names but I know it may... Don't confuse the tone
5 of my voice with the passion of it and how serious I am
6 about the issue but when I said I know that Manchester has
7 come a long way, you can not have lived in a neighborhood
8 that long, a community that long and I believe I detect a
9 sincerity in you in your outreach. I would just like for us
10 to work more with you at what you're doing but I think it's
11 good. I think it's an excellent start and I just wanted to
12 say that and it seems as though you are really concerned
13 about the community as a whole.

14 MR. AUCIELLO. Thank you Mrs. Perkins.

15 MR. WORSLEY. I have to points that I would like to direct
16 to the captain about the police department. There is a
17 particular issue that has been happening for couple of years
18 since I've been here. I've been here since '85 and my
19 question is, is there some way the police department can
20 tell us or teach us what is your procedure for doing certain
21 things.

22 This is a scenario: We use to play basketball, a group
23 of African Americans and Black men use to play over on Beech
24 Street, okay and what would happen is, you know, after five
25 o'clock in the evening we would be playing, fifteen - twenty
26 of us. A police car would sit down at the other end and

1 just sit there and just sit there. Now, I've played at
2 Beech Street. I've played over on Livingston, which is over
3 on the north end and there would be predominantly white
4 males playing, maybe one or two Blacks and no police
5 officers. Now, three or four years later, where they built
6 the new court on Chestnut Street, again, there's a lot of
7 black males playing there, they're right across the street
8 over in the funeral home parking lot. A police officer
9 stays there. It's like clock work.

10 My second question is, it kind of goes back to the
11 comment, goes back to the stopping. Another comment to
12 bring up to the panel, especially and to the awareness of
13 everyone. This is also a large inter-racial community in
14 New Hampshire and one of the things that I've experienced as
15 an inter-racial couple, my wife is white, is that when we're
16 driving together, a lot of times we would drive by an
17 officer and he would many times pull us over and he would
18 literally look past me and ask my wife if she was okay.
19 That hurts a lot. Do you know what I'm saying and so I
20 guess I would ask you to go back to the department and, you
21 know, ask them to take a clearer look at what their policies
22 are, you know, in terms of identifying who and what.

23 MR. STEWART. Thank you Mr. Worsley. We are out of time.
24 You said five minutes. I assume you really want that five
25 minutes. However, there is one gentleman that wants to ask
26 a question. Those of you that want the five minutes, go for

1 it. What's your question.

2 MR. YOUNG. Rolland Young, O.B.U., Nashua, just a quick
3 statement. A lot of the comments I wanted to make have
4 already been said very well by others but we do have some
5 action to take here and I think one of the things that we're
6 doing here is we're letting a lot of people off of the hook.
7 These same conversations I've heard years ago and I think if
8 we have another forum a year from now we'll hear the same
9 anecdotes and we don't any basis of measurement in terms of
10 action but I think we have a good opportunity here for the
11 advocacy groups here that represent a lot of different
12 organizations, if they could document and send to the
13 various police departments records of these incidents and
14 then expect a response back from them, then we could
15 actually see some results either taking place or not taking
16 place and then we can address them.

17 As we all know, it's critical that the leadership of
18 these organizations make it very clear that they don't
19 accept or tolerate this type of action within the police
20 departments. We all know that they have a tough job but
21 they also have to represent the good cops and the good
22 policemen and the various people that are within other
23 organizations, they all have to be very clear that they
24 don't tolerate this type of activity. The sensitivity
25 training shouldn't be optional, because what tends to happen
26 is the people that go to the course that are offered are the

1 people that don't need it. It's the people that need it
2 that need to be made to go for these courses.

3 We also know that as we've lived through the past
4 twelve years with various presidential people in office,
5 it's key that the top officials reinforce these issues.

6 MR. STEWART. Thank you very much and a very sincere thank
7 you to the panelists. I wish we could have involved Sav
8 more in the interchange. Thank you very much

9 (OFF THE RECORD - END SESSION TWO)

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1 MR. FOURNIER. For those who were not here for the previous
2 sessions, just a word about how we'll proceed, you will be
3 given approximately five to seven minutes for each
4 presentation and after you come up here and have gone
5 through five or six minutes, I will come by with a one
6 minute card to let you wind down your presentation.

7 This session is entitled "Exemplary Programs and the
8 Future of New Hampshire". My name is Bob Fournier and I am
9 a member of the State Advisory Committee for the U.S.
10 Commission on Civil Rights and I would just like to preface
11 this panel by saying a few words. I have been in education
12 for the past twenty six years and for the past twenty six
13 years, well more than twenty six years but in the Department
14 of Education for twenty six years and for thirty one years
15 in all in education. I was called to Northern New England
16 one time because they could not hire an ESL teacher to teach
17 language minority students. The school board would not go
18 along with this, so I was asked by the ESL teacher and by
19 the administration to go up. There was a gentleman on the
20 school board who said, in the midst of the deliberation, why
21 don't these people go back where they come from and I said,
22 "Well, that's fair and well. You know, that's fine and
23 well." But I said, you know, I said, "A friend of mine from
24 Maine, who use to be on the Parent Training Program in
25 Northern New England, Maine, New Hampshire and Vermont and
26 his name was Nicholas. He's from Northern Maine, who said

1 jokingly one time that his ancestors had very little
2 immigration laws and if they had had stricter ones, none of
3 us would be here." And you know, that gentlemen, I think he
4 was a lawyer type. He was very well dressed. He looked the
5 part of a lawyer, like my friend Andy was. And he said, I
6 guess it penetrated, because he said, "You have a point."
7 It appeared in the papers anyway, so that they did hire
8 someone to teach ESL and thankfully there are a lot more
9 certified teachers in the State of New Hampshire now to deal
10 with language minority children. We have had laws in the
11 creation of this country and documents that talk about
12 equality and the rights of the individual and its too bad
13 that two hundred years after that document that we have to
14 propose laws, that we have to enact laws to learn to get
15 along with each other.

16 In my years in education I have found that youth does
17 not discriminate and why is it that as youth grows up they
18 tend to become discriminatory to the point that they cannot
19 stand each other. I think that if we are going to make
20 strides in learning to live with each other and respect each
21 other it has to start early on and I think that its with
22 education of very young children in our schools in the State
23 of New Hampshire, that we can make the most headway in
24 learning to respect and appreciate our diversity in this
25 country. There are some glimmers of success on the horizon.
26 For example, there is money available for development of

1 multicultural education programs in the schools. We have
2 some in Pinkerton Academy. We have some at Derryfield
3 School. We have some at Proctor Academy and hopefully we
4 will start working again towards this kind of development on
5 a statewide basis, as we had started this long ago, with
6 Andy and myself with the Advisory Committee for Equal
7 Educational Opportunities that went by the wayside. We hope
8 to develop a coalition of multi cultural education programs
9 for the future.

10 Well, I don't want to, you know, take all the time
11 here. I will start by introducing the panel members: Mayor
12 Rob Wagner of Nashua, is at the far end of the table here;
13 Mr. Earl Sweeney is right here next to Mayor Wagner, he's
14 the Director of the Police Standards and Training; Mr. Larry
15 Turner, right here to my right, is with the Community
16 Relations Service, U.S. Department of Justice; Mr. David
17 Pace is a detective sergeant from the Portsmouth Police
18 Department; Miss Sandra Fleishman, New England regional
19 director of "A World of Difference," Anti-Defamation League
20 from Boston, Ann Reardon, next to her is a social studies
21 teacher from Timberlane Regional School; Miss Elenore
22 Freedman, educator, former director of the New Hampshire
23 School Improvement Program and former executive secretary of
24 the New Hampshire Secondary and Elementary Schools
25 Principal's Association and Mr. Regis Lamaire, executive
26 director of the Manchester Offices of Youth Services and a

1 neighbor of mine. So, without further ado, we will not
2 follow the list as it is here, because some people have to
3 leave a little early. I would like to invite Sandra
4 Fleishman to the microphone please.

5 MS. FLEISHMAN. I want to thank you all for staying through
6 this long and interesting day. You'll be happy to know that
7 I have shortened my remarks and also rewritten them as I've
8 listened to everyone's remarks all day long and we will not
9 be watching the video tape that I brought with me.

10 I would like to tell you that "World of Difference,"
11 part of the Anti-Defamation League, is a resource to all of
12 you and we are diversity trainers and I'm sure by the time
13 this panel is finished you will be wondering, just what is,
14 all of those diversity trainers so. This morning we heard
15 several speakers talk about the need for what World of
16 Difference and other diversity programs do.

17 First I would like to tell you a little bit about the
18 Anti-Defamation League and then describe the World of
19 Difference Program. The Anti-Defamation League is the
20 oldest human rights organization in the United States. It
21 was founded in 1913 to combat anti-semitism and to secure
22 justice and fair treatment for all people. A.D.L has been a
23 leader in fighting all forms of bigotry, prejudice and
24 discrimination, mainly by filing model legislation that
25 outlaws hate crimes. This legislation prohibits individuals
26 from vandalizing places of worship, schools or community

1 centers and provides enhanced penalties of certain bias
2 motivated crimes. Recently, the U.S. Supreme Court recently
3 upheld and validated this law. For instance, why is this
4 law important? In Everett, Massachusetts, three youths
5 overturned a hundred grave stones and painted swastikas and
6 a salute to Adolph Hitler in a Jewish Cemetery. Because of
7 this law, these youths have been prosecuted and will not be
8 paying the penalty.

9 Lest you believe that hate crime graffiti is child's
10 play, let me assure that it is not. It is serious and
11 destructive. Prejudice can and does leave to discrimination
12 and acts of violence. Let me leave you with a little
13 reminder of what the three H's are. Stereotypes are in the
14 head. Prejudices are in the heart. Acts of discrimination
15 are done by hand. Head, heart and hand.

16 In addition to programs such as the World of Difference
17 and confronting anti-semitism, A.D.L. offers human relations
18 materials, established dialogues between groups in response
19 to requests for assistance from individuals who feel they
20 have suffered from discriminatory acts. Many of you may
21 have already worked with Sally Greenburg, who is our civil
22 rights attorney out of the Boston office. This is the New
23 England Regional Office and New Hampshire is part of that
24 region.

25 In 1985, A.D.L., under the leadership of our executive
26 director, Linda Zacum (ph) created "A World of Difference"

1 in response to racial and religious tensions occurring in
2 Boston. The institute now exists in twenty nine cities
3 across the country. The Boston project has trained more
4 than 15,000 educators and has had an impact on more than a
5 million students since 1985. One of those educators is here
6 today, Ann Reardon.

7 Learning is a life long process. Prejudice is a
8 behavior that is learned and it can be unlearned but it
9 takes hard study and life long learning. Our program
10 addresses racial, religious, ethnic, gender and sexual
11 orientation forms of prejudice and discrimination. We're
12 part of A World of Difference Institute, which is composed
13 of the following training programs: "A World of Difference,"
14 "Campus of Difference," "A Work Place of Difference," which
15 does deal with law enforcement agencies. Some of you may
16 know Billy Johnston, who's now deputy police commissioner in
17 Boston, who has been trained by World of Difference and we
18 have recently trained Lt. Bob McDonald of the Newton Police
19 Force, as a World of Difference facilitator. We also have
20 "A Community of Difference".

21 As we enter the twenty first century, when two thirds
22 of the people entering the work place will be people of
23 color and women. it's quite clear that we all need to learn
24 to get along better. We heard the police officer before say
25 that one's pain isn't better than another's pain. It's
26 painful to all of us. We also know that by 1995 1/3 of

1 America's public school students will be minorities. This
2 isn't just an ESL problem, this isn't just a problem with an
3 ESL teacher working with a group of kids who have a language
4 difficulty. Yes, they need to learn English so that they
5 can be mainstreamed into the schools, but the issue of how
6 our country is changing is the responsibility of every
7 educator in every school district and every one of us
8 sitting in this room. Our bicultural teams present
9 interactive workshops. We work with you on gaining the
10 skills necessary to work with and understand out changing
11 and diverse cultures. Each of us has a responsibility to
12 stop prejudice and discrimination in the same way that we
13 would stop a child who reaches for a boiling pot of water on
14 the stove. Don't let George do it. We do it. I do it.
15 You do it. It isn't someone else's responsibility. It's
16 not the chief's and it's not the superintendents and it's
17 not the school board's and it's not the U.S. Civil Rights
18 Commission. It's my responsibility to stop prejudice and
19 discrimination when I see it or when I hear an ethnic joke.

20 Our goals include an understanding of prejudice
21 and discrimination, a recognition of our own and others
22 biases, skills to challenge those biases and the
23 identification factors in the school environment which
24 promote inter-group understanding and student success.
25 Our program begins with a self examination of our own
26 unconscious stereotyping and we all have it, White,

1 Black, Asian, Hispanic, male, female, straight, gay, we
2 all have it. The first critical step in reducing
3 prejudice once we are aware of our own attitudes,
4 prejudice and behavior, we can go on to learn new
5 unbiased behavior.

6 Our resources include a national teacher/student study
7 guide for middle and high schools and elementary activity
8 guide. The guide consists of thirty seven lessons which can
9 be easily integrated into the existing curriculum. It is
10 not a mandated curriculum, and aren't all of you teachers
11 happy to hear that. We have more than forty hours of video
12 tapes available.

13 The results of our training should be a plan for
14 institutional change developed by you, not by us. It's your
15 district, your agencies, it needs to be your plan. It will
16 reflect the needs of your school district as it responds to
17 changing cultural identity. We heard today from so many
18 groups that are available to you, call them in. Have them
19 work with your staff. We all need to learn about one
20 another. These people are willing to do this. Educational
21 reform is a wonderful vehicle for professional development.
22 Everyone talks about educational reform. In Massachusetts
23 the new educational reform law mandates professional
24 development. There are ways in which non-profit agencies
25 can come in and work with you. It isn't just a question of
26 money; it's a question of will.

1 We've worked with some New Hampshire communities over
2 the years. We would like very much to work much more up
3 here in New Hampshire. We also conduct a variety of special
4 projects such as the third annual teacher incentive award
5 and we're mailing out those notices this week. Teachers
6 received a \$500.00 stipend and medallions and, you know,
7 last year a teacher said to me, "In thirty two years of
8 teaching, this is the first time I've ever been
9 acknowledged." We have offered a calendar poster contest
10 for students, a summer institute for teachers. We have
11 offered an alternative sentencing program for hate crime
12 offenders. Currently we are on Channel 5 in Massachusetts,
13 if any of you get to see the evening news there, you'll see
14 some of our programs on Chronicle.

15 Thanks so much for inviting us here today. We'd like
16 very much for the opportunity to work with all of you and
17 you can reach me at (617) 330-9696. Thanks so much.

18 MS. CHAPLAIN. Maybe if there are questions of Sandy, since
19 she has to leave, that they could have them now.

20 MR. FOURNIER. I thought that Ann Reardon could speak first
21 and then take a few questions before they leave. I will ask
22 Ann Reardon to come up please, from Timberlane.

23 MS. REARDON. I have to admit that the audience that I am
24 accustomed to addressing on a daily basis has no choice as
25 to whether they want to be in the seats that they're in and
26 they also have no choice as to whether they want to leave,

1 because I'm boring, so please bare with me. I'm not a
2 public speaker.

3 "World of Difference," it's just become one of the most
4 important things to me as a teacher. I'm a history teacher.
5 I've been teaching for twenty one years, that's half my
6 lifetime and since 1985, I feel that I have a focus in my
7 teaching. I feel that the things that I've always believed
8 in but maybe didn't articulate well have been brought
9 together in a channeled vision to where I want to go with my
10 class, with my students, with my kids. 1985 was the first
11 year with "World of Difference". I was chosen as one of the
12 first fifty people to pilot the curriculum and when I say
13 curriculum, it's not a curriculum that says on day one do
14 this, on day two do this and hand out this work sheet and
15 stuff like that. It's a resource. It's primary source
16 material, exciting things that kids can relate to, because
17 many of the things are from a kids point of view. As a
18 history teacher I can pick out any page in the curriculum
19 and even though it may be a poem by an Asian girl in Newton
20 High School in nineteen eighty something, I can use that
21 poem to teach the trial of Sacco and Vanzetti in 1921 or
22 1927 when they were executed and the kids can make a
23 connection.

24 There are so many things in the curriculum, the kids
25 are able to take something that is not in a text book, that
26 is not teacher material, adult stuff and they can make it

1 their own and that's why "A World of Difference" works in
2 the classroom. I have used the "A World of Difference"
3 curriculum and I have incorporated the "World of Difference"
4 philosophy into creating courses, programs, in my school
5 which I feel are actually producing the result that I need
6 to produce and one of those courses that I have been able to
7 actually get into the course of studies, and I'm in my
8 second year of teaching it, is an American Studies Program.
9 I team teach it with an English teacher and we do it
10 thematically and we've taken themes from "A World of
11 Difference," such as the American dream, is it a myth, is it
12 reality and we're using literature. We're using primary
13 source material. We're using history. We're using art and
14 music and we're bringing it all together so that the kids
15 will have an understanding of diversity and how each person
16 in our classroom is different from everyone else and if you
17 look at our classroom you're going to see all white faces
18 but we are all different, no matter what our color is and
19 the kids are connecting with that.

20 Using "A World of Difference" is important but what you
21 do in the classroom, adopting the philosophy of "A World of
22 Difference" is more important. I think we need to be
23 willing to take a stand. I think we need to expose the
24 evils that are out there. We need to fortify the resolve of
25 others who may not be strong enough to stand on their own.
26 We need to model for the kids and we need to have a whole

1 community working together. Thank you.

2 MR. FOURNIER. Are there any questions from the floor before
3 Sandra Fleishman and Ann Reardon leave?

4 MS. GAFRITE. I have a question for Ann. My name is Linda
5 Gafrite (ph) from Southern New Hampshire Outreach for Black
6 Unity. How many students are there in your school?

7 MS. REARDON. We have 950 kids in our school.

8 MS. GAFRITE. How many of those children are children of
9 color, approximately?

10 MS. REARDON. Fewer than ten.

11 MR. FOURNIER. Any other questions? From the floor first
12 please.

13 MS. MARQUEZ. I just wanted to know whether parents were
14 involved in the implementation of the program at any point?

15 MS. REARDON. The parents were not involved in creating the
16 program, but since it started last year we run special
17 nights in which we have invited the parents to come and talk
18 about what we are doing in the classroom and we send out a
19 monthly newsletter to all of the parents. We have fifty
20 five kids in the class. There are two teachers for fifty
21 five kids and we are directly communicating with the parents
22 on a monthly basis and we are inviting the parents into the
23 classroom to actually work on projects with us.

24 MS. FLEISHMAN. We have also trained P.T.A.s but the ideal
25 situation is to work with a group of staff and to work with
26 the parents.

1 MR. ALPERT. Sandra, could tell us if there are other
2 schools in New Hampshire where teachers have been trained in
3 introducing "A World of Difference" and if so where?

4 MS. FLEISHMAN. Okay, well, what I'll need is probably some
5 help here. I've been with the project since February. I
6 did look in the files and you know how reliable files are.
7 We have been working since 1985 at Timberlane Regional
8 Middle School, Pembroke Academy, Concord, in the City of
9 Nashua, the Ethnic Community Awareness Committee, which
10 spoke here today, the Nashua Inter-faith Clergy, Hanover
11 Public Schools, Lancaster Elementary School, Milford and
12 Manchester public and parochial schools. That's my
13 knowledge of what we have done here in New Hampshire.

14 MR. FOURNIER. Sandra, did you leave some materials on the
15 table?

16 MS. FLEISHMAN. Yes, I did.

17 MR. FOURNIER. If people would please pick up the
18 information from the table, if they want to investigate
19 further.

20 MS. CHAPLAIN. I put a sign up sheet out there, so if you
21 put your names down, I'll get it to Sandra to send you
22 further material.

23 MS. FLEISHMAN. What seems to have disappeared quickly is the
24 A World of Difference Institute flier about what we do but
25 it's also indicated in the smaller brochure. It's not as
26 lengthy but it's there.

1 MS. CHAPLAIN. For me to sit all day without asking any
2 questions is something of a miracle. Ann, I would like to
3 know what the attitude of your school administration was.
4 Was it, okay, do it if you wish, encouraging, enthusiastic?
5 How do they feel now that it's going? I'd like a little of
6 that. How did you get it going?

7 MS. REARDON. Well, initially I approached our principal
8 three years ago, who is no longer with us; he moved to
9 another school. He was very excited about the program and
10 he was very supportive in not only creating the American
11 Studies class but we run a yearly Peace Day, in which we
12 celebrate diversity and have all kinds of speakers,
13 completely vacating the regular curriculum. He allowed us
14 to create an ethics program, which started last year, ever
15 though he was gone. We agreed on it with his support.

16 Our new principal, at first was kind of indifferent to
17 it but when he saw that it was becoming very successful and
18 that the parents and the community were becoming very
19 enthusiastic about it, I think he kind of got swept up in it
20 and he has become a strong supporter and my department head,
21 who had no interest in it, I approached him this year to try
22 and rewrite the ninth grade World History program, along the
23 same idea. He has told me, go ahead with the project.

24 MR. CHUN. I have one informational question, if I may. Have
25 there been any efforts in the past in terms of trying to
26 find out the kinds of reactions people have to the program

1 and changes you might possibly make and that kind of
2 assessment or evaluation, particularly in terms of race?
3 That is, when the program was conducted, let's say Black
4 students, Asian American kids and so on and so on, you can
5 think of the variations but I haven't heard and I know the
6 program, but I haven't heard of anything along those lines
7 and I just wonder what you might know along those lines.

8 MS. FLEISHMAN. We have done an assessment when we've worked
9 with teachers in our summer institute. We do pre and post
10 testing and we do see...

11 MR. CHUN. For the teachers?

12 MS. FLEISHMAN. For the teachers. Our program is a
13 professional development program that works with teachers.
14 Even if you train one teacher, you train thousands of
15 children. So our work is not primarily with students but
16 with staff. We're a staff development organization.

17 It's interesting. When we go into a school district in
18 which the superintendent has mandated that teachers will
19 participate, they're what we call our prisoners and you
20 get... I mean there's a difference between participants and
21 prisoners. When you get people who willingly participate,
22 as someone had said before, the people who least need it are
23 the ones who come but, you know what, I'll take one person
24 who really cares, will be in the building and will make a
25 difference. It's like it changes in a geometric
26 progression. I'll take it. I'll take one person as opposed

1 to no person. On the other hand, when we work with a group
2 of what we call prisoners, people who are mandated to be
3 there, I'll take that too, because while I may not get the
4 results, where the person may not be where I am at the end
5 of the day, they'll have begun that process to take a look
6 at themselves. I don't care whether you're talking about
7 Italian or English or French or African Americans or
8 Caribbean Americans or what. People all have prejudices and
9 we all need to take a look at who we are, where do we come
10 from, how long have we been here and how does that relate to
11 everyone else that I interact with. So, it's a continuum.

12 Are you asking me if we have done a full report?

13 MR. CHUN. Something like that.

14 MS. FLEISHMAN. No, no, to my knowledge, no but we're in
15 twenty nine cities across the country and the demand for our
16 services is growing more and more. Attitudinal change takes
17 a long time to change. It doesn't happen in a one day or a
18 three day workshop. It is a life long learning experience.

19 MR. CHUN. I realize that. Now you said you conduct a pre
20 and post test. Are the results available?

21 MS. FLEISHMAN. I don't know if they're available to the
22 public or not. They're available to us.

23 MR. FOURNIER. Thank you very much.

24 MS. TAYLOR. Excuse me, could I just pose a question. I'm
25 sorry, I'm a new person on the board here, so it takes me a
26 while to get things out. I have a question concerning the

1 Anti-Defamation League. I had an incident that happened at
2 my house where we had a cross burning incident. When those
3 types of incidents happen, how... what type of advice do
4 you give or what do you give as a support system? What
5 information can you give me to pursue making sure that
6 everything was handled properly in dealing with this
7 particular incident.

8 MS. FLEISHMAN. One thing I would urge you to do would be to
9 call Sally Greenburg, who is our civil rights attorney in
10 the Boston office. She keeps a record of all hate crimes.
11 She would work with the local police department in the
12 location and prosecution of those individuals.

13 MS. TAYLOR. Are the police departments required to work
14 with us? Is it a requirement of the police department to
15 work with Sally?

16 MS. FLEISHMAN. I think Sally is pretty persuasive in working
17 with police departments. She has a really fine reputation
18 and they see her as an ally, as someone who is helpful. I
19 mean, our position at A.D.L. is that this is not child's
20 play. This is very serious, whether it's cross burning or a
21 swastika.

22 We just ran a youth diversion program out of the Boston
23 office, which was an alternative sentencing program for five
24 kids from Stoughton who had been convicted of hate crimes
25 and we worked with them for twenty hours in a classroom
26 situation and ten hours of community service. Their hate

1 crimes were directed against Asians, Blacks, Jews and gays.
2 They are a very, very difficult group. They're eighteen
3 years old, nineteen years old. They're adults. So, we're
4 not about to just record it and walk away from it. We think
5 it's serious stuff.

6 MS. TAYLOR. One more question. This particular incident
7 happened two years ago. Am I still in the legal...

8 MS. FLEISHMAN. I can't answer that. I'm not an attorney but
9 please call Sally. Sylvia can be helpful in that area too.

10 MR. FOURNIER. Okay, a one minute statement and that's it
11 please.

12 MR. CORDERO. Yes, I have a question. There are five
13 prisoners in the state prison of New Hampshire who have
14 completed their sentences. They happen to be Latinos. Now,
15 they can't get out, because they don't have an address where
16 they can be returned. Now, does that lawyer deal with that?
17 I want to pose the question. Is that something that you get
18 involved in?

19 MS. FLEISHMAN. I would only suggest that concerning their
20 civil rights, that they need to call Sally Greenburg then.
21 I am not able to respond to your question. You need to talk
22 to Sally Greenburg at the same number that I gave.

23 MR. FOURNIER. Thank you very much. Ms. Kayla Nealy asked
24 to give a two minute statement at this time. She has a
25 commitment to her children, so I have allowed her to give a
26 two minute statement at this time. She is with D.R.U.M.

1 here in Manchester, the Abenaki Indian Center.

2 MS. NEALY. I am an African-American woman. I have resided in
3 New Hampshire since I was thirteen years old. Today I am
4 twenty one. I am a member of New Hampshire's Cultural
5 Diversity Task Force, headed by Sr. Peggy Crosby of Catholic
6 Charities and Regis Lamaire of Manchester Youth Services. I
7 am grateful to them and to the 4,000 Native Americans in New
8 Hampshire for the opportunity to speak on behalf of all
9 youth in the state.

10 Large urban areas have for years lived with condensed
11 poverty and its overspill of social justice and civil rights
12 issues. Stories of gang warfare, drugs and prostitution,
13 bring hordes of minority youth into contact with the
14 criminal justice system. The faces of inmates today are
15 getting younger and younger, their crimes more violent.

16 New Hampshire too is experiencing these changes and New
17 Hampshire is totally unprepared to deal with the cultural
18 diversity and other issues that we now face.

19 Cultural diversity can enhance places like Manchester,
20 where I reside, but in order to do that, issues of shared
21 values and mutual respect and support need to be identified
22 and encouraged.

23 It is important for all segments of the concerned New
24 Hampshire community, including the criminal justice
25 community, to work together to provide a comprehensive
26 approach to the delivery of services to this new diverse

1 population. Kids need safe places and strong role models to
2 develop into productive and healthy adults. Children need
3 to be active. There must be a place and people that reflect
4 their cultural diversity to make them feel welcome. A place
5 where they will want to come to. Resources must be
6 allocated now to implement this approach before it is too
7 late. We need a youth center in Manchester now.

8 This Civil Rights Criminal Justice Task Force can
9 provide the momentum needed to spur this effort forward.
10 You can use your status to tell the people of New Hampshire
11 that we can be a role model on how to do it right. The kids
12 are here, let's take care of them. If we put this into a
13 committee, study it, write papers on it, and file it, we
14 will lose an opportunity to engage hundreds of at-risk kids,
15 children of color, children of the people who fought for the
16 civil rights movement that you represent.

17 MR. FOURNIER. Thank you. Before the panel came in to sit
18 down, I was speaking with the next speaker who convinced me
19 that if I want to keep a manageable schedule of my work,
20 that I cannot retire, especially if I keep interested in the
21 issues. She has and she can no longer manage her schedule,
22 Mrs. Eleanor Freedman.

23 MRS. FREEDMAN. Thank you, Bob, I think. I think my approach
24 today is going to be somewhat different. I guess I'm going
25 to talk about the educational structure within which the
26 "World of Difference" and other programs like it would have

1 a better chance of greater and longer lasting impact on the
2 totality of the school and community. For forty years I've
3 seen piecemeal school reform, reforms that have improved
4 schools and student learning in a narrow range of areas and
5 unfortunately for a short period of time. I fear that many
6 suggestions today will end up with the same limited results.
7 Attention will be paid to meeting the needs of our diverse
8 student population, to lessening the tensions, improving
9 relations, improving cultural sensitivity, maybe doing away
10 with tracking. I understand that was something mentioned
11 this morning, reducing violence and attention will be paid
12 for a little while and some kids will be reached until the
13 next crisis or the next issue comes along and then the
14 attention, the resources, the money, the human energies will
15 go into that new cause and this one will be dropped. For
16 those of you who have known me for those forty years and
17 know that I'm an incurable optimist, this sounds like a very
18 cynical statement but unfortunately, it is a part of my
19 experience.

20 So, today, really what I'm here to do is to urge all of
21 us to make these programs that we want to see, these
22 changes, a part of a total effort at school reform, not just
23 for minorities or new ethnic groups in the community but for
24 all kids, for all kids in our schools and that, I believe is
25 the way that we will get everybody involved in working
26 toward the kinds of things that we are talking about today.

1 I'm talking about kind of reform that is bottom up and top
2 down at the same time. Unfortunately, Massachusetts got it
3 wrong. They're talking about bottom up but they mandated it
4 from the top. It's sort of incredible and it's probably
5 going to keep me very busy now as a consultant in my
6 retirement. I'm helping them do that. I'm talking about
7 the kind of reform that is worked on actively by what I call
8 all the school stake holders and that's teachers, parents,
9 the administrators, the school board, the community
10 activists like us, school volunteers, business leaders and
11 yes, even the students themselves. I'm talking about the
12 kind of school reform that goes after a long term total
13 approach to improving a school and the school district and I
14 will make references to the New Hampshire School Improvement
15 Program, what we call S.I.P. here, because that's where I
16 work and I've put so much of my passion for four or five
17 years and they are now in forty three schools. That program
18 is in forty three schools in this state but I assure you
19 that there are many other things going on in this state and
20 throughout our country, where similar approaches are being
21 used.

22 And here is really why I'm talking about this kind of
23 thing, I think we have the kinds of assumptions that are
24 made by something like the School Improvement Program and
25 think about the things that you want to do within a program
26 that has started within the context of a program that is

1 started with those assumptions.

2 Assumption number one, all students can learn. It
3 sounds simple. Well, it doesn't sound simple to people in
4 this room, because you know the problems with getting that
5 in both the head and the heart and the hands of everybody in
6 our schools, but once the school and the total community of
7 a school has set that as a major goal, it changes the way
8 people thing about educating and treating and reaching all
9 students within that school and that's basically our agenda
10 today.

11 Assumption number two, our schools must have higher
12 expectations of all students and all teachers. I heard
13 Secretary of Education, Richard Reilly, say earlier this
14 week, I wrote it down and almost went off the road, he said
15 that our public schools have been victims of a conspiracy of
16 lowered expectations and he's right. He talked about one of
17 the ways of remedying is going to be through Goals 2000,
18 which will set standards nationally and locally but I submit
19 to you that unless the local school district at the school
20 building level, unless there is a process for setting its
21 own goals and for putting those higher standards to work for
22 all students, then it's not going to happen. I mean, you
23 need a context and a process that works within that school
24 to make it happen.

25 Assumption number three was that the total school
26 community, all of those stake holders that I mentioned

1 earlier, that they all need to be a part of setting the
2 expected student outcomes. That is what we expect kids to
3 know and be able to do once they've graduated out of our
4 public school system and that's the only way that all of
5 these stake holders can be expected to be held accountable
6 for the students reaching those goals. Goals that are
7 handed down from above, here teacher, do it, just don't
8 work. I mean the teachers will not... What you referred to
9 as your prisoners, I mean it just doesn't work, not the way
10 we want it to work. These people are responsible, the
11 people like the teachers who are responsible for
12 implementing the changes and carrying out the changes must
13 be a part of designing those changes and then you can hold
14 them responsible and I'm speaking here not just of teachers
15 but of parents, of the whole community.

16 Assumption number four comes out of that, that
17 educating our kids is no one groups total responsibility,
18 that teachers can't do it without parents and that students
19 must assume some of the responsibility too for active
20 learning, for being workers in their own learning
21 enterprise, if you will.

22 Assumption five is that everyone has a stake, an
23 ownership in this enterprise called schooling and that all
24 must work in collaboration as a team to set the goals, to
25 own the results that there must be no blamers, no villains,
26 no victims.

1 The last assumption is that there are no quick fixes.
2 It's taken us a long time to get to where we are and prepare
3 for a long time to correct it.

4 Applaud the changes that do come in small and slow
5 steps and prepare for the fact that educational improvement
6 is a never ending, continuous process. Well, I wanted and
7 maybe I can do it later on through questions, the kind of
8 process that is used by something like the School
9 Improvement Program for getting everybody to buy in is the
10 kind of process that is absolutely necessary, I think, in
11 order to for everybody to have that ownership. It's
12 basically a process where the teachers union, the teachers,
13 the superintendent, the parents, any one group can veto that
14 school participating. So, unless every single group that we
15 have identified buys in and says yes, we're going to commit
16 ourselves to doing this for the next ten years or twenty
17 years, it doesn't happen and when you get that on a
18 voluntary basis from those groups, you get the kind of buy
19 in, the kind of ownership and the kind of real change that
20 we're talking about, not only in overall education but
21 certainly the kinds of things that we're talking about here.

22 MR. FOURNIER. Thank you Mrs. Freedman. There is a
23 gentleman on this panel who has been sitting in this
24 audience since nine o'clock this morning listening to
25 testimony, to whom I will give an opportunity now to come
26 and say a few words, Detective Sergeant David S. Pace from

1 the Portsmouth Police Department.

2 MR. PACE. I have been here since nine o'clock this
3 morning and I found it very interesting, the very diverse
4 amount of topics that have been addressed. I am a detective
5 sergeant with the Portsmouth Police Department. I've been
6 in that capacity for almost seventeen years. I'm attached
7 to the bureau of investigative services.

8 I'd like to briefly profile the City of Portsmouth for
9 you. We have a residential population of 20,750 people who
10 live on approximately 14.5 square miles. We are a tri-state
11 community, two minutes to our right you can go into Maine,
12 five or ten minutes down the road and you're in
13 Massachusetts. We have a transient population. We have
14 traffic problems, especially during when the leaf peepers
15 come up and during some of the activities in town, such as
16 Market Square Day. We have a large shopping area that draws
17 a lot of people into the area. So, we have a lot of
18 different people and we have a lot of different problems.

19 I'd like to tell you how the Portsmouth Police
20 Department has approached diversity in what I feel is a
21 positive way. Recently we underwent a strategic planning
22 session and we have long term strategic planning, short term
23 and middle term, five years away from now to ten years away
24 from now, but, as far as diversity goes, we wanted to do a
25 self assessment of ourselves. A lot of these problems about
26 police officers stopping citizens, I think can be answered

1 in Portsmouth on some of the things that I'm going to tell
2 you. In order to do this we wanted to be objective, so we
3 invited a diverse cross section of our community to come and
4 do this. What we did was, we assembled in a room, just like
5 this. We probably had thirty to thirty five people. It was
6 teachers, elected officials, union representatives from the
7 municipal union groups. We had low income people, police
8 officers, administrators, business men and self employed
9 people, a very good cross section of our community. What we
10 did is we put together a new mission statement for the
11 Portsmouth Police Department and I'd like to read that
12 mission statement to you now, because I feel it's applicable
13 to what's been said here today.

14 "The mission of the Portsmouth Police Department is to
15 prevent crime, preserve order and to protect the rights,
16 lives and property of all people. We will work in
17 partnership with our community to identify and effectively
18 respond to the diverse and ever changing social and
19 neighborhood problems and needs. We will do this with
20 respect, fairness and compassion" I think that's something
21 that everyone has been asking for today, that they get
22 treated equally, that they get treated fairly and that's
23 what we have tried to do with our mission statement.

24 We have also put together a list of truths and beliefs
25 that we feel will help us to get to the level of our mission
26 statement. To accomplish our mission we are committed to

1 the following beliefs. These beliefs generally apply to the
2 police department but I think they can apply to everyone.
3 "We believe in fair, equitable and impartial treatment for
4 all. Our community must be part of law enforcement and
5 crime prevention process and that with active involvement,
6 we will all achieve our goals. The police in the community
7 are accountable to each other." I think that's very
8 important. "All people in our community have a right to
9 live in a safe, crime free environment. A harmonious and
10 healthy work environment improves the quality of our
11 services to the community. Employee involvement in the
12 creation of department policy, procedures, and objective is
13 essential to the obtainment of our mutual goals and the
14 delivery of effective police services. Open and honest
15 communication within our department will promote and
16 atmosphere of trust, cooperation and respect. Self
17 improvement is an individual responsibility. The department
18 must continuously provide for the department personnel. In
19 order to maintain the public's trust and support, we must
20 hold ourselves to the highest ethical and professional
21 standards. That goes for police departments, police
22 department personnel and for people who live together in the
23 city. I think that these beliefs also can be used as a
24 standard for evaluating everyone's conduct and behavior"

25 This diverse group, a cross section of our community,
26 all bought into these beliefs and to further these beliefs

1 and to be objective in what we did, we broke up into two
2 groups, so we could evaluate our strengths and weaknesses
3 and I'll tell you, this was kind of scary, okay, but the
4 police department went into one room and the civilian part
5 of our committee went into another room and nobody actually
6 knew what was going to happen when we came back out again,
7 but when we went over our weaknesses, we found that our
8 community and ourselves agreed that the weaknesses were very
9 similar. When we went over our strengths, we found the same
10 thing, that they felt that they were very similar and we
11 were on a common ground. So, as a result of finding out
12 what our strengths and weaknesses were, we developed action
13 committees. These action committees were not made up of
14 just police officers, but they were made up of the same
15 cross section of our community that was on our committee.
16 So, in other words, police officers and people from our
17 community were on these action committees. It wasn't just
18 police. What I'm trying to say is they serve in a capacity
19 as a civilian advisory committee to the police department,
20 but they don't stand alone because they work with the police
21 and it's a lot more... It's a better atmosphere to work in.

22 One of our priorities is a recruiting committee.
23 We will develop a plan to address the issue of
24 recruiting and attracting employees who represent a
25 cross section of the community, with the hope that it
26 can be implemented by January 1994. Thank you.

1 MR. FOURNIER. Seven minutes is not very long when you're in
2 front of a microphone. I will follow the list from here on
3 in. So, Mayor Wagner, please.

4 MR. WAGNER. It's either not very long or it's an
5 eternity. My perspective on this issue is somewhat
6 different because of the position that I hold within our
7 community and as mayor, I want to start by apologizing for
8 the absence of the Nashua Police and letting you all know,
9 any of you who either live in Nashua or come to Nashua, if
10 you have a problem with the police department, please let me
11 know. I mean it's one thing to let the police know and to
12 have some dialogue there but it's also completely
13 understandable that people are fearful of that. It would be
14 a very infrequent situation that one would go to the person
15 you see as your oppressor and complain about it. So, please
16 contact me. Contact my office and don't wait and bring in
17 as many people as you need who have had similar experiences,
18 because I have a unique opportunity as mayor and it's gonna
19 last for two more years and who knows how long it will last
20 after that, but I can do some stuff now and I can't do
21 things if people don't ask me to do things and if they don't
22 tell me about them.

23 One of the things that a close friend of mine says is
24 that she hears people complaining that I'm sort of too much
25 into social issues and not enough into sort of tax and
26 budget issues. Well, I'll tell you, I think that one of the

1 real sadnesses in our country nationwide is that people are
2 so hung up on money and taxes and budgets, that they've lost
3 track of the human issues, which is what makes us what we
4 are. I mean, supposedly that's the glue that holds us
5 together, is our common humanity and what I've said in many
6 times, in many different places is what should be our
7 strength, which is our diversity is actually in many
8 instances becoming our weakness, because we are not able to
9 communicate with each other and people who have elected
10 positions, such as mine, don't even bother to listen.

11 I want to tell a story. With the thirtieth anniversary
12 of Kennedy's assassination coming up on Monday, one of the
13 things that I noticed is that boy, does it make me feel old
14 to have a really important event in my life have happened
15 thirty years ago. The one story I want to tell you though
16 happened even before that. My family is all from the south,
17 Mississippi and Alabama and I grew up in Connecticut, which
18 is why you hear me talk like a disc jockey, more than like a
19 person from the south. But, when I was about eight,
20 somewhere between eight and ten, we went down to Jackson and
21 we flew down and I got off the airplane and I was really
22 thirsty and I said hi to my grandmother and my aunts and
23 uncles and cousins and I went over to get a drink of water
24 and while I was getting a drink of water, I noticed all of
25 this commotion all around and I looked up and people were
26 pointing at me and I didn't get it. I didn't know what was

1 going on and I looked around and I looked up and I was
2 drinking from the colored fountain. I mean it's water and
3 I'm eight years old and that's water. So, I had another
4 drink but to me it was one of the most vivid memories of my
5 childhood and it's one of the things that has stuck with me
6 to this day and I think tries to help motivate what I try to
7 do. One of the things that I want to do is acknowledge and
8 this has to be said and a lot of elected officials won't say
9 this, that we live in a racist and a sexist society. We do
10 and people who are elected in an elected office who try to
11 minimize that fact are, first of all, not being honest but
12 secondly, they're not making strides towards trying to solve
13 the problem. If you can't acknowledge what's going on then
14 you can't work towards solving that problem and I see that
15 as part of my job, to say what's a fact about a sadness in
16 our society, which is that there is prejudice across the
17 board and that people are now so hung up on their pocket
18 books that they are not seeing each other as people, except
19 as people who are costing them more money.

20 One of the things that is interesting from the
21 perspective of being in government is that you look at what
22 laws can do. I'll give an example of a law that I think is
23 changing attitudes and that is the Americans with
24 Disabilities Act. That is changing peoples attitudes as it
25 is implemented and when people say that you cannot legislate
26 change in understanding and acceptance of other people, I

1 disagree with that. I think that you can legislate change
2 and you have to, from my perspective, mandate change and
3 when we were talking earlier about hate crimes and cross
4 burnings, it's the job of people in my position to come out
5 and say that that behavior is intolerable, simply won't be
6 tolerated and with our ethnic awareness committee in Nashua,
7 we laid out guidelines. I don't know how long ago it was,
8 maybe about a year or so. We laid our guidelines of how we
9 would act in Nashua if this were to come about and that we
10 would act in the same way whether it was a kid, whether it
11 was an adult, it didn't matter who did it. We were gonna
12 act the same way and it was going to be forceful and strong
13 and show that as a united community that kind of behavior
14 would not be tolerated and I think that what you do there,
15 you have two kinds of change that are intentional, one is
16 the institutionalized change that you can pass with laws and
17 the other is attitudinal change that you get a rare chance
18 to bring about, if you're lucky enough to be in the position
19 that I'm in. I have the opportunity to talk to people about
20 what I believe and what I feel and a lot of those people are
21 kids and if there's one thing that I am proud of in my life
22 is that I feel I've raised a daughter who is remarkably
23 without prejudice and in a society like this, that's an
24 achievement.

25 So, without going on too much further, in terms of the
26 programs that we have, I think that the cutting edge of what

1 we try to do in Nashua is the Ethnic Awareness Committee,
2 which is made of people from all different cultures, all
3 different backgrounds, all different races and religions and
4 they try to act together to foster understanding of those
5 groups and we have very many ethnic festivals in Nashua, a
6 surprising number and they all get a really good turn out
7 when they occur.

8 The final thing that I would say, in terms of the
9 future and hearing the woman who spoke earlier and called
10 for a place for kids in Manchester, there's a need for that
11 in Nashua as well. There's a need for that pretty much
12 everywhere. We have a new coffee house on Main Street in
13 Nashua that is overflowing with kids. They're in there all
14 the time and I know as well as anybody else does that the
15 cops go down there and they hang out and they look to hassle
16 the kids, because that's what cops do. They don't have to
17 do it but they do it.

18 Advocacy in government is critical and I hope that
19 people who live in Nashua and have dealt with me understand
20 that I am approachable and so you've got to approach me. I
21 mean since I'm there, you've got to come talk to me but you
22 have got to talk to people who aren't approachable and
23 you've got to beat on them and if I'm there for two years,
24 which I hope I am, you've got to get what you can while I'm
25 there, because I might not last. So thank you.

26 MR. FOURNIER. Thank you Mr. Mayor. Mr. Earl Sweeney,

1 director of the New Hampshire Police Standards and training.
2 MR. SWEENEY. Thank you. I might say that in coming down
3 here, my wife has been trying to get me to diet and said
4 that I might have been invited not because I'm at the
5 police standards and training but because I'm a member of a
6 persecuted minority of fat people but I think she was just
7 trying to make me feel guilty.

8 I think that Mr. Cordero hit the nail on the head when
9 he said maybe we're preaching to the choir, maybe we have
10 the wrong people here or not enough people, but at least
11 it's a start and I feel like that in the length of time that
12 I have that I can just barely four speed a few of my ideas
13 to you and not have the opportunity for dialogue that we
14 should have. I would say that on the invitation that I was
15 given seven minutes was crossed out and ten was written in.
16 So, Bob, don't you come near me for ten minutes.

17 I think any discussion we might have today would be not
18 complete without a look at what's happening to society
19 today, the problems of violence, the work place violence
20 problem that we saw erupt in Newbury the other day. The
21 Washington Post said yesterday that the police chief of
22 Washington D.C. is urging convenience stores to close at
23 9:00 P.M. and then maybe we can be effective in stopping
24 robberies. He sort of resigned himself, I think, to
25 violence, I think, in society and so I think we have to look
26 at this whole picture and I think Mayor Wagner hit the nail

1 on the head when he talked about how we get so hung up in
2 funding today. For example, I have to deal with Part One
3 Article 28 of the New Hampshire Constitution, which forbids
4 the state from passing any unfunded mandate along to a local
5 community. So, I'm almost hemmed in with the amount of
6 training that we are allowed to give on a mandatory basis,
7 because I can't fund, I can't reimburse departments for
8 sending their officers to additional training.

9 We are changing our recruit academy as of January from
10 a ten week to a twelve week academy and we're putting the
11 additional two weeks on as a voluntary two weeks and calling
12 it an enhanced basic academy and I've been sneaky but not
13 sneaky by moving in to the additional two weeks all of the
14 things that the federal government has mandated us to do and
15 that I haven't mandated and all of the spiffy things that we
16 like to train police officers to do, like run radar and I've
17 tried to beef up the areas like human relations, that I feel
18 are important and belong in the basic part. So, by that
19 little maneuver, we have freed ourselves up some additional
20 time. We have a lot of competition for that time. There
21 are five or six committees now working at the state level of
22 domestic violence and a couple of committees working on
23 sexual assaults and they say you have got to afford more
24 training in that

25 We have not done a lot of diversity training in the
26 past, because New Hampshire's diversity has occurred fairly

1 recently, as far as occurring in any great numbers of
2 diverse groups. We started out, Nury Marquez presented some
3 training in the Spanish language to a group of Manchester
4 and Nashua police officers, which we funded last year.
5 Earlier than that we had done a little bit of street level
6 Spanish training. We have had a community policing block
7 put into the police academy and we're doing a lot of in
8 service training and community policing. We've had a class
9 called tactical communications, both at the basic and the in
10 service level for a long time, on how to talk with people,
11 defuse confrontations and so forth but as far as actual
12 diversity, our first experience was a pilot class that we
13 put on for police chiefs, which was a total flop, as a
14 result of which, I rewrote a curriculum myself and put on a
15 pilot program for officers at the Durham, UNH Police
16 Department last year. I felt it was worth trying. We put
17 it into the corrections academy and for the last two
18 sessions I've been training the corrections officers with it
19 and we're inserting it into the basic police academy in
20 January.

21 What I may say to you about this type of cultural
22 diversity training you may find a little controversial. I
23 wish I had two hours to talk with you about it but I think
24 that the type of diversity training that has been given in
25 the past has not been presented in the proper way and I saw
26 the total flop of the training that I paid big money for. I

1 had somebody who was a nationally known authority come in
2 and present. It totally flopped because it was so
3 confrontational and blaming in nature. It immediately
4 turned off the police officers who were there. They thought
5 they were there to be whipped, rather than to learn. I went
6 to a seminar in Texas and I experienced the same thing and I
7 came to the conclusion that this training can't be
8 confrontational or finger pointing and that the person who
9 delivers it has to be credible with the police and even
10 though a person from a minority might be an excellent
11 trainer, I think it has to be a person from the white
12 majority community here in New Hampshire that really
13 believes in it and has some passion about it in order to
14 present it and be credible with the people you're talking
15 to.

16 I begin my training and I'll just tell you a little bit
17 about the type of training that we do and you can kind of
18 think about it and you might want to write to me or talk to
19 me afterwards, because you might have some ideas about it.
20 But I begin by having the police recognize that they
21 themselves are a subculture. The police officer is not too
22 different from a person of color, because we are set apart
23 somewhat from the rest of society by our uniform, our badge,
24 our gun and the authority that we have and the police
25 officers, when they go into restaurants to sit down and talk
26 are sometimes confronted by people who are angry over a

1 parking ticket or whatever and that's the same experience
2 that a person of color often feels, of being set apart. So,
3 I begin by getting them to recognize what a subculture is
4 and that they are members of a minority subculture
5 themselves. Then, I ask the students for everyone of them
6 who is prejudice to raise their hand and nobody would raise
7 their hands, so I raised my hand and I say, "I'm prejudice
8 and so are every one of you and what I'm here to do is to
9 make an honest bigot out of you. I want you to confront
10 your own bigotry and realize that it exists and realize why
11 it may exist." I ask the members of the class their
12 cultural heritage, where do they come from and I find that
13 ever class represents some very diverse people, different
14 races, different religions, different colors and so forth
15 and I talk about the dangers of stereotyping and how police
16 officers have to stereotype at some times, because we have
17 to make rapid decisions but it can't become such a part of
18 our operating procedures that it's a disadvantage to us.
19 Sometimes it can be an advantage to stereotype a person that
20 doesn't fit in a neighborhood but you also have to think
21 about how that person feels if they are confronted and they
22 are legitimately in that neighborhood. I think you need to
23 answer the question, what's in it for me? What are the
24 advantages if I become more culturally aware? The first
25 payoff, of course, for them is their own safety, because
26 they are less likely to get into violent confrontations if

1 they know how to avoid insulting people, if they know how to
2 avoid using trigger words and phrases and so, we talk about
3 that. We talk about the chances of a better career. We
4 talk about how much more diverse a society is going to be in
5 coming years and you need to be prepared to cope with that.
6 You need to become a part of shaping change, rather than
7 being shaped by it. I don't think you can use guide books;
8 I don't think you can use language courses in particular to
9 teach cultural awareness, because you have to recognize that
10 cultures are changing all the time and I think you have to
11 really use history in order to teach it and I say, why are
12 these people mad at me? I never owned a plantation. I've
13 never been a slave owner. I never stole any land from an
14 Indian. Why are these people made at me? Because I think
15 the majority culture doesn't understand the anger that
16 sometimes exist and so I go through things like the Trail of
17 Tears. I go through like the fact that African American
18 people digging the foundations of the justice department
19 building in Washington had to walk three or four miles to
20 get a drink of water, because they couldn't get a drink of
21 water in a restaurant in Washington D.C., even though they
22 were twenty six percent of the population at the time. I
23 talk about things like the black gentleman who invented
24 plasma died because he couldn't get a blood transfusion in
25 an all white hospital and I talk about the gold star mothers
26 being sent to Europe in separate ships from the white

1 mothers. I talk about how every Jewish person today is a
2 vicarious survivor of the holocaust and how that has
3 effected their lives or has continued to effect their lives
4 for many years. We talk about contributions by various
5 cultures to the community, gay culture for example and that
6 is one of the most, I can tell you, sensitive subjects that
7 you can address. It's difficult. People feel uncomfortable
8 talking about it and it's very difficult. I could go on and
9 talk with you more about it. I take Martin Luther Kings
10 speech and I take a couple of paragraphs out of that and I
11 analyze it, because I think many people growing up heard it
12 and here's a man that sounds a little bit like maybe a Black
13 Baptist preacher but they hadn't really thought about what
14 he says. So, we think about what he says and we come to the
15 conclusion that those are things that everybody really
16 subscribes to and we really haven't listened to what he said
17 after all these years.

18 Then we talk about various cultural differences, that
19 you don't come up to an Hispanic person and you're speaking
20 to him as a police officer and he looks down and you don't
21 say look me in the eye when you're talking to me, because
22 it's a sign of respect in the Hispanic culture, when you're
23 dealing with an older person or a person in authority to
24 have your eyes down cast, that to certain people
25 conversational distances and so forth and the passion with
26 which they speak is a lot different and you can think that

1 they're angry when they're not angry, they're just being
2 serious with you. We try to end on a positive note and get
3 the students to prepare for the future and we talk a little
4 bit about our hate crime laws.

5 I think that the police probably represent maybe the
6 last best chance that we have to coalesce all the areas of
7 society together, the churches, the schools, the various
8 civic groups, the businesses and everything else. I think
9 we're starting rather late in New Hampshire to do this but
10 we're trying to do it. We're trying to identify it and build
11 it into our curriculum and I certainly hope that we're going
12 to be successful and I hope that this will be the start of
13 perhaps some regional opportunities to get together and to
14 hear more dialogue from you people, but I would urge you to
15 be a little bit careful with cultural diversity training,
16 because I think unless it's presented the right way, you can
17 have a backlash. I have a backlash in every single class,
18 where I have to start with somebody who will raise his hand
19 and say, well I think the white male is the minority in this
20 country today and they talk about reverse discrimination and
21 so forth and it usually takes me about a half an hour of my
22 class to bring them around gradually to the point where they
23 are ready to buy what I'm selling.

24 I thank you for the opportunity to be here. I'm sorry
25 I was long winded but I'm a teacher, what can I tell you.

26 MR. FOURNIER. Thank you Mr. Sweeney. Mr. Larry Turner,

1 Community Relations Service, U.S. Department of Justice.

2 MR. TURNER. Thank you. I think I'm going to take a
3 little bit of a different approach today from what some of
4 the other people have taken. I'm from the Community
5 Relations Service, Department of Justice and by the time we
6 get involved, there's already been some trouble usually.
7 So, I want to take it from that standpoint, as to what
8 people say cause the problems and then we can talk about
9 some preventative measures. I will also briefly run through
10 some programs that I understand are pretty good programs
11 nationwide.

12 Number one, I've been in New Hampshire before and I
13 know that you started activities like this before, like
14 around the country. I've been to this group before in the
15 earlier years when you were taking some action here, trying
16 to get some activity.

17 There's a couple of things I want to say. Number one,
18 is that whether you're dealing with education or law
19 enforcement or what have you. You have got to have a couple
20 of things. One, you need to do some good problems
21 identification and once you come up with your plan, after
22 you've identified the problem, there has to be
23 accountability and you have to hold people accountable for
24 what happens. I just heard a panelist mention a fact about
25 diversity. I do a lot of training sessions in diversity. I
26 come from a law enforcement family. I've done some training

1 I've seen other people do training and when they've walked
2 out of the room one week later, someone in that class was
3 arrested or was fined or a suit was filed against him.
4 Accountability comes from the top. I was glad to hear that
5 the mayor said that accountability comes from the top and
6 has to be passed down. Whatever you get into, you know good
7 and well and most of the people who work for us know when we
8 mean business or when we're just talking. That goes for
9 whether you're talking about procurement, whether you're
10 talking about affirmative action, whether you're talking
11 about doing something in the area of respecting an
12 individuals rights and how you approach someone on the
13 street.

14 Now, as far as schools are concerned, I think there's a
15 lot of work that is being done in the area of diversity
16 There is a lot of teaching that is being done with the kids
17 but at the same time, there's not enough pressure, not
18 enough support coming from our side. Those teachers who
19 want to do something don't have the time or the resources to
20 do it a lot, because the school committees, etcetera, have
21 said, we don't have the funds. The funds are not there, so
22 that even the resources that they have, they have not
23 reached out to the youngsters that they could be reaching
24 out to. I feel very strongly that we are failing our white
25 youth if we do not make them aware of diversity, because
26 what happens is this, when I go to college campuses, I do

1 conflict resolutions on college campuses, as well as in high
2 schools and we'll talk about some of the complaints in a few
3 minutes. One of the first things that comes up from the
4 students in colleges when we have racial confrontations in
5 schools is that they did not receive this kind of
6 information in their early years. They did not have the
7 exposure to other youths. They did not know what was going
8 on. They had those feelings that they had heard at home,
9 had seen on t.v., had talked to other people about it, not
10 even knowing that those feelings were inside of them. We
11 are failing those youngsters who come from communities where
12 we only have one ethnic group and then they have to go out
13 into high school or college or even into the world of work,
14 because in the world of work, this is where you find people
15 being reprimanded or losing good jobs, losing good jobs
16 because they have not had that exposure. So, again I say
17 that when we talk about diversity we need to start in the
18 early years, early childhood intervention in the schools.
19 It has to be part of the curriculum. There has to be
20 opportunities. Let me give you a couple of examples of what
21 young people said at the college level and at the high
22 school levels, where we've had problems. They said that
23 they do not have the opportunity in schools to get to talk
24 to each other and learn about each others diversity as far
25 as values. We've talked to youngsters who said that they
26 didn't feel like they were valuable at all, because the only

1 time they heard about their ethnic group was when we had
2 black history week, black history month or we were talking
3 about slavery. They said there are other things, other
4 contributions. Even youngsters have said, we think that
5 teachers should be, if they're teaching math or science,
6 should be able to say that this Asian is the one who
7 contributed this theory that we're working on. This black
8 person contributed that. This Black person contributed
9 that. This Hispanic was able to do this. The theory that
10 we're dealing with to relate that to the subject matter,
11 that does not mean that they're an expert in it but they
12 should be able to say something to individuals to make them
13 feel good, because if you feel good about yourself, you can
14 feel good about others. So, when we talk about diversity,
15 we have to get into those areas and really do something
16 about it and I think it behooves a group like this to really
17 put people's feet to the fire and to keep them on top of it.
18 If you don't then the shortage of funds will always surface.

19 When we're talking about law enforcement, I think
20 there's some very innovative things that are being done.
21 It's good to have people who speak the language but that's
22 not enough. That's a good start. We need people who know
23 the culture, people who come from that group, not just
24 someone who can speak the language, because there's a lot
25 that we cannot pick up as far as just learning the language.
26 I think there's some areas, for example, you take Lowell,

1 Massachusetts, the district attorney there, Middlesex County
2 District Attorney, Tom Reilly, has done an awful lot as far
3 as working with the community and reaching out and getting
4 money and getting Southeast Asians on the police department,
5 getting victim/witness programs, getting people in the
6 community to work together. It's a partnership. He's done
7 an awful lot and we can see a big change. A lot of other
8 communities, Revere is a smaller town, Boston's a large
9 community. There are funds out there that are available to
10 help organizations come up with individuals who are from
11 that cultural group. It doesn't require someone from
12 another group all the time. It doesn't require someone from
13 your group but you need them in there and I think until we
14 get that we're going to be at risk of your minority groups
15 being divided and creating serious problems.

16 Let me get back to my points. Diversity training is
17 good but it's accountability and holding peoples' feet to
18 the fire and making sure they do that and also this is
19 school systems, as well as law enforcement. We cannot
20 continue to find ourselves in a position where there are X
21 number of slots being filled each year and we keep saying
22 that we cannot find minorities or this ethnic group or that
23 ethnic group to fill in those slots. We have to broaden our
24 recruitment efforts and we have to get on to that.

25 I would like to spend a lot more time with you in the
26 question and answers, that's why I decided to stay this

1 afternoon, so we can get into that.

2 MR. FOURNIER. Last but not least, Mr. Regis Lemaire,
3 executive director, Manchester Offices for Youth Services,
4 who is also my friend and neighbor.

5 MR. LEMAIRE. Thank you, Dr.. I know he doesn't like to be
6 called Dr.. He prefers to be called Bob.

7 I'm going to try to make this as brief as possible,
8 because you're right, I'm not someone who likes this
9 particular format, because seven minutes... I really want
10 to hear what's out there.

11 Two years ago I sat in my office looking at my records.
12 Working at the office of youth services, I deal with
13 youngsters who are at high risk. I looked at how we were
14 serving our population and realized that in terms of
15 cultural diversity we were seeing no one and I said there's
16 something wrong. Many of them are ending up in the court
17 system and not ending up in our office. So, it means that
18 basically we have to do something. I went to the Latin
19 American Center, to ALPHA. I met with New Fellowship
20 Baptist Church, Rev. Perkins. I talked to Michael Worsley
21 in our community. I talked to Lionnel Johnson,
22 Representative Johnson. I went to a number of them and I
23 said, "I put a proposal together. I want you to take a look
24 at this. Rip it apart. Tell me if this is a good idea or
25 not. After they looked at it, we put it together. I
26 finally got Dr. Carter from the Urban League in Rhode Island

1 to come up to us to present a cultural diversity workshop
2 and my feeling is that many of us in the social work field
3 basically needs to understand a lot more in terms of
4 cultural diversity. We really lack that knowledge, plus
5 that, we're the one's that have to get out into the
6 community. If we're sitting in our offices and not out in
7 the community, we're not doing our jobs. We're also going
8 to need to take a look at what kinds of changes we need to
9 make. We have to outreach to organizations that are serving
10 a diverse population in terms of their culture. So, we
11 really need to do that.

12 What we did is, we got approximately sixty people in
13 human services together. There were police officers also
14 who attended the workshop from Manchester and from that out
15 of the sixty in the room, forty said it was very important
16 to form a cultural diversity task force, which we've just
17 started. We've only had one meeting and as you saw, Kayla
18 Nealy, who was here a few minutes ago, is on that task
19 force. We want anyone in Manchester and even including
20 Nashua for that matter. There are people that live in
21 Nashua who have shown some interest in joining the task
22 force, primarily because we have very similar situations
23 that we want to look at.

24 My telephone number is 624-6470. I'll repeat it, 624-
25 6470. Please contact my office if you're interested in
26 anything that is happening in terms of cultural diversity in

1 terms of the tax force. We've only had one meeting in terms
2 of the task force. We've only had one meeting. We're
3 planning on having Wednesday meetings. It's going to be on
4 the third Wednesday of every month. December 1st is our
5 next meeting, of which we're going to set a mission
6 statement and what we're doing is, we're getting together to
7 take a look at that. Some of the ideas that have been
8 developed are, we really need to meet with government. We
9 need a diverse group to go up and sit with the governor and
10 say, what is happening in this state. We felt that we need
11 to meet with the schools. What type of programs are you
12 developing in your schools? Let's find out what you really
13 have that's available in that area. We really need to reach
14 youngsters and we need a different approach. Just to give
15 you an example, Michael Worsley was sitting in my office
16 this week. I had an African American youngster in there who
17 was having some problems in terms of the school. I would
18 never have gotten the information that Michael got by
19 sitting with that youngster; there's no way and human
20 service people need to understand that. They need to
21 understand that they are not going to be able to reach
22 anybody unless they reach out themselves. I will be able to
23 help that youngster from what information he was able to
24 give Michael. Now, that's just one specific incident.
25 There are many different incidents like that.

26 The Asian American community very seldom reaches out to

1 any of us. We need to know more about them, because they
2 might be doing something very positive that we need to know.
3 Lan Truong, who was also here this morning from Catholic
4 Charities, serves on that.

5 We basically stationed the Cultural Diversity Task
6 Force at Catholic Charities because Sister Peggy Crosby does
7 this on a full-time basis. So that's really what we're
8 looking at.

9 I heard some things about community policing and I
10 wanted to say something about that. I believe the best
11 community policing that is being done is being done right
12 now in the City of Chicago. First of all, the second in
13 command in Chicago is an assistant chief named Rodriguez.
14 Basically, they targeted various neighborhoods in Chicago.
15 What they do is, they do the training of the community
16 people with the police officers and just to put it in simple
17 terms, the big difference is, when the police officer goes
18 now in the neighborhood, he says, "May I help you?" There
19 is a big difference when you say what did you do as opposed
20 to may I help you. I do believe that police officers all
21 over the country can do that but they will not be able to do
22 that and what Mr. Turner here is saying in terms of
23 understanding the culture is extremely important. If you
24 can't do it yourself, at least go and talk to somebody who
25 can, with somebody who can walk that neighborhood with you
26 and understand that neighborhood. I walk the neighborhoods

1 of Manchester. Sometimes I walk alone and sometimes I
2 don't, it depends on what I'm going for. If I'm talking to
3 an Hispanic family, I want to talk to Guadalupe Bisson and
4 say, "Guadalupe, have you talked to this person?" I might
5 want to talk to George Rossaro. I need as many people in
6 the community, how am I going to find out if they're out
7 there, unless I contact them. So, any neighborhood that you
8 live in in Manchester, we want to know about you, because we
9 really need you desperately.

10 That's really all I have to say. Thank you very much.

11 MR. FOURNIER. Thank you Mr. Lemaire. I think that we have
12 heard some of the same comments that point to youth. You
13 have to get to the young people early to dispel some of the
14 stereotypes that they get, even from their families and of
15 course the first educators are the parents of the youths
16 inside their homes. So, you already have a lot of work to
17 do when they first get to school and I think that what Mrs.
18 Freedman has said also about we have to get involved from
19 the grassroots to change institutions and to
20 institutionalize with the paradigm shift, we have to get
21 multicultural education being more than a dog and pony show.
22 It has to be institutionalized and how do you do that? By
23 getting involved in the education of your children and I
24 think that's paramount, of paramount importance.

25 I think we will entertain some questions from the
26 floor. Yes, Mr. Cordero.

1 MR. CORDERO. I think somebody else had their hand up first
2 there.

3 MR. JUE. I would like to ask for your indulgence for a
4 minute. I have to go back to Keene. I have a prior
5 commitment. I'm from over in the Keene area and I can just
6 hear people in Keene saying, gee, it's too bad about all of
7 these things that are happening over in Nashua and
8 Manchester, when I go back and talk about this.

9 What I want to say is just a few things about the
10 commission. I think that just by having a meeting like
11 this, I think we have probably raised some expectations and
12 I've heard some comments from people about, you know, what
13 is the commission, this particular group going to do and how
14 can you help? What I would urge you to do is to... What I
15 have heard today is a lot of individual efforts and other
16 efforts by people that have been doing things for a number
17 of years and I would say don't wait for us to do anything.
18 Keep doing what you're doing. Before I ever came over here,
19 I was on the Keene School Board and what we did there is,
20 against the wishes of the state board of education, we
21 instituted Martin Luther King Day as a school holiday and we
22 closed our schools on Martin Luther King Day and we have
23 activities that go on prior to that, before the holiday
24 arrives and also being on the school board, we eliminated
25 certain traditional practices and requirements of
26 scholarships that were restricted to white protestant males

1 and we actually ended up taking the state to court and
2 contesting the attorney general in the State Supreme Court
3 and we won our case. So that no matter what this group
4 does, you can still continue to do things and you should
5 continue to do things. What our job is is to try to turn
6 this organization, this New Hampshire Advisory Committee,
7 into something more effective than it has been in the recent
8 years and we will try to do that. We certainly have some
9 limitations. By regulations we're not even suppose to meet
10 without a staff member present from Washington. We've got
11 to figure out how we're gonna do with that because he can't
12 afford to come, because they only have so much money to give
13 him to come here. You know, all of that is a political kind
14 of environment that we all have to cope with as we try to
15 make this particular committee somehow effective in this
16 state and have some influence in this state. Some
17 interesting ideas have come up. I think that training is a
18 good way of doing it, diversity training is one aspect, but
19 I think something as practical as the police officers what,
20 Det. Pace from Portsmouth, mentioned, is a great idea, to
21 change the character and the approach of a police
22 department. I'm sorry I didn't hear the rest of it but I
23 think that's probably an excellent lesson that Manchester
24 might learn from and might really appreciate hearing about.
25 So, I think if there is information we can share as we
26 collect this testimony with other departments, organizations

1 like the Manchester Police Department, we ought to encourage
2 them to talk with Detective Pace.

3 So, continue your efforts. We'll try to do what we
4 feel we can do through this committee and hopefully we can
5 all accomplish something. I'm sorry I have to run. I have
6 a promise to my son. I've broken promises to him before and
7 I can't break a promise to him again this evening.

8 MR. FOURNIER. Any other questions from the floor?

9 MR. CORDERO. I have a small personal comment. Regis's
10 comments kind of brought back some memories, they're based
11 on youth work and culture and now I will ask the question
12 either to the commission or to Larry. The comment goes as
13 to help communities' culture and expose them to a
14 celebration. Somebody said some festivals help. When you
15 are connected with your environment, with your music, with
16 your food and it's allowed to be exposed, you feel a little
17 happier and feel pride. So, maybe we should start to
18 conceive some cultural celebration as a way to expose a lot
19 of it and gain respect, because the other things are a
20 little bit technical and it seems that the agencies that are
21 here represented, everybody thinks they're doing a good job
22 but when we ask you a question, how good of a job are we
23 doing out here that represent our agencies or our group,
24 that it is not being done. Now, I am done with the
25 question. I would like to say more but I already got seven
26 minutes and then three. I want to steel three more.

1 MS. CHAPLAIN. Everybody is in the same boat.

2 MR. CORDERO. There is a church that brings the message of
3 God to the prison in Manchester and there are other churches
4 that do services. They do have a chapel there but this one
5 is in Spanish and the churches are in Nashua but they cannot
6 do it in Goffstown, because that's the women's prison and
7 the personnel at the prison does not allow this particular
8 group to go and do the same job but they allow other
9 churches to do the same job, an outreach, but not the
10 Spanish. The pasteur passed the question on to me, because
11 he couldn't be here, to see what we can do in order to let
12 them go and do and contribute and basically, that's the
13 question. Can they be allowed to preach as other churches
14 who are doing the same thing?

15 MS. CHAPLAIN. I think it might... It sounds like unequal
16 access to the system. I would bounce that off of... I'm
17 not sure but I think that very possibly the Human Rights
18 Commission could get into that one, an accusation of
19 discrimination against the prison system for not allowing a
20 Spanish speaking pasteur and it might well fly and they've
21 got the legal clout.

22 MR. FOURNIER. There was another point that you brought up
23 about integration. I think that many ethnic groups go to a
24 certain point to integrate into the greater community, the
25 statewide community or the greater community where they have
26 settled and I think they meet a stone wall at one point,

1 because integration is impossible because of resistance from
2 the greater group and that becomes a very difficult task to
3 undertake on the part of the majority culture and on the
4 part of the minority culture. There is a very difficult
5 point at which the minority culture can integrate into the
6 greater society and integrate well.

7 MR. WAGNER. Unfortunately, I also need to leave but in
8 the interest of full disclosure, I'll say where I'm going
9 too, which is a lot more frivolous than where he was going.
10 I have to be present at the tip off of a basketball classic.
11 Thank you for inviting me.

12 MS. CHAPLAIN. We're over time already, so it's the pleasure
13 of those here. I would suggest that anyone who has to go,
14 go and we're willing to say until, let's say six but please
15 feel free, because everybody has pressures.

16 MR. FOURNIER. Okay, two minute comments and that's it.

17 MR. WORSLEY. I have two comments and a question. I've
18 been involved in human services for years. I work at the
19 Webster House, which is a group home for emotionally
20 disturbed adolescents who have been sexually, physically and
21 emotionally abused. One of the things that I find is
22 happening with the increase of minorities in Manchester is
23 that on the human services level, we're working in a system
24 that was geared toward a majority culture and is expected to
25 be able to service every culture and when one particular
26 culture does not benefit, they say that there is something

1 wrong with that culture and we have administrators who are
2 not accepting the fact that there are cultural differences
3 and they are not accepting the fact that certain behaviors
4 are not because there's something wrong with a child but
5 again is due to culture.

6 Secondly, a comment I would like to make too is that,
7 again, there is an increase of inter-racial marriages and
8 dating here in Manchester as well and it has been here and
9 it's even more widespread now. What I have done, along with
10 about forty five other families. We have started an
11 organization for multi-racial or biracial children and what
12 one of our goals is, our main goal is to establish... In
13 fact, legislators and this group here, you'll probably get
14 us coming down the pike this week. We're going to try to
15 get together to institute in New Hampshire placement
16 identification forms for multiracial children. We as a
17 society are forcing our children and families, in fact, to
18 chose which side the children identify to. A prime example
19 and then I'll sit right down. Last year when my wife
20 registered my son into kindergarten for his first year, she
21 had to fill out a form. They had Afro American, White, so
22 on and so on. She wanted to put multiracial and the lady
23 told her that she could not do that, that she must put
24 Black. So, she did and she came home and we talked about it
25 and I was pissed. What is going on is that by forcing the
26 families of children to chose one particular race, they are

1 disregarding one of their parents indirectly and no one
2 knows how it feels for that multiracial child to chose
3 within themselves which ethnic background he is going to
4 identify with.

5 My question is this, as an organization forms, what
6 resources can we have in terms of organization? I'm working
7 with some attorneys right now, as far as non-profit status
8 and all that but what resources do we have available to help
9 us implement what we're trying to do?

10 MS. CHAPLAIN. I'm not quite sure I understand. From this
11 organization?

12 MR. WORSLEY. I don't know. There's no one from the state
13 legislature here or no one...

14 MR. FOURNIER. Your asking for resources to found an
15 organization.

16 MR. WORSLEY. No, no, the organization is being founded.
17 That's all taken care of. What I'm saying is how can we be
18 able to effect human services in terms of dealing with
19 multiracial or inter-racial issues.

20 MR. FOURNIER. I think that a lot of those requests have to
21 be addressed to the social service givers in the state and
22 human service providers in the State of New Hampshire.

23 MS. PERKINS. I was just gonna say pretty much the same thing.
24 I know with so many grassroots things coming up and doing
25 things, the forum that we've had today is probably the best
26 step that we have, to my knowledge, and experience that

1 we've had in many, many years and it's going to take this
2 type of thing. It's going to take your coming together.
3 It's going to take more of it. There's no one sentence, one
4 paragraph answer. We do not have the answers today. No one
5 group has the answers. It's just a matter of coming
6 together, saying what the different cultures are and hear
7 again just how wide spread and how broad diversity is but
8 it's a matter of coming together. Actually, it's not so
9 much what other agencies have; it's again, what someone said
10 before, it's what we all have together and bring together
11 and put it out there to each other. You bring it with you
12 and we put it together as diverse groups.

13 MR. HEALEY. I just have a statement. I'll be brief. I
14 heard one of the gentleman say today that in order to bring
15 training programs to police departments you needed to be a
16 white male in order to have credibility.

17 Well, I would say that it works that way in the
18 communities. It works the same way with women, Asians,
19 Hispanics or Blacks. So, that's just the way things work
20 and so what works for you, works for everybody else too.

21 Also with our schools, we're wasting a lot of
22 intelligence. We have Indian children, Blacks, Asians that
23 are just dropping out of the system, because they don't have
24 any hope and also, when we talk about the multicultural
25 studies, a lot of people said, you know, they don't see any
26 use for it but when you put Black History, Spanish History,

1 Caucasian History, Jewish History, Women's History and Men's
2 History all altogether, do you know what you get? The
3 truth. That's what you get, because everybody writes it
4 from their own perspective and you need all of the
5 perspectives to get the truth and the problem is that
6 Caucasian children think that they don't have to take Black
7 history, because they are not Black. Well, what they're not
8 getting, they're not getting the truth. So the racism among
9 them rightly concludes and I said rightly conclude based on
10 the T.V. shows, school books, incidents on the news that
11 Blacks never did anything, that they've only been slaves,
12 they were brought here and that's all they know.

13 So, you ask a racist, do you know one of those people
14 that you're talking about? "Well, I don't know one but I've
15 read all about them." But what he read was a lie because it
16 was written from only one perspective and by the same token
17 what he generates in that minority, he generates a sense of
18 worthlessness, and he generates a sense of hopelessness and
19 that's what it comes down to. That's why they refer to it
20 as their county. That's why they call it history; his
21 story. That's one of the terms that young black men have
22 for history; they call it his story. What we have to do is,
23 we have to counteract that. I see that in my own children.
24 Whenever they say their country, I say no, no, no, our
25 country and that's my way of keeping them in the system,
26 keeping them from dropping out.

1 I remember many of my school friends, watching them
2 drop out along the way, because they gave up hope. Hope
3 comes from when you can see other people that have made it
4 that are just like you and if you can't see other people
5 just like you who are making it, guess what, you quit and
6 that's what a lot of children are doing. That's our
7 problem. So, I would say in the schools today, as a
8 recommendation, find teachers who are inspiring hope and pay
9 those teachers well and make the other teachers emulate them
10 and if they can't, you get rid of them.

11 MR. FOURNIER. I think you hit the nail right on the head.
12 You cannot just integrate as a group. You have to integrate
13 into the curriculum as well as the schools into all of the
14 foundations of the society.

15 MR. HEALEY. And lastly, there's a big myth out there that
16 racism doesn't hurt Caucasians. It does. It hurts you with
17 violence. It hurts you. You see, when people don't have
18 they take. They will do that and that's not just black
19 people or minority people. Any people, when they don't
20 have, they take and that's what all the violence is about.
21 As soon as people don't have and they're doing what comes
22 naturally and I heard a gentleman say, well a lot of people
23 in those communities, they don't see drugs as a problem.
24 The reason that they don't see drugs as a problem is because
25 drugs is a major employer and it's probably the only
26 employer in their community.

1 MS. BUFORD. I have a comment and a question directed to
2 Director Sweeney. I disagree that only white people can
3 educate white people on diversity and only Asians can
4 educate Asians and so forth, because it strikes me that that
5 is what we've been doing for so long; we've been talking to
6 ourselves; we don't talk to each other or with each other.
7 I understand what you're saying and I can agree with part of
8 it, that's a start but it must not remain there. We have to
9 get past that and for one practical reason; as our country
10 becomes more diverse, everybody is going to be interacting
11 with everybody else and so if you have not had opportunities
12 to teach and to learn from others, then I think that, you
13 know, you're going to have the same stereotypes. My
14 question is, you talked about the police being people who
15 are different and I understand that and I understand that
16 they may, you know, that they are oppressed at times but I
17 think that you have to look at the power of the badge. When
18 I teach white students, I talk about an equivalent of skin
19 color, so even if they are poor, they had that privilege of
20 skin color. So, even the fact that you have a badge says a
21 lot and so you may be viewed as different but that power
22 dimension has got to be addressed and I'd like to know how
23 you deal with that or if you talk about that at all.

24 MR. SWEENEY. Let me just say that the other thing we
25 always tell the white police officers is that they can take
26 off that badge when they come home from work, which is

1 something that persons of color have a bit more difficulty
2 in doing. It's difficult in ten minutes to tell you what
3 we're trying to but one of the things that I feel is that
4 before a group, such as police officers can be ready for
5 involving other persons in their training, they have to be
6 ready to accept some of the basic philosophies that we're
7 trying to get across. I think that the next phase to that
8 training, once you've reached out and touched those people,
9 the next phase to those trainings is to carefully introduce
10 members of various minorities to explain some of the things
11 that we've heard today, like how they feel when they go down
12 the street and they're stopped at three o'clock in the
13 morning. I can say that. It's much more powerful for
14 someone who has experienced it to say it but first you have
15 to set the climate and the times that I have seen diversity
16 training fail is when you get a group of minority people
17 with an accumulation of grievances and suddenly the people
18 you are trying to reach and teach become very defensive and
19 they close their ears to what you're trying to say. So, I
20 think you need to have somebody from the majority culture
21 who believes in it present the thing but I think it's a need
22 for ongoing training. It can't be just a brief exposure in
23 the police academy. It has to be ongoing training and I
24 think that's the thing we need to address.

25 As to the power of the badge, you're recruiting, of
26 course, people from all walks of society. Irregardless of

1 how many standards we try to put in, you're still always are
2 going to find, you know, police officers from all spectrums,
3 from good to bad but we try to teach that the police derive
4 their power from the consent of the government and that you
5 are really public servants and that's a very difficult
6 concept sometimes for people to swallow and I think the way
7 we need to get around this power of the badge, is to just
8 continually emphasize what you're there for, that you are
9 public servants and that the quote - unquote "real police
10 work" that you see portrayed on cops on the T.V. screen and
11 so forth is no more important than the little old lady whose
12 cat is up a tree and is in pain at that moment because she's
13 worried about her cat and the police officer has to be
14 sensitive to that as well. We do try to address that being
15 with Constitutional Law and throughout the academy but we
16 have a long way to go. I think the way that the various
17 minority communities can be most helpful to us is by
18 providing us with input, so that we know more first hand
19 about what you're experiencing.

20 I don't want to go on forever but I was in St. Louis at
21 a conference recently and I was standing in line in a
22 shopping mall to get a hotdog and there was a young Black
23 man with several Black children sitting at a table eating
24 and he saw my badge, my name badge and he said, "Oh, New
25 Hampshire, that must be a beautiful place" and I talked
26 about our foliage and so forth and he said, "I've got to

1 get my kids out of the inner city. He had his own child and
2 two children that belonged to his sister who had been killed
3 in a drive by shooting and he was trying to raise those
4 children. He's a postal worker and he said, "I wonder,"
5 thinking aloud, "could I," you know, "maybe transfer to a
6 place like New Hampshire and are there any Black people in
7 New Hampshire?" And I said, "Yes, there are Black people
8 but very few. I don't think I have one in my own community
9 but there are areas like Manchester, Nashua, and
10 Portsmouth." I wound up giving him my card anyway and said,
11 "If you come out and visit, come visit me and we'll see what
12 you can do, because you would make an excellent police
13 officer, because you're a compassionate sort of a person,
14 just the type that we would like to get as a police
15 officer." The mistake we've done in the past is then we get
16 a police officer like that and what do we send him to do,
17 police the minority community, instead of putting them, you
18 know, merging them as members of the general police force so
19 that the white public gets use to seeing black police
20 officers and they don't only go in the Black community.

21 So, it's a problem that, you know, it's unfortunate,
22 because I would love to hear from you people and we could
23 talk for the day, I think, just on the issue of police
24 community relations but when you look at the things that are
25 dissatisfied with in society today, it's housing, it's
26 education, it's police community relations, that's among the

1 big three.

2 MR. FOURNIER. We have about five more minutes. How many
3 people have more questions from the floor? Two. How many
4 people over here have questions? Two over here. Okay, so
5 we'll say a minute and a half each. Sir, you've had your
6 hand up for a long time.

7 MR. LEONARD. Yes, Jim Leonard from the O.B.U. in Nashua.
8 Just a comment on Mr. Sweeney's statement about people of a
9 diverse culture only being able to teach that person or
10 something along that line.

11 Being a diversity trainer, I think one of the things
12 you may want to consider is to open up your idea about how
13 you might want to do future training. Unfortunately you've
14 already had some not so positive trainings. Be open to the
15 fact that there is more than one way to do diversity
16 training.

17 One of the things is that you are very close to the
18 situation and you see it from the policemen's eyes, so just
19 be opened to how you might want to do your future training.
20 There is lots of diversity training, more diversity training
21 that is done in a positive way than in a negative way.

22 MR. SWEENEY. I appreciate that and I'd like to hear from
23 you and I want you to all know that my office is in Concord
24 at the police academy and we would be more than happy to
25 talk to you at any time. I think probably the thing that
26 made me reach the conclusion I did was having two

1 spectacular flops and I felt so seriously about the need for
2 doing this that I didn't want to take a chance on having it
3 flop again and what we did put together seemed to be pretty
4 well received but I am certainly most opened to letting
5 information you might have, because there really isn't a
6 whole lot of information about diversity training for police
7 officers in New Hampshire today. There's a lot in the
8 industry.

9 MR. FOURNIER. Thank you. We can't have a dialogue here.
10 We're just entertaining questions.

11 MS. GARVIN. One is just a comment for Mr. Sweeney, Laura
12 has another package that she brought with her. It's one of
13 the packages that we were looking at as far as the Nashua
14 P.D., as far as training around sensitivity. If possible
15 would you please that with Mr. Sweeney. Okay, that's all I
16 have to say.

17 MR. FOURNIER. Thank you. Mr. Stewart.

18 MS. GARVIN. Detective Pace from Portsmouth, do you have
19 any minorities or should I say people of color on your
20 police force in Portsmouth?

21 MR. PACE. No, we don't. To my knowledge, in my career we
22 had one who was on the police department for about five
23 years and he, for whatever reasons, decided to leave law
24 enforcement.

25 MR. FOURNIER. Mr. Stewart.

26 MR. STEWART. This will be less than a minute and a half.

1 I believe earlier somebody mentioned drop outs. In talking
2 with Dr. Carr, Manchester gathers some drop out data but
3 there is no minority or ethnic breakdown on drop outs. It's
4 probably hard to find in the state. I would suggest that it
5 would be fruitful to study if you're looking for leverage.

6 Also, if you're looking for leverage, the Lebanon High
7 School was just evaluated. Every school is evaluated at
8 some point, the State Department of Education, would be a
9 source of information as to whether schools in your
10 community are being evaluated. The case that I have
11 photocopied and I want to incorporate by reference into the
12 record today says, "Incidents of sexism, racism, homophobia,
13 physical and verbal abuse, aggressive behavior, sexual
14 harassment and inappropriate behavior in the classroom and
15 corridors on the parts of students abound." This is part of
16 the evaluation evaluating the health of the school
17 community. Were I a community person down in any community
18 or a parent and I knew that there was going to be an
19 accrediting review of the school in my area and that the
20 community had to be health, I would want some input

21 MR. FOURNIER. Is that state accreditation criteria or is it
22 New England?

23 MR. STEWART. This is The New England Association of
24 Schools and Colleges Commission on Public Education.

25 And finally again, I just want to incorporate by
26 reference the article written by the mother of the Asian

1 child who was the victim of racial violence in Hanover.

2 MS PERKINS. I just want to say one thing and I understand
3 and I would like to talk to Mr. Sweeney afterwards, because
4 there are some things that he brought up that we can address
5 but since he's open to us, that's about being in the
6 neighborhoods and that thing. That really stuck out in my
7 mind.

8 I do want to say, I hear and he's not listening to me
9 but I do hear your concern about diversity training and I
10 was going to talk to regis about it, because even when Mr.
11 Lemaire did his diversity training he brought in three
12 people who were basically doing the same thing and yet those
13 three people had a disagreement on how certain things were
14 presented. So, there is a lot of truth to that, because
15 there's a lot, just in this room, we were shocked at how
16 much diversity training and how many people are actually
17 into that field but we do have to be careful of it and I
18 know we have a tendency as we get older to protect and say
19 things need to be done this way but I think that's a
20 positive attitude, rather than a negative one but I really
21 would like for you not to leave, because I do want to make a
22 statement about being in the neighborhood where you don't
23 belong, because I have a little problem with that.

24 MR. FOURNIER. Thank you Rev. Perkins. Dr. Chun.

25 MR. CHUN. Have you thought about the things that you are
26 training the police officers to do and not to do, specific

1 goals that you have in mind when you are training them, did
2 you think about incorporating those specifics as part of the
3 evaluation criteria. In other words, build in a reward and
4 punishment system. I ask that question because without
5 that, training that you contemplate, in two cities... In
6 one city a black officer who was promoted to chief of police
7 and he incorporated that and you can see the difference in
8 the headlines. In a neighboring city the other problems
9 were put to the police chief and, you know, "I really can't
10 do that because the city council people will just chop my
11 neck off and I know the detective wouldn't do it but I
12 can't." That was the bottom line and given that and given
13 the seriousness on your part, yet training alone is never
14 effective unless you incorporate it as part of an ongoing
15 evaluation. So, I was just wondering if you were thinking
16 of something like that.

17 MR. SWEENEY. Our problem is that we train people and then
18 they leave us, because we are a training agency. We do it
19 as a service, albeit a mandatory one for police officers, so
20 we have no control over the people after they leave. The
21 evaluation process within the police department, we have
22 been urging for some time now in our police administration
23 courses, where we try to keep chiefs, captains and people
24 like that to do the things that Portsmouth is doing, have a
25 mission statement, have goals and objectives. Have your
26 officers and your community participate together in

1 developing it and then the evaluations, the personnel
2 evaluations that you do on your offices should be based on
3 the goals and objectives, so that you're evaluating people
4 on what's important to you and the officer knows this must
5 be important because it's on my evaluation sheet; it's one
6 of the things I've been rated on. I agree with you. We
7 have limited control at our level over that.

8 MR. FOURNIER. I just want to thank the members of the
9 panel and I'd also like to thank the Chair to the State
10 Advisory Committee and to thank Dr. Chun from Washington for
11 providing all of the resources for us to be able to put on
12 this forum. We will be looking at the record from the input
13 that we got and the information on education and law
14 enforcement and community relations and exemplary programs.
15 I think it's important to at least start the ball rolling
16 with the exemplary programs that we have to show that there
17 are some people who really consider this a very important
18 issue and that they are working hard at trying to solve
19 these problems and I will give you now, the Chair.

20 MS. CHAPLAIN. Thank you Bob. You just said what I was
21 going to say. Ditto but seriously thank you all for coming,
22 especially those of you who were here all day. It's been a
23 long day. Your input, it's the panelists, the interaction,
24 the audience that I think have made this a very successful
25 forum. I wish our numbers were trebled, at least, because
26 we didn't accomplish miracles today but I think we listened

1 and we heard each other and I think with sparks and
2 enthusiasm, there are things happening out there. There is
3 some help out there. We can make things better and I would
4 urge all of you, if you feel frustrated that you have more
5 to tell us, please write it down and send it to us. Please
6 feel free to call any of us if you can use our help as
7 individuals without the federal budget but if there is any
8 time we can help with any input or anything at all and thank
9 you all again for participating.

10 (OFF THE RECORD)

11

12