

In The Matter Of:

*Massachusetts Advisory Commite to The U.S.
Commission on Civil Rights*

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COMMISSION ON CIVIL RIGHTS
CIVIL RIGHTS BRIEFING
Civil Rights Briefing, taken pursuant to the provisions of the Massachusetts Rules of Civil Procedure, before Martin Mulrey, a Professional Court Reporter and Notary Public in and for the Commonwealth of Massachusetts, at The University of Massachusetts Lowell, O'Leary Library, Room 22, 61 Wilder Street, Lowell, Massachusetts, 01854, on Friday, November 6, 1998, commencing at 12:30 p.m.
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Page 2

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Page 3

INDEX

| SPEAKER | PAGE |
|--|------|
| OPENING: | |
| Dr. Blanchard | 4 |
| Dr. Hogan | 4 |
| Brian Martin | 6 |
| PANEL ON POLICE-COMMUNITY RELATIONS | |
| Marc Miles | 9 |
| Father Loiacono | 15 |
| Edward Davis | 42 |
| Brian Martin | 72 |
| PANEL ON MINORITY YOUTHS IN PUBLIC SCHOOLS | |
| Marc Miles | 89 |
| Dr. Harbeck | 123 |
| Dr. Leblanc-Considine | 147 |

Page 4

[2] CIVIL RIGHTS BRIEFING:
[3] DR. BLANCHARD: We are here today holding a [4] community briefing on civil rights, that we hope to be [5] a conversation about issues that prominent in Lowell. [6] To welcome us today is Dr. Hogan, who is the [7] Chancellor of the University of Massachusetts at [8] Lowell, who is sponsoring the events for us today.
[9] DR. HOGAN: Thank you. Welcome to the University [10] of Massachusetts here at Lowell. On behalf of the [11] entire community here, we want to wish you a pleasant [12] day, a productive meeting, and we want you to know [13] that it is not only a pleasure always to host a [14] citizen oriented group, but because of what this [15] campus in particular does, your topic is one that is [16] quite close to our heart, one that we know is complex, [17] but one that we know has a great bearing on our lives. [18] This particular

campus of the University of [19] Massachusetts has as its mission to understand [20] regional, social, and economic devolvement, and to [21] play a role in assisting in that devolvement here in [22] this particular region. We know it is a complex [23] issue, but also know there are two fundamental points [24] to it. First, that we depend on our business

Page 5

[1] enterprises to gather innovative technology and [2] innovative organizational structures, so they can [3] produce a product or service that can compete in a [4] global market. But, the second part, for them to [5] succeed in that task, they must draw on the human [6] resources and the strength of the social fabric of the [7] region because in the last analysis, it is human [8] beings that make it work or not, and it is that last [9] point that I know you are going to be working today, [10] and the two have to be there. The technology and the [11] organizational structure alone will not do it. The [12] strength of the community fabric and the quality of [13] the human resources in the region are vital, and we [14] are convinced you can't separate the social from the [15] economical development, and so we have worried about [16] both. We are delighted you are here on campus today, [17] to further that understanding and to clarify the [18] issues. We wish you well.

[19] DR. BLANCHARD: I would like to recognize next [20] Brian Martin, who is the City Manager for Lowell, who [21] also will make some welcoming remarks.

[22] MR. MARTIN: Thank you. First of all, I would [23] like to welcome the Advisory Committee to Lowell, and [24] to the University campus, Dr. Hogan and his faculty

Page 6

[1] and staff work with the city on literally hundreds of [2] issues, none more important than this. The city has [3] come a long way, in the past several years I think the [4] city has been recognized for some outstanding gains in [5] a variety of areas, community policing, education, and [6] economic development. We work very hard to make [7] Lowell better, but this particular issue is one we [8] need to understand better, to learn the feedback, and [9] I think this forum is one that will provide that [10] opportunity. Mayor Donahue couldn't be here this [11] morning, she is an attorney, and there is a trial, so [12] she sends her regrets, but she represents the city [13] council and the school committee that becomes [14] intimately involved in these issues as well, and the [15] second panel will focus more on the school issues and [16] things of that nature, so, on behalf of the city,

our [17] Chief is here, and members of his staff from the [18] police department. we look forward to our time on the [19] panel, and I want to welcome and appreciate the [20] opportunity to share and learn, thank you very much.

[21] DR. BLANCHARD: The Advisory Committee to the [22] U.S. Commission on Civil Rights is one of fifty [23] advisory committees in the country, and we are [24] citizens of the commonwealth who have been appointed

Page 7

[1] by the U.S. Commission through recommendations from [2] the various cities and towns, and legislative leaders, [3] and the commissioners themselves to help amplify the [4] voices asking questions, and making suggestions about [5] the state of civil rights access to the U.S. [6] Commission on Civil Rights. Today, a good number of [7] the members of the committee are here, they are [8] starting on the far end, Dale Jenkins, Peter Kiang, [9] Marc Miles, Yvette Mendez, Dorothy Jones, and the [10] Director of the Northeast Region, Ki-Taek Chun, who is [11] the federal staff member from Washington, with whom we [12] work closely. The Advisory Committee is a volunteer [13] committee whose membership changes from time to time, [14] on the suggestion of people like you. And, at this [15] point, there are openings in the committee, so it [16] would be valuable to us if there are people here today [17] who would like to become involved in the activities of [18] the organization. I want to recognize as well, Frank [19] Armoroso, who I believe is here today, who is from the [20] Department of Justice, the community relations [21] service, who came at our request to hear some of the [22] discussions today. Our ground rules are pretty [23] simple. We want this to be a discussion that has some [24] frankness, some candor, and that is also civil and for

Page 8

[1] the most part, in the last two years that we have been [2] holding briefings like this and they have managed to [3] be candid, to be civil as well, and to be helpful. We [4] have invited a number of speakers to present to two [5] main themes. The first one for the first part of the [6] afternoon, is Police - Community Relations, defined in [7] the most broad terms, and secondly we want to take up [8] some questions and have a discussion about questions [9] of Minority Youth Participation in Public Schools of [10] Lowell. The ground rules again, is that we have some [11] invited people, but we will also provide time for [12] others, if you would like to speak, I will circulate a [13] pad, we would simply like to get your name for the [14] record, and then you

will have time to speak as well. [15] We will begin our first topic, a discussion of Police [16] - Community Relations, and I believe our first speaker [17] is Jamie Loiacono, who I have not met, so I am not [18] sure he is here? So, he is late, we will save time [19] for him. The second speaker that we have contacted is [20] Pastor David Malone.

[21] **DR. MILES:** Pastor Malone was unfortunately [22] unable to attend today, he has sent us a letter [23] expressing his desire to speak today, but that he was [24] going to be at a Presbyterian Church conference, and

Page 9

[1] therefore couldn't physically be here, instead he sent [2] along a couple of pages of his comments, which he [3] asked to be read. So, let me read them to you, I [4] have been a resident of Lowell since October 1990, and [5] a Pastor of the Elliot Presbyterian Church, this [6] congregation is nearly half Cambodian, nearly half [7] white, with a small mixture of African and other east [8] Asian immigrants. Approximately a third of the [9] congregation is under the age of eighteen. The church [10] building also houses separate congregations of [11] Brazilian and Asian immigrants, and another Cambodian [12] congregation whose members are largely teens. Nearly [13] one hundred teens will be in the building on a weekly [14] basis. Three years after I arrived in Lowell, the [15] city administration engineered a major transition of [16] leadership in the Lowell Police Department with the [17] appointment of Edward Davis, Jr. as Superintendent. [18] An able police commander, Chief Davis assumed his [19] position at a time of national re-conceptualization of [20] police strategies. He has implemented a new vision [21] for the Lowell Police Department, with an emphasis on [22] averting crime. The senior command staff of the [23] Lowell Police Department has been reorganized and [24] trained in a pro-active set of strategies,

Page 10

[1] prioritizing safety before apprehension. New [2] relationships have been developed with other agencies, [3] public and private, and new technologies have been [4] introduced for communication and for expressing the [5] presence of the police. A grant development program [6] has yielded significant new resources by which to [7] introduce new efforts and fund new personnel. [8] Significant to the adolescent community, have been the [9] innovations both of the Elliot Center and of a school [10] base officers in middle schools and Lowell High [11] School.

Elliot Center is a redundant school building [12] remodeled into an office for the Juvenile Division of [13] the Department of Youth Services, and Juvenile [14] Probation. The building includes overnight [15] accommodations for young men and women apprehended on [16] status offenses as part of the diversion strategy, [17] seeking to deter more serious criminal activities. [18] Supplementing this work are the school officers who [19] function not as a security force, but as a means of [20] building relationships with adolescents and [21] instructing them in safe legal behaviors. Both of [22] these innovations enormously benefit the youth of [23] Lowell. The department has improved its specialized [24] units, several of which effect the well being of

Page 11

[1] youth. A domestic violence unit focuses on adults, [2] yet domestic violence unattended to, is a predictive [3] factor of later criminality in youth. The gang unit, [4] and the juvenile division perform effectively, [5] removing the most criminally inclined youth from [6] circulation, and working with the courts to divert [7] pre-delinquent youth into constructive options. All of [8] this is highly commendable. One cannot expect youth [9] to like police officers, when the duty of enforcing [10] safety infringes upon their behavior. Youths speak [11] badly of the mounted horse units who patrol downtown [12] after school lets out. Many youth express contempt for [13] the gang unit. I do not judge these impressions to be [14] fair criticism of police. The work of these units [15] inherently will see negative detainees chafing under [16] adult expectations and authorities. Yet, adults who [17] work with the young people report anecdote after [18] anecdote of personal experiences with officers whose [19] demeanor towards ethnic minority teens is [20] disrespectful and harassing. As I note on my cover [21] letter, many of these youth workers feel unable to [22] testify to their first hand experiences, least their [23] funding sources be impaired. They, and youth with [24] whom I am acquainted with through the churches at

Page 12

[1] Elliot, speak of repeated instances, where patrol [2] officers without provocation, verbally insult teens [3] and direct them to move from public gathering places. [4] , and the next sentence is emphasized, _Too many [5] patrol officers adopt a tough guy demeanor. During [6] the last four years, the department has added one [7] hundred new officers. Some of these officers were [8] previously members of departments in towns and [9] villages who seek a more

intensive, professional [10] satisfying career in the city, others are new [11] graduates of the academy. I am concerned that these [12] officers may be the ones creating problems with ethnic [13] minority youth. When difficulties occur between [14] officers and citizens, be they adult or youth, the [15] citizens are unable to identify officers who they have [16] perceived to be acting outside appropriate boundaries. [17] Lowell Police officers wear neither name tags or [18] physical badge numbers, by which identification can be [19] made. Badge numbers are on the officer's hats, which [20] is often not worn, or cannot easily be seen. Adults, [21] as well as youth, that the citizen is intimidated from [22] initiating the process of reporting police behaviors [23] to the Professional Standards Unit, because officers [24] cannot be identified at the scene. The rapid

Page 13

[1] expansion of patrol staff in a multi-ethnic city is an [2] enormous challenge to the supervisory and training [3] functions of Lowell's police. I am convinced that the [4] senior staff in the department, desire to provide [5] police services to the city in a non-racist, [6] professional and fair manner to all citizens. These [7] command officers are competent and professional, but I [8] do believe that the good innovations of the Elliot [9] Center and the school based officers need to be [10] extended. _ And then he indicates three areas that he [11] would like to see them extended, _Into better levels [12] of training, patrol officers as they encounter youth [13] are very (unintelligible), in school spaces. Into [14] careful supervision of officers on patrol in areas [15] where teens collect in public spaces outside their [16] homes, particularly in the Acre and Lower Highlands [17] neighborhoods. Integrating a means of identification [18] of officers by name or badge number. _

[19] **DR. BLANCHARD:** Thank you, Marc. We would have [20] preferred to provide time for questions and comments [21] to the speakers, but we were fortunate to have the [22] remarks that Marc Miles could read today. Uh, next I [23] would like to ask Father Jaime Loiacono to speak, and [24] if you would, to offer your remarks and then stay at

Page 14

[1] the podium so that members of the panel might address [2] you with questions, and perhaps the audience as well.

[3] **FATHER LOIACONO:** I would like to thank the [4] commission for this opportunity to speak on behalf of [5] the Latin American community. My name is Father Jaime [6] Loiacono, or Father James Loiacono, which ever way you [7]

choose to say it. It has a lot of pronunciations [8] because it is a tough handle to grab hold of. I would [9] first like to preface this talk with the fact that the [10] cooperation I have received in the past several months [11] from Mayor Donahue, Chief of Police Davis, and [12] especially Assistant District Attorney Ortiz, has been [13] excellent. Their obvious concern for the well-being [14] and safety of the Latin American youth has, as well as [15] a reference to (unintelligible), worthy. I have [16] enjoyed particularly working with Mr. Ortiz, his grasp [17] of the situation and his sensitivity are impressive. [18] His genuine attitude of understanding and concern has [19] opened my community to a heretofore unknown [20] willingness to work with the police. I would be [21] remiss if I did not also mention the efforts of [22] Sergeant Buckley in this endeavor. I am the Pastor of [23] the Hispanic parish in Nuestra Del Carmen. And that [24] covers, really, one of the biggest Latin American

Page 15

[1] organizations in the city of Lowell, because it covers [2] the entire area, and includes people from all over the [3] area and from many different countries and [4] nationalities, from Spain and all over Latin America. [5] And so, although in the community itself ninety five [6] percent of my community is probably comprised of [7] Puerto Rican and Columbian, probably divided fifty- [8] fifty within that ninety five percent. As I begin to [9] talk about this issue, I would like to point out that [10] I have been asked to speak on community and police [11] relations, but if I focus on specifically on that, it [12] would be far to simplistic, and I believe the deeper [13] issues would be missed, so I will try to speak on the [14] police issues, and our relationship with them, but at [15] the same time try to broaden it a bit. It might be of [16] some help to review briefly the historical antecedents [17] to the issues under consideration. The initial arrival [18] of the Puerto Ricans began in the mid-fifties to work [19] in the orchards. They later moved into the shoe [20] industries in the area, the Puerto Ricans were [21] followed in the mid-sixties by the Columbians, [22] contracted to work in the textile mills. Both groups [23] came in order to find economic opportunities that were [24] virtually nonexistent in their own countries. They

Page 16

[1] came for work, not for welfare. The collapse of the [2] shoe and textile industries in the Lowell and Lawrence [3] areas left the majority in dire economic straights. [4] Many among the Puerto Ricans, and some among the [5] Col-

umbians returned to their home lands, finding no [6] work at home, many returned. For many Puerto Ricans [7] that were American citizens, this began a trend of [8] moving back and forth. There being few paying jobs, [9] many entered the welfare trap, which was not as [10] readily available to other immigrants. This history [11] is mixed with several very significant factors, all [12] negative, which give rise to problems within the [13] community today. We know that every immigrant group [14] has struggled and felt the lash of prejudice and [15] discrimination, the museums of Lowell give ample [16] testimony to this fact. In the past, immigrants were [17] not wanted, but their labor was needed. With the [18] Hispanic community, the sense has always been of being [19] neither wanted, nor needed. Yet, there is industry [20] and other work in this area that could not exist [21] without the Hispanic work force. All too often there is [22] a shocking exploitation by employers that has not been [23] seen in the northern states since the advent of unions [24] in the early part of the century. We see both spouses

Page 17

[1] humbly submitting to these conditions, many times one [2] or both are working two jobs to make ends meet. As [3] with past immigrants, it is not uncommon for them to [4] support parents, and or other needy relatives. In [5] spite of their diligence and hard work, these [6] responsible spouses and parents, many of whom are [7] devoutly religious and law abiding, have all been [8] tarred as being shiftless, irresponsible, drug or [9] alcohol addicted, and are criminal types who live off [10] the public. In no way is this analysis meant to deny [11] the very real problems that do exist in fact, and that [12] do plague the community. The point here is, their [13] sense of hopelessness and frustration that is felt, in [14] trying to overcome the obstacles to progress here in [15] Lowell, the sense of fierce exclusion and [16] intimidation. While many comparisons are raised [17] between this excessive past and some present immigrant [18] groups in the Latin American community, it ignores [19] also, difference in key factors, which should be [20] easily recognize and nearly impossible to deny, except [21] by the most obtuse of observers. It also blatantly [22] denies the efforts of truly decent people and their [23] actual successes. Thus, the community feels the [24] pressure and the heavy handedness from the very top.

Page 18

[1] This community has a sense of being isolated [2] politically, socio-economically, and educationally. It [3] cannot be denied that one of the institutions that has [4] struggled to deal equitably,

and I repeat, equitably, [5] with the situation, is the Lowell Police Department. [6] The training and hiring of men and women from among [7] the minorities speaks volumes for their efforts. [8] Other signs of their positive outreach is the [9] expressed concern to reach out to gang members to stop [10] the violence and killings. As such, the police [11] department has networked with agencies which either [12] work directly with youth, or might assist in this [13] outreach, such as the area churches. This is no easy [14] task, and there still exists in the Hispanic community [15] a strong sense that the police are part of a power [16] structure, and (unintelligible) status quo in Lowell, [17] that is not merely indifferent to them, but hostile [18] and oppressive. The community still carries into the [19] present, the memory of not so distant, past police [20] brutality, and harassment. I have hear two instances [21] which I will gloss over at this point, but I think it [22] is necessary to raise these issues once again with [23] Chief of Police Davis, because this exists within the [24] historic memory of the people and still is a barrier

Page 19

[1] between an open dialog with them and the police, and I [2] think it needs to be discussed. In such a social, [3] political and educational ambiance, as we find, the [4] youth see no reason to invest in the community of [5] Lowell, the attitudes they sense, make them feel less [6] than second class human beings. Thus, they turn in [7] towards themselves and away from society and the [8] common good. In many ways, their gifts and talents and [9] genius may foul, or turn into destructive modes. Thus [10] we have the gangs, having nothing to gain, they have [11] nothing to lose. The Cambodian youths share many of [12] the same difficulties and drop out of school in [13] seventh or eighth grade. Rejected, despised and put [14] upon, the minority youth are like two cats thrown by [15] society into the same bag, and left to tear each other [16] apart. The bag is their sorry, limited environment and [17] opportunities, and I think in this vein, I would also [18] find a dialog with Mr. Tsapatsaris, a very serious [19] dialog, to bring about some changes in attitude and [20] policy certainly would be helpful. Yet, I want to [21] make it very clear that in my observation, the police [22] are really not the problem, in fact, they are trying [23] to save lives, young lives. We lost Jason Cartomona, [24] Hoswe Molina, and Kenny Long to senseless violence,

Page 20

[1] but we also lost those youth, both Hispanic and [2] Cambodian who perpetrated these heartbreaking [3] traged-

ies. In all fairness, the police department is [4] not a social service, nor is it parental, educative or [5] religious organization. Their job is to prevent crime [6] and protect lives, I believe they are doing their [7] level best to deal with a Tsunami of social problems [8] and instability. These problems are not at all, or in [9] any way, limited to minority communities, they are [10] indeed found in majority communities, but whatever [11] problems hit the majority community, strike the [12] minority community with even more devastating force, I [13] would like to mention drugs, teenage pregnancy, AIDS, [14] this exists in the majority community. As every other [15] institution, the police are dealing with a cultural [16] crisis of values and family instability, diminishment [17] of the parental and adult authority, drugs, etc. I [18] therefore have two final points which will be brief, [19] it is patently unfair to demand that the police be [20] asked to sit on these youth and their families, [21] without recognizing the inherent problems suffered by [22] the community, the injustice which is [23] institutionalized, the structures of injustice. While [24] lives must be saved, the police, various social

Page 21

[1] agencies, and churches, should not be used merely to [2] cap the violence, while keeping the youth in their [3] hopeless conditions. It is unjust to the youth and [4] their families, while it places the police, social [5] agencies, and churches, as agents of injustice and [6] lackeys to the status quo. Second, in this case the [7] violence, while never justified, is a symptom of a [8] deeper socio-economic political disease, just as [9] jaundiced is a symptom of a liver ailment. To treat [10] only the symptom of a serious disease is benighted [11] denial, and can only exacerbate the problem. It is [12] unjust to the person suffering the disease, and it [13] just will not work. Unless we endeavor to correct the [14] situation based upon and comprehensive analysis, our [15] attempts will be bankrupt and the problems will get [16] progressively worse. Can we realistically expect that [17] these youth and their families will invest themselves [18] in a worthless endeavor that yields no gains for them? [19] There must be more than threats of punishment. I [20] received great encouragement during a fruitful meeting [21] with Mayor Donahue, issues were discussed very frankly [22] and I felt an atmosphere of sincerity and solidarity. [23] I am grateful that she will meet with my parish [24] council to discuss mutual concerns, and eventually

Page 22

[1] speak at our services. Her being bilingual, will give [2] her access to the

affection and trust of the [3] community. As a Catholic priest, I would like to his [4] Holiness, Pope John Paul II, has often said that [5] _every man and woman is made in the image and likeness [6] of God, and is therefore of infinite worth._ He [7] sights the social doctrine of the Catholic Church, [8] that this is the very foundation of every basic right [9] and duty for every person, including the minority [10] person. He says, _It is therefore the duty of every [11] society in general, and every government in [12] particular, to respect all its citizens. It is also [13] their duty to ensure that every person have access to, [14] and be part of the community, in all its dimensions, [15] in order to grow in his or her God given gifts and [16] talents and to be able to contribute to the common [17] good._ According to the Pope, in his first visit to [18] the United States, this is an essential aspect of [19] government if it is to be considered legitimate. [20] Where there are rights, there are duties, that is the [21] duty of the citizen to contribute positively to the [22] common good, and not to exploit or damage it. I hope [23] and pray that these efforts bear much fruit in [24] justice, healing, and solidarity for the good of our

Page 23

[1] youth and the community of Lowell. Thank you.

[2] **DR. BLANCHARD:** Questions from the Advisory [3] Committee? Well, let me start off, I would be [4] especially interested in hearing you describe your [5] experience with what procedures are available for [6] comment. In the city government, in respect to police [7] and citizen review boards, and...what are the ways in [8] which people can say what they have on their mind, and [9] how do those systems work?

[10] **FATHER LOIACONO:** Well, I think that the various [11] means of addressing these problems still need to be [12] worked on, and I think the problem is a systemic [13] problem. And, I think the problem that I find [14] frustrating about us talking about merely Police- [15] Community relations, was that it wouldn't get at the [16] issues of the systemic problems. For example, we have [17] an immigration review board, and it still is not [18] onboard, I have been asking for several years, but the [19] immigrants need this forum, in order to address their [20] issues with the authorities of the Lowell government, [21] and it's various aspects. I think this is part of the [22] problem there.

[23] **DR. BLANCHARD:** Peter, did you have a question?

[24] **MR. PETER N. KIANG:** Yes, Father, I don't know if you

Page 24

[1] will be able to stay for the second session, which is [2] on Minority Youth in the Schools, but your testimony, [3] you said that you would very much like to have a [4] serious discussion (unintelligible), I am wondering [5] if you could very briefly state what would be some of [6] the topics that you would frame that serious [7] discussion around?

[8] **FATHER LOIACONO:** It is the feeling of the [9] minority community, both Hispanic, and I know [10] Cambodian, that there is a sense of being [11] intimidated, and being put down within the school [12] system. There is a sense of being, as I said, less [13] than second class human beings. As a result, the [14] students feel that they cannot get a hold of the [15] situation, they feel intimidated by, and therefore [16] alienated by it. It seems again, to be a systemic [17] problem, and they don't find any way to address those [18] issues. I know that in the Hispanic community, they [19] met several times with the Education Commission of [20] Lowell, and they never met with success, and as a [21] result, they have withdrawn from any effort, they [22] have become passive and apathetic to the situation. [23] The problem now, is to once again animate them and [24] motivate them, in order to take hold of what is their

Page 25

[1] rights to deal with these issues. Specifically, I [2] will give you an example. There is rule in the school [3] system that if a student is absent so many days, [4] their parents are supposed to receive a notice before [5] that person is suspended from school. Well, if that [6] notice comes, it comes in English. That is very hard [7] for parents that are recent immigrants from Latin [8] America, or Cambodia, to know whether that is a [9] serious letter, or just a notice about some activity [10] in the school. Then, in many cases, they wait till [11] the student has exceeded the number of times they can [12] be absent, and then they send the notice saying the [13] student is suspended. The parents go to school with [14] the student but there is no one to translate for [15] them, or help them deal with the issues. Again, they [16] feel as if they have been boxed into a corner, in [17] which they can't escape or deal with. This is really [18] part of the problem, but there are really other, [19] deeper issues. The school system here, really has a [20] sense among the Spanish community of being hostile [21] and contemptuous of them. This comes from many [22] statements that come out of the commission itself, [23] public statements, disgraceful statements. So, for [24] this reason, the Hispanic community has withdrawn

[1] from any dialog because they found it impossible to [2] really address these issues. It really ends up being [3] an attitude where they feel prejudice involved, and [4] because of that, their prejudice has erected barriers [5] by which there can be no communication, which they [6] can't seem to overcome within the system.

[7] **MR. KIANG:** From your perspective then, does the [8] absence of support, or the overt hostility that you [9] are describing, do you see that contributing to the [10] increased participation of (unintelligible) in gang [11] activity or criminal activity in the city, I am [12] trying to bridge the relationship between the [13] (unintelligible) and the police - community [14] relations.

[15] **FATHER LOIACONO:** I would think that it would [16] have some effect on this, as I say they have really [17] withdrawn, and the gangs themselves, it really I [18] think becomes a sign to the society, they no longer [19] are invested in it. They are no longer invested in [20] it, because they have nothing to gain from it: They [21] are always being shunted aside, and as a matter of [22] fact, in a meeting that we had with Assistant [23] Attorney Ortiz, and other civic leaders from Lowell, [24] it was noted that in the public school system, almost

[1] all the Hispanics will go to the vocational school. [2] Because, the word within the Hispanic community is [3] that Lowell High School is really not for Hispanics, [4] that they will not be well treated, nor will they be [5] well received, and if they go there, they will be [6] shunted anyway, into nonacademic courses. So, this [7] is really a sense within the community. Obviously, [8] it has not been addressed, and right now there is a [9] major law suit, against Lowell High School and the [10] Lowell School Department by Nancy Humphreys, and it [11] is for a reason. And, I would say that my community [12] is a hundred percent behind her on this. Whether or [13] not there are misunderstandings, this has become a [14] critical issue, and if we don't deal with the issues [15] of education, by which we are preparing our youth for [16] the future, what future do they have? That if they [17] have no future, they have nothing to gain. Instead [18] of becoming a positive force in that community, they [19] can become a problematic and destructive source [20] within that community.

[21] **DR. BLANCHARD:** Ki-Taek Chun?

[22] **DR. CHUN:** I wish you could stay with us for the [23] second panel, because it is true that these two [24] issues are in-

terrelated, and it is not wise to

[1] isolate them, so I hope you can stay with us, so we [2] can discuss. But, while you are standing here, one [3] more question please? It sounds as if you have tried [4] to approach the superintendent and you have not been [5] successful, am I inferring right?

[6] **FATHER LOIACONO:** No, I don't want you to [7] misunderstand this. The people within my community [8] have tried to approach Mr. Tsapatsaris, I personally [9] have not yet been involved in such an endeavor.

[10] **MR. CHUN:** They have approached, but then these [11] problems you describe and some other problems we have [12] heard about, they seem to be particularly serious in [13] this nation, communication, we need communication as [14] well. What do you think of apparent reluctance to [15] face the problems and find the solutions, I sense [16] there is either resistance or unwillingness on the [17] part of the school officials, really this is not the [18] question for this panel, but since we are there, [19] would you care to share your thoughts?

[20] **FATHER LOIACONO:** The Hispanic community has [21] addressed the Commission of Education for Lowell on [22] several instances in the past, they had no success in [23] addressing those issues. In many instances, they [24] were in fact, publicly insulted. Eventually, finding

[1] it frustrating and humiliating, they just withdrew [2] from any further efforts. I think the apathy that we [3] begin to see in the community, dealing with these [4] issues, is really caused by the reluctance of those [5] in authority within the school system, to grapple [6] with the issues, to battle with the issues and to [7] change the issues. And so, the parents themselves [8] feel like they are sending their children into a [9] hostile environment. Many times the school systems [10] doesn't understand why the Hispanic parents are so [11] reluctant to deal with discipline problems, and [12] really feel that the discipline problems are caused [13] by the particular teacher or counselor, it is because [14] the parents believe that the school system is hostile [15] to them, and so there really is no trust there. [16] Naturally, they will side with their child first, [17] before they will side with someone within the school [18] system, as they feel that the system has proven [19] itself to be hostile. I will be very honest, it is [20] the sentiment of the Hispanic community that the [21] naming of the school auditorium, the High School [22] Auditorium, and the school communications center, [23] after a per-

son who has been openly hostile to them, [24] shows very much, or underlines this very attitude.

[1] and they are very much incensed by this, and taken [2] back, but for them it is just another proof of the [3] attitude that exist, not only within the school [4] system, but even within the city of Lowell. We have [5] to remember that the person after whom it was named, [6] was publicly elected, very popular, and where many [7] people defend him because he pushed many programs for [8] he poor; and this may be true, it certainly is [9] antecedent to my coming here; but nonetheless, they [10] see this as again, a lack of care, lack of concern, [11] for their dignity and for their own worth.

[12] **DR. BLANCHARD:** In preparation for the sessions [13] today, several members of the committee met with [14] informal community leaders, and were able to get some [15] feeling for some kinds of sentiments that in [16] particular youth, wanted to express about the [17] interactions with the police, and interactions among [18] different parts of ethnic minority communities in [19] Lowell. Ki-Taek Chun as present for the discussions, [20] and would you describe a little bit of that?

[21] **MR. CHUN:** Dr. Blanchard, the chairperson of the [22] committee was supposed to be at the meeting we had [23] last night, with a group of community leaders and [24] minority leaders. For scheduling problems, he could

[1] not make it, but I was there along with Dr. Miles, [2] and I may just formerly request that I can summarize [3] and convey the sentiments of the conversations we [4] had. It is interesting that there are observations, [5] pass them along and Father Loiacono just articulated, [6] it was as if they were there with us last night. You [7] heard about the reluctance to speak in a public [8] setting, in any fashion that may appear to be [9] critical to the city leaders, because they say their [10] family is dependent on good will, and they do not [11] want to jeopardize. As we were sitting, I had a [12] sinking feeling, this is not the way our society [13] systems are supposed to be working. There is a great [14] deal of apprehension, with fear. You heard about the [15] tough guy being made out by some police officers, and [16] the youth, they were able to recite one example after [17] another. The perceive the hostility by police [18] officers to other minorities, they were very careful [19] to say that not everyone is like that, it is some. [20] So, naturally you are led to ask them, would you be [21] able to

November 6, 1998

describe or identify, have you been filed any [22] concerns or complained of these concerns to the [23] police department? They say, _we can't_, well, why [24] not? _Well, first of all, we don't know who they are

Page 32

[1] because badge is not readily visible, when you have [2] something on the front of the hat, that is difficult, [3] and it is crucial to look_. So, I think that was [4] pointed very clearly, there is an apparent sense of [5] prevailing sense of second class citizenship, they [6] don't feel as they are treated like any other white [7] kids. It is very obvious. I can well imagine when [8] that is, rightly or wrongly, maybe invalid, but when [9] that is a true perception, that whole series of [10] psychological sequence will follow. That is the [11] nature of the mortals, and particularly young people. [12] There is one particular example that stands in my [13] mind, so upon probing this young person's experience, [14] well, let me tell you my experience a week or so ago. [15] She and some of her friends were visiting her [16] mother's grave, to weed and to do something prepared. [17] They were traveling up in a group of them, with a [18] shovel, one of them had a shovel, and they encounter [19] the police officer, he said _where are you going?_ [20] and this and that. It was obvious from the questions [21] they were being asked, that they were perceived as if [22] they were about to undertake some illegal activities. [23] In spite of this young lady, who I thought was [24] impeccable, in spite of an explanation as to what

Page 33

[1] they were doing, and where they were going, this [2] officer, whose identity is unknown, was not about to [3] buy. So, this young lady starts insisting, I am going [4] such and such, and he did at that point, _listen, [5] don't you start trouble with me_ and what happens? [6] Intimidation. Not willing to listen, not willing to [7] provide credence to what these young people are [8] saying. Simply because they are persons of color, [9] simply because one of them had a shovel in their [10] hands. The angry image seems to have triggered [11] certain inference on the part of the police officer, [12] which in turn, well can you imagine the rest? They [13] say that is very typical of their encounter with [14] police officers. So, what do I infer from that? [15] First, the inability of the citizens to identify [16] which officer they are talking to, and I don't know [17] what regulations prohibit officers wearing regular [18] identifiable and visible sort of identification, but [19] that seems to be the case. Of course, we have not [20] been able to verify these observations or allegations

[21] and all that, I am just conveying some of the [22] observations that are being made. To make a long [23] story short, because we have some interesting [24] speakers and we are interested in listening to them,

Page 34

[1] toward the end of this conversation, we caught a [2] sense of alienation, isolation, and unfriendliness [3] that they perceive from the police officers were [4] obvious. And of course, they threw in the cultural [5] differences. We said, _Well, can you talk to police [6] officers, people in responsible positions, to tell [7] them or show you how you feel, or what makes you feel [8] such and such_ they say, _no_. The question then [9] is why not? They said they have not been able to. [10] The claim they have not been able to have face to [11] face personal meetings, where they can sit down, [12] without any pride or prejudicial intimidation, and [13] just tell them how it is. They said they tried. It [14] was obvious that they seem to have tried to make an [15] issue, and it didn't go anywhere. I said, _is such a [16] meeting can be arranged, would you welcome such an [17] opportunity?_ They, in unison said, _yes, of [18] course_, so from that I gather that for whatever [19] reasons, they feel they have not been provided an [20] opportunity, frequent opportunity wherein they can be [21] candid with police officers, responsible police [22] officers. Naturally, the recommendation follows. [23] Those are some of the sentiments and observations [24] made, and I can not underscore how sincere they

Page 35

[1] appear to be, and how perturbed they appear to be, [2] and how isolated they are. These are nothing new, [3] Father Loiacono, other people maybe, articulate [4] those, I think that we may be just scratching the [5] surface. There is something that we can all learn [6] from, and then maybe collectively come up with some [7] solutions we can try. Let me just stop there with [8] that, we can come back to that later.

[9] **DR. BLANCHARD:** I am going to pass around a [10] rough sign up sheet, if anyone would like to sign up [11] in order to be on the mailing list for the Advisory [12] Committee, and we are also preparing a compendium of [13] civil rights organizations in the commonwealth, that [14] we will make available to anybody who wants it, so if [15] you are involved in, in the broadest possible sense, [16] local, or regional or even national civil rights [17] organizations and you would like them to be in the [18] compendium we are putting together,

please indicate [19] that on the sheet. I am calling Dale Jenkins now, to [20] introduce Superintendent Edward Davis.

[21] **MR. JENKINS:** Thanks, I am Dale Jenkins, I am a [22] member of the committee, Vice Chair, and I would like [23] to make some comments and observations before I [24] introduce the Chief. As well as making these

Page 36

[1] comments, I will speak a little bit about myself, [2] because I think it's necessary so that the audience [3] and the record knows that some of us know a great [4] deal about Lowell. I worked in the White House, where [5] I helped develop a Weed and Seed program. We took [6] that program, and we brought in social services, and [7] heavy law enforcement with the Justice Department, [8] during the Bush administration, and the Clinton [9] administration has kept that program alive, where we [10] come into a city and we take back a neighborhood, [11] street by street, house by house, however necessary, [12] and then bring in social services along with strict [13] enforcement as the enforcement declines, the social [14] services would increase, to bring that neighborhood [15] back. I returned back here to Massachusetts to [16] become Under Secretary of Public Safety, and oversaw [17] twenty one agencies, including the State Police and [18] the Department of Corrections. I was also the [19] Sheriff of Middlesex County when the Sheriff was [20] removed, so I know first hand, the city fairly well. [21] I have worked in the city before with the police and [22] the mayor and former government, as well as I have [23] attended many events here in the city. This was one [24] of the first cities to be a community first city,

Page 37

[1] under Governor Weld and Governor Selucci, who [2] remodeled the Weed and Seed program. I did that with [3] Chief Ed Davis and the Lowell Police Department, we [4] opened the first two community police stations here [5] along with Eddie, side by side. The Chief, I might [6] add, is not one to talk about himself, so intend to [7] do some of those things for him, because I think the [8] people in the room, as well as the audience and [9] committee need to know what steps and what measures [10] have been taken in the city. As Special Assistant [11] for the Governor for Law Enforcement, I was promoted [12] to that position, and we formed the Governor's War [13] and Task Force. We came into this city, we found [14] warrants that were not recorded anywhere, legacy [15] warrants for very transient, rude people, and we took [16] over two hundred and fifty

people off the street, [17] with Federal money, ATF, DEA, Secret Service, invited [18] in by the Chief, I might add. We didn't come in here [19] as big brother, we only worked under the premise that [20] we had been invited to work side by side with the [21] local police officers. So, now we got two community [22] police stations going, one of the neighborhoods, I [23] know first hand has come up, if I might ask, what is [24] the first one we opened?

Page 38

[1] CHIEF DAVIS: Centerville Police.

[2] MR. JENKINS: Centerville, and I think those [3] results speak for themselves. Also, we came in with [4] this Governor's War and Task Force, and took two [5] hundred and fifty people, to later on, to close to [6] five hundred, off the streets of the commonwealth. [7] Further, I have sat on a schooling services board, [8] and we met here in Lowell, to sit down with the [9] community, and it may have even been the Father's own [10] Church, it was a Centerville area church. One of the [11] things I have found and learned over the course of [12] time in law enforcement, and I think the Justice [13] Department rep can speak for it, in the old days, we [14] took white officers, white Anglo-Saxon officers, and [15] sent them to Puerto Rico, or sent them into ethnic [16] communities where they learn the cultural [17] differences. We have to realize here, that we are [18] talking about many cultural differences. Now, this [19] is not in defense of the police department, this is [20] just facts as I see them, and I would be glad to [21] discuss them with anybody. But, the police have a [22] culture of their own as well, it is very difficult [23] for them at times, to separate, as it is for all of [24] us, to separate good from the bad. In Lowell itself,

Page 39

[1] you have white gangs, you have Asian gangs, you have [2] Latino gangs. We use the force to join those gangs [3] as they are incarcerated. Now skip to schooling [4] services and we will talk a moment about the Elliot [5] Center. I sat on the schooling services committee, [6] where we took a member from every secretariat, [7] brought them up to Lowell as well as other cities, [8] and found out why kids weren't going to school, was [9] it money, was it uniforms, were they latchkey [10] children, did they not have any parents at home [11] whatsoever to force them to go to school, or [12] encourage them to go to school. You know, not one [13] person, that church was packed, but we couldn't get [14] anyone to speak. Yet, when I went to the rear of [15] that church recreation hall and bought a soda, I had [16] ten kids surround me for

whatever reason, and give me [17] the addresses of crack houses, drug dealers, names, [18] they were afraid of retaliation within their own [19] community. That is an obvious situation here, and [20] that is not only I am sure, in Lowell. We have done a [21] community policing report which is not yet available [22] to the public, we have the Chiefs, and I know Chief [23] Davis wasn't available, we had the Chiefs, including [24] Boston, Springfield, Worcester. We held a forum in

Page 40

[1] the state house on how community policing works. The [2] only way it does work is if the community [3] participates. Getting to Elliot Center now, that is [4] funded, I know firsthand, because my first year in [5] the Weld - Solucchi administration, it was ten [6] million dollars, and Governor Dukakis, and this is [7] not said in a partisan way, put new juvenile cells in [8] every police department in Massachusetts. However, [9] the federal government decided, we were one of only [10] two states that didn't comply with the law that [11] children would not be incarcerated in a police [12] station, they had to be removed as soon as possible, [13] and they had to be sight and sound separated from [14] adult criminals. So, this state wouldn't comply with [15] that at the time, I was sent down and we procured ten [16] million dollars, it was dispersed to us as each city [17] complied. Lowell is one of the cities that has been [18] a shining example, and funding for the Elliot Center, [19] was partial from, and came from that program. Elaine [20] Riley is the Chair of that committee, and works hand [21] in hand. Most recently, as well, and I think it is [22] something because we are trying to stay on the [23] policing issue today, although I know one goes hand [24] in hand with schools, because obviously the status

Page 41

[1] and (unintelligible) offenders, are the beginning of [2] the criminal process, if we don't interrupt it. That [3] committee has been very active. Another problem that [4] I believe we have in the city, and we will see if [5] those of you who watched the news last night or read [6] today's papers, the ethnic community in Lawrence, the [7] city government in Lawrence has been sued by the [8] federal government US Attorney's office, for block [9] white block voting, or blocking minorities from [10] voting, or not encouraging those minority communities [11] to vote. So, I think there is a lot more issues here [12] at hand, but I do think the audience and the record [13] needs to reflect what has been done by the [14] department. Now to get to Chief Davis, I have known [15] him for quite a

while, I knew him when he was a drug [16] officer and probably one of the best drug units in [17] Massachusetts, he could be a Chief anywhere he wanted [18] to be in this state, and probably country. He works [19] both sides of the yard, very well politically, I have [20] seen him in the State House on Capital Hill, pushing [21] for funding and I have seen him the next day on the [22] White House lawn, signing a bill with President [23] Clinton. So, I think he knows the issues, and again, [24] he probably won't speak about himself, and not less

Page 42

[1] than two weeks ago, I saw him in Salt Lake City where [2] he was attending seminars on this very issue. So, [3] with that said, I would like to ask him to come up [4] and perhaps discuss some of the issues that we have [5] talked about. Again, I think breaking down the [6] cultural barriers between the youth and police, we [7] have to make the police, obviously, understand what [8] the youth think; but the youth have join the [9] community. We have got to get them to be part of it. [10] Community policing will not work, unless the people [11] are involved. Whether they do through a [12] spokesperson, like the Father, because they fear [13] retaliation, could be possible by even their own [14] groups or outside groups, or whether they are able to [15] step forward and do it themselves, that is the only [16] way the walls will be broken down. So, I would like [17] to ask Chief Davis to come up.

[18] CHIEF DAVIS: Thank you. I would like to say [19] good afternoon to the Chairman and this distinguished [20] panel, and take a moment to introduce the members of [21] my staff who are here, who help me administer the [22] police department day in and day out. First we have [23] Deputy Superintendent Ken Levally, Ken is in charge [24] of administrative services in the police department,

Page 43

[1] he has a Masters Degree from Boston University. We [2] have Lieutenant Bob Demora, who is in charge of the [3] sector which surrounds this particular university. [4] Lt. Demora is the commanding officer of the very [5] first community police precinct that we established, [6] and has a Masters Degree also. We have Brenda Bond, [7] who is in charge of our research and development [8] section of the police department. Brenda comes to us [9] from the University of Massachusetts, where she [10] worked before she started at the police department, [11] and she has a Masters Degree in Community Psychology [12] from the University of Mass, in Lowell. We have [13]

Deputy Superintendent Dennis Colomia, who runs the [14] patrol and operations division. Dennis has been with [15] me since I started on the police department, came [16] from the same academy class, and Dennis is attorney [17] in Massachusetts, from Suffolk Law School. And [18] Kristine Cole is our community liaison, Kristine was [19] hired after we started a community policing program [20] in the city, when we determined that so many [21] community groups had spawned as result of our [22] community policing program. We also determined that [23] it was impossible for me to keep in touch with each [24] of these groups as they became more active and more

Page 44

[1] committed to working with the police department, we [2] created a position as Community Liaison. Kristine [3] also has a Masters Degree from U Mass Lowell, in [4] Community Psychology. I talked about their [5] education, because I believe a lot in bringing people [6] into the administration of the police department that [7] have varied backgrounds. And, I think that it is [8] critical to run a police department, not just with [9] people who have that "blue" mentality. People who [10] have been brought up in the system. I myself, come [11] from a police family and have been involved with the [12] police department my whole life, so I think about [13] things a little differently, and the value of having [14] a diverse administrative staff is that they think [15] about things different than I do. They are not [16] afraid to argue with me about the implementation of [17] things. I would like to thank this commission for [18] coming here and very directly addressing the issues [19] that have been talked about so far. I think it is [20] extremely valuable to get information from as many [21] places as you can, when you have to do a job like I [22] have to do. And, what I have heard this afternoon has [23] been extremely enlightening, you go along and believe [24] that you have the information that you need, and then

Page 45

[1] something like this happens and you find out that [2] there are things you don't know. Quite frankly, until [3] I got a copy of the letter from Rev. Malone, who we [4] worked with very frequently over the last few years, [5] I had no idea that this issue of identification of [6] police officers existed. I can recall being told to [7] wear my hat as a patrol officer as I was out driving [8] the cruiser, and I never understood why, it was [9] always in the way, when I was sitting in the cruiser [10] it would fall off into the back, so I would be [11] picking it up from the ground all

the time. I was [12] actually reprimanded for not having my hat one day, [13] when I was pulling an accident victim from the river. [14] I thought that was a pretty bad reprimand, that [15] someone would reprimand you for doing something like [16] that. I understand after listening to everyone, the [17] importance of having that badge number. We do not [18] have any identifying marks or insignia on the [19] officers uniform, and I can assure you that [20] particular problem is of critical importance, and [21] will be remedied immediately upon my arrival back at [22] the police department. We will endeavor to have the [23] officers wear their hats tonight, and during the [24] course of the next few days, not withstanding the

Page 46

[1] union's position, we will certainly have name tags on [2] all of the officers uniforms, as soon as we can. We [3] have tried to re-engineer this police department, and [4] to do things differently from the way we used to do [5] things when I came up through the ranks. I think in [6] too many cities in this country, the police [7] department is viewed and quite frankly is actually, [8] an occupying force in the diverse neighborhoods that [9] we police. It is my aim to stop that from occurring. [10] We have brought the officers into the philosophy of [11] community policing, over the last four years, under [12] the direction of City Manager Brian Martin, we have [13] changed the way the police department operates. We [14] move the officers from the cruisers, we put them on [15] walking routes. We have them interacting with the [16] community, we talk to them about partnerships, we [17] talk to them about working with people, and getting [18] to know the very people that you have spoken about [19] here, and I think that really is the (unintelligible) [20] of community policing and the police department. It [21] is making sure that officers understand that their [22] role is not simply prosecution, that their role is [23] prevention. And, that the only way to truly prevent [24] crime is to form a partnership with the community and

Page 47

[1] to have an interaction. We are dealing with human [2] systems here, we are dealing with human [3] relationships, and we have endeavored to make that [4] clear to each and every police officer who works on [5] this police department that is what we want them to [6] do. We are still in the process, however, of [7] changing a very traditional organization. The [8] police department was very good at doing what they [9] did for many years, but we are in the process of [10] changing things now. We have changed the supervisory [11] system in the police department, we have changed the [12] recruit academy in the police department. We have [13] changed the in-service training facilities in our [14] police department, and more important than the [15] facilities, we have changed the actual content of the [16] training that occurs. We have done this by forming a [17] partnership with the University of Massachusetts in [18] Lowell. Chancellor Hogan, Vice Chancellor Sporonis, [19] the Chair of the Criminal Justice Department, Edie [20] Brisell, and Dr. Linda Silver, who is the Director of [21] the Center for Family Work, in the community. They [22] have helped us re-engineer our training function. [23] They have been there every step of the way in the [24] decision that we have made, to change the training of

Page 48

[1] our police department. It has been an incredible [2] success. We have also formed a partnership with the [3] National Institute of Justice, Phyllis McDonald talks [4] to us frequently about what we are doing here in the [5] city. We have formed a partnership with funding [6] organizations like the (unintelligible), but more [7] importantly than that, we have utilized people like [8] Frank Hartman from the Kennedy School, who works with [9] us monthly on changing the way we do business here in [10] this city, in this police department. Just last [11] night I had a discussion with Dr. Al Caterelli from [12] University of Massachusetts, McCormick Institute, and [13] the NBU. Dr. Caterelli talks to us about the [14] demographic shift in this city, about how [15] unprecedented the change in the city has been since [16] the early 1980's. We have had an incredible [17] experience in dealing with a Southeast Asian [18] community that we could not even talk to, five years [19] ago. We are dealing with people who have a serious [20] difference in the way they look at authority because [21] of the incredible experience they have been through [22] in their own country, in the refugee camps in [23] Thailand. We have endeavored to approach that issue, [24] by asking for specialist in civil service, by

Page 49

[1] recruiting people from the Southeast Asian community, [2] to the point where we have a dozen employees in the [3] police department, both civilian and sworn, who are [4] of Southeast Asian descent. We have over three dozen [5] employees in the police department, who are Latino. [6] And, that is not enough. The city police department [7] should mirror the community, I truly believe that. [8] And we are working to make that happen, we are not [9] doing it because there is a quota, or we are not [10]

doing it because there is consent decree, we are not [11] doing it because of (unintelligible), we are doing it [12] because, if we want to be a credible police [13] department, if we want to be a police department that [14] truly serves the community, if we want to be a police [15] department that prevents crime, then we have to do [16] that. Because, the community will not accept us as [17] credible unless we do that. I have a litany of [18] projects that we have worked on in the last year, [19] from Summer Camp, to the Great Program, to the Youth [20] Academy, to the Diversion Program, to the CMMA Youth [21] Sports Program. Different things that the people [22] that are being represented here all had a hand in [23] putting together. I am not going to run down this [24] litany of programs. I am going to tell you that

Page 50

[1] everything that we do is done to establish [2] relationships. It is done so that those children that [3] you spoke to yesterday at the meeting, will know [4] police officers. I listen to some very important [5] things that were said today. I want to talk about [6] Rev. Malone's comments first, and I have to take [7] exception to one thing that the Reverend said, he [8] said that he _does not expect youth to like police_. [9] Well, I do expect youth to like police, I do expect [10] that to happen. In spite in the conflict that is [11] inherent in the relationship between youth and the [12] police officers, I believe that if those police [13] officers get to know the kids more, in their corner, [14] then they can get to like them. People respect [15] authority, they respect discipline if it is done [16] properly, if it is done with respect. Young kids are [17] looking for people to set standards, people in [18] authority. That is what I want the officers to do. [19] I want them to deal with behaviors, I don't want them [20] to go in with preconceived notions, because someone [21] of color is involved in the situation. I want them [22] to deal with the behavior that occurs and respond to [23] that behavior. Just like there is a continuum of [24] force, when police officers are required to use

Page 51

[1] force, there should be a continuum of force as it [2] relates to each personal communication. That is what [3] we train in our police academy and that is what we [4] are struggling to do here in this city. We will [5] certainly remedy the badge and ID issue. I have to [6] talk a little bit to Father Loiacono. What he said [7] today was articulate, thoughtful, and insightful. He [8] has outlined some of the major issues that I know are [9] inherent in the crisis that I have to respond to when [10] someone is shot and killed. I get

the page, I get [11] out of my bed and get in my cruiser and drive to the [12] scene, and I see the wasted lives on both sides of [13] that issue, the kid who was killed, and the kids who [14] we prosecute because of it. It happens, in part, [15] because of what Father very eloquently said about an [16] in transient power structure, that is exclusive. [17] That is what we have to work on here. I think it is [18] critical, I think what Father said was enlightening, [19] and I think that it is our challenge as city [20] officials, to work through that problem, with the [21] police department, with the school department, with [22] city hall, and with every other agency that operates [23] in this city, so that we can make this a safe place, [24] a place where people do not feel disenfranchised, a

Page 52

[1] place where people can get an education and become [2] productive members of society, that is what we are [3] all striving to do. The bottom line ladies and [4] gentleman; partnerships is what we are all about here [5] in the police department, we are about dealing with [6] human systems and about establishing relationships [7] between each and every person at the line level. We [8] can stand here in this antiseptic hall and we can [9] talk about relationships and how we would like to see [10] them, or how they should be. But, the reality of it [11] is, it is not going to make any difference until we [12] effect that place where the rubber hits the road, [13] where the police officer is driving down the street, [14] and sees kids doing something wrong; how he or she [15] acts when they get out of that cruiser; how much work [16] they have done prior to that incident occurring; what [17] kind of a relationship they have already established [18] with those kids, is where we make a difference as a [19] police agency. So, again, I thank you for bringing [20] up these issues, I will endeavor to fix what has to [21] be fixed and continue to work toward a city that we [22] can all be proud of. Thank you.

[23] DR. BLANCHARD: I would like to start off with a [24] question for you. Thank you very much for laying out . . .

Page 53

[1] the goals, concerns, and activities of the police [2] department. I wonder if you could take a few minutes [3] to tell us, I am sure many people here know about it, [4] but could you take us through the way, the formal and [5] informal ways, beyond the concept of community [6] policing, for discussion and criticism to occur. From [7] everything from formal review boards to how it is [8] that people talk to each other between the police [9] force

and the community. And, are there any things [10] that you would want to do, and would need help in [11] that area?

[12] CHIEF DAVIS: Absolutely. We have worked really [13] hard to be present at every community meeting that [14] occurs in this city. Anytime there is a forum where [15] community concerns will be aired, we are there. I am [16] either there personally, or Kristine Cole attends [17] from my office, one of the Deputy Superintendents, or [18] one of the command staff in the different sectors. In [19] addition to that, the line level personnel are sent [20] to these meetings. I believe that everyone should [21] have their own personal police officer in this city. [22] I believe that if you live in a neighborhood, you [23] should know who your police officer is by name, and [24] you should be able to talk to him. That is what we

Page 54

[1] have tried to do. We have issued pages to them, we [2] have given them numbers, we have tried to make that [3] personal relationship between a line level officers, [4] not just the brass, but the people that are actually [5] providing the service. We have gone to the clergy. [6] We have gone to the social service agencies. I have [7] had gang kids in my office, talking to us about [8] issues they have confronted out on the street. We [9] have sent the message that we want to work with you, [10] that violence will not be tolerated, but we can work [11] through anything short of that. So, besides going to [12] every identified organization that is operating in [13] the city, and attempting to establish a relationship, [14] and attempting to be there when they bring up these [15] issues, we have also done outreach through the local [16] newspaper and tried to talk directly to residents. [17] In the city management, we talked a bit about the [18] site of the second precinct we put into place, where [19] we not only went to the organized community groups, [20] but we went door to door and talked to people who [21] were not normally at these groups. Not just formal [22] groups, but informal groups, we tried to mobilize [23] other community members to be involved in the [24] process. We have worked through the Street Worker

Page 55

[1] Program, these are city employees who are out there [2] working with kids and work as advocates for kids who [3] are involved in gangs. We have worked through the [4] Lowell Teen Coalition, there are a myriad of agencies [5] that Kristine Cole could talk about even better than [6] I can, but I mean, that has really been a basis for [7] our knowledge.

[8] **DR. BLANCHARD:** I was thinking of also more [9] formal sorts of conduits, are there advisory councils [10] at the precinct level? What is the formal community [11] participation in police review boards? Where do [12] people go, if they haven't established the initial [13] lower level contact, and what happens to what they [14] say?

[15] **CHIEF DAVIS:** When there is a problem, well, we [16] have worked really hard to establish a legitimate [17] internal affairs function. We call it our [18] Professional Standards Division. We have mandated [19] that any reports of police misconduct or even just [20] issues of not being happy with service provided, that [21] those incidents be documented, so we have a base line [22] of data, so we know what we are dealing with. When I [23] first took over, that was not the case, so we have [24] sent the word out to community groups, and quite

Page 56

[1] frankly through our own actions, we have made it [2] clear that these complaints will be taken [3] legitimately. I believe that civilian review boards [4] are a knee jerk reaction to a problem that has been [5] let get out of hand. And, quite frankly, this was [6] out of hand, four years ago. But, these very [7] proactive steps we have taken, these steps we put in [8] place, have largely stopped that problem. If this [9] hearing took place four years ago, you would be [10] hearing a lot more about specific incidents of police [11] misconduct than you hear today. I believe a valid [12] community policing program and a valid internal [13] affairs or review process, if done properly by the [14] administration, can remove those things. That is [15] basically what we did.

[16] **MR. CHUN:** I was so heartened by your decisive [17] response, that now that you know about the absence of [18] identifying information on police uniforms is a [19] problem, that you immediately will do something about [20] that. Decisiveness is really tested, and I would [21] like to personally thank you for saying that. Along [22] that line, I have heard of so many things that you [23] tried to implement, so I will tell you again of my [24] appreciation for the efforts that you have made.

Page 57

[1] However, in light of what we heard last night, there [2] is a question I would like to formulate and see what [3] your response might be. When a police officer is [4] identified visibly, and supposed a minority youth [5] feels for whatever reason, that he or she was [6] mistreated, can that person file something of a [7] concern or complaint? Then, can that person expect a [8] lapse

of certain reasonable amount of time, can that [9] person expect to hear from the police department, you [10] have complained on such and such a date, it has been [11] looked into, and this is our disposition. It may be [12] just a (unintelligible) charge, like maybe partially [13] (unintelligible), as a whole, who knows what. But, [14] can a citizen, upon filing a complaint or concern, [15] can expect to hear something from the police [16] department?

[17] **CHIEF DAVIS:** In each and every case. Every [18] case that is documented at the front desk, or any [19] that comes through the police department, goes to our [20] internal affairs bureau, they do an investigation on [21] that particular complaint, and a letter is sent to [22] the complainant with the resolution of that [23] particular complaint.

[24] **MR. CHUN:** Do they have to come to the police

Page 58

[1] station?

[2] **CHIEF DAVIS:** No, they can call. The order reads [3] that any police officer who becomes aware of a [4] situation like that, is mandated to report it. We [5] have held people accountable who have not done that. [6] The information can be taken over the telephone, it [7] can be taken by a police officer who responds to a [8] home, or it can be taken at the front desk of the [9] police department.

[10] **MR. CHUN:** In response to concerns of the young [11] people that we have seen last night, is it [12] conceivable that the police department might be [13] (unintelligible), able to establish this open [14] channel, so to speak, creating the opportunity, so [15] that a group of concerned minority youth, perhaps [16] under the sponsorship of some community organization, [17] can really talk to people in the responsible position [18] in the police department. They allege that they [19] would love to sit down with police officers.

[20] **CHIEF DAVIS:** I cannot imagine why they believe [21] that, I would really like to talk to them about why [22] they feel that they can't approach us. We have been [23] everywhere, we have put together all sorts of leads, [24] the police officers in the city donate their time on

Page 59

[1] Sundays, to come in and do the DARE football league. [2] There are six hundred kids, who were recruited from [3] the neighborhoods where we identified most of the [4] crime was occurring, so they get to know the police [5] officers on a one to one basis. I would welcome the [6] opportunity to sit down with anybody that you [7] identify, who has an

issue, to talk with them about [8] what we can do to resolve that issue. You know, you [9] bring up something that I meant to touch on in my [10] remarks, and I didn't, and I would appreciate your [11] indulgence for a minute to talk about this. The [12] concerns that you outline based on your meeting last [13] night, in a lot of ways, relate to what I call police [14] cynicism. And, I am continually stymied in my effort [15] to get my hand around that particular problem. [16] Because police officers who go out on the street, day [17] in and day out, get cynical. They get cynical because [18] a lot of people lie to them. If you are a police [19] officer, you get lied to from the minute you hit the [20] street, until the minute you go home. And, it [21] actually effects my ability to deal with police [22] officers on a one to one basis, they are so cynical [23] about things, it translates not only to their [24] relationship with the community, but it transmits to

Page 60

[1] their relationship with the administration, with the [2] political forces. We are continually trying to get [3] around that, or get our hands around that, to try to [4] fix it. I think that what I have been able to come [5] up with at this point in time is, being very honest, [6] sometimes brutally honest with officers, continually. [7] Then, secondly, making sure that there is as much one [8] on one communication between police officers and the [9] community as there can be. Because, its [10] relationships, and if we can establish those [11] relationships, if we can blow up that propensity in [12] police officers to revert back to the way they used [13] to do business, with that Jack Web, _just the facts, [14] mam_ mentality, that was prevalent. That was the way [15] I was taught to do my job, I think that is the only [16] way to stop it, but I think it is an issue.

[17] **DR. BLANCHARD:** Other questions?

[18] **YVETTE MENDEZ:** A question, in terms of police [19] cynicism, do you have training for policemen who are [20] already out there, who have to deal with people [21] color. Because if you take a policeman who has that [22] sort of cynical nature, and you try to hook them up [23] with a person in the community, they are still going [24] to have that cynical nature. How can you gage that

Page 61

[1] you are getting better?

[2] **CHIEF DAVIS:** We have done training that relates [3] to community awareness. Racial sensitivity training, [4] Frank Amoroso is here from the community relation [5] service, he and Marty Walsh did a program here [6] several years ago, for the whole police department. [7] We

have tried to incorporate that as a thread that [8] runs through all our in-service training, not as a [9] special program where police officers are brought in [10] for what they term "touchy feely training," it [11] doesn't fit them. But, what we endeavor to do is [12] have the various components of police training use [13] examples that deal with racial issues, with emphasis [14] on integrity also, and to sort of weave that as a [15] thread, through all of our training. So, we have [16] paid close attention to that, but, what we refer to [17] as cynicism, or the way police officers deal with the [18] minority community, as you heard last night, it is [19] cultural. There are two doctors from the Phoenix [20] area, Gilmartin and Harris, who were former police [21] officers who deal with police cynicism, or the police [22] culture, and try and change that. They told a story, [23] they did some training up in the western part of the [24] country, and they were talking to border agents, who

Page 62

[1] were on the border between Canada and Washington, and [2] they said that one of the guys in the class said "you [3] know, I have only been here six months, and before I [4] got this job, I liked Canadians, but now that I have [5] been here for six months, I am going to tell you [6] something. You can't trust a Canadian, those [7] Canadians will lie to you every time you stop them, [8] blah, blah, blah," they went down his whole thing. [9] Now, I have heard of prejudice against Canadians. [10] But, that culture, where you are doing an enforcement [11] job, it seems to change the psychology of the person [12] involved in it. These men deal with that directly, [13] we actually have them coming here, to hold a mirror [14] up to the officers, if you will. And talk to them [15] about just that ridiculousness, that kind of grouping [16] together of groups that is counter productive to [17] relationships. We are doing it in a lot of different [18] ways, I don't know if there is a canned course you [19] can send them to, to fix them. If there was, I would [20] certainly buy it.

[21] **MS. MENDEZ:** You said that you sent people to [22] community forums, to get information. But, it seems [23] like from what I have heard, that people aren't [24] always honest or truthful at these community forums,

Page 63

[1] that they don't tell everything. Do you have other [2] ways of getting information that you can rely on to [3] help you with the policing, other than these [4] community forums?

[5] **CHIEF DAVIS:** Well, we look very closely at [6] complaints. We look at the

information, we put [7] together an early warning system for police officers, [8] that checks not only citizen complaints against them, [9] but also their abuse of sick leave, and other [10] indicators, possibly the use of alcohol or whatever, [11] reports from superior officers, that would indicate [12] that there is a problem with that particular officer. [13] So, we are using the data we have available to us, in [14] addition to the community input, to try to target [15] officers who are a problem, and then to take steps [16] and to see what their issues are. That has been a [17] very effective program, no one that we have [18] identified in the first three years, has gone back on [19] the list since it started. So, we are very happy [20] with the way that is working. I don't know how to [21] deal with a community that won't be honest with me. [22] We take calls on the phone, anonymous calls, as [23] indicators of problems, and we will investigate [24] thoroughly. We have a legitimate IA process in

Page 64

[1] place, I want to stress that, legitimate IA process. [2] Much to the consternation of a lot of police [3] officers, this has been a big issue in the police [4] department. But it is there, and I think that is [5] probably the best indicator. And, things like this, [6] if we can use you as a conduit for information, I [7] would be happy to do whatever we can to fix it.

[8] **MR. CHUN:** I think we would be happy to uh, [9] but do you have "No...all right, I wasn't sure.

[10] **MARC MILES:** That is okay, that leads right into [11] what I wanted to ask you. First of all, let me thank [12] you for coming today, we really appreciate it. I [13] think your focus on the word cynicism is very [14] appropriate. But, what we are hearing today is not [15] just police cynicism, but community cynicism. [16] Therein lies the problem of people talking past one [17] another, of distrust. I really am sensitive to your [18] feelings of frustration, of how do you deal with [19] police cynicism, and how do you deal with community [20] cynicism, but let me make a suggestion to you, that [21] the way you deal with most problems, and I suspect [22] from what we have heard today that you tend to do [23] this, is deal with it directly. That may be that it [24] would be appropriate to have a program, might call it

Page 65

[1] Zero Cynicism. Where the police go to the community [2] and say, "we can't be forthright with you, unless you [3] are forthright with us," and open up that dialog.

[4] **CHIEF DAVIS:** That is an excellent suggestion. I [5] think dealing with it

directly is the only answer, [6] and I never quite thought about it that way, but I [7] think there is a lot of validity to what you are [8] saying.

[9] **MR. MILES:** Okay, now Ki-Taek, go ahead.

[10] **MR. CHUN:** The youth and the police department, [11] do you have a uh, shall I say bilingual, officers or [12] staff persons, who can answer 911, or other [13] complaints?

[14] **CHIEF DAVIS:** We have uh, police officers who [15] speak Camir, and who speak Spanish. We have had less [16] luck in recruiting Camir speaking dispatchers. That [17] is a problem, we have gone through the community and [18] we have recruited actively at all community meetings [19] telling them that we have these positions available. [20] It is important to get someone who is strong in both [21] Camir and English, because the calls come in back and [22] forth. We do have one dispatcher that speaks Camir. [23] Just one. We have hired four or five over the years, [24] we haven't been able to retain them for some reason,

Page 66

[1] and that is a difficulty for us. We do have several [2] dispatchers who speak Spanish.

[3] **MR. CHUN:** What I learned from the community [4] persons, is the cynicism cuts the cloth many ways. We [5] all know that. It seems that some initial overture [6] might help from the police department. It seems it [7] might go some way, if a sincere letter written in the [8] language, is sent out to the community parents, [9] saying "these are the issues and we would like to [10] embark on zero cynicism progress" or something like [11] that, and "these are the things we are thinking. Can [12] you give us some ideas?" Show them that it would [13] benefit, that overture, in a language and manner that [14] they might feel comfortable. I get the sense that [15] they just feel a total absence of that, and that in [16] turn is misinterpreted as the police department does [17] not care. I think that is unwarranted, but I also [18] think that misinterpretation is in place. I mean [19] (unintelligible), which has the leverage and power, I [20] think maybe, it has to be that side which has to make [21] some overtures. Will it pay off, who knows? But, it [22] might be worth a try.

[23] **CHIEF DAVIS:** Well it is my sincere belief that [24] you can never do enough outreach, and we will

Page 67

[1] continue and do everything we can. If there is [2] some way to identify the individuals who feel like [3] they haven't had a voice, then I really would like to [4]

reach out to them. I would like to try and get it [5] from all segments of the community.

[6] PETER KIANG: I have admired your work from the [7] very first year you took the position, and I have [8] worked closely with you. And, I have been aware from [9] the very beginning of the leadership you have taken [10] not only to shift the culture, and the practices in [11] the police force, but also to play a very broad [12] leadership role in the community development. And, [13] what strikes me in your comments, beyond the details [14] of changes that you have worked to establish, is [15] the... what you have called, *'bold honesty'*, and a [16] particular set of words that you used kind of struck [17] me, which I might often hear from my [18] (unintelligible), who in the same language would say [19] the intransigent political structure. But, when you [20] said it, it carries much more weight and much more [21] meaning, because you are a part of that power [22] structure and you are an agent of change within that [23] power structure. So, I would really appreciate it if [24] you could be a little more concrete in detailing what

Page 68

[1] you are referring to, when you say that?

[2] CHIEF DAVIS: Well, just to clarify a point, [3] those were Father Loiacono's words, *'intransigent [4] political structure'*, and it struck me as I listen to [5] him say that, I didn't prepare remarks, I wanted to [6] listen to what people had to say. I thought it was a [7] particularly powerful statement that he made. What [8] that means to me is that, and this has amazed me for [9] a long time, the Hispanic community, the Latino [10] community has been here since the fifties. They have [11] not been able to field a political candidate. They [12] have not been able to uh... I knew Pedro Cortez, Pedro [13] was the very first Hispanic police officer on this [14] police department. He worked with my father, and he [15] worked with him for five or six years, and Pedro and [16] I used to talk about what he was encountering as the [17] very first Hispanic police officer in this [18] department. And, he left, he quit. He went into [19] other endeavors. He did that because he was becoming [20] a spokesperson for the whole Hispanic community. He [21] could not deal with the pressure that situation [22] brought to him. I often harken back to that [23] conversation I had with him, when I think about the [24] number of Latino residents that we have in the city,

Page 69

[1] and the lack of leadership I guess you

would call it. [2] I struggle with that, I wish there were someone we [3] could go to, Father Loiacono has certainly [4] distinguished himself in the time he has been here as [5] someone who listens to the community. And we have [6] talked, probably not enough, quite frankly. But, I [7] think that a real effort has to be made to do voter [8] registration, to let people know that those things [9] they read about in the newspaper, that are clearly [10] racist issues, are not accepted by the great majority [11] of people in this city, in spite of the politics of [12] it, in spite of the elections that occurred and in [13] spite of the people who got elected. I think that, [14] just with everything else, if you hit it straight on [15] and be direct about it, and say *'look, you are part [16] of this community, we want you to be part of the way [17] things happen here, we want you at the table when we [18] make these decisions'*, then I think the people who [19] are the indigenous leaders in the various minority [20] communities, will come to the floor and be able to [21] deal with us. That is what I think about, as I [22] supposed that part of that power structure being more [23] open and more inclusive.

[24] DR. BLANCHARD: I would like to use that as a

Page 70

[1] segway, and to return to my question to you, and try [2] to reframe it. I think in the course of our [3] briefings around the commonwealth, in Springfield for [4] example, and Boston and Fall River, and New Bedford, [5] I have become quite well sensitized to issues [6] involving citizen review boards and police advisory [7] kinds of committees, and I am mindful as you talk now [8] about the lack of political representation. What [9] some of the theorist call authentic representation of [10] the community members in the city of Lowell. There [11] are sort of two different ways in formal voice gets [12] heard. One is through something like citizen review [13] panels, although it doesn't have to imply the sort of [14] meddling it sometimes is perceived to be in the [15] affairs of scientific policing. It can be a voice for [16] community people to talk about policy, rather than [17] individual personnel decisions. That is one way that [18] cities and towns have sort of amplified the [19] discussion. The other way is to have formal [20] political voice, through the city council, through [21] elected political officials. It is sounding to me as [22] though neither of those formal conduits are [23] particularly open. So, the question is, is there [24] something between citizen review boards, and electing

Page 71

[1] officials, that is an advisory community policing [2] panel, tied to precincts? Some sort of formal voice [3] to make sure those conversations occur?

[4] CHIEF DAVIS: There is, and it is already in [5] place, maybe I should just announce that more [6] clearly. We have fifteen community groups on the [7] city, each of them neighborhood based. Each of them [8] have a meeting once a month. That meeting once a [9] month is attended by the police officers and the [10] police leadership, and it gives those community [11] groups a direct voice in deployment of officers, and [12] command decisions. It does exactly what a citizen [13] advisory board would do, but it is not a the [14] neighborhood, like, it is not just four or five [15] people. It is much more broad based as that, and I [16] think as a result of it being more broad based, it is [17] much more effective. It is in place, and we are very [18] happy with it. I would like to continue that, that is [19] the way we do it here, and I think it works. It is [20] something that the police department has embraced. [21] They haven't met with the skepticism that they may [22] meet with, if they were a civilian review board, or [23] civilian advisory board were put in place. Because, [24] a lot of negative stuff is associated with that. In

Page 72

[1] light of what has been stated here today, I think we [2] are doing all right, and I think we would like to [3] continue along these lines. That would be my take on [4] it, with all due respect.

[5] DR. BLANCHARD: Thank you very much. The next [6] speaker is Brian Martin, to offer some remarks to [7] conclude our session.

[8] MR. BRIAN MARTIN: Thank you. The Chief talked [9] about pretty much everything that I was going to talk [10] about, but I can kind of circle the wagons maybe, as [11] we conclude this piece of the program a little bit, [12] and offer my perspective. It is interesting that we, [13] in the end, talk about how do we communicate with the [14] residents and neighborhood groups, and individuals [15] about these issues, and about two or three Saturdays [16] ago, we had a summit of our neighborhood leaders to [17] talk about the effectiveness or the impact of the [18] Division of Neighborhood Services. Which, the city [19] council voted in, and hired staff to be able to be [20] engaged with the neighborhood leaders on a day to day [21] basis, outside of the public safety issues. Jim [22] Smith is my assistant, and does a heck of a job, and [23] is in charge of the program, and said to me *'What is [24] my goal here, really? I am in charge of the*

[1] Neighborhood Services, really what is my goal, I go [2] to the meetings and I am in charge of everyone, we go [3] to meetings and try to take care of things. And, I [4] said to him, "Your goal is to make sure that every [5] citizen that would contact either our office or any [6] of the Neighborhood Service representatives, and [7] there have been, I want to say, fifteen organizations [8] and leaders in all of those neighborhoods, that [9] every citizen that picks up the phone and makes a [10] call gets treated the same way. So, it doesn't mean [11] that, in other words, if the mayor were to call and [12] say to you I need to have something fixed or there is [13] a problem, there is a response, and hopefully a [14] professional response, an efficient response. Every [15] citizen in Lowell should get the same. That is the [16] goal of the Division of Neighborhood Services. I [17] want to say to this panel today, that is the goal of [18] the Lowell Police Department, that every citizen [19] regardless of race, color, or creed, would be treated [20] the same. We would be provide the kind of service [21] that is if they were all the same. I think the Chief [22] has done that. I have been around a long time, and I [23] have the gray hair, the Chief hasn't got his yet, but [24] I have been around a long time. So, I have been on

[1] the other side of this when we had literally dozens [2] and dozens and dozens of problems with civil rights [3] issues, and had to deal with them in a painful way. [4] But, I do believe that over the last few years, [5] because of the changes in our law enforcement, [6] particularly with the Chief and his professional [7] staff, that we are getting there. I think, as Dr. [8] Kit-Taek Chun said, we can learn something today by [9] sharing ideas and getting feedback and perhaps we [10] will get even better. There are a couple of areas I [11] would like to talk about that I think would say just [12] how far we have come. We had to determine the site [13] for one of our community policing precinct. We [14] opened up Centerville, as Dale had talked about, and [15] it was very successful, Bob Demora was the Street [16] Sergeant at the time, and has a great personality, [17] and everyone fell in love with the concept. We were [18] proactive in doing, what I think, all the right [19] things. Then, of course everyone wanted one. Every [20] neighborhood in the city wanted their own precinct, [21] and how many do we have now, Chief?

[22] CHIEF DAVIS: Six.

[23] MR. MARTIN: We have six of them. Everyone is [24] in total support of them.

But, the second one, we

[1] had to make a decision, where was the neighborhood in [2] the city, that we needed to make the most impact, [3] that really was the neighborhood that needed the kind [4] of support that the Centerville precinct provided? [5] The neighborhood that we decided on was the Lower [6] Highlands, it was a neighborhood that over the years [7] had changed, the number of immigrant families. [8] Although it abutted the Upper Highlands. So, you had [9] a different economic mix, and you also had a [10] different ethnic mix. What happened was, most of the [11] city councilors were from the Upper Highlands, so [12] they wanted us to locate the precinct in an area [13] called Couples Flair, which a small business [14] district, that at that time was still a majority of [15] white businesses, small businesses but very active, [16] so it would be a site that everyone could relate to [17] and say, well the Highlands have their precinct. The [18] fact was the area that needed the support was towards [19] the other end of the Highlands, in the Lower [20] Highlands, near the Boys Club, which was an area that [21] had a large number East Asians, in a neighborhood [22] that needed our support. They needed us to be [23] proactive, to provide the outreach, to make them feel [24] that they can connect to the community. What

[1] happened, we went through all the neighborhood [2] meetings, and the Chief was there with his staff, and [3] the councilors were there saying "it's gotta go [4] here", and of course, the individuals who where [5] connected to the neighborhood leaders and all the [6] political leaders would say it was obvious it should [7] go in Couples Square. And the reason that was [8] happening was that only the voices were being heard [9] from those residents. We weren't hearing from the [10] other folks. A lot of the Southeast didn't even know [11] there was a neighborhood organization, they didn't [12] know that they could have input into this decision. [13] So, the Chief and his staff and some neighborhood [14] leaders went out and knocked on the doors of a lot of [15] the Southeast Asian families, and said, "look it, we [16] have a major decision here. You need to be heard, [17] you have to come to this meeting, you have to speak [18] up for what we think is right for the neighborhood, [19] and make sure that you have an opportunity to [20] participate in the process. Well, they did that. In [21] the end, the result was that the Chief and the [22] neighborhood organization recommended that we locate [23] the site at

the Boys Club, in that Southeast Asian [24] neighborhood. That was a major victory for the city

[1] as a whole. It brought everyone together to realize [2] that everyone has a right, and should have an [3] opportunity to participate in what we thought was a [4] great program, something that was going to make a big [5] difference in the neighborhood. That was a success [6] story, just one. We have had a lot of them in [7] Lowell, and I hope we have a lot more in the future. [8] That was the beginning, because, as we went further [9] along with our other sites, we learned from that, the [10] Chief and the police department learned that you got [11] to make sure that everyone in the neighborhood has an [12] opportunity to participate. We are just not [13] listening to a political elected officials, or some [14] neighborhood leaders who may be looking out just for [15] themselves, and we are looking at the big picture. [16] Couple of other things that have happened in the last [17] few years that I think should be highlighted, is that [18] we have done an awful lot of work with the Safety [19] First Program, the Chief kind of glanced right over [20] it, in a connection to Harvard University. We have [21] worked with Frank Hartman and the faculty at the [22] Kennedy School, to help us better focus on specific [23] areas in the city, by collecting data, sharing [24] information about all of the crime, and all the

[1] issues going on in the community so that we bring all [2] of our people together that are providing the [3] services, to make sure that we are not again going [4] and focusing on areas where more political support [5] would say where the services are, but we understand [6] where they are needed. That program has been a huge [7] success and supported by everyone to take a step back [8] and say "where do we need to provide support?" What [9] are the neighborhoods that perhaps need more [10] officers, or need more recreation programs, which are [11] the neighborhoods that perhaps need to have the [12] schools open with the Community Schools program, [13] after school, so that we are aware of the families [14] that need more support. And, that we are not just [15] doing this in a vacuum, saying, well this political [16] figure wants to go here, and this person wants to go [17] there. We have input, we have data, we have [18] information that can help us make good decisions, [19] work with the state and federal government to write [20] grants and look for more programs. One of the last [21] things that I wanted to share with everyone

today is [22] a typical situation that for years I don't think has [23] ever been addressed, but we did it this year. I said [24] to the Recreation Director that every year I simply

Page 79

[1] get the list of park instructors and life guards and [2] all of the kids who work in the summer program. I [3] said, every year it is all of the same kids, all [4] white kids. There are a few Hispanic, a few [5] Southeast Asian kids, but very, very few. I said, _I [6] am not going to hire anyone this summer unless I see [7] that you have matched up all of the kids in the [8] playground, and at the pools with Asian and Hispanics [9] and white kids, so the families that are going to the [10] parks, will walk up the park, for example there is [11] Morey Field in Lowell, with a small playground, there [12] is mostly Southeast Asian children there, and you [13] have five white park instructors. So, how is the [14] mother going to walk to that park and say _lets see [15] what they have to offer this summer_ when they don't [16] have anyone there?_ We changed all that. We hired, I [17] think thirty or forty, minority park instructors this [18] past summer, with about the same number of white park [19] instructors. It made a huge difference in our [20] program. Those are the kinds of things we are [21] learning. I want to personally thank the commission [22] for coming to Lowell, we can learn more and share [23] ideas. I think the Chief has made the commitment [24] today to look at all these issues and make immediate

Page 80

[1] changes, that is what we are here for. The Chief and [2] I have come through the ranks in sort of dissimilar [3] patterns. I was an elected official and then I [4] became an administrator, the Chief has been in the [5] police department, he became the Chief, and I became [6] the City Manager about the same time. We committed [7] to ourselves that we would make Lowell the safest [8] city of our size in the country. That means safe in [9] all respects, for every citizen, with all the [10] programs and all the initiatives to do that. I am [11] committed to that today as well. Thank you very [12] much.

[13] **DR. BLANCHARD:** Let me start off with a question [14] for you. I confess that I am learning about the [15] cities and towns in the commonwealth, I live in the [16] far west, in North Hampton. I have encountered quite [17] a variety of city governments, and Lowell is a little [18] more unusual in terms of city governments. The [19] professional relationship between a professional [20] manager, a mayor appointed by the city council, [21] correct? Can you tell me, one

of the things, and [22] again, it is this voice and participation and citizen [23] advisory, I was struck by some of the things that [24] people have said. Some cities and towns have school

Page 81

[1] committees and city councils, that are almost [2] exclusively ward based systems. Others have systems [3] where all the elections are at large. Then there is [4] a mix, where there is a portion of school committee [5] and city councils that are ward based, which have [6] large elections as well. Can you tell a little bit [7] about the mix here, in respect to wards and at large [8] elections for city councils and school committee?

[9] **MR. MARTIN:** Okay, Lowell is a Plan E Charter [10] City, similar to Cambridge and Worcester. We are the [11] only three, Medford was and they changed to [12] (unintelligible) several years ago. All of the [13] elected officials, for the City Council, there are [14] nine City Councilors six School Committee Members are [15] elected at large. So, there is no ward [16] representation here. They are elected at large, and [17] from the nine City Councilors, the mayor is chosen on [18] inauguration day as one of the nine. So, you need [19] five votes to become mayor. That is our make-up.

[20] **DR. BLANCHARD:** My follow up, where is that [21] going? National Voting Rights Act, there is a lot of [22] discussion, litigation in Springfield, what is going [23] on here, what is the discussion?

[24] **MR. MARTIN:** Actually, the most recent

Page 82

[1] discussion occurred, I believe, the early nineties, [2] when there was a referendum to change to the charter [3] to Strong Mayor, that was defeated. There has also [4] been discussion about changing the mix on the School [5] Committee for example, to have X amount elected, and [6] appointed, similar to what Boston has done. I [7] believe the city wide Parent Council had talked about [8] that at some point, and some other public figures. [9] But, that has been discussed, and something I would [10] support. I think that would be an excellent idea. [11] But, there hasn't been any other effort to move [12] towards a ward representation or things of that [13] nature. Lowell did have that, I believe, in the late [14] thirties, early forties, there was ward [15] representation, and then it was changed to Plan E.

[16] **MR. PETER KIANG:** We will be getting to the [17] second panel in a few minutes, in much more detail, [18] but I am struck that as we gather here today, that [19] this is almost to the day of ten

years since the [20] signing of the (unintelligible). The city responded [21] to the initial wave of (unintelligible) filed by [22] Latino and Southeast Asian parents. I am very much [23] struck by the continuity of those parent complaints [24] overtime. A couple of years ago there was another

Page 83

[1] agreement from the city to (unintelligible), an [2] investigation was conducted by the office for civil [3] rights. I am wondering from your perspective from [4] the leadership of the city as a whole, what is your [5] explanation for that persistence of parents feeling [6] that their children are not being served by the city [7] schools?

[8] **MR. MARTIN:** Well, I am not intimately involved [9] with all the school department issues. The School [10] Committee has their autonomy, their own authority. I [11] could relate to what the Superintendent of Police [12] talked about, I think it has a great deal to do with [13] not having representation on either the Council or [14] School Committee. I think that would create a much [15] needed change for the community. I think that when [16] they turn the TV on in the city, and you see there [17] are nine City Councilors, and they are all white, an [18] six School Committee members and they are all white, [19] you are not relating. It goes back to the same [20] situation as a mother going up to a playground in the [21] summer, and having five white park instructors and [22] she having a Spanish child. I think there is a lot [23] of that, how do you change that, I think, is an [24] excellent question. It is something that I think,

Page 84

[1] the community as a whole, needs to take a good hard [2] look at. I think that over a period of time we have [3] done a great job, I think, at doing outreaching, [4] programs for kids, and making sure that we are [5] reaching out to each one of the ethnic communities in [6] a special way. Either with the rec programs or [7] afternoon programs, things at the Boys Club. The city [8] funds literally, dozens of these programs, like they [9] never did before. The city, through it's Block Grant [10] Program, has moved a lot of money from infrastructure [11] into social programs, the Boys Club, the Girls Club, [12] the Y, we are doing a lot of things. First of all, I [13] believe in it, and I can make ninety eight percent of [14] those decisions before they come to the council. [15] Secondly, that is what we need, so I think we really [16] have done a wonderful job of channeling resources. [17] Our recreation budget now is triple what it was three [18] or four years ago. We

have got programs for [19] everyone, now we got to find and make sure that [20] everyone is going to them. But, I think that the [21] bigger piece with being disenfranchised is that you [22] don't have those leaders in the community that get [23] elected. There was an Asian fellow that ran for the [24] School Committee, I believe, two years ago. Sanbeth

Page 85

[1] Fenell, who got a lot of votes, I think he finished [2] seventh or eighth, he did a heck of a job on the [3] campaign. I think that is going to happen. Perhaps [4] we as leaders should look at how do we support those [5] candidates, either through the business community or [6] by the leaders in the community standing up and [7] saying this is important, we should be endorsing [8] those candidates. I think it is a point well taken.

[9] **DR. BLANCHARD:** Any further questions? Thank [10] you.

[11] **MR. MARTIN:** Thank you.

[12] **DR. BLANCHARD:** I would like to ask Frank [13] Amiroso, if you were going to close this session, and [14] take a brief break, I think we have about ten [15] minutes. Before we open up the second session, do you [16] have any remarks you would like to offer on this [17] first topic?

[18] **MR. AMIROSO:** Sure.

[19] **DR. BLANCHARD:** I would love it if you came [20] forward then. Frank Amiroso is from the Department [21] of Justice, and the Community Relation Service. And, [22] you had some experience in Lowell, and all through [23] the commonwealth I think. Thank you.

[24] **MR. AMIROSO:** First of all, thank you for giving

Page 86

[1] me this opportunity just to take a minute for those [2] of you who aren't aware of who we are, the Department [3] of Justice Community Relation Service was created as [4] part of the Civil Rights Act of 1964. It is our role [5] to work with individuals or groups who feel that [6] somehow they have been discriminated against, or that [7] their rights have been violated. I have been [8] assigned to the Boston office, for about five years [9] now. If I could just, on a personal note about [10] Lowell, when I first came to Boston five years ago, [11] my wife took a job as a teacher up in Tyngsboro. [12] What we were both advised, was to stay as far away [13] from Lowell as we could, that was by from very [14] professional people. For the last two years I was [15] detailed as the National Coordinator of the Church [16] Burning Task Force, and have been working in the [17] south, and just came back to Massachusetts and I very [18] seriously say, that we would not

hesitate today to [19] move into Lowell. It is because of some of the very [20] positive changes that we have seen here in the city, [21] and certainly the credit belongs to a lot of [22] different people, because the police department [23] cannot do it alone, it needs a City Manager, it needs [24] elected officials, it needs a lot of folks to have

Page 87

[1] that happen. I think certainly Chief Davis has [2] brought about an excitement in the police department. [3] We also do a lot of training around the area, we do a [4] lot of training about community policing. The thing [5] I like, with what I see here in Lowell in the police [6] department, is they are a department that really has [7] taken community policing seriously. Most law [8] enforcement agencies across this country are really [9] not doing community policing. What they are doing, [10] are community policing programs. I don't mean to [11] take away from those programs, they are good [12] programs, but they really haven't adopted a [13] philosophy of community policing, but they are out [14] there saying "we're doing it". Lowell, I think, is [15] doing that, under the leadership of the Chief, and [16] certainly his command staff, they are attempting to [17] adopt that philosophy. I think they have made some [18] outstanding strides, last week I was in Houston doing [19] some training for police administrators, I used [20] Lowell as an example. Five years ago, I certainly [21] would not have done that. They have made some [22] excellent strides, certainly in the area of hiring [23] minority officers, the changes that have been done in [24] terms of their training, are exceptional. Certainly

Page 88

[1] the members of this department that I have had the [2] opportunity to interact with, it has been very [3] positive. It is not Utopia, obviously, that is what [4] we all ought to be striving for, and I think that is [5] what exciting about what is going on in Lowell, they [6] are striving for that. They are trying to make their [7] agency a model agency, the police department. And, I [8] think they are probably at the point where many [9] agencies that are trying to make that change, that [10] transition, really have to stop, take a look where [11] they have been and where they want to go. I am [12] confident that is what will happen here. When are [13] looking to do some hate crimes training, for police [14] administrators throughout New England a month ago, we [15] turned to Superintendent Davis to sponsor that, and [16] he did. When we were looking to do some training a [17] few years ago, within police departments, because it

[18] is an area we don't talk about a lot, the culture [19] within the police department and what happens to [20] minority officers within a police agency, [21] particularly that first one, the first person we [22] turned to, again, was Superintendent Davis to sponsor [23] that. We invited in thirty administrators from the [24] major cities in New England with minority officers to

Page 89

[1] begin that kind of a dialog. So, he has been there, [2] the department has been there, and the city has been [3] there. It is a pleasure to work here.

[4] **DR. BLANCHARD:** Do members have any comments or [5] suggestions? Thank you very much, we are glad you [6] could come today. We will take a break for about ten [7] minutes, and then reconvene, and change our theme to [8] a discussion of youth and the schools. Thank you [9] very much.

[10] (Intermission).

[11] **MR. MARC A. MILES:** The committee is interested [12] in getting the civil rights lay of the land, here in [13] Lowell. That includes not only the conflicts, but [14] also the positive steps that are being taken. I hope [15] that each speaker in our second session this [16] afternoon will remember to include the positive steps [17] that are occurring, in his or her presentation. Our [18] first speaker is Jim Conlon from the Big Brother / [19] Big Sisters in Lowell. I know my wife used to work [20] for Big Sister in Boston, so I know there is a lot of [21] positive things going on there, and I would like to [22] hear about that.

[23] **MR. JIM CONLON:** Thank you. I am not as [24] polished a speaker as Father was, and Dave Malone of

Page 90

[1] the Elliot Church. I had a chance to work with both [2] of them, they really know their communities really [3] well, that they work with. I have just prepared some [4] statements. I also have a young person who has been [5] in my program, I work with. I have known him for [6] about three or four years now, and he is currently at [7] Middlesex Community College, and he is here to kind [8] of answer any questions you might have. He has [9] experienced it as a youth, and the focus of this [10] session is supposed to be about the youth in Lowell. [11] Again, my name is Jim Conlon. I am the director of [12] an after school program for at risk teen males, [13] called the Adam Project. It is run out of the Big [14] Brother / Big Sister office, in downtown Lowell. We [15] use Middlesex Community College as our space. The [16] program was originated on the idea of mentoring. Big

[17] Brother / Big Sister is where you provide a one to [18] one relationship where a child has a caring adult who [19] they can kind of grow from, and the adult can grow [20] from the relationship too. We have lots of boys that [21] were never getting a Big Brother, because you don't [22] tend to ever get enough Big Brothers in the program, [23] so we started an after school program about ten years [24] ago, and I have run it for the last five years. I am

Page 91

[1] also a high school teacher in Tynngboro, [2] Massachusetts, and I have been doing that for about [3] five years. So, I do the after school program, once [4] I finish there. I have had the opportunity to serve [5] in the Safety First initiative in Lowell, the Weed and [6] Seed initiative in Lowell, as a member of the mayor's [7] Youth Commission, I am an active member of the Lowell [8] Teen Coalition. I have also directed supportive [9] youth programs like Teens Reaching Out, with the [10] Pregnancy and Violence Prevention Program, the Teen [11] Rape and Assault Prevention Program. Twenty-Fifty, [12] with U Mass Lowell, a community sustained ability [13] club, and the Teen and Quality Youth Center in [14] Lowell. By being a part of these experiences I have [15] had the opportunity to meet many dedicated and [16] talented adults and youth in Lowell. I have had the [17] chance to discover issues that are important to [18] empowering the youth and their families in Lowell. [19] Poverty, lack of education, drugs, violence, and a [20] lack of hope drives many people to feel dis-empowered [21] and give up on life and the potential for positive [22] change in people's lives and communities. Many of [23] the youth I work with have all of those, or most of [24] those, surrounding them in their lives. I am honored

Page 92

[1] and happy to be part of this panel on minority youth, [2] and civil rights, today in Lowell. I want to explore [3] what has worked, do something to change what has not, [4] and most of all, to find ways to instill hope into [5] the unnoticed youth of our community. When I was [6] asked to serve on this panel, I thought I had better [7] to some research into the topic of civil rights. [8] And, my college professor, when I was going through [9] my Masters program, is here today, and I said it was [10] her class that I kind of looked back on. You hear a [11] lot about these two words, but what do they really [12] mean to other people? It is something that we kind [13] of say casually now, but we don't really think about. [14] In my search to educate myself about civil rights [15] are, and to find a broad

meaning to the words, I [16] found two men who had discussed civil rights in their [17] writings. The French philosopher Rousseau said _man [18] is born free and everywhere he is in chains_, by [19] chains, he meant limitations imposed by government [20] and institutions on the exercises of one's rights and [21] freedoms. The early Christian philosopher Augustine [22] Hippou said _for people to have their civil rights, [23] two conditions are necessary, justice and equality._ [24] These two men gave me something to think about, as I

Page 93

[1] began to reflect on our current in Lowell for youth [2] and their civil rights. Lowell is an experiment in [3] process, we are a diverse community that has seen [4] many immigrant come and integrate in the mosaic we [5] currently call Lowell. Currently, we have a large [6] minority population of Southeast Asians and [7] Hispanics, as well as the Caucasian population. Many [8] of the children of the city come from the minority [9] families, they go to our schools. They seek justice [10] and equality in their treatment from the schools, [11] police department, and the local government. Many [12] have little or no understanding of how these [13] institutions work, never mind how to get them to work [14] for themselves. I often end up being an advocate, or [15] get a chance to listen to the stories of what works [16] or what doesn't work for these families in Lowell. I [17] understand how difficult it is to serve people in a [18] day in and day out situation. Being a public servant [19] is an incredibly difficult job, and I respect and [20] admire to efforts of people who choose this life. In [21] the end, individuals make a difference, training, [22] experience, commitment to the community and cultural [23] awareness are essential skills of public servants [24] needed to perform their jobs today. I have been a

Page 94

[1] life long resident of Lowell, and over the last [2] thirty years of my life, there have been many changes [3] in Lowell, for the better. Community policing, the [4] National Park of Lowell, the building of new and [5] better schools, the neighborhood groups that are [6] working to improve the quality of life in Lowell. [7] There has also been changes and an influx of talented [8] people and committed people like Mike Ortiz, our [9] Assistant District Attorney. Like Father said, he is [10] an amazing person who has brought a lot of energy and [11] ideas in to the city, and he works tirelessly on [12] behalf of the youth in this city. I would be remiss [13] not to mention his name. He works in the Juvenile [14] Department.

People like that keep the momentum going [15] and kind of can energize you work towards helping the [16] youth that we work with. However, there is always [17] room for improvement, Lowell has a serious youth gang [18] problem which is often ignored or put to the back [19] burners. It has schools that have failed some of the [20] students, not all the students, and we still need to [21] make a full commitment to the youth in our city. I am [22] part of the mayor's Youth Commission, and we finally [23] got the City Council to go along with, and the [24] Manager to appoint a Youth Service Director, one

Page 95

[1] person. There is a whole neighborhood service [2] department, but we finally got a youth coordinator [3] for the city, not recreation, but youth. Because, we [4] see recreation as only one part of what we need for [5] the youth in our city. I usually get to my office [6] around three o'clock in the afternoon in downtown [7] Lowell, I hear the complaints of teens that enter our [8] office about police harassing them, about being [9] disrespected. Many of them just want to vent, and I [10] can see the source of the complaints, because as a [11] teacher in school, I know kids complain about [12] teachers, so you have to take it as it comes, with [13] each kid as an individual. But, there is an [14] underlying cynicism, and that word was brought up [15] earlier, the youth especially the minority youth, are [16] extremely cynical of the system that is set up in [17] Lowell. They do see white people, and what they [18] would say to me as _the powers that be_, to be [19] unfair. I try to get them to understand the [20] difficulties of working with people, and we talk back [21] and forth. We have had discussions with small groups [22] of police officers, but never at like a system wide [23] level. I think that was one thing that was brought [24] up earlier. There have been times that I feel

Page 96

[1] injustices have been done to the youth I work with. [2] Many of them are just small things that just keep [3] building and building. Not like the violent beating [4] that you would see reported on the TV news, because [5] that is not as important to the media, but the small, [6] little things that add up to a lot in a child's life, [7] or how they exist. Some of the youth I work with are [8] incredibly courageous and do not engage in [9] destructive behavior, even though they are surrounded [10] by negative things in their life. There are some [11] that are not angels, however too, and I acknowledge [12] that, they have problems that they are dealing with. [13] I wanted to share two stories that I feel have merit [14] in today's

discussion. In both cases the rights of [15] individuals were disregarded. These two stories are [16] not an indictment of the whole system, or department, [17] but they show how lack of training or over work can [18] lead to a transgression of a person's rights. I have [19] lots of these stories, but I just picked two for [20] today, I am sure Father or I could get up here and [21] you know that is not the point, it is just to give [22] you a little feel for what happens to youth on a day [23] to day basis. One day there were two brothers [24] walking to the store to get milk in the Highland

Page 97

[1] section of Lowell, for their family, around five [2] thirty in the afternoon. The fifteen year old is in [3] my program, neither one of them has ever been in any [4] trouble for anything. They are both Southeast Asian. [5] A police car pulled over and asked them to put their [6] arms on the car. They were searched and questioned. [7] There was gang activity in the neighborhood, and I am [8] aware of that, because I have worked with many kids [9] who are in gangs. The fifteen year old boy was [10] petrified. The officer said he was going to take [11] their pictures, and he asked them lots of questions [12] about being in a gang. The boy told the officer that [13] he was afraid that his parents would be ashamed of [14] him if they heard the police had stopped them in a [15] public place. He also kept asking the officer why he [16] was being harassed. Was it simply because he was [17] Asian? As in most cases, people in power do not like [18] authority questioned. The boy would not give the [19] officer his name, the officer became angry and [20] continued to question the boy. He threatened to take [21] him to the station and to do what it took to get the [22] information. Finally the boy gave his name and [23] address to the officer. The boy engaged me as soon as [24] he got home, he related the story to me and he was

Page 98

[1] crying and visibly shaken when I went to see him. He [2] felt violated as he explained what happened to me, [3] and he started to get angry. We sat and wrote a [4] letter to the police department asking that his [5] picture be removed from the police arrays that they [6] keep at the police department. We never got a [7] response from that letter. This experience has given [8] this young man a bad experience with the police, that [9] he will probably never forget. The second story was [10] about a freshman fourteen year old, again a Southeast [11] Asian boy, that attends Lowell High School. He [12] joined the Adam project this past summer and has been [13] coming to the program consistently. He

attended a [14] middle school in Lowell with a heavy Southeast Asian [15] population, he showed me his schedule at Lowell High [16] school. He was enrolled in business classes at Lowell [17] High School, these are the lowest level classes [18] offered at Lowell High. I always help the kids get [19] their schedules changed in the fall, because many of [20] them can't get that kind of support from their [21] parents. Sometimes the kids feed you a line about why [22] they want to change, because they really just don't [23] like the teacher or something, we kind of work [24] through that. Lowell High School is a busy and large

Page 99

[1] urban high school, many students feel lost when they [2] go there. I asked this particular boy to bring me [3] his eighth grade report card. He had been telling me [4] how stupid he was, and his classes were too easy, and [5] it didn't make sense to me. He brought me his report [6] card from eighth grade and he had all A's. I was in [7] shock, why had he been placed at the level he had [8] been? After making a home visit, I met the boy's [9] father and mother. Dad was disabled and didn't speak [10] English, and Mom spoke broken English, but she was [11] very seldomly home, she worked two jobs and sometimes [12] a third job. Their English was very limited even for [13] her. I believe he had been overlooked, because he [14] has no effective advocate to check or support his [15] needs. We did have success in changing his schedule, [16] but I believe damage to his self esteem relating to [17] school and his education, had already been done. He [18] has told me many time since then that he feels [19] stupid, because now he is a college level class and [20] the work is more demanding. We talk frequently about [21] school, if he was not in a program where he gets [22] support, nothing probably would have been done, and I [23] feel that happens to a lot kids in the city, not the [24] kids that have the two supportive parents and come

Page 100

[1] from the better neighborhoods in the city, but the [2] ones that don't have that kind of support. In both [3] of these cases, the adults involved had their job to [4] do. The police officer was battling youth gangs, and [5] I am sure that was his mission, and the guidance [6] officer who dealt with this young man probably had to [7] process hundreds of schedules for Lowell High School. [8] I know neither individual intended to hurt someone. [9] How the system works, or the lack of training may not [10] have helped these two situations, I really don't [11] know. We have to remember though, that the means [12] cannot justify the ends. Both of

these young men had [13] someone who could have helped them understand what [14] had happened to them, and this was positive. Think [15] of how many young people who have no program, no [16] adult or authority, who can report things to the city [17] or the proper authority. We have to strive to [18] protect people's rights and have systems in place to [19] deal with transgressions of individual rights for all [20] of the youth in our city. And some of the things that [21] were mentioned earlier, about the police officers and [22] being identified, I think proper channels is [23] something I think we really need to work on in the [24] city. For these negative experiences though, I can

Page 101

[1] relay three times as many positive experiences. I [2] have had police officers, guidance officers, [3] teachers, administrators in Lowell, help me with [4] different problems. I remember asking police officers [5] stationed in downtown Lowell to come to our office, [6] to talk with the youth in my program. They came and [7] participated in our group, they took the kids to play [8] football, and continue to stop by and speak with the [9] youth. It took that initial contact. One of the [10] problems with that, is that once the police officers [11] are there for a while, they get restationed, and now [12] there is new police officers in downtown, and they [13] don't come by. So, it is one of those things that we [14] never set something in motion to replace that. Once [15] that happened, there were less complaints from the [16] kids. They had two new adults they could seek advise [17] from, and get feedback from. I have had school [18] administrators bend over backwards to help youth in [19] my program get through the death of a parent, or a [20] friend, get through problems with a difficult teacher [21] or subject. Many teachers of the youth I am [22] connected with go to visit them in jail and send [23] letters of encouragement to them, along with me, long [24] after they have left their class room. The youth

Page 102

[1] that I work with live on the boundary of violence and [2] poverty. The challenge for us is to work together to [3] instill hope into their lives. I believe that hope [4] is the ability to work for something to succeed, and [5] many children in the city don't have that hope right [6] now. Community schools, community policing, the [7] Healthy Summer initiative, the Weed and Seed Program, [8] Safety First, New Tutoring and Mentoring, and After [9] School Programs in the schools, increased [10] recreational activities and the strong Neighborhood [11] Service Departments are all positive

steps, that can [12] make a difference in the city. Coalitions and [13] campaigns that include parents and youth as partners [14] with the whole community are crucial for the city to [15] take the next step forward. Lowell is moving in a [16] positive direction, but we must not become [17] complacent, or become unwilling to evaluate our [18] direction, and the outcomes of our efforts. If we do [19] this, we can remove the chains of injustice and [20] empower the minority youth of Lowell to reach their [21] greatest potential in life. That is the only [22] prepared kind of comments that I have today. I wasn't [23] sure how formal or informal we should be today, I [24] learned a lot just by listening to the first couple

Page 103

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Page 103

[1] of speakers, especially Father tracing the kind of [2] historical background of the Latino community in [3] Lowell. That was enlightening to me, because I have

[4] lived in Lowell my whole life, I never understood why [5] all the Latino kids actually went to the Voc, and [6] they do, because I have my program, the Vocational's [7] kids come to it a little bit later, because the bus [8] from the Voc come then, and very few of them go to [9] Lowell High School. I also have a young man here, [10] his name is Tian Tang, he is in the back, who has [11] been a part of the program and I have seen him make [12] great strides forward in his life, and reaching goals [13] and things he has wanted to do. He has gone through [14] kind of up and down times in the school system with [15] the police, as a resident of Lowell now, and his [16] younger brother is in my program now. But, he is [17] currently enrolled at Middlesex Community College and [18] is completing his first semester successfully. So, [19] if you would like to ask him any questions also, he [20] would probably be a good source to help you.

[21] **MR. MILES:** Are there any questions for the [22] speaker? People in the audience should feel free to [23] ask questions, also. Yes?

[24] **AUDIENCE MEMBER:** This is not a question, as

Page 104

[1] much as it is a comment. I am not condoning the [2] behavior of the police, but I think that when one [3] culture is looking at the other culture, sometimes [4] the facial characteristics seem alike, and they kind [5] of blend in. So, there could be, or there is a [6] possibility of mistaken identities and other things. [7] And also, just the lack of knowledge that everyone [8] has about everyone seems alike, for example when I [9] was first come to the United States, to me, all [10] Americans looked alike, I couldn't distinguish one [11] from the other. And, I am sure, if an American goes [12] to China or India, they feel that all Indians look [13] alike or all Chinese look alike. So maybe that could [14] be, could be one reason why the policeman stopped [15] this young. I am not saying that is to be condoned, [16] I am just trying to understand it also.

[17] **MR. CONLON:** Incidents like that one I just [18] picked that one simply because here is a boy who has [19] never really done anything wrong, and simply walking [20] to the store, a lot of times I have interactions, I [21] am not usually dressed a tie and shirt, I am usually [22] in jeans a t-shirt, and walking on the street or [23] doing things with minority youth. And, it is amazing [24] how if I am there and they associate that I am

Page 105

[1] connected with these youth, how the discourse that [2] takes place between a

police officer and that youth [3] or administrator in the school and that youth, if I [4] walk into the office with that youth standing next to [5] me, the whole conversation changes. I was at the [6] police station one time with a father who was wanting [7] to report his son missing, he had run away. There [8] was a discourse taking place between the police [9] officer at the desk and him, and I was standing back [10] and not by his side, and the conversation was turning [11] to what I considered inappropriate. So, I stepped up [12] next to him, and said _Excuse me, I am here with this [13] gentleman, can you help me?_, and the whole tone of [14] the conversation changed immediately. There was no [15] longer _Why are you wasting my time?_ to now _This is [16] really important._ It shouldn't be that way, I don't [17] feel it should be that way. Just because he is a [18] Southeast Asian boy walking down the street with a [19] bottle of milk in his hand, it was not like he was [20] giving the police officer a line. I could see it if [21] he was carrying a baseball bat, because then you [22] could say maybe he was going to fight somebody, or [23] maybe he was going to play ball. Those are just [24] little things that the kids experience constantly.

Page 106

[1] It is not every police officer, it is not every [2] teacher. The majority of the police officers that we [3] work with, and the majority of teachers we work with [4] are wonderful people that do a great job. But those [5] experiences that they have with the darker side, or [6] whatever you want to call it, of how people treat [7] each other, makes a lasting impression on youth [8] especially, because they think that is the way of all [9] police officers. They tend to group much quicker [10] than adults will that this is how everybody gets [11] treated and this is how everybody acts.

[12] **MR. MILES:** Could I just ask you to identify [13] yourself, we are keeping a record of the proceedings, [14] and we would just to know who is asking the [15] questions?

[16] **AUDIENCE MEMBER:** Should I just name my name?

[17] **MR. MILES:** Ya, that is fine.

[18] **AUDIENCE MEMBER:** Okay, I am Chandrika Sharma.

[19] **MR. MILES:** Thank you, did I see another hand [20] over here? Peter had his hand up, okay.

[21] **MR. KIANG:** You had mentioned that the city has [22] now hired a new Youth Coordinator, and you made the [23] distinction between just recreation and having [24] someone in place in the (unintelligible) to focus on

[1] youth programming or youth development. Could you [2] give us the name of that person, and say a little bit [3] about the potential of that for the city?

[4] **MR. COLON:** Okay, they haven't actually, they [5] are in the process of hiring. The city has become [6] much more open, I feel, in this area. They have [7] actually asked a bunch of people from the Social [8] Service agencies, to sit down along with Jim Smith, [9] who is the Assistant City Manager, and we are going [10] to interview potential candidates. We have ten [11] candidates, and the interviewing process is supposed [12] to start within the next two weeks. This is something [13] we fought for, for like the last two years, and it [14] was put into the appropriations last year. [15] Originally it was going to be thrown under the [16] Recreation Department, we fought that, saying that is [17] not what we want. We have a Recreation Department, [18] we want somebody who is going to coordinate jobs for [19] youth, that is going to be an advocate for youth [20] within the school system, within the community, that [21] is going to seek the support of the business [22] community and establish more mentoring type programs. [23] We hope to have the person hired and on board by [24] January 1st. The commission meeting I came from, it

[1] is the first Wednesday of every month at City Hall, [2] and we had three City Councilors there this week at [3] the meeting, they share the subcommittee on youth, [4] and we are a part of that also, The Mayor's Youth [5] Commission, so we had a chance to talk with them, and [6] they are pushing forward. It just seems like nothing [7] happens very fast when you are dealing with the city, [8] just because it has to go through that chain of [9] command, and you know, the kind of red tape stuff. I [10] was very happy when they called and asked me to be [11] part of the interviewing committee, because like when [12] I was talking with Reverend Malone, a lot of the [13] people from the Social Service agencies didn't feel [14] comfortable coming here today, and I have to be [15] honest and say that, because we received our funding [16] from the United Way and through grants. And, if we [17] get up here and say something that is very negative, [18] it does affect our funding. I have had personal [19] experiences where I have said or done something and [20] it has come back through the grapevine, through the [21] phone call to my executive director, my boss at the [22] agency, that there is an implied threat of cutting [23] the funding. So, there is things like that still [24] happening, unfor-

tunately. But, I guess that is part

[1] of dealing with it, and also as part of coming here, [2] I didn't want this to be a negative thing. I really [3] wanted to say that I believe that Lowell is moving in [4] a positive direction. I wish the Chief was still [5] here, because I am a huge admirer of what he is doing [6] in the city. It is not easy to change people that [7] have been doing something twenty five years one way, [8] and now you are asking them to do it differently. It [9] has got to be a little at a time. I really believe [10] and feel that he is really working towards that end. [11] If I call him, he will come down and sit with the [12] kids in my program and talk to them, he is that open. [13] He can't change every officer on the street, just [14] like Superintendent Tsapatsaris couldn't change every [15] principle or teacher, but they have to give that [16] direction, and I think he is.

[17] **MR. KIANG:** Gee, I have twenty questions now, [18] but I will try and keep it brief. I am wondering if [19] you could quickly comment, a lot of youth programs [20] are the way that adults create these programs, either [21] with a view that youth are a problem to fix, or youth [22] need services to take care of them. Very few youth [23] programs are set up to tap the strengths of young [24] people and to empower young people, to develop their

[1] own visions, their own agendas to have an impact on [2] society. I am wondering what would you say, not only [3] talking about your own agency, but what you think is [4] the state of youth empowerment in the city of Lowell [5] today?

[6] **MR. CONLON:** I think it is coming around slowly. [7] There have been changes like the new Executive [8] Director of the Boys Club in Lowell, and I think he [9] has taken that approach in his model. It is the way [10] we have always done things in our program. The youth [11] make the rules, and a lot of times they are a lot [12] harder on each other than I am, the reason why I [13] think the youth stay involved with my particular [14] program is because they feel it is theirs. It is not [15] my program, it is their program. They make the [16] rules, they use their artistic talent, their kind of [17] artistic talent, being drawing, writing, acting. [18] That is something my particular group has found to be [19] a real draw to them, they go out into the community [20] and educate that way. We also have the recreational [21] activities and the education part of it. A lot of [22] these kids, not just the ones in my program, but the [23] ones that I work with, they really don't

have someone [24] to bounce things off of, most kids will tell me their

[1] biggest problem, the kids that feel isolated have, is [2] that they never have an adult that they can really [3] talk with. Mom and Dad are either not available or [4] not capable of giving them what they need for advice, [5] or things like that. It falls next upon the [6] teachers. I say if one kid walked in and said _Jim, [7] you are like the first adult that I have talked to in [8] two weeks_, they walk by them on the street, they [9] have no way to approach them, and that happens, that [10] isolation that the teenagers feel today. I know I [11] can only speak for the programs that are in the [12] Lowell Teen Coalition, that is six social service [13] type agencies that we work together, and what we have [14] tried to do is coordinate our efforts, the YWCA has a [15] fantastic program. They have lots of different kinds [16] of peer leadership groups. What I do, is take my [17] original program and I offer the kids to work in [18] these smaller peer leadership groups. I have about [19] forty or fifty young men that come into my program, [20] and then they get involved in the Teen and Quality [21] Center, Tian is a part of that, and they get involved [22] in the Teen Rape and Assault Prevention Program. [23] They get involved with the Violence Prevention [24] Program. Some of them will come to the civic

[1] meetings with me, because that is what they really [2] feel interested in doing, they get a chance to sit [3] with the Mayor, and to meet these people and say _I [4] have some power now, because I can talk and be in the [5] same room with these people_. Some of them take that [6] approach. I know we do what we can, this summer I [7] took twenty five of them to New York and they did a [8] presentation at a conference that got the top rated [9] presentation at that conference. It was a Big [10] Brothers / Big Sisters of America National [11] conference. That experience of them getting up there [12] and talking to other adults, in a meaningful way, is [13] about empowerment. I can see their confidence, their [14] self esteem soar, and then they end up in places like [15] Tian, he is in college, instead of just hanging out.

[16] **MR. KIANG:** I don't know if you would be [17] uncomfortable sharing this or not, but as you look [18] back on your own experience, particularly in school [19] and you think about what your brother might be [20] experiencing now, are there specific points that you [21] want us, as advocates for civil rights, to really [22] understand?

November 6, 1998

[23] **TIAN TANG:** Well, (unintelligible) very [24] challenging. And, all the people the people that are

Page 113

[1] in there, it is so crowded in high school that the [2] teacher doesn't give you that much attention as you [3] should receive. Students never really get to know [4] the teacher, and the teachers just picking the ones [5] she knows most, and all the others they just get left [6] alone. There are a lot of gangs, and my brother [7] right now, he is a freshman in high school, I don't [8] want him falling into that category and hanging [9] around with all the street gang kids.

[10] **MR. KIANG:** Do you think that if school was a [11] more positive environment for young people that the [12] gang issues would be less?

[13] **TIAN TANG:** Not really, I mean the gang isn't [14] really the people that do bad things, it is only like [15] friends that hang around. All they want to do is [16] have fun. And uh, through school there are like so [17] many races, or ethnic people in there, and they don't [18] really like, talk to each other that much.

[19] **MR. KIANG:** Do you feel safe in school?

[20] **TIAN TANG:** Not really.

[21] **MR. KIANG:** Do the gangs try to recruit members [22] in school?

[23] **TIAN TANG:** Uh, sort of, well, I dropped out of [24] high school in tenth grade. I mean, I walked down

Page 114

[1] the hallway, going downstairs, a Latino gang just [2] came up and start punching me, and I just walk away [3] because I didn't want to do anything. And, I didn't [4] want any more problems.

[5] **MR. CHUN:** I think maybe a following up question [6] for you, or Jim maybe you will answer. We have heard [7] from numerous diverse sources, from students, former [8] students, and their parents that the common theme, [9] they seem to think that at Lowell High School [10] minority students, Southeast Asian as well as [11] Hispanic students do not feel the kind of respectful [12] treatment from the teachers. They do not get [13] sufficient attention, sometimes they are mistreated, [14] sometimes unfairly treated. Now, my question to both [15] of you is to what extent would you agree or disagree [16] with that observation, and if you do, what do you [17] think are some of the causes and possible remedies? [18] **MR. CONLON:** I think that there is that feeling [19] amongst minority youth at Lowell High School. Lowell [20] High is still pretty much most of the teachers are [21] white, where the majority of the students are not. [22] It is pretty close to

that, I know as a teacher that [23] you tend to work with the people who are like you, [24] and if you have a mixed classroom, I think a lot of

Page 115

[1] the teachers, especially the older teachers who have [2] been there for a long time, tend to give more [3] attention to the white students. I think that just [4] happens. I don't know if they do it consciously, I [5] don't may teachers would do that. I think there are [6] individual teachers, like individual police officers, [7] who do treat the students with disrespect. But, a [8] lot of times when that goes to the office, who are [9] you going to believe, the kid is in trouble all the [10] time, or the staff person? The administration almost [11] always will side with the faculty, which is kind of [12] circling the wagon type thing, I guess. I am a [13] teacher in Tyngsboro, and I know that is how it goes [14] at Tyngsboro High School, I would be lying to you if [15] I said otherwise. The administrator, their job is to [16] protect the staff. That is what they think. I think [17] if there were more dialogs between students, [18] teachers, and administrators, just about issues, and [19] not in Science, Math or English class which takes [20] place at the school, but some really open place. [21] Father said it eloquently, with Superintendent [22] Tsapatsaris also. It needs to be open, and nothing [23] we say is meant to be taken personally against the [24] school system, but there are things that could be

Page 116

[1] changed to make it better. I think maybe having a [2] student council that reflects the diversity of the [3] students, I know I had a peer leadership group come [4] from Lowell High School to talk, and they were all [5] white kids. And, they were really nice kids, don't [6] get me wrong, but that didn't reflect the diversity [7] of the school, that peer leadership group. It could [8] be like Father said, if they feel disenfranchised [9] from the school, a lot of it is not done [10] intentionally I know, but the when the kids start to [11] feel that way after a while. Maybe it could be a once [12] a month meeting, like the Mayor's Youth Commission [13] meetings, that they meet in the cafeteria for half [14] and hour. It can't be just the smart kids, it needs [15] to be all the kids in the school, and they need to [16] feel open, so they can say how they feel, and not [17] feel like they might be punished for it later. I [18] think a lot of kids feel that way, if they say [19] something. Really the administrators would probably [20] be open to hearing something like that, but it is [21] just like Chief Davis said about the real or imagined [22] barrier between the students and the administration. [23] There is

that fear that of talking to someone about [24] these things, you might offend them. Culturally,

Page 117

[1] that is not acceptable to the Southeast Asian kids, [2] they are taught to respect their teachers and their [3] elders and not to speak against them. The feedback [4] they would get would be how to make it better, I [5] think that would be helpful.

[6] **MR. CHUN:** I would like to rephrase my question [7] to Tian. It is saddening that you had to leave [8] Lowell High School because of the incidents that [9] happened, I personally feel very bad about that. [10] When you look back, would you say that while you were [11] a student, did you feel that there were on the school [12] staff, either school councilors or teachers, that you [13] could approach and talk to about problems or possible [14] solutions? I understand that there are only a few [15] limited number of Cambodian councilors, so can you [16] tell us how you felt about having or not having staff [17] persons you could talk to?

[18] **TIAN TANG:** Well every time, I probably think [19] there was a teacher who could help me, but I didn't [20] feel comfortable talking to them. But, even my [21] headmaster, as soon as I go in there, I am going to [22] get suspended. I had one incident when I was sitting [23] with my friend who was white, we have the same [24] headmaster. He got three day detention. I got

Page 118

[1] suspended, come back, and get three days detention. [2] We did the same thing.

[3] **MR. CHUN:** Was he a white teacher, or [4] headmaster?

[5] **TIAN TANG:** Yes.

[6] **MR. CONLON:** They have also added Parent Liaison [7] offices at Lowell High School. I think that is a real [8] positive step, where they have people there, the [9] Liaison officers are either Southeast Asian, or [10] Latino. If the parents have an issue now, that is a [11] positive way for the communication to be opened up [12] between the groups. That is just the first step [13] though, these liaison officers aren't in a position [14] of power in the school system, they are just in a [15] position of communication. So, it is a first positive [16] step, but they still don't really have any power. [17] They are not the ones who do the suspensions or the [18] discipline type things, so they don't have that type [19] of power. But, at least the school system has [20] started doing that which I think is a really positive [21] step, it opens a line of communication between the [22] parents and the school.

[23] **MR. MILES:** Dorothy, you have been

waiting, did [24] you have a question?

Page 119

[1] **MS. DOROTHY JONES:** You spoke of the attitude of [2] teachers, students, wanting to be with people like [3] them. Some school systems have instituted compulsory [4] in service training, in multi-cultural education, it [5] makes a big difference in how people look at others, [6] how they interact with other people. It minimizes [7] that _talking down to_ attitude and having along with [8] that, the organization of the various ethnic groups, [9] particularly language, I think, with spokespersons [10] who can themselves talk to the faculty on behalf of [11] the students in that group, and it makes a [12] difference.

[13] **MR. CONLON:** Rosemary might be able to speak to [14] that later on, if they have in service training. I [15] teach in Tyngsboro, I don't know what happens at [16] Lowell, I am sure that through the grant they are [17] writing that they will have something in place, but [18] that sounds like a really good idea too.

[19] **MR. MILES:** Yes, you have a question, could you [20] identify yourself for the record?

[21] **AUDIENCE MEMBERS:** I am Joyce Taylor, [22] (unintelligible) school of education here. I have a [23] comment and a question. When I was here earlier, I [24] heard the City Manager talk about what he did at a

Page 120

[1] recreation or play area, regarding diversifying the [2] staff there. He said there were five white counselors [3] or coordinators. He decided that the next season or [4] the next hiring program, he would not have five white [5] people there, he would diversify the staff, and that [6] indeed happened. I wonder if given the complexity of [7] the school committee, the city council, what [8] affirmative action practices are like in the city of [9] Lowell. That is not my question, I am wondering [10] about that. So, I think we would be advised to [11] consider what that might be like, given our [12] situation. My question is, and I don't think anybody [13] can answer at this point, but, maybe someone closer [14] to the situation can give some insight. I wonder, [15] what do you think the ethnicity or cultural [16] background of the new Youth Director is going to be, [17] given Lowell's history? I would even want to know if [18] you know whether there was a pool in which they [19] actively searched for diverse people to apply? So, I [20] think if the person is not a person of color, or [21] someone different from the rest of the pack, kids [22] will say _same old story_, the community will say [23] _Hello? Has anything changed?_

[24] **MR. CONLON:** I know they have advertised in the

Page 121

[1] Globe. I don't think they have done anything extra. I [2] haven't even seen the resumes yet. We are going to [3] go to City Hall and they are going to present us with [4] resumes there to see as a group. Then we are going [5] to set up the interview times, and I know the city [6] has come under fire for that practice, and they have [7] made some strides to hiring more minority people at [8] City Hall, but it has been slow. That is something [9] that needs to be addressed.

[10] **MS. TAYLOR:** Representation is an issue, and [11] that is created. Access is created, it doesn't spring [12] up from leadership, access is created. So I mean I [13] think it is terrible to say, but the community hasn't [14] brought someone forth.

[15] **MR. MILES:** Fletcher has a follow up and then I [16] think we are going to have to move on after that.

[17] **DR. BLANCHARD:** Just a follow up on that very [18] good line of questioning here. Given the mosaic that [19] characterizes the demography, the ethnic groupings in [20] Lowell, it is going to be the case that no one person [21] is going to look like all the constituents who will [22] be served. Are there plans for formal advisory sort [23] of boards, that might include ?

[24] **MR. CONLON:** I don't know about the Parents

Page 122

[1] Citywide Council, I don't know about the diversity of [2] the council. I know that within the (unintelligible) [3] community, that Sue Beaton has made efforts, and that [4] advisory board group, which controls a lot of money [5] for the city as far as grants and things, they are a [6] very diverse group. She has made an effort to go out [7] and recruit them in the community, but I honestly [8] don't know what is happening as far as the school [9] department or other offices of government as far as [10] doing that.

[11] **MR. MILES:** Well, thank you Jim. We are [12] now going to move on to more explicit discussion of [13] the school department, and before our next two [14] speakers come up, I would just like to mention that [15] we are all aware that there is a law suit in the [16] background of the area we are about to discuss and I [17] would like to emphasize that the committee is not [18] interested in getting into the details of the law [19] suit. So, we ask the speakers to please restrict [20] their comments to general public issues today. Also, [21] I want to reemphasize something that Fletcher said in [22] the

beginning of the day, while we are interested in [23] the details of all the speakers, and we know there [24] are a lot of parties who feel strongly about issues.

Page 123

[1] we of course hope that the discussion will remain [2] within the bounds of civil discourse. Our next [3] speaker is Dr. Karen Harbeck.

[4] **DR. KAREN HARBECK:** Rosemary, I guess it is up [5] to you and me to behave.

[6] **DR. ROSEMARY LEBLANC-CONSIDINE:** I know it.

[7] **DR. HARBECK:** I don't think I have ever had a [8] speech prefaced by being told to behave myself. I am [9] Karen Harbeck, I have a Ph.D. in minority issues and [10] education from Stanford. I taught at the University [11] of Lowell College of Education for several years [12] starting in the mid nineteen eighties. This all [13] reminds me of my first day of teaching at the [14] University of Lowell, I had just moved to [15] Massachusetts, I turned to my students and for some [16] bizarre reason said, _What group do you think is most [17] severely discriminated against historically, in our [18] society?_ They all thought at once, and answered at [19] once, _French Canadians._ I thought they were [20] joking. They weren't, they were absolutely serious. [21] And, it was astounding to me of course, how we all [22] feel discriminated against from our various [23] ethnicities, our racial background, our ethnic [24] background and everything else. And yet, even as

Page 124

[1] French Canadians, they have a lot of priorities and [2] preferences and advantages that some of the [3] minorities that we are talking about here today, [4] don't have. The other thing is that I am an [5] attorney, and the other thing is that I wrote the [6] first book in (unintelligible) gay and lesbian issues [7] in schools, (unintelligible) lesbian going around the [8] country saying _come out, come out, wherever you [9] are_, that you show me a school that is not willing [10] to deal with sexual orientation concerns, and I will [11] show you a school that isn't really dealing with [12] issues of rapes or gender or disability, because you [13] either get the concept of equity inclusion and [14] diversity or you don't, and it goes across the board. [15] So, I would lobby for a cohesive, inclusive [16] perspective on minority youth in the panel, but also [17] in the community. The other thing is I am a new Mom [18] of a daughter from China who was left by the side of [19] the road to die, because she was a girl, on the she [20] was born. So, as a feminist, as a new Mom, and as a [21] Mom of an Asian daughter, and as someone who knows [22] Lowell, but doesn't live in Lowell, I have to start

[23] with a quote from Audrey Lord, who said, _If we wait [24] to speak until we are not afraid, we will be speaking

Page 125

[1] from our graves. _ Now, why is a white woman who has [2] two doctorates, who doesn't live in Lowell, up here [3] speaking today? The answer is because every person [4] in the community that I have talked to, or who has [5] sought me out from the publicity around the law suit, [6] has said _I am afraid to talk. _ Members of the [7] committee know that last night we met with several [8] Cambodian students who promised to be here because [9] they felt empowered when I told them, _speak out. _ [10] They are not here. In fact there are not very many [11] youth here at all, except my daughter and a couple of [12] other kids. So, there is a problem already, we are [13] not talking to or with, we are talking for these [14] people, but we are not talking to the youth of this [15] community. They said no one listens, in fact they go [16] something further, they say, _I am fearful. _ I say, [17] _What are you fearful of? _ They say _Retaliation. [18] If I speak up, I am in trouble. I will be treated [19] worse, people will turn against me. Things will be [20] built up about me to kick me out of school or to get [21] my siblings or parents in trouble. _ So, I personally [22] believe you can judge the health of a community by [23] how it treats its least powerful citizens. I would [24] have to say that while Lowell has made extraordinary

Page 126

[1] progress, and while it has an extraordinarily [2] difficult task because of the multiethnic, [3] multilingual, poverty, everything else in this [4] community, it is also not a healthy community, [5] because people are afraid to speak out. That is why [6] I am here today. Behind me are letters of ten or so [7] students and parents, who wrote, but were afraid to [8] give their names. I have submitted to the commission [9] and they are willing to step forward if you need it. [10] There are documents from other individuals saying [11] _this is what happened to me at Lowell. _ I know [12] there are a lot of dedicated and able educators and [13] politicians, and community members in Lowell. I have [14] worked with them, I enjoy their presence, and I think [15] they are remarkably gifted people. On the other hand, [16] there are a couple issues here that we haven't really [17] talked about. We are talking about minority youth, we [18] are not talking about poverty. The rumor is that if [19] you are white, and you are affluent, you are home [20] free at Lowell High. Now, I asked the kids last [21] night, let's say theoretically you are Cambodian, and [22] you are affluent? They say, _Yup, you are

okay at [23] Lowell High, because you have got clout. You have [24] someone who knows how to work this system, and speak

Page 127

[1] out on your behalf. _ I said, _Okay, let's say I am [2] Cuban, and I am affluent? _ _Yup, you are okay at [3] Lowell High. _ But, the majority of the young [4] students at Lowell High who are minorities, who are [5] poor, who are pregnant teens, don't have an advocate, [6] don't have parents who know how to work the system, [7] and don't have what we call clout, or political [8] clout. One of the things that seems to go on in [9] Lowell, and all over the world, is political [10] patronage. What I mean by that, we are sitting in [11] this wonderful University, in a town that has all [12] sorts of redevelopment money, in a community that is [13] building jobs, and changing every day, and you know [14] and I know, that those perks and those advantages [15] have a cost. And, it is not just a thank you, it is [16] putting people in jobs, it is giving friends jobs, it [17] is doing certain things that give people position of [18] authority in our society and your community, and [19] those people are not careful about the individuals [20] they hurt. They like to play the politics game, and [21] they play it well, too well. So that if you are [22] politically connected and you are white, and you are [23] affluent, you are home free. Your kids get the [24] scholarship, your kid gets the A in Physics, even

Page 128

[1] though they are flunking, your kid gets the good [2] teacher in math, your kid gets to stay home for a [3] month and not be dismissed from school for [4] absenteeism. But, what happens to a majority of the [5] students at Lowell High School, if they don't get one [6] of those caring educators, if they don't get one of [7] these people that cares, and they get one of these [8] stinkers, to be polite, here is the scenario that [9] happens. First of all, maybe one parent is deceased, [10] or disabled. Neither parent speaks English. They are [11] really poor, they are grateful to be on this earth, [12] in this country, and they are not about to make [13] waves, culturally or otherwise, it is not their [14] personality. They are intensely grateful that the [15] United States permits their child a free, public [16] education, and they think we are there for them. [17] Then their kid encounters an administrator or a [18] teacher who has forgotten the purpose of their [19] employment, which is the welfare, safety and [20] advancement of every single child. They get a bigot [21] who gender discriminates, who discriminates against [22] the disabled, who discriminates against the poor or [23]

who discriminates against minorities. Now, here is [24] the scenario. You come to Lowell High School and you

Page 129

[1] get trapped in a lousy track, and no one says _you [2] are too good to be in these tracks, you deserve a [3] review. _ If you are white and affluent, some students [4] can get a 504 plan, the first day of school. If you [5] are a minority student, you may wait all year, and if [6] you do get a 504 evaluation, you won't get any [7] services, possibly. All right, so you are falling [8] through the cracks, it is too easy, it is too hard, [9] your reading skills are down, all those things are [10] happening. Now, you get sick lets say, or you are [11] pregnant, and you have a baby, and your baby it sick. [12] Now, you start missing days of school, you are a [13] smart kid and you keep up, you try hard. And, despite [14] being Hispanic and poor and a pregnant, teen mother [15] with a really sick child, you go back to school every [16] moment you can when you can arrange care for your [17] child or you are physically able to do it. Or, you [18] have pneumonia or something and your parents have a [19] health insurance plan, and they don't know how to get [20] Medicare, so you are out for weeks because can't [21] recover from the flu, or pneumonia. You have missed a [22] lot of school. Now, if you know how to work the [23] system, you get a doctor's letter, Mom or Dad calls [24] the administration and says _Sara has the flu. _

Page 130

[1] right? And your kid is home free. But, if you are a [2] minority child and you have no advocate, what happens [3] to you, is this, you go back to school and that [4] stinker administrator turns to you and says _What are [5] you here for, you have missed so much school you are [6] wasting our time, why don't you just sign yourself [7] out and go get a GED? That would be easier for you, [8] you are not cut out to finish high school, you will [9] be twenty six before you are done. _ And you say, [10] _No, hey I am here and I want my education. _ and the [11] next thing you know they are saying _You have a bad [12] attitude, I am writing you up. _ Then, the next thing [13] as they are watching you, and harassing you a little [14] bit, and after you say, _I can't take this anymore. _ [15] and you sign yourself out, and say _I don't want a [16] degree here, I agree that I don't belong here. _ Then [17] you say, _What am I going to do? I am sixteen, or [18] fifteen, or eighteen, and I am on the streets, what [19] do I do? _ So, you go back to another high school [20] administrator and say _I really want my high school [21] diploma from Lowell High School. _ and that person [22] says, _Come on in, I will arrange it for you. _

But, [23] then they're busy and they don't keep track of you [24] anymore, so the next thing you know you are under the

Page 131

[1] thumb of the person who was the stinker before. And, [2] you are gone, and you sign yourself out. Then what do [3] you do? You hit the streets, you can't get a job, [4] maybe you can't drive, you don't have car. You are [5] not educated, all your friends are supposedly in [6] school or in a gang. What on earth do you do? You [7] start breaking the law. Then, when someone comes to [8] Lowell High School and says, _you are letting kids [9] fall through the cracks._ you know what they say, [10] _Well, they are crooks, criminals, why should be [11] bother with them in the first place? They proved our [12] point, they didn't deserve an education._ So, some of [13] have tried to say stop the cycle. Get rid of the [14] stinkers, if political patronage is important, put [15] those people as dog catcher or something, where they [16] won't do a human being any harm. Give them a job, [17] give them a promotion, I don't care, but get them out [18] of the way of destroying lives, destroying futures, [19] destroying hope and destroying self esteem. Now, [20] quickly reviewing some of the problems we have found [21] at Lowell High School, we believe minority, poor, and [22] pregnant females students are pressured to leave, I [23] have already made that point. Or, they are knowingly [24] expelled for reasons that are invalid, such as

Page 132

[1] absenteeism that a white student can get away with, [2] but a minority students parents don't know how to [3] work the system, or no advocate says wait a minute, [4] that child's parent died, they should not be [5] suspended or expelled for that. Nobody bothers to go [6] back and correct it right? So what if your parent [7] died, you are absent, you are out of here. Secondly, [8] holding minority students to standards that white [9] students are not held to, such as a high grade point [10] average, more rigorous attendance requirements and [11] things of that sort. Again, these are only the [12] stinkers doing it, but they are ruining a lot of [13] lives and they have a lot of power. Misleading [14] minority students and parents as to what their [15] options are, both in how they have to proceed through [16] the school, and what they do if your kid drops out. [17] It is one thing to turn to a minority, poor teenager [18] and say _Why don't you just go get your GED?_, but if [19] you don't tell that child they can't start their GED [20] program until their entire (unintelligible) [21] graduates, in other words, they sit on the streets [22] for months and years, before

they can get that [23] degree, you are lying to them, and providing false [24] opportunities that aren't there. Once they

Page 133

[1] acknowledge that they are going to leave, or they [2] leave, then they have nothing and no way back. [3] Intimidating, abusing, threatening, and harassing [4] young people and minority students, treating children [5] viciously because they are children and there is no [6] adult around to say it is inappropriate. Just as Jim [7] said, when he steps forward, the people are treated [8] differently than when he is not there. Providing [9] Caucasian students with options to improve their [10] records, that are not provided to minority students, [11] for example, we believe that some Caucasian students [12] who for example might be failing Physics, are allowed [13] to take a study course and get an A in Physics or [14] whatever, even though they didn't attend Physics. [15] But, if you are a minority student, and you are poor, [16] you don't have that option to sign up for that study [17] hall and get an A in Physics on your transcript that [18] lets you go on to college. The same with [19] scholarships, discouraging actively, minority [20] students, poor students, and female students from [21] pursuing higher education at quality schools and [22] colleges, discriminating against them in scholarships [23] and access to information and ability to move on into [24] higher education. Intentionally failing to report

Page 134

[1] important information about minority and poor [2] children into their academic record, so that other [3] administrators would not look down on them or [4] retaliate against them, such as _this child's parent [5] died, and they are going back to Columbia for three [6] weeks_, you, as a teacher in the classroom don't know [7] that, this kid hasn't been there in three weeks and [8] you are done with him. Yet you don't know about a [9] salient issue about that child's life, that if you [10] did, would touch your heart and you would reach out [11] and help that kid, but because a stinker doesn't care [12] and sort of wants those kids out of there because [13] they cause trouble, that is allowed to happen. The [14] other thing is that minority, poor students are often [15] dismissed from the system, eliminated from the [16] school, without following state laws and normal [17] procedures. They are just sort of out of there, [18] without the hearings, without the notice, without all [19] the things that most students have a legal [20] entitlement to. Establishing _contracts_ with [21] minority students, and then having adhere to those [22] contracts to

improve and then disallowing those [23] contracts, in terms of working with a tutor or [24] working with other individuals. Intentionally and

Page 135

[1] ignorantly failing to follow state guidelines that [2] require and mandate certain interventions and certain [3] behaviors.

[4] (Tape change, some dialog unintelligible) [5] that Massachusetts general law 766, and the 504 [6] plans, that child is the child in need of services, [7] and we should be out there providing the child with [8] educational services because they can't come to [9] school. So we also have a disability problem here of [10] providing program services. I understand access is [11] pretty good and I congratulate the school department, [12] Janice Aidies, Dr. Tsapatsaris, and all of these [13] individuals, that disability access seems to be a [14] plus, but programatical access for students who are [15] in need is not a plus. I could go on, and I know [16] that the students have conveyed a tremendous amount [17] of information to you, but I still leave you with the [18] concept that you can judge a community health by who [19] is willing to speak up, and if a white woman from [20] outside your community is the voice you have, first [21] of all, we as a people of authority and power have a [22] problem, and secondly the individuals who are afraid [23] to speak out are also to blame in a way, we have to [24] learn our rights, we have to articulate the harm done

Page 136

[1] to us and we have to work to make solutions. I am [2] disappointed the kids aren't here today, and I would [3] be happy to work with anyone to make Lowell and even [4] better community. If I sound harsh, part of it was [5] my job, and part of it was that I really think you [6] have to hear it, and somebody had to say it. I hope [7] you understand that I also have tremendous respect [8] for this community and the complications and the [9] courage it takes to go to school everyday or come to [10] work in difficult circumstances, and I thank you for [11] what you do on the positive side, and I hope that [12] people speak up, and stop the individuals who are the [13] stinkers. Because, in my experience, when another [14] individual when they are afraid to speak up, but then [15] when someone does, they fear job loss, and they [16] suffer job loss retaliation and discriminations. So, [17] the fear is real, the retaliation is real, and [18] something has to be done, so that we are not speaking [19] from our graves. Thank you.

[20] MR. MILES: Questions?

[21] AUDIENCE MEMBER: I am Peter

McCoy, [22] (unintelligible), uh, I have also been a public [23] school teacher for fifteen years and I have seen more [24] subtle but no less damaging effects of the kinds your

Page 137

[1] are describing. That is that, the students who are [2] perceived to be trouble makers or who have problem, [3] and are forced out of the school system are very [4] obviously denied their constitutional access to [5] quality education. But, on the other side, the [6] students who learn the way the system is set up, that [7] minority student says "Oh, I have to stay out of that [8] person's way, I got lay low." that child is also [9] denied quality education because they are no longer a [10] full participant in their school community, they [11] become invisible in the class room, and they begin to [12] understand that if they stay out of the teacher's way [13] they maybe they will survive. I think that is also [14] very unfair and in some ways just as damaging to the [15] life of those students. I recently came from Chicago [16] and did some work with the Chicago public schools [17] there, they have an interesting program in some of [18] the schools that I wonder it might have some [19] application here. The theme that I am hearing is the [20] lack of an adult advocate, somebody that the student [21] can go to and feel comfortable talking with. I think [22] it is in the transitional years that the students [23] have the most problems, the program that they have [24] running there, is that there are teachers that

Page 138

[1] actually follow the students on those transitional [2] years, leaping for example, from the last year of [3] elementary school, the teachers actually into the [4] middle school with those students and the next year [5] they jump back to elementary. So, they actually [6] follow a two year rotation, and they find that this [7] really helps those students to make that transition. [8] I am wondering if that is a program or type of [9] program that might be effective in the Lowell [10] schools, I don't know that much about the Lowell [11] Schools but it seems to me that is one way that [12] problem could be addressed, so that when you go to high [13] school you already know some teachers there.

[14] DR. CHUN: Thank you for the trouble of [15] articulating some of the very sensitive issues here. [16] At least you made, at least what, five or six charges [17] or allegations, in which all of them are very [18] serious, I am sure the next speaker will address some [19] of those issues, but before she does that, there is [20] one thing that you put weight on and

that is [21] differential in drop out rates, forced drop outs, and [22] I think this is one of the issues which can be easily [23] ascertained to what extent it may or may not be true, [24] does the public have easy access to statistics, the

Page 139

[1] number of say, departures, the reasons.

[2] DR. LEBLANC-CONSIDINE: Yes, they do.

[3] MR. CHUN: Is it available to the public easily?

[4] DR. LEBLANC-CONSIDINE: I think the public

[5] DR. HARBECK: Is it broken down by housemaster?

[6] DR. LEBLANC-CONSIDINE: Karen, I am not going [7] there.

[8] DR. HARBECK: Well no, I am saying that certain [9] segments are great.

[10] MR. CHUN: Let me see, so that statistics are [11] available on request.

[12] DR. LEBLANC-CONSIDINE: That's right.

[13] MR. CHUN: Suppose we ask, a citizen asks [14] breakdown by ways?

[15] DR. LEBLANC-CONSIDINE: We could give you that.

[16] MR. CHUN: Suppose a request also contains a [17] breakdown by the headmasters or councilors?

[18] DR. LEBLANC-CONSIDINE: I can't not tell you [19] whether that is available or not, I can tell you we [20] can break down the number of drop outs by race.

[21] MR. CHUN: But how about my question, break down [22] by individuals who are responsible for the decision?

[23] DR. LEBLANC-CONSIDINE: I don't know that it has [24] that. I don't know.

Page 140

[1] MR. CHUN: Well could you provide us with an [2] answer? Not right now, but later on?

[3] DR. LEBLANC-CONSIDINE: I can get you that.

[4] MR. CHUN: I want you to know that I am not [5] interested in the identity of the individuals, that [6] is not the issue here, but we are interested in [7] pattern.

[8] DR. LEBLANC-CONSIDINE: So, what you are looking [9] for is number of drop outs by race

[10] MR. CHUN: And by, lets say, individuals, the [11] councilors....

[12] DR. LEBLANC-CONSIDINE: By councilor?

[13] MR. CHUN: The allegation here is that there are [14] some rotten apples, if you will pardon the [15] expression, and I think it is part of our public duty [16] to

ascertain to what extent this may be true, if it [17] is true then I think something has to be done. Some [18] of the allegations we heard are horrible. I never [19] ever heard things like that and I refuse to believe [20] until we dig to the bottom of it, but I think it is [21] sort of part of our public duty to share as much as [22] we can, so that we are laid to rest the unfounded [23] allegations or not.

[24] DR. LEBLANC-CONSIDINE: Can I answer that

Page 141

[1] question when I get up there?

[2] MR. CHUN: Fine, that is fine.

[3] AUDIENCE MEMBER: I would just backing up to [4] what we are discussing, I would like to see a [5] definition of what is a drop out? Do you consider [6] someone who gets a GED a drop out or a transfer?

[7] MR. CHUN: I think that is a good question, my [8] response would be, one has to really classify [9] subcategory, subdivide, the types of departures. Is [10] it forced, transfer, I think the subject really comes [11] in there. So, naturally, depending upon [12] (unintelligible), I think the next question would be [13] the differential nature of so called drop outs or [14] departures. To me that is a second generation [15] question.

[16] DR. HARBECK: May I ask a question of the young [17] man that spoke before? Am I making sense when I talk, [18] or not?

[19] TIAN TANG: Uh, ya.

[20] DR. HARBECK: You are a man of many words. [21] (Laughter), no, I mean does it reflect of school you [22] know, or am I off base?

[23] TIAN TANG: You got it exactly right.

[24] MR. MILES: Questions? Oh, you didn't identify

Page 142

[1] yourself.

[2] AUDIENCE MEMBER: I am Nancy Humphrey, and I am [3] a guidance counselor at Lowell High and I am a [4] resident of Lowell.

[5] DR. HARBECK: Thank you.

[6] MR. MILES: Oh, we have more questions. Yes, [7] sir?

[8] AUDIENCE MEMBER: I wonder if I could speak on [9] behalf of the school, without stating my name or my [10] position. But, on behalf the minority group, [11] particularly the Cambodian group, I feel very [12] strongly that many of the minority kids, the Asian as [13] well as the Hispanic, are under such pressure. That [14] is, as far as the staff is concerned, as far as the [15] access for the communication between the school and [16] the parents, I think there is a rather lack

of [17] concern for the (unintelligible), as far as reaching [18] out to parents, which can lead to a lot of problems [19] such as drop out of school. Even though they may [20] think they mean well, and the school has to do a lot, [21] but there is still a lot of lip service. That is how [22] I feel. As far as Asian, we have over a thousand, to [23] be exact is one thousand, four hundred and thirty [24] nine kids, and just to hear from the community that

Page 143

[1] so many kids drop out of school either voluntary or [2] by the school, (unintelligible). Maybe something can [3] be done about that, once the kid is out of school, [4] where can he go? School is a place that we are there [5] to provide an education, and I think so many [6] (unintelligible), and some people forget why they are [7] there. They accept the job, the should accept the [8] responsibility to the job, if you can't do it, stay [9] out of it. We are there for the kids, and then to [10] kick them out of school and then they feel nothing, [11] and the kids I have spoke to feel like they have [12] nobody concerned. They feel like they are nothing, [13] and I feel that is the worst thing anyone can do to a [14] kid. They are only kids, you take the confidence away [15] from them, and they have no hope. So, where do they [16] go? If we can fix this problem, maybe we can save a [17] life, and head off a lot of problems.

[18] **DR. HARBECK:** Thank you for your statements and [19] your courage.

[20] **FATHER LOIACONO:** I just want to address an [21] issue and ask a question with respect to that. Some [22] time ago, we had a group of Hispanic youth and they [23] were willing to come together and talk about their [24] issues. It was my youth group, young adults, and I

Page 144

[1] wanted to explain to them the history of the [2] Cambodians coming this country, because many of them [3] are unaware of this history. When I brought this up [4] with a youth leader and told her I was going to do [5] this, she said _They are very sensitive about this, [6] they would prefer you not talk about it._ It was [7] really necessary for the Hispanic youth to know this, [8] so I immediately launched into Spanish. The [9] Cambodians did not know that I was speaking about [10] this and our youth were riveted, and really their [11] hearts melted. Their hearts melted because of this [12] information about this group. So anyway this kind of [13] opened up a whole dialog about other things. I told [14] them to please not discuss this when I am finished [15] because they really don't want to talk about it at [16] this point. They don't know you well enough, and

[17] they are very sensitive. So, I just wanted to make [18] this comment, in the society that they are finding [19] themselves in, there is a sense that I feel, of [20] shame. It is a shame based reality. This is not only [21] true among the Southeast Asians, it certainly is true [22] of the Hispanics, and it has been true of many [23] minority groups. My feeling in hearing the Hispanics [24] speak about the school system and also having heard

Page 145

[1] these very same comments from our Cambodian brothers [2] and sisters, that there really is a problem going on, [3] which I think we, very clearly have addressed and [4] articulated. I really must honestly admit a certain [5] ignorance, personally, about what someone asked me [6] about how much I knew about the school system, and I [7] spoke with Mr. Tsapatsaris, I really don't know the [8] gentleman who so I can't address this. But, I [9] think the question I have here is, do you feel that [10] there is a tremendous damage going on with respect to [11] the person's self understanding, and because of this [12] damage, this really is ending up being a handicap [13] which they may well carry with themselves into the [14] future? Something that will handicap them not only [15] because they are not getting the education that they [16] might, but also because there is really a damage [17] internally, which is rooted in their self confidence, [18] their self understanding, their dignity, their self [19] worth?

[20] **DR. HARBECK:** Absolutely, Father, and what comes [21] to mind from you have said, the gentleman that talked [22] from the Department of Social Sciences here, the [23] bigotry is not just the minority kid that learns the [24] system and is transformed into a not very nice person

Page 146

[1] because of it, but it is the white child, or any [2] other child that learns to beat the system and beat [3] out somebody else, and hate somebody else. Two things [4] come to mind; the statement by Martin Luther King [5] that _acid thrown on someone doesn't just hurt the [6] person it is on, but hurts the container it is in_, [7] and hate is an acid. The other thing is that if [8] someone goes around the country talking about gay and [9] lesbian issues, people say _Why do you always say you [10] are a lesbian?_ I say it because we have to come out, [11] we have to tell our stories. When I was in China, I [12] will never look at Asian issues again the same, after [13] the seeing the poverty and the struggle and the [14] dignity and the culture. I had two thoughts driving [15] down here. You could put Lowell in

federal [16] receivership, like Pittsburgh, or send those stinkers [17] to someplace like Cambodia or Honduras and we will [18] melt their heart, and then they can come back into [19] their positions. What we have to do is create safe, [20] just, and compassionate schools and class rooms where [21] kids can talk from their heart, about their pain, [22] their shame. If the French Canadians think that they [23] are the most discriminated population in Lowell, it [24] hurts them, and it hurts the minority students, and

Page 147

[1] it creates an 'us them' perspective, rather than we [2] have all suffered discrimination, we have all had [3] losses, how can we share and support each other as a [4] community, rather than if I get something you don't.

[5] **MR. MILES:** Thank you, Karen. We would now like [6] to invite Dr. Rosemary Leblanc-Considine, a project [7] director of the Lowell public schools to come forward [8] and address us.

[9] **DR. LEBLANC-CONSIDINE:** Thank you. And I am the [10] end, which is all right. I do want to thank Karen [11] very much for her very passionate, passionate defense [12] and passionate talk that she just gave about minority [13] youth in Lowell, because that is how I feel about [14] them, exactly how I feel. I would never work in a [15] school system that treated minority youth the way [16] Karen gave us a picture, I would have no part of it. [17] My job has been over the past ten years, eleven [18] years, to watch over the rights first of the parents, [19] as they put the children in the schools, and secondly [20] to make sure that children, once they got into [21] schools, were treated fairly and equitably. There [22] are two thousand staff members in the city of Lowell, [23] there are five people in central administration, [24] Superintendent, he has four people who work directly

Page 148

[1] under him. There are five more people working [2] directly under them in the central office. My job as [3] Project Director, because the real title of my job is [4] Chapter 636 Project Director, is to make sure that [5] all children have equal educational opportunities and [6] that equity is in place for all kids. Can we control [7] what happens with two thousand people in the staff [8] school system? I would be a fool to tell you that we [9] could. Can I guarantee that we are working at and [10] working with all staff members to overcome some of [11] these issues, I can tell you yes, we are. I can also [12] tell you the dollar figure that goes along with that. [13] Staff development is a very important part of the [14] school system. It has been since 1987, 1991

perhaps [15] was an all time low as the budgets were cut in the [16] city, however since 1991, and especially with the [17] Reform Act of 1993, the staff development budget has [18] increased dramatically. As a matter of fact, this [19] year we will spend about one and half million dollars [20] on staff development. The Superintendent has ordained [21] that each school get twenty five dollars per child [22] for staff development efforts, that is part of that [23] 1.5 million dollars. Of that, thirty percent \$8.50 [24] of that budget are devoted to the issues of equity in

Page 149

[1] second language learners. _Change is a process_ as [2] Michael Fullorn says, _it is not an event._ Change [3] takes time. I am a white woman, I come from Lowell, I [4] love it in Lowell. I love the school system here. [5] Change takes time, we have veteran staff members, and [6] I am not apologizing for that. I wouldn't in any way [7] apologize for that. Change is a process. Have we had [8] people who refused to face their own bias, and [9] bigotry and racism? We have two thousand staff [10] members, sure we do. Do we work with them on a daily [11] basis? Yes we do. Now you say to me, well that is [12] fine, how do you do it? Well, we have people who [13] choose to go to staff development activities after [14] school, in the evening, or on Saturdays. We have [15] other people who chose never to go. How do we get to [16] those people who chose never to go? We then plan the [17] activity during the school day. We provide [18] substitute teachers for them, and they go to that [19] particular workshop or seminar. Remember, thirty [20] percent of every twenty five dollars is spent on [21] staff development issues around the topics of equity [22] an second language learners. In 1987, the Lowell [23] public school system was about twenty percent [24] minority, and eighty percent non-minority. Today,

Page 150

[1] obviously it has changed dramatically, we are [2] approaching fifty seven percent minority. More than [3] fifty percent of those minority children do not speak [4] English as a native language. However, when we look [5] at them, they do speak two languages as a minimum, [6] often times three. These are very bright children [7] that we have coming to our schools. The [8] Superintendent is devoted and passionate, as [9] passionate as Karen is, about kids, and about [10] providing all children with the means to be [11] successful academically. Since 1993, when the [12] Education Reform Act was put into place, we required [13] all schools to provide a school improvement plan. [14] Part of that school

improvement plan involves issues [15] around Chapter 636, which is our equal educational [16] opportunity program in Massachusetts. Part of that [17] school improvement plan goes back to one of the [18] elements in the Education Reform Act, which tells us [19] that we have to have a plan for equity throughout our [20] schools. We have developed what we call a Unified [21] School Improvement Plan, it deals with the elements [22] of the Ed Reform Act, the elements of Chapter 636, [23] and the elements of Title I. I have four people who [24] work with me very closely overseeing and monitoring

Page 151

[1] the development of school improvement plans, [2] overseeing and monitoring the treatment of children [3] in schools. We have worked diligently, to make sure [4] that all children have the same opportunity to [5] achieve academic excellence. I am going to go back [6] to two thousand people, two thousand people is bigger [7] than many communities in Massachusetts, the high [8] school has thirty four hundred kids in it. The school [9] system this year has sixteen thousand five hundred [10] and thirty four children in it. Do children fall [11] through the cracks? I would like to think they didn't [12] but with sixteen thousand children, I would be [13] foolish to say that some children didn't fall through [14] the cracks. Do we try to prevent that? Absolutely, we [15] do. Do we work with principals? Absolutely, we do. [16] Do we evaluate principals? Yes we do. Do we evaluate [17] principals around the issues of school culture and [18] climate, around the issues of their staff [19] performance? Yes we do. Do principals evaluate [20] teachers? Yes, they do. Does the public evaluate the [21] school system? It certainly does, you are sitting [22] here today as public. We have a whole set of [23] assessments coming, and when those get published, [24] everybody is going to evaluate the system. We, as a

Page 152

[1] school system, have to tackle the issues of how to [2] help our children, our second language learners [3] succeed in some very awkward testing situations. We [4] are working toward it. Can we solve all the issues at [5] one time? We can't. Are we trying? We continue to [6] try day in and day out. I will finish just by saying [7] to you that I have a whole thing here I could tell [8] you about, but I don't think you are interested in [9] it. I will finish by saying what I said when is [10] started. If I thought for one minute that what Karen [11] has pointed out was pervasive in the Lowell public [12] school system, I would be in Lawrence. I would be in [13] Westford, I would be in Billerica,

I wouldn't be [14] here. Do I think that we have some teachers and some [15] administrators that we have to work with? Yes I do. [16] And, we guarantee that we are continuing to work with [17] all teachers, all administrators, to help them [18] overcome some of this that Karen has mentioned. Thank [19] you.

[20] MR. MILES: Questions and feedback?

[21] MR. CHUN: I know I have a lot of questions, and [22] I shouldn't be monopolizing, but there are some [23] questions. Could you tell us a little about I [24] mean it is really good to hear that you have this

Page 153

[1] internal inferstructure of check systems in place, [2] evaluating principals, teachers, and so on. Right [3] now, I wondered if you could describe something like [4] and internal say, review system. Suppose a teacher [5] gets complaint, either from students or parents, is [6] there a mechanisms established in the school system [7] to follow up?

[8] DR. LEBLANC-CONSIDINE: Yes there is.

[9] MR. CHUN: Would you describe that for us?

[10] DR. LEBLANC-CONSIDINE: Well, it goes two ways. [11] If the student has an issue with the teacher one of [12] two things can happen, older children will go [13] directly to someone in authority, another teacher, a [14] principal, that person will either do one of two [15] things. Either he will investigate the issue, or [16] inform the Superintendent. But, we always depend on [17] the principal to investigate the issue. For younger [18] children, very often parents will call. I did not [19] address the whole topic involvement, but I will. [20] Parents will call, and the process is in place at the [21] Superintedents office is the complaint generally [22] comes to me, I then investigate it with the [23] principal, sometimes with the teacher, sometimes I [24] actually bring in the child with parent. Then I

Page 154

[1] submit the findings of my investigation to the [2] Superintendent, he is aware of all parent complaints. [3] That is part of it. There is another part where we [4] have a Deputy Superintendent in charge of personnel, [5] some issues go directly to her also. But, there is a [6] process in place.

[7] MR. CHUN: When the process is complete, is [8] there original records?

[9] DR. LEBLANC-CONSIDINE: When my process is [10] complete, I keep a record.

[11] MR. CHUN: To what extent is the

records, the [12] identities of the persons involved blacked out, to [13] what extent is the internal records available to the [14] public?

[15] **DR. LEBLANC-CONSIDINE:** I can't answer that, [16] because I don't know that it is available to the [17] public. I don't know if there are any records [18] available to the public like that.

[19] **MR. CHUN:** I think that the legality of what can [20] be released is a crucial question here, because [21] running through many diverse allegations, complaints [22] have been filed, we have in possession a document [23] which is dated 1996. And, it lists a series of [24] allegations, they may be all total frivolous and

Page 155

[1] unwarranted it's possible, but nevertheless charges [2] have been made. It is incumbent upon us to find out [3] the status of that, which means, I think we would [4] like to know the status of what investigation has [5] taken place if at all, and where it stands?

[6] **DR. LEBLANC-CONSIDINE:** I can't answer that I [7] don't know what....

[8] **MR. CHUN:** Can we just stay in touch, so we can [9] get information from you?

[10] **DR. LEBLANC-CONSIDINE:** Yes, you can.

[11] **MR. CHUN:** I would like to suggest that last [12] night we spent considerable amount of time with [13] community leaders and the prevailing distrust in the [14] school system, and that was touched upon the [15] afternoon. This distrust cuts across every sphere in [16] the public arc. One issue has to do with the school [17] as whole, it may be unwarranted generalization, but [18] school as a whole, some is insensitive to, is not in [19] tune with the concerns of the minority youth. Some [20] students are willing to name names, of teachers, and [21] I would like to think that much of information is not [22] so privy to me or to us, I think school officials [23] must know this. So, the question becomes, given that [24] you have been alerted about it, what kind of action

Page 156

[1] has the school system taken, and what has been shared [2] with those people who complained and people who would [3] be interested?

[4] **DR. LEBLANC-CONSIDINE:** Well, again I am going [5] to speak for the Superintendent now, the [6] Superintendent investigates or designates an [7] investigation to someone such as myself, to [8] investigate these complaints. When the complaints are [9] founded, the individual who is the cause

of such [10] complaint is brought into the Superintendent's office [11] and they complaint is discussed. The person then by [12] that action alone, is put on notice that all other [13] actions in this vein, will be monitored very closely. [14] And, that action will be monitored.

[15] **MR. CHUN:** I assume an investigation would not [16] last longer than three years?

[17] **DR. LEBLANC-CONSIDINE:** I would assume that.

[18] **MS. YVETTE MENDEZ:** I understand the people can [19] make complaints. Do people understand that they can [20] make complaints? Because the complaints that you get [21] are probably a minuscule percent of what is really [22] going on out there. How do you get to the people who [23] might not know they can file a complaint? Do you give [24] them information on how to file a complaint, and what

Page 157

[1] they can do? Parents and students?

[2] **DR. LEBLANC-CONSIDINE:** Ya, we do. Parent [3] involvement, people have alluded to that, has been [4] one of the toughest things we have undertaken as a [5] school system. I will be honest with you, we have [6] very little parent involvement, with our minority [7] community. We have talked about this, we have done [8] things that we think; and I am talking now as the [9] school system which is traditionally white; of [10] outreach. We do things like get translative materials [11] out. We get them out to places like health clinics, [12] to doctor's offices, to child care centers, to ethnic [13] grocery stores or restaurants. Many of the parents [14] of the children we have, are illiterate in both [15] English and their native language, and that is just a [16] very true statement, although we do translate, many [17] of our parents can't read the translations. So, we [18] have been struggling with this. Four or five years [19] ago we came to the realization that we had to [20] continue this because this is part of what we do as a [21] school system. We hired minority parent liaisons to [22] communicate with parents over the telephone, we know [23] that is a far more effective way of getting parent [24] involvement. Has it worked for us? Sometimes better

Page 158

[1] than others. We have parent information meeting, [2] where we deal with issues, such as safety issues, [3] because if we can begin the conversation with [4] something like safety, then we can begin a [5] conversation. What we found through practice, it [6] didn't work for us to have translators

there for one [7] time in the afternoon and one time in the evening, it [8] didn't work for us. If I were going to a meeting that [9] was conducted in Spanish or in Camia, and you said I [10] will sit next to you and translate it for you, I [11] would say I would stay home. Although it is an [12] outreach, it is a second class outreach, it really [13] is. We find the most success we have is if we have a [14] meeting in Camia, a meeting Spanish, and a meeting in [15] English, all around the same issues, and if we [16] offered it two or three times during the week at [17] different times, that has been effective. Again, it [18] is not effective enough. So, now we are looking at [19] how to get into parent's homes, because that is the [20] key. How do we do that? We are looking at a whole [21] way of developing videos around issues like safety, [22] or what questions do you ask, and the videos would be [23] three to five minute blips, that kids could take home [24] and plug into a VCR. We also use the local media to

Page 159

[1] do this, because I don't know of any other way today [2] to get into the homes, to empower parents. Parents [3] don't know the questions to ask, they don't know who [4] to call, they don't know who will understand them [5] when they call. They call down to the Parent [6] Information Center, they are pretty much all set, [7] because the people down at the center speak multiple [8] languages. If they call the Superintendent's office, [9] they get me, then I put them in touch with someone [10] who can translate and I deal with the translator. [11] But, we do make every effort to communicate with [12] parents, it is a very difficult issue, and until we [13] empower parents to be able to ask those questions, [14] and support their kids, then we are always going to [15] have issues around what are we doing for kids?

[16] **MR. MILES:** Peter?

[17] **MR. KIANG:** I am thinking about a few things [18] that you said, one being the absence of parent [19] involvement from minority communities, and one being [20] the low process of change; and I say this also [21] knowing, because of my wife's work as the Chapter 636 [22] Director of Boston, what your job entails, and uh, my [23] own history in the Lowell public schools as well, [24] helping to teacher training and parent organizations

Page 160

[1] and other things; this coming Monday, November 9th [2] will mark the tenth anniversary of the Voluntary [3] Compliance Agreement, resulting from Latino and [4] Southeast Asian parents,

which to me is an indication [5] of parent involvement. Those were parents who felt [6] deeply and passionately about the fates of their [7] children in schools and they chose to get involved. I [8] remember those meetings like they were yesterday and [9] if the issues being presented, what we have heard [10] from a variety of other sources today and yesterday, [11] are virtually the same kinds of concerns as were [12] raised ten or eleven years ago. So, when we think [13] about the slow pace of change, well it is true that [14] educational issues take time to go through reform, [15] but that is almost an entire generation for those [16] communities, so there is an urgency expressed in [17] those concerns, there was back then, there is today. [18] Within that ten year period, a whole other set of [19] parent complaints were filed with NPAD and [20] (unintelligible), and in September of 1996, the [21] Superintendent signed a resolution agreement on [22] behalf of the Lowell public schools, with [23] (unintelligible), within that agreement there was a [24] large portion of the agreement dealing with

Page 161

[1] harassment, hostile environment and discipline. [2] Specifically I wanted to ask you about two things the [3] school department agreed to do in 1996. One was to [4] conduct a survey of students to determine their [5] experiences within the Lowell public schools [6] concerning racial, ethnic harassment, and [7] discrimination. The district agreed to take [8] appropriate action in response to the survey and [9] provide OCR copies of the results of this survey and [10] the actions that the district decided to take. So, [11] one question was would it be possible for this [12] committee to also receive a copy of the survey and [13] the school district's response to it, and if possible [14] get perhaps an updated sense of what progress the [15] school district has made now in 1998? The following [16] point in the same agreement, it says the district has [17] reviewed current student disciplinary policy and [18] procedures, to make sure they do not have the [19] (unintelligible), copies of the district's plans to [20] address disciplinary issues at each school, and share [21] them with OCR. Currently issues that we have heard [22] today and yesterday, do very clearly have to do with [23] allegations of disciplinary treatment. So, again, I [24] am wondering if we could receive copies of these

Page 162

[1] materials that were produced in response to OCR's [2] investigation, and it is not clear from here whether [3] the school system looked at the language of the [4] policies, or whether it looked at

specific [5] information about who was receiving discipline. Could [6] you clarify that for us?

[7] **DR. LEBLANC-CONSIDINE:** The first, it wasn't [8] done in 1996, the survey was done late in 1997, and [9] yes you can have results of that, I can get you [10] copies of that. The second, regarding the discipline [11] issues and how I need to tell you that we have a [12] code of conduct for both the middle and elementary [13] school, the code of conduct that parents get. They [14] are system wide handbooks, it delineates the behavior [15] expected of children in schools, if you would like [16] copies of that, certainly. If you would like copies [17] of the high school handbook, certainly you can have [18] that. Those codes of conducts are available in [19] Spanish or Camia, I am not sure because our Laotian [20] population has dwindled so much whether we have them [21] in Laotian. The other thing that you speak of, I [22] track, one of my jobs is to track the expulsions and [23] suspensions for the school district. We can give a [24] report to the committee, if you would like.

Page 163

[1] **MR. KIANG:** What was your own sense of the [2] survey results, that were completed in 1997? If [3] there were one or two findings for that and what [4] steps the school system took to look at those?

[5] **DR. LEBLANC-CONSIDINE:** We surveyed over six [6] thousand kids during that time. Majority of them, I [7] think two thirds were middle school kids, and one [8] third was high school, that is how it breaks down. I [9] am going to tell you that we were surprised at the [10] results, the results are very positive. We worded [11] questions in such a way that we hoped they weren't [12] leading. There were some children who did say they [13] experienced some bias and prejudices. When we [14] administered the survey, we did it after we piloted [15] it, we piloted it at the middle school and high [16] school level. We listened to what students and [17] teachers had to say about the pilot, the survey. We [18] initially started off with one survey, we ended up [19] with two. Surveys included, stapled to it, a [20] definition of all the terms in the survey, we [21] instructed teachers that kids were free to ask [22] questions. This was not a survey that you give right [23] or wrong answers to. It was a survey asking about [24] things, and using language, because we talked about

Page 164

[1] discrimination and we talked about prejudice, so we [2] asked the teachers to explain if the kids had [3] questions. We were generally pleased with the [4]

results, again there is that segment that Karen [5] alluded to, there are some kids who fall through the [6] cracks, there are some teachers and administrators [7] that we work more with around the issues of bias and [8] prejudices, but we are working with it. I am not [9] going to say it was riveting in our lives, because it [10] wasn't. We have a Superintendent who has firmly [11] believed in these principles, since he as Project [12] Director. He was the one in 1987, with Department of [13] Ed, co-wrote that Voluntary Desegregation and [14] Education plan. He is the one who has backed that to [15] the teeth. Before I got up here, somebody talked [16] about what has happened with the School Committee, we [17] can't help who are elected officials are. I can say [18] to you that in 1987 that Deseg plan that lead to the [19] Compliance Plan, passed that committee by a vote of [20] four to three, and at any time during the past eleven [21] years that committee could have overturned that vote [22] and they haven't. They haven't overturned it because [23] our Superintendent Tsapatsaris, so vehemently behind [24] it.

Page 165

[1] **MR. KIANG:** What is then your explanation for [2] the persistence of the complaints over this [3] (unintelligible)?

[4] **DR. LEBLANC-CONSIDINE:** Well, would that the [5] parents would get involved and come forward. It would [6] be so much easier dealing with them face to face than [7] it is dealing with them through these kinds of [8] mechanisms. We have parent forums, we have people who [9] talk in a variety of languages. We have five [10] bilingual programs in the school system, Spanish, [11] Cambodian, Laotian, Portuguese, Vietnamese, and [12] (unintelligible). It would be so much easier if they [13] would come forward. Through the Center for Community [14] Family and Work, we have worked with the Circle Group [15] to begin to empower parents to know what questions to [16] ask, and how to approach school people. However, [17] when we are talking about the Cambodian community and [18] you talk about the older Cambodian community, we know [19] culturally, that they view school and teachers as [20] very special places, and they don't interfere. Yet, [21] we say to them, you have to interfere, which is the [22] reason I am saying that we have to look at different [23] ways to involve parents, we have to get into the [24] homes, rather than come to us. We have to give them

Page 166

[1] the information they need so that they are strong [2] enough to come to us and

say to us, this is what is [3] happening with my kids.

[4] **MR. MILES:** We probably have time for two, a [5] couple more questions, Dale?

[6] **MR. JENKINS:** Just to shift the discussion for a [7] second, are there enough Supervisors of Education / [8] Truant Officers, what is the ratio of truants, has [9] there been any investigation done as to the cause of [10] the truancy, and what is the follow up? You can have [11] that summary shifted to us, because I know the hour [12] is late. Is there any training to the teachers to [13] distinguish between a class room or a school [14] (unintelligible)....

[15] **DR. LEBLANC-CONSIDINE:** Quickly I will tell you [16] about our truant officers, we have one Truant [17] Officer, we have five Attendance Monitors. The [18] Attendance Monitors are Spanish, Camia, black and a [19] Caucasian. Is that enough? Well, a year and a half [20] ago, we had on Attendance Officer, so we have added [21] substantially to that. How do we track attendance, [22] the cause of the truancy. Those Attendance Monitors [23] work varied hours, they do home visits, they track [24] causes of truancy, they come back to us with _this is

Page 167

[1] what is happening in the home. We have some of our [2] kids out on what we call long term suspension, [3] because they are, some of them are, accused felons. [4] We offer all these kids something that no district [5] has to offer, we offer them all opportunity for [6] tutoring. So we try not to let kids who are out of [7] school, be out of school without some sustained [8] impact of the school system. Many of our girls at [9] Lowell High are pregnant, there is a Pregnant and [10] Parenting program at Lowell High School, the teacher [11] over there is Mary Hawkins, and I can't think of a [12] more devoted, skilled, kind, realistic person to work [13] with our kids than this individual. If you need any [14] information about her program, I can also get that to [15] you.

[16] **MR. JENKINS:** Do you have school resources [17] officers from each department?

[18] **DR. LEBLANC-CONSIDINE:** Absolutely, we do. They [19] are in each middle school, and the high school has [20] three officers, I want to say one is a DARE officer. [21] We don't have a school resource officer at the high [22] school, but there are three DARE officers. The [23] resource officers at the middle school are wonderful, [24] they are working with some of the issues raised

Page 168

[1] earlier. How do kids begin to communicate with police [2] officers, when does that barrier between the police [3] and our minority youth form? We are working to use [4] our school resource officers for that.

[5] **MR. JENKINS:** (unintelligible), the city of [6] Lawrence, we were able to get the Secretary of [7] Education (unintelligible), the Superintendent, the [8] resource officers. There also would be Truant [9] Officers. (Rest is unintelligible).

[10] **DR. LEBLANC-CONSIDINE:** Thank you. We have [11] instituted this year what we call Truancy Sweeps. And [12] these are bringing in, I think they told me, between [13] seventy and eighty percent less children, fewer [14] children this year, because of the outreach efforts [15] of those Truant Officers, because of the efforts of [16] the officers down at the high school. We had our [17] principals in to talk about this issue, of having our [18] school resource officers also become Truant Officers, [19] and we are going to pursue that with the resource [20] officers, and with the police Chief.

[21] **DR. BLANCHARD:** I am beginning to get a sense of [22] the daunting character of the task, as you describe [23] it from the Superintendent's office, with a very [24] large student population, with a very large staff.

Page 169

[1] At the goal of turning responsibility for many [2] educational goals over to Principals, and I am [3] imagining at least at the elementary level that there [4] are very different student populations around the [5] various elementary schools and with school councils, [6] and other sort of informal advisory groups, are there [7] any Principals programs that you would want to point [8] to as having achieved more parental participation or [9] offered more voice to parents, are there some you [10] could describe for us that are working?

[11] **DR. LEBLANC-CONSIDINE:** Yes. I would take you in [12] an instant over to one of our elementary schools, [13] where, when they have student program, because of [14] sustained and continued efforts over the years of the [15] Principal, the staff, and in one case the Parent [16] Liaisons, where we have very active parent [17] involvement. I can bring you to some middle schools [18] where we have more active parent involvement than in [19] other schools. Our elementary schools have as few as [20] two hundred and twenty children in them, and as many [21] as six hundred kids in them. Our middle schools all [22] have a minimum of six hundred and sometimes close to [23] a thousand children in them.

The smaller the school, [24] it doesn't seem to matter really if the school is big

Page 170

[1] or small, we have this kind of parent involvement. [2] Thank you.

[3] **MR. MILES:** I want to thank everybody for coming [4] today and participating and we hope that this has [5] been as informative and eye opening as it has for us. [6] We will end on that note.

[7] **DR. BLANCHARD:** I just want to thank people for [8] coming today, I want to thank you in particular [9] Rosemary for coming, and I would have, if we were all [10] perfectly robotic and could endure meetings like this [11] for seven or eight hours, I would have enjoyed [12] talking with you a lot more. I am sure there are some [13] stories we would benefit from hearing about. It [14] sounds like the civic and community leaders in Lowell [15] are working on increasing the participation, so that [16] the responsibility for some of these goals can be [17] shared more broadly. Instead of ending on those [18] words, I want to offer the last word to you.

[19] **MS. TAYLOR:** A quick question, what does the [20] commission now do with the data that has been [21] collected and heard today?

[22] **DR. BLANCHARD:** We had a discussion earlier [23] today, that isn't concluded about what our role [24] first of all is simply advisory to the US Commission

Page 171

[1] on Civil Rights. This is part of a seven or eight [2] city series of briefings, that are designed to [3] increase the visibility of the Advisory Committee, to [4] inform us about the broad range of issues around the [5] commonwealth, and to start to find connections [6] between cities that have similar tasks at hand, where [7] they can talk. Our goal, as always, is try and get [8] the parties to these discussions to be talking [9] together, because we have neither the resources nor [10] the authority to solve the problems in the [11] commonwealth. I think we have been somewhat [12] successful sometimes, where there were some sharp [13] police community relations problems that were very [14] well focused on some long standing problems, but they [15] were highlighted by some vivid instances of police [16] misconduct. So, we had a chance to get some people [17] who had been having trouble, to encourage them to [18] talk some more. Our role is really limited. I think [19] we heard a lot of people who are vigorously committed [20] to these issues. We will certainly provide the [21] transcript of the remarks. We will follow up, and we [22] would like the documents or reports we requested

November 6, 1998

very [23] soon and we will issue the reports on that. What I [24] started by saying was we don't know whether we will

Page 172

[1] try to resume this conversation rather quickly here, [2] or whether we won't. But, frankly, we can highlight [3] on issues, we can sometimes get the media to focus on [4] concerns, but it is your set of problems to resolve.

[5] MR. CHUN: You have given a very adequate [6] answer, but I would like to add a little observation. [7] You should be aware that even the commission is, by [8] statute, a fact finding agency, and advisory to the [9] Congress and President, what happens in the process [10] is, we keep in touch with other Federal Enforcement [11] agencies, Department of Education, Justice [12] Department, all over, and often times I think we the [13] role we end up serving is that of facilitating or [14] serving as a catalyst for certain issues. Our goal [15] maybe purely information gathering, advisory, but the [16] impact is far more serious and often times there is a [17] case. Sometimes the US Attorneys Office may get [18] involved, sometimes office of Civil Rights, and there [19] could be a formal investigation if it is found [20] violations of some statute, then there are serious [21] consequences. So, in one sense we are information [22] gathering at best, but I think it would be remiss not [23] to recognize the consequences of that information [24] gathering and the product it produces.

Page 173

[1] (Whereupon the briefing was concluded at [2] 4:35 p.m.)

Page 174

COMMONWEALTH OF MASSACHUSETTS
SUFFOLK, SS.

I, Martin Mulrey, Notary Public duly commissioned and qualified in and for the Commonwealth of Massachusetts, do hereby certify that there came before me on the 6th day of November, 1998, at 12:30 p.m., the person hereinbefore named, who was by me duly sworn to testify to the truth and nothing but the truth of his knowledge, touching and concerning the matters in controversy in this cause; that he was thereupon examined upon his oath, and his examination reduced to typewriting under my direction; and that the deposition is a true record of the testimony given by the witness.

I further certify that I am neither attorney or counsel for, nor related to or employed by, any of the parties to the action in which this deposition is taken, and further that I am not a relative or employee of any attorney or counsel employed by the parties hereto or financially interest in the action. IN WITNESS WHEREOF, I have hereunto set my hand and notarial seal this day of November, 1998.

My commission expires:
January 29, 1999.

Martin Mulrey
Notary Public

ERRATA SHEET
PAGE LINE CORRECTION REASON

| | | | | |
|--|--|---|--|--|
| \$ | absenteeism 128:4; 132:1 | 23:11; 28:23; 44:18 | 86:6; 115:23; 117:3; 123:17, 22; 125:19; 128:21, 22, 23; 133:22; 134:4 | Amiroso 85:13, 18, 20, 24 |
| \$8.50 148:23 | Absolutely 53:12; 123:20; 145:20; 151:14, 15; 167:18 | adequate 172:5 | adhere 134:21 | among 16:4, 4; 18:6; 25:20; 30:17; 144:21 |
| 1 | abuse 63:9 | administer 42:21; 163:14 | administration 9:15; 36:8, 9; 40:5; 44:6; 56:14; 60:1; 115:10; 116:22; 129:24; 147:23 | amongst 114:19 |
| 1.5 148:23 | abusing 133:3 | administrative 42:24; 44:14 | agencies 10:2; 18:11; 21:1, 5; 36:17; 54:6; 55:4; 87:8; 88:9; 107:8; 108:13; 111:13; 172:11 | Amoroso 61:4 |
| 102 103: | abutted 75:8 | administrator 80:4; 105:3; 115:15; 128:17; 130:4, 20; 87:19; 88:14, 23; 101:3, 18; 115:18; 116:19; 134:3; 152:15, 17; 164:6 | agency 51:22; 52:19; 88:7, 7, 20; 108:22; 110:3; 172:8 | amount 57:8; 82:5; 135:16; 155:12 |
| 1964 86:4 | academic 134:2; 151:5 | admire 93:20; 67:6 | agendas 110:1 | ample 16:15 |
| 1980's 48:16 | academy 12:11; 43:16; 47:12; 49:20; 51:3 | admirer 109:5 | agent 67:22; 21:5; 61:24 | amplified 70:18 |
| 1987 148:14; 149:22; 164:12, 18 | accept 49:16; 143:7, 7; 69:10 | admit 145:4 | ago 32:14; 42:1; 48:19; 56:6, 9; 61:6; 72:16; 81:12; 82:24; 84:18, 24; 86:10; 87:20; 88:14, 17; 90:24; 143:22; 157:19; 160:12; 166:20 | amplify 7:3 |
| 1990 9:4 | acceptable 117:1 | adolescent 10:8, 20 | agree 114:15; 130:16; 161:3, 7 | analysis 5:7; 17:10; 21:14 |
| 1991 148:14, 16 | access 7:5; 22:2, 13; 121:11, 12; 133:23; 135:10, 13, 14; 137:4; 138:24; 142:15 | adopt 12:5; 87:17, 12 | agreement 83:1; 160:3, 21, 23, 24; 161:16 | and...what 23:7 |
| 1993 148:17; 150:11 | accused 167:3 | adult 11:16; 12:14; 20:17; 40:14; 90:18, 19; 100:16; 111:2, 7; 133:6; 137:20; 11:1, 16; 12:20; 91:16; 100:3; 101:16; 106:10; 109:20; 112:12; 143:24 | ahead 65:9 | anecdote 11:17, 18 |
| 1996 154:23; 160:20; 161:3; 162:8 | achieve 151:5; 169:8 | advancement 128:20 | Aidies 135:12 | angels 96:11 |
| 1997 162:8; 163:2 | acid 146:5, 7 | advantages 124:2; 127:14 | AIDS 20:13 | Anglo-Saxon 38:14 |
| 1998 161:15 | acknowledge 96:11; 133:1 | advent 16:23 | ailment 21:9 | angry 33:10; 97:19; 98:3 |
| 1st 107:24 | acquainted 11:24 | advertised 120:24 | aim 46:9 | animate 24:23 |
| 4 | Acre 13:16 | advice 111:4 | aired 53:15 | anniversary 160:2 |
| 4:35 173:2 | across 87:8; 124:14; 155:15 | advise 101:16; 86:12; 120:10 | alcohol 17:9; 63:10 | annunciate 71:5 |
| 5 | Act 81:21; 86:4; 148:17; 150:12, 18, 22 | affairs 55:17; 56:13; 57:20; 70:15 | alerted 155:24 | anonymous 63:22 |
| 504 129:4, 6; 135:5 | acting 12:16; 110:17 | affect 108:18 | alienated 24:16 | answered 123:18 |
| 6 | action 120:8; 155:24; 156:12, 14; 161:8; 56:1; 156:13; 161:10 | affection 22:2 | alienation 34:2 | antecedent 30:9; 15:16 |
| 636 148:4; 150:15, 22; 159:21 | active 41:3; 43:24; 75:15; 91:7; 169:16, 18 | affirmative 120:8 | alike 104:4, 8, 10, 13, 13 | antiseptic 52:8 |
| 7 | actively 65:18; 120:19; 133:19 | affluent 126:19, 22; 127:2, 23; 129:3 | alive 36:9 | anymore 130:14, 24 |
| 766 135:5 | activities 7:17; 10:17; 32:22; 53:1; 102:10; 103:10; 110:21; 149:13 | afraid 39:18; 44:16; 97:13; 124:24; 125:6; 126:5, 7; 135:22; 136:14 | allegation 140:13; 33:20; 138:17; 140:18, 23; 154:21, 24; 161:23 | apart 19:16 |
| 9 | activity 25:9; 26:11, 11; 97:7; 149:17 | African 9:7 | allege 58:18 | apathetic 24:22 |
| 911 65:12 | acts 52:15; 106:11 | afternoon 8:6; 42:19; 44:22; 84:7; 89:16; 95:6; 97:2; 155:15; 158:7 | allowed 133:12; 134:13 | apathy 29:2 |
| 9th 160:1 | actual 17:23; 47:15 | again 8:10; 18:22; 24:16, 23; 25:15; 30:10; 41:23; 42:5; 52:19; 56:23; 78:3; 80:22; 88:22; 90:11; 98:10; 132:11; 146:12; 156:4; 158:17; 161:23; 164:4 | alluded 157:3; 164:5 | apologize 149:7 |
| A | actually 45:12; 46:7; 54:4; 59:21; 62:13; 81:24; 103:5; 107:4, 7; 138:1, 3, 5; 153:24 | against 27:9; 62:9; 63:8; 23:11; 28:23; 44:18 | almost 26:24; 81:1; 82:19; 115:10; 160:15 | apologizing 149:6 |
| A's 99:6 | Adam 90:13; 98:12 | agains 8:10; 18:22; 24:16, 23; 25:15; 30:10; 41:23; 42:5; 52:19; 56:23; 78:3; 80:22; 88:22; 90:11; 98:10; 132:11; 146:12; 156:4; 158:17; 161:23; 164:4 | alone 5:11; 86:23; 113:6; 156:12 | apparent 28:14; 32:4 |
| abiding 17:7 | add 37:6, 18; 96:6; 172:6 | again 8:10; 18:22; 24:16, 23; 25:15; 30:10; 41:23; 42:5; 52:19; 56:23; 78:3; 80:22; 88:22; 90:11; 98:10; 132:11; 146:12; 156:4; 158:17; 161:23; 164:4 | allegation 140:13; 33:20; 138:17; 140:18, 23; 154:21, 24; 161:23 | appear 31:8; 35:1, 1 |
| ability 59:21; 91:12; 102:4; 103:4; 133:23 | added 12:6; 118:6; 166:20 | again 8:10; 18:22; 24:16, 23; 25:15; 30:10; 41:23; 42:5; 52:19; 56:23; 78:3; 80:22; 88:22; 90:11; 98:10; 132:11; 146:12; 156:4; 158:17; 161:23; 164:4 | allege 58:18 | apples 140:14 |
| able 9:18; 22:16; 24:1; 30:14; 31:16, 21; 33:20; 34:9, 10; 42:14; 53:24; 58:13; 60:4; 65:24; 68:11, 12; 69:20; 72:19; 119:13; 126:12; 129:17; 159:13; 168:6 | addicted 17:9 | again 8:10; 18:22; 24:16, 23; 25:15; 30:10; 41:23; 42:5; 52:19; 56:23; 78:3; 80:22; 88:22; 90:11; 98:10; 132:11; 146:12; 156:4; 158:17; 161:23; 164:4 | alleged 133:12; 134:13 | application 137:19 |
| absence 26:8; 56:17; 66:15; 159:18 | addition 53:19; 63:14 | again 8:10; 18:22; 24:16, 23; 25:15; 30:10; 41:23; 42:5; 52:19; 56:23; 78:3; 80:22; 88:22; 90:11; 98:10; 132:11; 146:12; 156:4; 158:17; 161:23; 164:4 | alluded 157:3; 164:5 | apply 120:19 |
| absent 25:3, 12; 132:7 | address 14:1; 23:19; 24:17; 26:2; 97:23; 138:18; 143:20; 145:8; 147:8; 153:19; 161:20; 27:8; 28:21; 78:23; 121:9; 138:12; 145:3; 39:17; | again 8:10; 18:22; 24:16, 23; 25:15; 30:10; 41:23; 42:5; 52:19; 56:23; 78:3; 80:22; 88:22; 90:11; 98:10; 132:11; 146:12; 156:4; 158:17; 161:23; 164:4 | almost 26:24; 81:1; 82:19; 115:10; 160:15 | appoint 94:24; 6:24; 80:20; 82:6 |

around 24:7; 35:9; 59:15;
60:3, 3; 70:3; 73:22, 24;
87:3; 95:6; 97:1; 110:6;
113:9, 15; 124:7; 125:5;
133:6; 146:8; 149:21;
150:15; 151:17, 18;
158:15, 21; 159:15; 164:7;
169:4; 171:4
arrange 129:16; 130:22;
34:16
arrays 98:5
arrival 15:17; 45:21
arrived 9:14
articulate 35:3; 51:7;
135:24; 31:5; 145:4
articulating 138:15
artistic 110:16, 17
ascertain 140:16; 138:23
ashamed 97:13
Asian 9:8, 11; 39:1;
48:17; 49:1, 4; 76:15, 23;
79:5, 8, 12; 82:22; 84:23;
97:4, 17; 98:11, 14;
105:18; 114:10; 117:1;
118:9; 124:21; 142:12, 22;
146:12; 160:4; 75:21;
93:6; 144:21
aside 26:21
aspect 22:18; 23:21
Assault 91:11; 111:22
assessments 151:23
assigned 86:8
assist 18:12; 4:21
Assistant 14:12; 26:22;
37:10; 72:22; 94:9; 107:9
associate 104:24; 71:24
assume 156:15, 17; 9:18
assure 45:19
astounding 123:21
ATF 37:17
atmosphere 21:22
attempting 54:13, 14;
87:16
attempts 21:15
attend 8:22; 133:14;
36:23; 71:9; 98:13; 42:2;
53:16; 98:11
attendance 132:10;
166:17, 18, 20, 21, 22
attention 61:16; 113:2;
114:13; 115:3
attitude 14:18; 19:19;
26:3; 29:24; 30:3; 119:1, 7;
130:12; 19:5
attorney 6:11; 14:12;
26:23; 43:16; 94:9; 124:5;
41:8; 172:17
audience 14:2; 36:2;
37:8; 41:12; 103:22, 24;
106:16, 18; 119:21;
136:21; 141:3; 142:2, 8
auditorium 29:21, 22
Audrey 124:23
Augustine 92:21
authentic 70:9

authorities 11:16; 23:20
authority 20:17; 29:5;
48:20; 50:15, 18; 83:10;
97:18; 100:16, 17; 127:18;
135:21; 153:13; 171:10
autonomy 83:10
available 16:10; 23:5;
35:14; 39:21, 23; 63:13;
65:19; 111:3; 139:3, 11,
19; 154:13, 16, 18; 162:18
average 132:10
averting 9:22
aware 58:3; 67:8; 78:13;
86:2; 97:8; 122:15; 154:2;
172:7
awareness 61:3; 93:23
away 19:7; 86:12; 87:11;
105:7; 114:2; 132:1;
143:14
awful 77:18
awkward 152:3

B

baby 129:11, 11
back 16:8; 30:2; 35:8;
36:10, 15, 15; 45:10, 21;
60:12; 63:18; 65:21;
68:22; 78:7; 83:19; 86:17;
92:10; 94:18; 95:20;
103:10; 105:9; 108:20;
112:18; 117:10; 118:1;
129:15; 130:3, 19; 132:6;
133:2; 134:5; 138:5;
146:18; 150:17; 151:5;
160:17; 166:24; 164:14;
141:3
background 103:2;
120:16; 122:16; 123:23,
24; 44:7
backwards 101:18
bad 38:24; 45:14; 98:8;
113:14; 117:9; 130:11
badge 12:18, 19; 13:18;
32:1; 45:17; 51:5
badly 11:11
bag 19:15, 16
ball 105:23
bankrupt 21:15
barrier 18:24; 116:22;
168:2; 26:4; 42:6
base 10:10; 55:21;
141:22; 13:9; 21:14;
59:12; 71:7, 15, 16; 81:2,
5; 144:20
baseball 105:21
basic 22:8
basically 56:15
basis 9:14; 55:6; 59:5, 22;
72:21; 96:23; 149:11
bat 105:21
battle 29:6
battling 100:4
bear 22:23; 4:17
beat 146:2, 2; 96:3

Beaton 122:3
became 43:24; 80:4, 5, 5;
97:19
become 7:17; 24:22;
27:13, 19; 36:16; 52:1;
70:5; 81:19; 102:16, 17;
103:16, 17; 107:5; 137:11;
168:18; 6:13; 26:18; 58:3;
155:23
becoming 27:18; 68:19
bed 51:11
Bedford 70:4
began 15:18; 16:7; 93:1
begin 8:15; 15:8; 29:3;
89:1; 137:11; 158:3, 4;
165:15; 168:1
beginning 41:1; 67:9;
77:8; 122:22; 168:21
behalf 4:10; 6:16; 14:4;
94:12; 119:10; 127:1;
142:9, 10; 160:22
behave 123:5, 8
behavior 11:10; 50:22,
23; 96:9; 104:2; 162:14;
10:21; 12:22; 50:19; 135:3
behind 27:12; 126:6;
164:23
beings 5:8; 19:6; 24:13
belief 66:23
belong 130:16; 86:21
bend 101:18
benefit 10:22; 66:13;
170:13
benighted 21:10
besides 54:11
best 20:7; 41:16; 64:5;
172:22
better 6:7, 8; 13:11; 55:5;
61:1; 74:10; 77:22; 92:6;
94:3, 5; 100:1; 116:1;
117:4; 136:4; 157:24
beyond 53:5; 67:13
bias 149:8; 163:13; 164:7
big 37:19; 64:3; 77:4, 15;
89:18, 19, 20; 90:13, 14,
16, 17, 21, 22; 112:9, 10;
119:5; 169:24
bigger 84:21; 151:6
biggest 14:24; 111:1
bigot 128:20
bigotry 145:23; 149:9
bilingual 22:1; 65:11;
165:10
bill 41:22
Billerica 152:13
bit 15:15; 30:20; 36:1;
51:6; 54:17; 72:11; 81:6;
103:7; 107:2; 130:14
bizarre 123:16
black 166:18; 154:12
blah 62:8, 8, 8
blame 135:23
BLANCHARD 4:3; 5:19;
6:21; 13:19; 23:2, 23;
27:21; 30:12, 21; 35:9;

52:23; 55:8; 60:17; 69:24;
72:5; 80:13; 81:20; 85:9,
12, 19; 89:4; 121:17;
168:21; 170:7, 22
blatantly 17:21
blend 104:5
blips 158:23
block 41:8, 9; 84:9; 41:9
blow 60:11
blue 44:9
board 23:17; 38:7; 71:13,
22, 23; 107:23; 122:4;
124:14; 23:7; 53:7; 55:11;
56:3; 70:6, 24; 121:23
Bob 43:2; 74:15
bold 67:15
Bond 43:6
book 124:6
border 61:24; 62:1
born 92:18; 124:20
boss 108:21
Boston 39:24; 43:1; 70:4;
82:6; 86:8, 10; 89:20;
159:22
both 5:16; 10:9, 21;
15:22; 16:24; 17:2; 20:1;
24:9; 41:19; 49:3; 51:12;
65:20; 86:12; 90:1; 96:14;
97:4; 100:2, 12; 114:14;
132:15; 157:14; 162:12
bother 131:11; 132:5
bottle 105:19
bottom 52:3; 140:20
bought 39:15
bounce 110:24
boundaries 12:16
boundary 102:1; 103:
bounds 123:2
boxed 25:16
boy 97:9, 12, 18, 20, 22,
23; 98:11; 99:2; 104:18;
105:18
boy's 99:8
Boys 75:20; 76:23; 84:7,
11; 90:20; 110:8
brass 54:4
Brazilian 9:11
break 85:14; 89:6;
139:20, 21; 42:5; 131:7;
163:8
breakdown 139:14, 17
Brenda 43:6, 8
Brian 5:20; 46:12; 72:6, 8
bridge 26:12
brief 20:18; 85:14;
109:18; 4:2, 4; 173:1
briefings 8:2; 70:3; 171:2
briefly 15:16; 24:5
bright 150:6
bring 19:19; 36:12, 14;
54:14; 59:9; 78:1; 99:2;
153:24; 169:17; 44:5;
52:19; 168:12
Brisell 47:20

broad 8:7; 67:11; 71:15,
16; 92:15; 171:4
broaden 15:15
broadest 35:15
broadly 170:17
broken 42:16; 99:10;
139:5
brother 37:19; 89:18;
90:14, 17, 21; 103:16;
112:19; 113:6; 90:22;
96:23; 112:10; 145:1
brought 36:6; 39:7;
44:10; 46:10; 61:9; 68:22;
77:1; 87:2; 94:10; 95:14,
23; 99:5; 121:14; 144:3;
156:10
brutality 18:20
brutally 60:6
Buckley 14:22
budget 84:17; 148:17,
24, 15
building 9:10, 13; 10:11,
14, 20; 94:4; 96:3, 3;
127:13
built 125:20
bunch 107:7
bureau 57:20
burners 94:19
Burning 86:16
bus 103:7
Bush 36:8
business 4:24; 48:9;
60:13; 75:13; 85:5; 98:16;
107:21; 75:15, 15
busy 98:24; 130:23
buy 33:3; 62:20

C

cafeteria 116:13
call 55:17; 58:2; 59:13;
64:24; 69:1; 70:9; 73:10,
11; 93:5; 106:6; 108:21;
109:11; 127:7; 150:20;
153:18, 20; 159:4, 5, 5, 8;
167:2; 168:11; 67:15;
75:13; 90:13; 108:10;
141:13; 35:19; 63:22, 22;
65:21; 129:23
Cambodia 25:8; 146:17
Cambodian 9:6, 11;
19:11; 20:2; 24:10;
117:15; 125:8; 126:21;
142:11; 145:1; 165:11, 17,
18; 144:2, 9
Cambridge 81:10
came 7:21; 15:23; 16:1;
37:13; 38:3; 40:19; 43:15;
46:5; 85:19; 86:10, 17;
101:6; 107:24; 114:2;
137:15; 157:19
Camia 158:9, 14; 162:19;
166:18
Camir 65:15, 16, 21, 22
Camp 49:19; 48:22

campaign 85:3; 102:13; 103:13
campus 4:15, 18; 5:16, 24
can 5:2, 3; 12:18; 21:11, 16; 23:8; 25:11; 26:5; 27:19; 28:1, 2; 31:2; 32:7; 33:12; 34:5, 11, 16, 20, 24; 35:5, 7, 8; 38:13; 44:21; 45:6, 19; 46:2; 50:14; 51:23; 52:1, 8, 8, 22; 54:10; 55:6; 56:14; 57:6, 7, 8, 14, 15; 58:2, 6, 7, 8, 17; 59:8; 60:9, 10, 11, 24; 62:19; 64:6, 7; 65:12; 66:11, 24; 67:1; 70:15; 72:10; 74:8; 75:24; 78:18; 79:22; 80:21; 81:6; 84:13; 90:19, 19; 94:15; 95:10; 96:17; 100:16, 24; 102:11, 19; 103:11, 19; 105:13; 111:2, 11; 112:4, 6, 13; 116:16; 117:15; 119:10; 120:13, 14; 125:22; 129:4, 16, 16; 132:1, 22; 135:18; 137:21; 138:22; 139:19, 20; 140:3, 22, 24; 142:18; 143:2, 4, 13, 16, 16; 146:18, 21; 147:3; 148:6, 9, 11, 11; 152:4; 153:12; 154:19; 155:8, 8, 10; 156:18, 19, 23; 157:1; 158:3, 4; 159:10; 162:9, 9, 17, 23; 164:17; 166:10; 167:14; 169:17; 170:16; 171:7; 172:2, 3
Canada 62:1
Canadian 62:6, 4, 7, 9; 123:19; 124:1; 146:22
candid 8:3; 34:21
candidate 68:11; 85:5, 8; 107:10, 11
candor 7:24
canned 62:18
cap 21:2
capable 111:4
Capital 41:20
car 97:5, 6; 131:4
card 99:3, 6
care 28:19; 30:10; 66:17; 73:3; 109:22; 129:16; 131:17; 134:11; 157:12; 128:7
career 12:10
careful 13:14; 31:18; 127:19
caring 90:18; 128:6
Carmen 14:23
carries 18:18; 67:20
carry 145:13; 105:21
Cartomona 19:23
case 21:6; 33:19; 55:23; 57:17, 18; 121:20; 169:15; 172:17; 25:10; 96:14; 97:17; 100:3
casually 92:13
catalyst 172:14

catcher 131:15
category 113:8
Caterelli 48:11, 13
Catholic 22:3, 7
cats 19:14
Caucasian 93:7; 133:9, 11; 166:19
caught 34:1
cause 134:13; 156:9; 166:9, 22; 29:4, 12; 114:17; 166:24
cells 40:7
Center 10:9, 11; 13:9; 29:22; 39:5; 40:3, 18; 47:21; 91:13; 111:21; 159:6, 7; 165:13; 157:12
Centerville 38:1, 2, 10; 74:14; 75:4
central 147:23; 148:2
century 16:24
certain 33:11; 57:8; 127:17; 135:2, 2; 139:8; 145:4; 172:14
certainly 19:20; 30:8; 46:1; 51:5; 62:20; 69:3; 86:21; 87:1, 16, 20, 22, 24; 144:21; 151:21; 162:16, 17; 171:20
chafing 11:15
chain 108:8; 92:18, 19; 102:19; 103:19
Chair 35:22; 40:20; 47:19
Chairman 42:19
chairperson 30:21
challenge 13:2; 51:19; 102:2; 103:2
challenging 112:24
chance 90:1; 91:17; 93:15; 108:5; 112:2; 171:16
Chancellor 4:7; 47:18, 18
Chandrika 106:18
change 29:7; 47:24; 48:15; 61:22; 62:11; 67:22; 82:2; 83:15, 23; 88:9; 89:7; 91:22; 92:3; 98:22; 109:6, 13, 14; 135:4; 149:1, 2, 5, 7; 159:20; 160:13; 46:13; 47:10, 11, 13, 15; 75:7; 79:16; 81:11; 82:15; 98:19; 105:14; 116:1; 120:23; 150:1; 7:13; 19:19; 67:14; 74:5; 80:1; 86:20; 87:23; 94:2, 7; 105:5; 110:7
changing 47:7, 10; 48:9; 82:4; 99:15; 127:13
channel 58:14; 84:16; 100:22
Chapter 148:4; 150:15, 22; 159:21
character 168:22
characteristics 104:4
characterizes 121:19

charge 42:23; 43:2, 7; 57:12; 72:23, 24; 73:2; 154:4; 138:16; 155:1
Charter 81:9; 82:2
check 99:14; 153:1; 63:8
Chicago 137:15, 16
Chief 6:17; 9:18; 14:11; 18:23; 35:24; 37:3, 5, 18; 38:1; 39:22; 41:14, 17; 42:17, 18; 53:12; 55:15; 57:17; 58:2, 20; 61:2; 63:5; 65:4, 14; 66:23; 68:2; 71:4; 72:8; 73:21, 23; 74:6, 21, 22; 76:2, 13, 21; 77:10, 19; 79:23; 80:1, 4, 5; 87:1, 15; 109:4; 116:21; 168:20; 39:22, 23
child 29:16; 83:22; 90:18; 128:15, 20; 129:15, 17; 130:2; 132:19; 135:6, 6, 7; 137:8; 146:1, 2; 148:21; 153:24; 157:12; 96:6; 132:4; 134:4, 9
children 29:8; 39:10; 40:11; 50:2; 79:12; 83:6; 93:8; 102:5; 103:5; 133:4, 5; 134:2; 147:19, 20; 148:5; 150:3, 6, 10; 151:2, 4, 10, 10, 12, 13; 152:2; 153:12, 18; 157:14; 160:7; 162:15; 163:12; 168:13, 14; 169:20, 23
China 104:12; 124:18; 146:11
Chinese 104:13
choose 14:7; 93:20; 149:13
chose 149:15, 16; 160:7
chosen 81:17
Christian 92:21
Chun 7:10; 27:21, 22; 28:10; 30:19, 21; 56:16; 57:24; 58:10; 64:8; 65:10; 66:3; 74:8; 114:5; 117:6; 118:3; 138:14; 139:3, 10, 13, 16, 21; 140:1, 4, 10, 13; 141:2, 7; 152:21; 153:9; 154:7, 11, 19; 155:8, 11; 156:15; 172:5
Church 8:24; 9:5, 9; 22:7; 38:10, 10; 39:13, 15; 86:15; 90:1; 11:24; 18:13; 21:1, 5
circle 72:10; 165:14
circling 115:12
circulate 8:12
circulation 11:6
circumstances 136:10
cities 7:2; 36:24; 39:7; 40:17; 46:6; 70:18; 80:15, 24; 88:24; 171:6
citizen 4:14; 12:21; 22:21; 23:7; 57:14; 63:8; 70:6, 12, 24; 71:12; 73:5, 9, 15, 18; 80:9, 22; 139:13; 6:24; 12:14, 15; 13:6; 16:7; 22:12; 33:15; 125:23

citizenship 32:5
City 5:20; 6:1, 2, 4, 12, 16; 9:15; 12:10; 13:1, 5; 15:1; 23:6; 26:11; 30:4; 31:9; 36:10, 20, 21, 23, 24; 37:10, 13; 40:16; 41:4, 7; 42:1; 43:20; 46:12; 48:5, 10, 14, 15; 49:6; 51:4, 19, 22, 23; 52:21; 53:14, 21; 54:13, 17; 55:1; 58:24; 68:24; 69:11; 70:10, 20; 71:7; 72:18; 74:20; 75:2, 11; 76:24; 77:23; 80:6, 8, 17, 18, 20; 81:1, 5, 8, 10, 13, 14, 17; 82:7, 20; 83:1, 4, 6, 16, 17; 84:7, 9; 86:20, 23; 89:2; 93:8; 94:11, 12, 21, 23; 95:3, 5; 99:23; 100:1, 16, 20, 24; 102:5, 12, 14; 103:5, 12, 14; 106:21; 107:3, 5, 9; 108:1, 2, 7; 109:6; 110:4; 119:24; 120:7, 8; 121:3, 5, 8; 122:5; 147:22; 148:16; 168:5; 171:2
Citywide 122:1
civic 26:23; 111:24; 170:14
CIVIL 4:2, 4; 6:22; 7:5, 6, 24; 8:3; 35:13, 16; 48:24; 74:2; 83:2; 86:4; 89:12; 92:2, 7, 14, 16, 22; 93:2; 112:21; 123:2; 171:1; 172:18
civilian 49:3; 56:3; 71:22, 23
claim 34:10
clarify 5:17; 68:2; 162:6
class 19:6; 24:13; 32:5; 43:16; 62:2; 92:10; 99:19; 101:24; 115:19; 137:11; 146:20; 158:12; 166:13; 98:16, 17; 99:4
classify 141:8
classroom 114:24; 134:6
clear 19:21; 47:4; 56:2; 162:2
clearly 32:4; 69:9; 71:6; 145:3; 161:22
clergy 54:5
climate 151:18
clinics 157:11
Clinton 36:8; 41:23
close 4:16; 38:5; 61:16; 85:13; 114:22; 169:22
closely 7:12; 63:5; 67:8; 150:24; 156:13
closer 120:13
cloth 66:4
clout 126:23; 127:7, 8
Club 75:20; 76:23; 84:7, 11, 11; 91:13; 110:8
CMMA 49:20
co-wrote 164:13
Coalition 55:4; 91:8; 111:12; 102:12; 103:12
code 162:12, 13, 18

cohesive 124:15
Cole 43:18; 53:16; 55:5
collapse 16:1
collect 13:15; 170:21; 77:23
collectively 35:6
College 90:7, 15; 92:8; 99:19; 103:17; 112:15; 123:11; 133:18, 22
Colonia 43:13
COLONIA 107:4
color 33:8; 50:21; 60:21; 73:19; 120:20
Columbia 134:5
Columbian 15:7, 21; 16:5
comfortable 66:14; 108:14; 117:20; 137:21
coming 30:9; 44:18; 62:13; 64:12; 79:22; 98:13; 108:14; 109:1; 110:6; 144:2; 150:7; 151:23; 160:1; 170:3, 8, 9
command 9:22; 13:7; 53:18; 71:12; 87:16; 108:9; 43:4
commander 9:18
commendable 11:8
comment 23:6; 104:1; 109:19; 119:23; 144:18; 9:2; 13:20; 35:23; 36:1; 50:6; 67:13; 89:4; 102:22; 103:22; 122:20; 145:1
Commission 6:22; 7:1, 6; 14:4; 24:19; 25:22; 28:21; 44:17; 79:21; 91:7; 94:22; 107:24; 108:5; 116:12; 126:8; 170:20, 24; 172:7
commissioners 7:3
commitment 79:23; 93:22; 94:21
committed 44:1; 80:6, 11; 94:8; 171:19
Committee 5:23; 6:13, 21; 7:7, 12, 13, 15; 23:3; 30:13, 22; 35:12, 22; 37:9; 39:5; 40:20; 41:3; 81:4, 8, 14; 82:5; 83:10, 14, 18; 84:24; 89:11; 108:11; 120:7; 122:17; 125:7; 161:12; 162:24; 164:16, 19, 21; 171:3; 6:23; 70:7; 81:1
common 19:8; 22:16, 22; 114:8
commonwealth 6:24; 35:13; 38:6; 70:3; 80:15; 85:23; 171:5, 11
communicate 72:13; 157:22; 159:11; 168:1
communication 10:4; 26:5; 28:13, 13; 51:2; 60:8; 118:11, 15, 21; 142:15; 29:22
communities 20:9, 10; 30:18; 38:16; 41:10; 69:20; 84:5; 90:2; 91:22;

151:7; 159:19; 160:16
community 4:4, 11; 5:12;
 6:5; 7:20; 8:6, 16; 10:8;
 14:5, 19; 15:5, 6, 10;
 16:13, 18; 17:12, 18, 23;
 18:1, 14, 18; 19:4; 20:11,
 12, 14, 22; 22:3, 14; 23:1,
 15; 24:9, 18; 25:20, 24;
 26:13; 27:2, 7, 11, 18, 20;
 28:7, 20; 29:3, 20; 30:14,
 23; 36:24; 37:4, 21; 38:9;
 39:19, 21; 40:1, 2; 41:6;
 42:9, 10; 43:5, 11, 18, 19,
 21, 22; 44:2, 4; 46:11, 16,
 20, 24; 47:21; 48:18; 49:1,
 7, 14, 16; 53:5, 9, 13, 15;
 54:19, 23; 55:10, 24;
 56:12; 58:16; 59:24; 60:9,
 23; 61:3, 4, 18; 62:22, 24;
 63:4, 14, 21; 64:15, 19;
 65:1, 17, 18; 66:3, 8; 67:5,
 12; 68:9, 10, 20; 69:5, 16;
 70:10, 16; 71:1, 6, 10;
 74:13; 75:24; 78:1, 12;
 83:15; 84:1, 22; 85:5, 6,
 21; 86:3; 87:4, 7, 9, 10, 13;
 90:7, 15; 91:12; 92:5; 93:3,
 22; 94:3; 102:6, 6, 14;
 103:6, 6, 14, 2, 17; 107:20,
 22; 110:19; 120:22;
 121:13; 122:3, 7; 124:17;
 125:4, 15, 22; 126:4, 4, 13;
 127:12, 18; 135:18, 20;
 136:4, 8; 137:10; 142:24;
 147:4; 155:13; 157:7;
 165:13, 17, 18; 170:14;
 171:13
comparisons 17:16
compassionate 146:20
compendium 35:12, 18
compete 5:3
competent 13:7
complacent 102:17;
 103:17
complain 95:11; 31:22;
 57:10; 156:2
complainant 57:22
complaint 57:7, 14, 21,
 23; 153:5, 21; 156:10, 11,
 23, 24; 56:2; 63:6, 8;
 65:13; 82:23; 95:7, 10;
 101:15; 154:2, 21; 156:8,
 8, 19, 20, 20; 160:19;
 165:2
complete 154:7, 10;
 163:2
completing 103:18
complex 4:16, 22
complexity 120:6
Compliance 160:3;
 164:19
complications 136:8
complied 40:17
comply 40:10, 14
components 61:12
comprehensive 21:14
comprised 15:6

compulsory 119:3
conceivable 58:12
concept 53:5; 74:17;
 124:13; 135:18
concern 14:13, 18; 18:9;
 30:10; 57:7, 14; 142:17;
 12:11; 58:15; 142:14;
 143:12; 161:6; 21:24;
 31:22, 22; 53:1, 15; 58:10;
 59:12; 124:10; 155:19;
 160:11, 17; 172:4
conclude 77:7, 11;
 170:23; 173:1
concrete 67:24
conditions 17:1; 21:3;
 92:23
condoned 104:15
condoning 104:1
conduct 161:4; 162:12,
 13; 83:2; 158:9; 162:18
conduit 64:6; 55:9; 70:22
conference 8:24; 112:8,
 9, 11
confess 80:14
confidence 112:13;
 143:14; 145:17
confident 88:12
conflict 50:10; 89:13
confronted 54:8
congratulate 135:11
congregation 9:6, 9, 12,
 10
Congress 172:9
Conlon 89:18, 23; 90:11;
 104:17; 110:6; 114:18;
 118:6; 119:13; 120:24;
 121:24
connect 75:24; 76:5;
 101:22; 105:1; 127:22
connection 77:20; 171:5
consciously 115:4
consent 49:10
consequences 172:21,
 23
consider 120:11; 141:5;
 22:19; 105:11
considerable 155:12
consideration 15:17
consistently 98:13
constantly 105:24
consternation 64:2
constituents 121:21
constitutional 137:4
constructive 11:7
contact 55:13; 73:5;
 101:9; 8:19
container 146:6
contains 139:16
contempt 11:12
contemptuous 25:21
content 47:15
continually 59:14; 60:2,
 6
continue 52:21; 67:1;

71:18; 72:3; 101:8; 152:5;
 157:20; 97:20; 169:14
continuing 152:16
continuity 82:23
continuum 50:23; 51:1
contracted 15:22
contracts 134:20, 22, 23
contribute 22:16, 21
contributing 26:9
control 148:6; 122:4
conversation 4:5; 34:1;
 68:23; 105:5, 10, 14;
 158:3, 5; 172:1; 31:3; 71:3
convey 31:3; 135:16;
 33:21
convinced 5:14; 13:3
cooperation 14:10
coordinate 107:18;
 111:14
Coordinator 86:15; 95:2;
 106:22; 120:3
copies 161:9, 19, 24;
 162:10, 16, 16
copy 45:3; 161:12
corner 25:16; 50:13
Corrections 36:18
Cortez 68:12
cost 127:15
council 6:13; 21:24;
 70:20; 72:19; 80:20;
 81:13; 82:7; 83:13; 84:14;
 94:23; 116:2; 120:7;
 122:1, 2; 55:9; 81:1, 5, 8;
 169:5
councilor 140:12; 75:11;
 76:3; 81:14, 17; 83:17;
 108:2; 117:12, 15; 139:17;
 140:11
counselor 29:13; 142:3;
 120:2
counter 62:16
countries 15:3, 24
country 6:23; 41:18;
 46:6; 48:22; 61:24; 80:8;
 87:8; 124:8; 128:12;
 144:2; 146:8
County 36:19
couple 9:2; 74:10; 77:16;
 82:24; 102:24; 103:24;
 125:11; 126:16; 166:5;
 75:13; 76:7
courage 136:9; 143:19
courageous 96:8
course 33:19; 34:4, 18;
 38:11; 45:24; 62:18; 70:2;
 74:19; 76:4; 123:1, 21;
 133:13; 27:6
courts 11:6
cover 11:20; 14:24; 15:1
crack 39:17; 129:8;
 131:9; 151:11, 14; 164:6
create 83:14; 109:20;
 146:19; 44:2; 86:3;
 121:11, 11, 12; 147:1
creating 12:12; 58:14

credence 33:7
credible 49:12, 17
credit 86:21
creed 73:19
crime 9:22; 20:5; 46:24;
 49:15; 59:4; 77:24; 88:13
criminal 10:17; 17:9;
 26:11; 41:2; 47:19; 40:14;
 131:10
criminality 11:3
criminally 11:5
crisis 20:16; 51:9
critical 27:14; 31:9; 44:8;
 45:20; 51:18
criticism 11:14; 53:6
crooks 131:10
crowded 113:1
crucial 32:3; 102:14;
 103:14; 154:20
cruiser 45:8, 9; 51:11;
 52:15; 46:14
crying 98:1
Cuban 127:2
cultural 20:15; 34:4;
 38:16, 18; 42:6; 61:19;
 93:22; 120:15
Culturally 116:24;
 128:13; 165:19
culture 38:22; 61:22;
 62:10; 67:10; 88:18;
 104:3, 3; 146:14; 151:17
current 93:1; 161:17
currently 90:6; 93:5, 5;
 103:17; 161:21
cut 130:8; 148:15
cuts 66:4; 155:15
cutting 108:22
cycle 131:13
cynical 59:17, 17, 22;
 60:22, 24; 95:16
cynicism 59:14; 60:19;
 61:17, 21; 64:13, 15, 15,
 19, 20; 65:1; 66:4, 10;
 95:14

D

Dad 99:9; 111:3; 129:23
daily 149:10
Dale 7:8; 35:19, 21;
 74:14; 166:5
damage 22:22; 99:16;
 145:10, 12, 16
damaging 136:24;
 137:14
DARE 59:1; 167:20, 22
darker 106:5
data 55:22; 63:13; 77:23;
 78:17; 170:20
date 57:10; 154:23
daughter 124:18, 21;
 125:11
daunting 168:22

Dave 89:24
David 8:20
Davis 9:17, 18; 14:11;
 18:23; 35:20; 37:3; 38:1;
 39:23; 41:14; 42:17, 18;
 53:12; 55:15; 57:17; 58:2,
 20; 61:2; 63:5; 65:4, 14;
 66:23; 68:2; 71:4; 74:22;
 87:1; 88:15, 22; 116:21
day 4:12; 41:21; 42:22,
 22; 45:12; 59:16, 17;
 72:20, 20; 81:18; 82:19;
 93:18, 18; 96:22, 23, 23;
 117:24; 122:22; 123:13;
 127:13; 129:4; 149:17;
 152:6, 6
days 25:3; 38:13; 45:24;
 118:1; 129:12
DEA 37:17
deal 18:4; 20:7; 25:1, 15,
 17; 27:14; 29:11; 31:14;
 36:4; 50:19, 22; 59:21;
 60:20; 61:13, 17, 21;
 62:12; 63:21; 64:18, 19,
 21, 23; 68:21; 69:21; 74:3;
 83:12; 100:19; 124:10;
 158:2; 159:10; 20:15;
 29:3; 47:1, 2; 48:17, 19;
 52:5; 55:22; 65:5; 96:12;
 108:7; 109:1; 124:11;
 160:24; 165:6, 7; 150:21
dealers 39:17
dealt 100:6
death 101:19
deceased 128:9
decent 17:22
decided 40:9; 75:5;
 120:3; 161:10
decision 47:24; 75:1;
 76:12, 16; 139:22; 69:18;
 70:17; 71:12; 78:18; 84:14
decisive 56:16
Decisiveness 56:20
declines 36:13
decree 49:10
dedicated 91:15; 126:12
deeper 15:12; 21:8;
 25:19
deeply 160:6
defeated 82:3
defend 30:7
defense 38:19; 147:11
defined 8:6
definition 141:5; 163:20
Degree 43:1, 6, 11; 44:3;
 130:16; 132:23
Del 14:23
delighted 5:16
delineates 162:14
demand 20:19; 99:20
demeanor 11:19; 12:5
demographic 48:14
demography 121:19
Demora 43:2, 4; 74:15
denial 21:11

denied 18:3; 137:4, 9
denies 17:22
Dennis 43:13, 14, 16
deny 17:10, 20
department 6:18; 7:20;
9:16, 21, 23; 10:13, 23;
12:6; 13:4; 18:5, 11; 20:3;
27:10; 31:23; 36:7, 18;
37:3; 38:13, 19; 40:8;
41:14; 42:22, 24; 43:8, 10,
15; 44:1, 6, 8, 12; 45:22;
46:3, 7, 13, 20; 47:5, 8, 11,
12, 14, 19; 48:1, 10; 49:3,
5, 6, 13, 13, 15; 51:21, 21;
52:5; 53:2; 57:9, 16, 19;
58:9, 12, 18; 61:6; 64:4;
65:10; 66:6, 16; 68:14, 18;
71:20; 73:18; 77:10; 80:5;
83:9; 85:20; 86:2, 22; 87:2,
6, 6; 88:1, 7, 19; 89:2;
93:11; 94:14; 95:2; 96:16;
98:4, 6; 107:16, 17; 122:9,
13; 135:11; 145:22; 161:3;
164:12; 167:17; 172:11,
12; 12:8; 88:17; 102:11;
103:11
departures 139:1; 141:9,
14
depend 4:24; 153:16;
141:11
dependent 31:10
deployment 71:11
Deputy 42:23; 43:13;
53:17; 154:4
descent 49:4
describe 23:4; 28:11;
30:20; 31:21; 153:3, 9;
168:22; 169:10
describing 26:9; 137:1
Deseg 164:18
Desegregation 164:13
deserve 129:2; 131:12
designates 156:6
designed 171:2
desire 8:23; 13:4
desk 57:18; 58:8; 105:9
despised 19:13
despite 129:13
destroying 131:18, 18,
19, 19
destructive 19:9; 27:19;
96:9
detail 82:17; 86:15;
67:24, 13; 122:18, 23
detaints 11:15
detention 117:24; 118:1
deter 10:17
determine 74:12; 161:4;
43:20, 22
devastating 20:12
develop 36:5; 109:24;
10:2; 150:20; 158:21
development 5:15; 6:6;
10:5; 43:7; 67:12; 107:1;
148:13, 17, 20, 22; 149:13,
21; 151:1

devolvement 4:20, 21
devoted 148:24; 150:8;
167:12
devoutly 17:7
dialog 19:1, 18, 19; 26:1;
65:3; 89:1; 135:4; 144:13;
115:17
die 124:19
died 132:4, 7; 134:5
difference 17:19; 48:20;
52:11, 18; 77:5; 79:19;
93:21; 102:12; 103:12;
119:5, 12; 34:5; 38:17, 18
different 15:3; 30:18;
44:15; 49:21; 53:18;
62:17; 70:11; 75:9, 10;
86:22; 101:4; 111:15;
120:21; 158:17; 165:22;
169:4
differential 138:21;
141:13
differently 44:13; 46:4;
109:8; 133:8
difficult 32:2; 38:22;
93:17, 19; 101:20; 126:2;
136:10; 159:12
difficulties 12:13; 19:12;
95:20
difficulty 66:1
dig 140:20
dignity 30:11; 145:18;
146:14
diligence 17:5
diligently 151:3
dimensions 22:14
diminishment 20:16
diploma 130:21
dire 16:3
direct 12:3; 69:15; 71:11;
91:8
direction 46:12; 102:16,
18; 103:16, 18; 109:4, 16
directly 18:12; 44:18;
54:16; 62:12; 64:23; 65:5;
147:24; 148:2; 153:13;
154:5
Director 7:10; 47:20;
78:24; 90:11; 94:24;
108:21; 110:8; 120:16;
147:7; 148:3, 4; 159:22;
164:12
dis-empowered 91:20
disability 124:12; 135:9,
13
disabled 99:9; 128:10, 22
disagree 114:15
disallowing 134:22
disappointed 136:2
disciplinary 161:17, 20,
23
discipline 29:11, 12;
50:15; 118:18; 161:1;
162:5, 10
discouraging 133:19
discourse 105:1, 8;

123:2
discover 91:17
discriminated 86:6;
123:17, 22; 146:23
discriminates 128:21,
21, 22, 23
discriminating 133:22
discrimination 16:15;
147:2; 161:7; 164:1;
136:16
discuss 21:24; 28:2;
38:21; 42:4; 122:16;
144:14; 19:2; 21:21; 82:9;
92:16; 156:11; 141:4
discussion 7:23; 8:8, 15;
24:4, 7; 48:11; 53:6; 70:19;
81:22, 23; 82:1, 4; 89:8;
96:14; 122:12; 123:1;
166:6; 170:22; 7:22;
30:19; 95:21; 171:8
disease 21:8, 10, 12
disenfranchised 51:24;
84:21; 116:8
disgraceful 25:23
dismissed 128:3; 134:15
dispatcher 65:22, 16;
66:2
dispersed 40:16
disposition 57:11
disregarded 96:15
disrespect 115:7; 95:9
disrespectful 11:20
dissimilar 80:2
distant 18:19
distinction 106:23
distinguish 104:10;
166:13; 42:19; 69:4
District 14:12; 75:14;
94:9; 161:7, 10, 15, 16;
162:23; 167:4; 161:13, 19
distrust 64:17; 155:13,
15
diverse 44:14; 46:8; 93:3;
114:7; 120:19; 122:6;
154:21
diversify 120:5, 1
diversion 10:16; 49:20
diversity 116:2, 6; 122:1;
124:14
divert 11:6
divided 15:7
Division 10:12; 11:4;
43:14; 55:18; 72:18; 73:16
doctor's 129:23; 157:12
doctorates 125:2
doctors 61:19
doctrine 22:7
document 154:22; 55:21;
57:18; 126:10; 171:22
dog 131:15
dollar 148:12; 40:6, 16;
148:19, 21, 23; 149:20
domestic 11:1, 2
Donahue 6:10; 14:11;

21:21
donate 58:24
done 39:20; 41:13; 47:16;
50:1, 2, 15, 16; 52:16;
54:15; 56:13; 58:5; 61:2;
73:22; 77:18; 82:6; 84:3,
16; 87:21, 23; 96:1; 99:17,
22; 104:19; 108:19;
110:10; 116:9; 121:1;
130:9; 134:8; 135:24;
136:18; 140:17; 143:3;
157:7; 162:8, 8; 166:9
door 54:20, 20; 76:14
Dorothy 7:9; 118:23;
119:1
down 24:11; 34:11; 38:8;
40:15; 42:5, 16; 49:23;
52:13; 58:19; 59:6; 62:8;
103:14; 105:18; 107:8;
109:11; 113:24; 119:7;
129:9; 134:3; 139:5, 20,
21; 146:15; 159:5, 7;
163:8; 168:16
downstairs 114:1
downtown 11:11; 90:14;
95:6; 101:5, 12
dozen 49:2, 4; 74:1, 2, 2;
84:8
DR 4:3, 6, 9; 5:19, 24;
6:21; 8:21; 13:19; 23:2, 23;
27:21, 22; 30:12, 21; 31:1;
35:9; 47:20; 48:11, 13;
52:23; 55:8; 60:17; 69:24;
72:5; 74:7; 80:13; 81:20;
85:9, 12, 19; 89:4; 121:17;
123:3, 4, 6, 7; 135:12;
138:14; 139:2, 4, 5, 6, 8,
12, 15, 18, 23; 140:3, 8,
12, 24; 141:16, 20; 142:5;
143:18; 145:20; 147:6, 9;
153:8, 10; 154:9, 15;
155:6, 10; 156:4, 17;
157:2; 162:7; 163:5;
165:4; 166:15; 167:18;
168:10, 21; 169:11; 170:7,
22
dramatically 148:18;
150:1
draw 5:5; 110:19, 17
dressed 104:21
drive 51:11; 131:4; 91:20
driving 45:7; 52:13;
146:14
drop 19:12; 138:21, 21;
139:20; 140:9; 141:5, 6,
13; 142:19; 143:1; 113:23;
132:16
drug 17:8; 39:17; 41:15,
16; 20:13, 17; 91:19
due 72:4
Dukakis 40:6
During 12:5; 21:20; 36:8;
45:23; 149:17; 158:16;
163:6; 164:20
duties 22:20
duty 11:9; 22:9, 10, 13,
21; 140:15, 21

dwindled 162:20

E

earlier 95:15, 24; 100:21;
119:23; 168:1; 170:22
early 16:24; 48:16; 63:7;
82:1, 14; 92:21
earth 128:11; 131:6
easier 130:7; 165:6, 12
easily 12:20; 17:20;
138:22; 139:3
east 9:7; 75:21
easy 18:13; 99:4; 109:6;
129:8; 138:24
economic 4:20; 6:6;
15:23; 16:3; 75:9
economical 5:15
Ed 164:13
Eddie 37:5
Eddie 47:19
educate 92:14; 110:20;
131:5
education 6:5; 24:19;
27:15; 28:21; 44:5; 52:1;
91:19; 99:17; 110:21;
119:4, 22; 123:10, 11;
128:16; 130:10; 131:12;
133:21, 24; 137:5, 9;
143:5; 145:15; 150:12, 18;
164:14; 166:7; 168:7;
172:11
educational 19:3; 135:8;
148:5; 150:15; 160:14;
169:2
educationally 18:2
educative 20:4
educators 126:12; 128:6
Edward 9:17; 35:20
effect 10:24; 26:16;
52:12; 59:21; 136:24
effective 63:17; 71:17;
99:14; 138:9; 157:23;
158:17, 18
effectively 11:4
effectiveness 72:17
efficient 73:14
effort 24:21; 59:14; 69:7;
82:11; 122:6; 159:11;
10:7; 14:21; 17:22; 18:7;
22:23; 29:2; 56:24; 93:20;
102:18; 103:18; 111:14;
122:3; 148:22; 168:14, 15;
169:14
eight 84:13; 170:11;
171:1
eighteen 9:9; 130:18
eighth 19:13; 85:2; 99:3,
6
eighties 123:12
eighty 149:24; 168:13
either 18:11; 28:16;
53:16; 73:5; 83:13; 84:6;
85:5; 109:20; 111:3;
117:12; 118:9; 124:13;

143:1; 153:5, 14, 15
Elaine 40:19
elders 117:3
elected 30:6; 69:13;
 70:21; 77:13; 80:3; 81:13,
 15, 16; 82:5; 84:23; 86:24;
 164:17
electing 70:24
elections 69:12; 81:3, 6,
 8
elementary 138:3, 5;
 162:12; 169:3, 5, 12, 19
elements 150:18, 21, 22,
 23
eleven 147:17; 160:12;
 164:20
eliminated 134:15
Elliot 9:5; 10:9, 11; 12:1;
 13:8; 39:4; 40:3, 18; 90:1
eloquently 51:15; 115:21
else 69:14; 123:24; 126:3;
 146:3, 3
embark 66:10
embraced 71:20
emphasis 9:21; 61:13;
 122:17
emphasized 12:4
employees 49:2, 5; 55:1
employers 16:22
employment 128:19
empower 102:20;
 103:20; 109:24; 159:2, 13;
 165:15; 125:9; 91:18
empowerment 110:4;
 112:13
encounter 13:12; 32:18;
 33:13; 80:16; 68:16;
 128:17
encourage 39:12;
 171:17
encouragement 21:20;
 101:23
encouraging 41:10
end 7:8; 34:1; 72:13;
 75:19; 76:21; 93:14, 21;
 109:10; 112:14; 147:10;
 170:6; 172:13
endeavor 14:22; 21:13,
 18; 28:9; 45:22; 52:20;
 61:11; 47:3; 48:23; 68:19
ended 163:18
ending 145:12; 170:17
endorsing 85:7
ends 17:2; 26:2; 100:12
endure 170:10
energize 94:15
energy 94:10
enforcement 36:7, 13,
 13; 37:11; 38:12; 62:10;
 74:5; 87:8; 172:10
enforcing 11:9
engage 96:8; 72:20;
 97:23
engineered 9:15

England 88:14, 24
English 25:6; 65:21;
 99:10, 10, 12; 115:19;
 128:10; 150:4; 157:15;
 158:15
enjoy 126:14; 14:16;
 170:11
enlightening 44:23;
 51:18; 103:3
enormous 13:2
enormously 10:22
enough 49:6; 66:24;
 69:6; 90:22; 144:16;
 158:18; 166:2, 7, 19
enrolled 98:16; 103:17
ensure 22:13
entails 159:22
enter 95:7; 16:9
enterprises 5:1
entire 4:11; 15:2; 132:20;
 160:15
entitlement 134:20
environment 19:16;
 29:9; 113:11; 161:1
equal 148:5; 150:15
equality 92:23; 93:10
equitably 18:4, 4; 147:21
equity 124:13; 148:6, 24;
 149:21; 150:19
erected 26:4
escape 25:17
especially 14:12; 23:4;
 95:15; 103:1; 106:8;
 115:1; 148:16
essential 22:18; 93:23
establish 50:1; 54:13;
 55:16; 58:13; 60:10;
 67:14; 107:22; 43:5;
 52:17; 55:12; 153:6; 52:6;
 134:20
esteem 99:16; 112:14;
 131:19
etc 20:17
ethnic 11:19; 12:12;
 30:18; 38:15; 41:6; 75:10;
 84:5; 113:17; 119:8;
 121:19; 123:23; 157:12;
 161:6
ethnicities 123:23
ethnicity 120:15
evaluate 102:17; 103:17;
 151:16, 16, 19, 20, 24
evaluating 153:2
evaluation 129:6
even 20:12; 30:4; 35:16;
 38:9; 42:13; 48:18; 55:5,
 19; 74:10; 76:10; 96:9;
 99:12; 117:20; 120:17;
 121:2; 123:24; 127:24;
 133:14; 136:3; 142:19;
 172:7; 149:14; 158:7
event 149:2; 4:8; 36:23
eventually 21:24; 28:24
everybody 106:10, 11;
 151:24; 170:3

everyday 136:9
everyone 31:19; 45:16;
 53:20; 73:2; 74:17, 19, 23;
 75:16; 77:1, 2, 11; 78:7,
 21; 84:19, 20; 104:7, 8
everywhere 58:23; 92:18
exacerbate 21:11
exact 142:23
exactly 71:12; 141:23;
 147:14
example 23:16; 25:2;
 31:16; 32:12; 40:18; 70:4;
 79:10; 82:5; 87:20; 104:8;
 133:11, 12; 138:2; 61:13
exceeded 25:11
excellence 151:5
excellent 14:13; 65:4;
 82:10; 83:24; 87:22
except 17:20; 125:11
exception 50:7
exceptional 87:24
excessive 17:17
excitement 87:2
exciting 88:5
exclusion 17:15
exclusive 51:16
exclusively 81:2
Excuse 105:12
executive 108:21; 110:7
exercises 92:20
exist 16:20; 17:11; 30:3;
 96:7; 45:6; 18:14, 23;
 20:14
expansion 13:1
expect 11:8; 21:16; 50:8,
 9, 9; 57:7, 9, 15; 162:15
expectations 11:16
expelled 131:24; 132:5
experience 23:5; 32:13,
 14; 48:17, 21; 85:22;
 93:22; 98:7, 8; 105:24;
 112:11, 18; 136:13; 90:9;
 163:13; 11:18, 22; 91:14;
 100:24; 101:1; 106:5;
 108:19; 161:5
experiencing 112:20
experiment 93:2
explain 144:1; 164:2;
 98:2
explanation 32:24; 83:5;
 165:1
explicit 122:12
exploit 22:22
exploitation 16:22
explore 92:2
express 11:12; 30:16;
 18:9; 160:16; 8:23; 10:4
expression 140:15
expulsions 162:22
extended 13:10, 11
extent 114:15; 138:23;
 140:16; 154:11, 13
extra 121:1
extraordinarily 126:1

extraordinary 125:24
extremely 44:20, 23;
 95:16
eye 170:5

F

fabric 5:6, 12
face 28:15; 34:10, 11;
 149:8; 165:6, 6
facial 104:4
facilitating 172:13
facilities 47:13, 15
fact 14:9; 16:16; 17:11;
 19:22; 26:22; 28:24;
 75:18; 125:10, 15; 148:18;
 172:8; 38:20; 60:13
factor 11:3; 16:11; 17:19
faculty 5:24; 77:21;
 115:11; 119:10
failed 94:19
failing 133:12, 24; 135:1
fair 11:14; 13:6
fairly 36:20; 147:21
fairness 20:3
fall 45:10; 70:4; 98:19;
 131:9; 151:10, 13; 164:5;
 113:8; 129:7; 111:5
false 132:23
families 20:20; 21:4, 17;
 75:7; 76:15; 78:13; 79:9;
 91:18; 93:9, 16
family 20:16; 31:10;
 44:11; 47:21; 97:1; 165:14
fantastic 111:15
far 7:8; 15:12; 44:19;
 74:12; 80:16; 86:12;
 122:5, 8, 9; 142:14, 14, 17,
 22; 157:23; 172:16
fashion 31:8
fast 108:7
fates 160:6
Father 13:23; 14:3, 5, 6;
 23:10, 24; 24:8; 26:15;
 28:6, 20; 31:5; 35:3; 42:12;
 51:6, 15, 18; 68:3, 14;
 69:3; 89:24; 94:9; 96:20;
 99:9; 103:1; 105:6;
 115:21; 116:8; 143:20;
 145:20; 38:9
fear 31:14; 42:12; 116:23;
 136:15, 17
fearful 125:16, 17
federal 7:11; 37:17; 40:9;
 41:8; 78:19; 146:15;
 172:10
feed 98:21
feedback 6:8; 74:9;
 101:17; 117:3; 152:20
feel 11:21; 19:5; 24:14,
 15; 25:16; 26:3; 29:8, 12,
 18; 32:6; 34:7, 7, 19;
 51:24; 58:22; 66:14, 15;
 67:2; 75:23; 86:5; 91:20;
 95:24; 96:13, 22; 99:1, 23;

103:22; 104:12; 105:17;
 107:6; 108:13; 109:10;
 110:14; 111:1, 10; 112:2;
 113:19; 114:11; 116:8, 11,
 16, 16, 17, 18; 117:9, 11,
 20; 122:24; 123:22;
 137:21; 142:11, 22;
 143:10, 11, 12, 13; 144:19;
 145:9; 147:13, 14; 24:8;
 30:15; 31:12; 83:5;
 114:18; 144:23; 17:23;
 57:5; 99:18
feelings 64:18
feely 61:10
fell 74:17
fellow 84:23
felons 167:3
felt 16:14; 17:13; 21:22;
 98:2; 117:16; 125:9; 160:5
female 133:20; 131:22
feminist 124:20
Fenell 85:1
few 16:8; 45:4, 24; 53:2;
 74:4; 77:17; 79:4, 4, 5;
 82:17; 88:17; 103:8;
 109:22; 117:14; 159:17;
 169:19
fewer 168:13
field 68:11; 79:11
fierce 17:15
fifteen 71:6; 73:7; 97:2, 9;
 130:18; 136:23
fifties 68:10
fifty 6:22; 15:7, 8; 37:16;
 38:5; 111:19; 150:2, 3
figure 105:22
figure 78:16; 148:12;
 82:8
file 57:6; 156:23, 24;
 31:21; 82:21; 154:22;
 160:19
filing 57:14
final 20:18
finally 94:22; 95:2; 97:22
find 15:23; 19:3, 18;
 23:13; 24:17; 28:15; 45:1;
 84:19; 92:4, 15; 138:6;
 155:2; 158:13; 171:5;
 16:5; 28:24; 144:18; 172:8
findings 154:1; 163:3
fine 106:17; 141:2, 2,
 149:12
finish 91:4; 130:8; 152:6,
 9; 85:1; 144:14
fire 121:6
firmly 164:10
First 4:24; 5:22; 8:5, 5, 15,
 16; 11:22; 14:9; 22:17;
 29:16; 31:24; 33:15;
 36:20, 24, 24; 37:4, 23, 24;
 40:4; 42:22; 43:5; 50:6;
 55:23; 63:18; 64:11; 67:7;
 68:13, 17; 77:19; 84:12;
 85:17, 24; 86:10; 88:21,
 21; 89:18; 91:5; 102:8, 24;
 103:8, 24, 18; 104:9;

108:1; 111:7; 118:12, 15;
123:13; 124:6; 128:9;
129:4; 131:11; 135:20;
147:18; 162:7; 170:24
firsthand 40:4
fit 61:11
five 15:5, 8; 38:6; 48:18;
65:23; 68:15; 71:14;
79:13; 81:19; 83:21; 86:8,
10; 87:20; 90:24; 91:3;
97:1; 109:7; 112:7; 120:2,
4; 138:16; 147:23; 148:1,
21; 149:20; 151:9; 157:18;
158:23; 165:9; 166:17
fix 52:20; 60:4; 62:19;
64:7; 109:21; 143:16
fixed 52:21; 73:12
Flair 75:13
Fletcher 121:15; 122:21
floor 69:20
flu 129:21, 24
flunking 128:1
focus 6:15; 15:11; 64:13;
77:22; 90:9; 106:24;
172:3; 171:14; 11:1; 78:4
folks 76:10; 86:24
follow 32:10; 81:20;
121:15, 17; 135:1; 138:1,
6; 153:7; 166:10; 171:21;
15:21; 114:5; 134:16;
161:15; 34:22
fool 148:8
foolish 151:13
football 59:1; 101:8
force 10:19; 16:21; 20:12;
27:18; 37:13; 38:4; 39:2,
11; 46:8; 50:24; 51:1, 1;
53:9; 67:11; 86:16; 137:3;
138:21; 141:10; 60:2
forget 98:9; 143:6
forgotten 128:18
form 46:24; 168:3; 37:12;
48:2, 5; 47:16
formal 53:4, 7; 54:21;
55:9, 10; 70:11, 19, 22;
71:2; 102:23; 103:23;
121:22; 172:19
former 36:22; 61:20;
114:7
formerly 31:2
formulate 57:2
forth 16:8; 65:22; 95:21;
121:14
forthright 65:2, 3
forties 82:14
fortunate 13:21
forty 79:17; 111:19
forum 6:9; 23:19; 39:24;
53:14; 62:22, 24; 63:4;
165:8
forward 6:18; 42:15;
85:20; 102:15; 103:15, 12;
108:6; 126:9; 133:7;
147:7; 165:5, 13
fought 107:13, 16

foul 19:9
found 20:10; 26:1; 37:13;
38:11; 39:8; 92:16;
110:18; 131:20; 158:5;
172:19; 156:9
foundation 22:8
four 12:6; 46:11; 56:6, 9;
65:23; 71:14; 84:18; 90:6;
142:23; 147:24; 150:23;
151:8, 10; 157:18; 164:20
fourteen 98:10
frame 24:6
Frank 7:18; 48:8; 61:4;
77:21; 85:12, 20
frankly 21:21; 45:2; 46:7;
56:1, 5; 69:6; 172:2
frankness 7:24
free 92:18; 103:22;
126:20; 127:23; 128:15;
130:1; 163:21
freedoms 92:21
French 92:17; 123:19;
124:1; 146:22
frequent 34:20
frequently 45:4; 48:4;
99:20
freshman 98:10; 113:7
friend 101:20; 117:23;
32:15; 113:15; 127:16;
131:5
frivolous 154:24
front 32:2; 57:18; 58:8
fruit 22:23
fruitful 21:20
frustrating 23:14; 29:1
frustration 17:13; 64:18
full 94:21; 137:10
Fullorn 149:2
fun 113:16
function 10:19; 47:22;
55:17; 13:3
fund 10:7; 40:4; 11:23;
40:18; 41:21; 48:5;
108:15, 18, 23; 84:8
fundamental 4:23
further 5:17; 29:2; 38:7;
77:8; 85:9; 125:16
future 27:16, 16, 17; 77:7;
145:14; 131:18

G

gage 60:24
gain 19:10; 26:20; 27:17;
6:4; 21:18
game 127:20
gang 11:3, 13; 18:9;
26:10; 54:7; 94:17; 97:7,
12; 113:9, 12, 13; 114:1;
131:6; 19:10; 26:17; 39:1,
1, 2, 2; 55:3; 97:9; 100:4;
113:6, 21
gather 5:1; 34:18; 82:18;
12:3; 172:15, 22, 24

gave 92:24; 97:22;
147:12, 16
gay 124:6; 146:8
GED 130:7; 132:18, 19;
141:6
Gee 109:17
gender 124:12; 128:21
general 22:11; 122:20;
135:5
generalization 155:17
generally 153:21; 164:3
generation 141:14;
160:15
genius 19:9
gentleman 52:4; 105:13;
145:8, 21
genuine 14:18
gets 70:11; 73:10; 99:21;
106:10; 127:24; 128:1, 2;
141:6; 153:5
gifted 126:15
gifts 19:8; 22:15
Gilmartin 61:20
girl 124:19; 84:11; 167:8
given 22:15; 54:2; 98:7;
120:6, 11, 17; 121:18;
155:23; 172:5
gives 71:10
giving 85:24; 105:20;
111:4; 127:16
glad 38:20; 89:5
glanced 77:19
global 5:4
Globe 121:1
gloss 18:21
goal 72:24; 73:1, 4, 16,
17; 169:1; 171:7; 172:14;
53:1; 103:12; 169:2;
170:16
God 22:6, 15
goes 40:23; 57:19; 83:19;
104:11; 115:8, 13; 124:14;
146:8; 148:12; 150:17;
153:10
good 7:6; 13:8; 19:8;
22:17, 22, 24; 31:10;
38:24; 42:19; 47:8; 78:18;
84:1; 87:11; 103:20;
119:18; 121:18; 128:1;
129:2; 135:11; 141:7;
152:24
gotta 76:3
government 22:11, 19; ...
23:6, 20; 36:22; 40:9; 41:7,
8; 78:19; 92:19; 93:11;
122:9; 80:17, 18
Governor 37:1, 1, 11;
40:6; 37:12; 38:4
grab 14:8
grade 19:13; 99:3, 6;
113:24; 132:9
graduates 12:11; 132:21
grant 10:5; 84:9; 119:16;
78:20; 108:16; 122:5
grapevine 108:20

grapple 29:5
grasp 14:16
grateful 21:23; 128:11,
14
grave 32:16; 125:1;
136:19
gray 73:23
great 4:17; 21:20; 31:13;
36:3; 49:19; 69:10; 74:16;
77:4; 83:12; 84:3; 103:12;
106:4; 139:9
greatest 102:21; 103:21
grocery 157:13
ground 7:22; 8:10; 45:11
group 4:14; 16:13; 30:23;
32:17; 58:15; 101:7;
106:9; 110:18; 116:3, 7;
119:11; 121:4; 122:4, 6;
123:16; 142:10, 11;
143:22, 24; 144:12;
165:14; 62:15; 15:22;
17:18; 42:14, 14; 43:21,
24; 54:19, 21, 22, 22;
55:24; 62:16; 71:6, 11;
72:14; 86:5; 94:5; 95:21;
111:16, 18; 118:12; 119:8;
144:23; 169:6
groupings 121:19
grow 22:15; 90:19, 19
guarantee 148:9; 152:16
guards 79:1
guess 69:1; 108:24;
115:12; 123:4
guidance 100:5; 101:2;
142:3
guidelines 135:1
guy 12:5; 31:15
guys 62:2

H

hair 73:23
half 9:6, 6; 116:13;
148:19; 166:19
hall 39:15; 51:22; 52:8;
108:1; 121:3, 8; 133:17
hallway 114:1
Hampton 80:16
hand 11:22; 36:20; 37:23;
40:20, 21, 23, 24; 41:12;
49:22; 56:5, 6; 59:15;
105:19; 106:19, 20;
126:15; 171:6; 33:10; 60:3
handbook 162:17, 14
handedness 17:24
handicap 145:12, 14
handle 14:8
hang 113:15; 112:15;
113:8
happen 49:8; 50:10;
69:17; 85:3; 87:1; 88:12;
134:13; 153:12; 75:10;
76:1; 77:16; 98:2; 100:14;
101:15; 117:9; 120:6;
126:11; 164:16; 76:8;

108:24; 122:8; 129:10;
166:3; 167:1; 33:5; 45:1;
51:14; 55:13; 88:19;
96:22; 99:23; 108:7;
111:9; 115:4; 119:15;
128:4, 9; 130:2; 148:7;
172:9
happy 55:20; 63:19; 64:7,
8; 71:18; 92:1; 108:10;
136:3
harassed 97:16
harassing 11:20; 95:8;
130:13; 133:3
harassment 18:20;
161:1, 6
Harbeck 123:3, 4, 7, 9;
139:5, 8; 141:16, 20;
142:5; 143:18; 145:20
hard 6:6; 17:5; 25:6;
53:13; 55:16; 84:1; 129:8,
13
harder 110:12
harken 68:22
harm 131:16; 135:24
Harris 61:20
harsh 136:4
Hartman 48:8; 77:21
Harvard 77:20
hat 32:2; 45:7, 12
hate 88:13; 146:3, 7
hats 12:19; 45:23
Hawkins 167:11
head 143:17
headmaster 117:21, 24;
118:4; 139:17
healing 22:24
health 125:22; 129:19;
135:18; 157:11
Healthy 102:7; 103:7;
126:4
hear 7:21; 18:20; 56:11;
57:9, 15; 67:17; 89:22;
92:10; 95:7; 136:6;
142:24; 152:24; 28:12;
31:7, 14; 44:22; 56:22;
57:1; 61:18; 62:9, 23;
64:22; 70:12; 76:8, 16;
97:14; 114:6; 119:24;
140:18, 19; 144:24; 160:9;
161:21; 170:21; 171:19;
23:4; 56:9, 10; 64:14; 76:9;
116:20; 137:19; 144:23;
170:13
hearings 134:18
heart 4:16; 134:10;
146:18, 21
heartbreaking 20:2
heartened 56:16
hearts 144:11, 11
heavy 17:24; 36:7; 98:14
heck 72:22; 85:2
held 39:24; 58:5; 132:9
Hello 120:23
help 7:3; 15:16; 25:15;
42:21; 53:10; 63:3; 66:6;

77:22; 78:18; 98:18;
101:3, 18; 103:20; 105:13;
117:19; 134:11; 152:2, 17;
164:17; 36:5; 47:22;
100:10, 13; 94:15; 159:24;
138:7
helpful 8:3; 19:20; 117:5
heretofore 14:19
hesitate 86:18
hey 130:10
High 10:10; 27:3, 9;
29:21; 91:1; 98:11, 15, 17,
18, 24; 99:1; 100:7; 103:9;
113:1, 7, 24; 114:9, 19, 20;
115:14; 116:4; 117:8;
118:7; 126:20, 23; 127:3,
4; 128:5, 24; 130:8, 19, 20,
21; 131:8, 21; 132:9;
138:12; 142:3; 151:7;
162:17; 163:8, 15; 167:9,
10, 19, 21; 168:16
higher 133:21, 24
Highland 96:24; 13:16;
75:6, 8, 11, 17, 19, 20
highlight 172:2; 77:17;
171:15
highly 11:8
Hill 41:20
himself 37:6; 41:24; 69:4
Hippou 92:22
hire 79:6; 43:19; 65:23;
72:19; 79:16; 106:22;
107:23; 157:21
hiring 18:6; 87:22; 107:5;
120:4; 121:7
Hispanic 14:23; 16:18,
21; 18:14; 20:1; 24:9, 18;
25:24; 27:2; 28:20; 29:10,
20; 68:9, 13, 17, 20; 79:4;
114:11; 129:14; 142:13;
143:22; 144:7; 27:1, 3;
79:8; 93:7; 144:22, 23
historic 18:24
historical 15:16; 103:2
historically 123:17
history 16:10; 120:17;
144:1, 3; 159:23
hit 20:11; 59:19; 69:14;
131:3
hits 52:12
Hogan 4:6, 9; 5:24; 47:18
hold 14:8; 24:14, 24;
62:13; 4:3; 8:2; 132:8
Holiness 22:4
home 16:5, 6; 39:10;
58:8; 59:20; 97:24; 99:8,
11; 126:19; 127:23; 128:2;
130:1; 158:11, 23; 166:23;
167:1; 13:16; 158:19;
159:2; 165:24
Honduras 146:17
honest 29:19; 60:5, 6;
62:24; 63:21; 108:15;
157:5
honestly 122:7; 145:4
honesty 67:15

honored 91:24
hook 60:22
hope 4:4; 22:22; 28:1;
77:7; 89:14; 91:20; 92:4;
102:3, 3, 5; 103:3, 3, 5;
107:23; 123:1; 131:19;
136:6, 11; 143:15; 170:4;
163:11
hopefully 73:13
hopeless 21:3
hopelessness 17:13
horrible 140:18
horse 11:11
host 4:13
hostile 18:17; 25:20;
29:9, 14, 19, 23; 161:1
hostility 26:8; 31:17
Hoswe 19:24
hour 116:14; 166:11, 23;
170:11
House 36:4, 11, 11; 40:1;
41:20, 22; 9:10; 39:17
housemaster 139:5
Houston 87:18
huge 78:6; 79:19; 109:5
human 5:5, 7, 13; 19:6;
24:13; 47:1, 2; 52:6;
131:16
humbly 17:1
humiliating 29:1
Humphrey 142:2; 27:10
hundred 9:13; 12:7;
27:12; 37:16; 38:5, 6; 59:2;
142:23; 151:8, 9; 169:20,
21, 22; 6:1; 100:7
hurt 100:8; 127:20;
146:5, 6, 24, 24

I

idea 45:5; 82:10; 90:16;
119:18; 66:12; 74:9;
79:23; 94:11
identifiable 33:18
identification 12:18;
13:17; 33:18; 45:5
identified 12:24; 54:12;
57:4; 59:3; 63:18; 100:22
identify 12:15; 31:21;
33:15; 59:7; 67:2; 106:12;
119:20; 141:24; 45:18;
56:18
identities 104:6; 154:12
identity 33:2; 140:5
ignorance 145:5
ignorantly 135:1
ignored 94:18
ignores 17:18
Il 22:4
illegal 32:22
illiterate 157:14
image 22:5; 33:10
imagine 32:7; 33:12;

58:20; 116:21
imagining 169:3
immediate 79:24
immediately 45:21;
56:19; 105:14; 144:8
immigrant 16:13; 17:17;
75:7; 93:4; 9:8, 11; 16:10,
16; 17:3; 23:19; 25:7
immigration 23:17
impact 72:17; 75:2;
110:1; 167:8; 172:16
impaired 11:23
impeccable 32:24
implement 56:23; 9:20
implementation 44:16
implied 108:22
imply 70:13
importance 45:17, 20
important 6:2; 47:14;
50:4; 65:20; 85:7; 91:17;
96:5; 105:16; 131:14;
134:1; 148:13
importantly 48:7
imposed 92:19
impossible 17:20; 26:1;
43:23
impression 106:7; 11:13
impressive 14:17
improve 94:6; 133:9;
134:22; 10:23
improvement 94:17;
150:13, 14, 17, 21; 151:1
in-service 47:13; 61:8
inability 33:15
inappropriate 105:11;
133:6
inauguration 81:18
incarcerated 39:3; 40:11
incensed 30:1
incident 52:16; 117:22;
55:21; 56:10; 104:17;
117:8
inclined 11:5
include 89:16; 102:13;
103:13; 121:23; 163:19;
10:14; 15:2; 89:13
including 22:9; 36:17;
39:23
inclusion 124:13
inclusive 69:23; 124:15
incorporate 61:7
increase 36:14; 171:3;
26:10; 102:9; 103:9;
148:18
increasing 170:15
incredible 48:1, 16, 21
incredibly 93:19; 96:8
incumbent 155:2
indeed 20:10; 120:6
India 104:12
Indians 104:12
indicate 35:18; 63:11;
13:10

indication 160:4
indicator 64:5; 63:10, 23
indictment 96:16
indifferent 18:17
indigenous 69:19
individual 70:17; 95:13;
100:8, 19; 115:6, 6;
136:14; 156:9; 167:13;
67:2; 72:14; 76:4; 86:5;
93:21; 96:15; 126:10;
127:19; 134:24; 135:13,
22; 136:12; 139:22; 140:5,
10
indulgence 59:11
industries 15:20; 16:2
industry 16:19
infer 33:14
inference 33:11
inferring 28:5
inferstructure 84:10;
153:1
infinite 22:6
influx 94:7
inform 153:16; 171:4
informal 30:14; 53:5;
54:22; 102:23; 103:23;
169:6
information 44:20, 24;
56:18; 58:6; 62:22; 63:2, 6;
64:6; 77:24; 78:18; 97:22;
133:23; 134:1; 135:17;
144:12; 155:9, 21; 156:24;
158:1; 159:6; 162:5;
166:1; 167:14; 172:15, 21,
23
informative 170:5
infringes 11:10
inherent 20:21; 50:11;
51:9
inherently 11:15
initial 15:17; 55:12; 66:5;
82:21; 101:9
initially 163:18
initiating 12:22
initiative 91:5, 6; 102:7;
103:7; 80:10
injustice 20:22, 23; 21:5;
102:19; 103:19; 96:1
innovations 10:9, 22;
13:8
innovative 5:1, 2
input 63:14; 76:12; 78:17
insensitive 155:18
insight 120:14
insightful 51:7
insignia 45:18
insisting 33:3
instability 20:8, 16
instances 12:1; 18:20;
28:22, 23; 171:15
instant 169:12
instead 9:1; 27:17;
112:15; 170:17
instill 92:4; 102:3; 103:3

Institute 48:3, 12; 119:3;
168:11
institution 20:15; 18:3;
92:20; 93:13
institutionalized 20:23
instructed 163:21
instructing 10:21
instructors 79:1, 13, 17,
19; 83:21
insult 12:2; 28:24
insurance 129:19
integrate 93:4
Integrating 13:17
integrity 61:14
intend 37:6; 100:8
intensely 128:14
intensive 12:9
intentionally 116:10;
133:24; 134:24
interact 88:2; 119:6;
46:15
interaction 47:1; 30:17,
17; 104:20
interested 23:4; 33:24;
89:11; 112:2; 122:18, 22;
140:5, 6; 152:8; 156:3
interesting 31:4; 33:23;
72:12; 137:17
interfere 165:20, 21
Intermission 89:10
internal 55:17; 56:12;
57:20; 153:1, 4; 154:13
internally 145:17
interrelated 27:24
interrupt 41:2
interventions 135:2
interview 107:10; 121:5;
107:11; 108:11
intimately 6:14; 83:8
intimidated 12:21; 24:11,
15
Intimidating 133:3
intimidation 17:16; 33:6;
34:12
into 10:12; 11:7; 13:11,
13; 15:19; 18:18; 19:9, 15;
25:16; 27:6; 29:8; 36:10;
37:13; 38:15; 44:6; 45:10;
46:10; 54:18; 57:11;
64:10; 68:18; 76:12;
84:11; 86:19; 92:4, 7;
102:3; 103:3; 105:4;
107:14; 110:19; 111:19;
113:8; 122:18; 133:23;
134:2; 138:3; 144:8;
145:13, 24; 146:18;
147:20; 150:12; 156:10;
158:19, 24; 159:2; 165:23
intransigent 67:19; 68:3
introduce 10:7; 35:20,
24; 42:20; 10:4
invalid 32:8; 131:24
invest 19:4; 21:17; 26:19,
19
investigate 63:23;

24; 102:3; 103:3; 131:18;
132:13; 164:9
liver 21:9
lobby 124:15
local 35:16; 37:21; 54:15;
93:11; 158:24
locate 76:22; 75:12
Loiacono 8:17; 13:23;
14:3, 6, 6; 23:10; 24:8;
26:15; 28:6, 20; 31:5; 35:3;
51:6; 69:3; 143:20; 68:3
long 6:3; 19:24; 33:22;
68:9; 73:22, 24; 94:1;
101:23; 115:2; 167:2;
171:14
longer 26:18, 19; 105:15;
137:9; 156:16
look 6:18; 32:3; 48:20;
63:5, 6; 69:15; 78:20;
79:24; 84:2; 85:4; 88:10;
104:12, 13; 112:17;
117:10; 119:5; 121:21;
134:3; 146:12; 150:4;
163:4; 165:22; 57:11;
92:10; 104:10; 162:3, 4;
50:17; 77:14, 15; 88:13,
16; 104:3; 140:8; 158:18,
20
lookit 76:15
Lord 124:23
lose 19:11
loss 136:15, 16; 147:3
lost 19:23; 20:1; 99:1
lot 14:7; 41:11; 44:5;
56:10; 59:13, 18; 62:17;
64:2; 65:7; 71:24; 76:10,
14; 77:6, 7, 18; 81:21;
83:22; 84:10, 12; 85:1;
86:21, 24; 87:3, 4; 88:18;
89:20; 92:11; 94:10; 96:6;
99:23; 102:24; 103:24;
104:20; 108:12; 109:19;
110:11, 11, 21; 113:6;
114:24; 115:8; 116:9, 18;
122:4, 24; 124:1; 126:12;
129:22; 132:12, 13;
142:18, 20, 21; 143:17;
152:21; 170:12; 171:19
lots 90:20; 96:19; 97:11;
111:15
lousy 129:1
love 58:19; 74:17; 85:19;
149:4, 4
low 137:8; 148:15; 159:20
Lowell 4:5, 8, 10; 5:20,
23; 6:7; 8:10; 9:4, 14, 16,
21, 23; 10:10, 23; 12:17;
15:1; 16:2, 15; 17:15; 18:5,
16; 19:5; 23:1, 20; 24:20;
26:23; 27:3, 9, 10; 28:21;
30:4, 19; 36:4; 37:3; 38:8,
24; 39:7, 20; 40:17; 43:12;
44:3; 47:18; 55:4; 70:10;
73:15, 18; 77:7; 79:11, 22;
80:7, 17; 81:9; 82:13;
85:22; 86:10, 13, 19; 87:5,
14, 20; 88:5; 89:13, 19;
90:10, 14; 91:5, 6, 7, 12,

14, 16, 18; 92:2; 93:1, 2, 5,
16; 94:1, 3, 4, 6, 17; 95:7,
17; 97:1; 98:11, 14, 15, 16,
18, 24; 100:7; 101:3, 5;
102:15, 20; 103:15, 20, 3,
4, 9, 15; 109:3; 110:4, 8;
111:12; 114:9, 19, 19;
116:4; 117:8; 118:7;
119:16; 120:9; 121:20;
123:11, 14; 124:22, 22;
125:2, 24; 126:11, 13, 20,
23; 127:3, 4, 9; 128:5, 24;
130:21; 131:8, 21; 136:3;
138:9, 10; 142:3, 4;
146:15, 23; 147:7, 13, 22;
149:3, 4, 22; 152:11;
159:23; 160:22; 161:5;
167:9, 10; 170:14; 13:3;
120:17
Lower 13:16; 55:13; 75:5,
19
lowest 98:17
Lt 43:4
luck 65:16
Luther 146:4
lying 115:14; 132:23

M

mailing 35:11
main 8:5
major 9:15; 27:9; 51:8;
76:16, 24; 88:24
majority 16:3; 20:10, 11,
14; 69:10; 75:14; 106:2, 3;
114:21; 127:3; 128:4;
163:6
makers 137:2
makes 34:7; 73:9; 106:7;
119:5, 11
makeup 81:19
making 7:4; 35:24; 46:21;
60:7; 84:4; 99:8; 141:17
males 90:12
Malone 8:20, 21; 45:3;
89:24; 108:12; 50:6
mam 60:14
man 22:5; 92:17; 98:8;
100:6; 103:9; 141:17, 20
managed 8:2
management 54:17
Manager 5:20; 46:12;
80:6, 20; 86:23; 94:24;
107:9; 119:24
mandate 135:2; 55:18;
58:4
manner 13:6; 66:13
Many 11:12, 21; 12:4;
15:3; 16:4, 6, 6, 9; 17:1, 6,
16; 19:8, 11; 25:3, 10, 21;
28:23; 29:9; 30:6, 7; 36:23;
38:18; 43:20; 44:20; 46:6;
47:9; 53:3; 56:22; 66:4;
74:21; 88:8; 91:15, 20, 22;
93:4, 7, 11; 94:2; 95:9;
96:2; 97:8; 98:19; 99:1, 18;

100:15; 101:1, 21; 102:5;
103:5; 113:17; 125:10;
141:20; 142:12; 143:1, 5;
144:2, 22; 151:7; 154:21;
157:13, 16; 167:8; 169:1,
20
Marc 7:9; 13:19, 22;
64:10; 89:11
mark 160:2; 45:18
market 5:4
Martin 5:20, 22; 46:12;
72:6, 8; 74:23; 81:9, 24;
83:8; 85:11; 146:4
Marty 61:5
Mary 167:11
Mass 43:12; 44:3; 91:12
Massachusetts 4:7, 10,
19; 36:15; 40:8; 41:17;
43:9, 17; 47:17; 48:12;
86:17; 91:2; 123:15;
135:5; 150:16; 151:7
Masters 43:1, 6, 11; 44:3;
92:9
matched 79:7
materials 157:10; 162:1
Math 115:19; 128:2
matter 26:21; 148:18;
169:24
may 12:12; 19:9; 30:8;
31:2, 8; 35:4; 38:9; 57:11;
64:23; 71:21; 77:14;
100:9; 115:5; 129:5;
138:23, 23; 140:16;
141:16; 142:19; 145:13;
154:24; 155:17; 172:17
maybe 32:8; 35:3, 6;
57:12; 66:20; 71:5; 72:10;
104:13; 105:22, 23; 114:5,
6; 116:1, 11; 120:13;
128:9; 131:4; 137:13;
143:2, 16; 172:15
Mayor 6:10; 14:11; 21:21;
36:22; 73:11; 80:20;
81:17, 19; 82:3; 112:3;
91:6; 94:22; 108:4; 116:12
McCormick 48:12
McCoy 136:21
McDonald 48:3
mean 55:6; 66:18; 73:10;
87:10; 92:12; 113:13, 24;
121:12; 127:10; 141:21;
142:20; 152:24; 67:21;
92:15; 10:19; 13:17;
23:11; 68:8; 80:8; 100:11;
150:10; 155:3
meaningful 112:12
meant 17:10; 59:9; 92:19;
115:23
measures 37:9
mechanisms 153:6;
165:8
meddling 70:14
Medford 81:11
media 96:5; 158:24;
172:3
Medicare 129:20

meet 17:2; 21:23; 71:22;
91:15; 112:3; 116:13;
4:12; 21:20; 26:22; 30:22;
34:16; 50:3; 53:13; 59:12;
71:8, 8; 76:17; 107:24;
108:3; 116:12; 158:1, 8,
14, 14, 14
meetings 34:11; 53:20;
65:18; 73:2, 3; 76:2; 112:1;
116:13; 160:8; 170:10
melt 146:18; 144:11, 11
member 7:11; 35:22;
39:6; 91:6, 7; 103:24;
106:16, 18; 136:21; 141:3;
142:2, 8; 6:17; 7:7; 9:12;
12:8; 14:1; 18:9; 30:13;
42:20; 52:2; 54:23; 70:10;
81:14; 83:18; 88:1; 89:4;
113:21; 119:21; 125:6;
126:13; 147:22; 148:10;
149:5, 10
membership 7:13
memory 18:19, 24
men 10:15; 18:6; 62:12;
92:16, 24; 100:12; 111:19
Mendez 7:9; 60:18;
62:21; 156:18
mentality 44:9; 60:14
mention 14:21; 94:13;
122:14; 100:21; 106:21;
152:18; 20:13
mentoring 90:16; 102:8;
103:8; 107:22
merely 18:17; 21:1; 23:14
merit 96:13
message 54:9
met 8:17; 24:19, 20;
30:13; 38:8; 71:21; 99:8;
125:7
Michael 149:2
mid 123:12
mid-fifties 15:18
mid-sixties 15:21
middle 10:10; 98:14;
138:4; 162:12; 163:7, 15;
167:19, 23; 169:17, 21
Middlesex 36:19; 90:7,
15; 103:17
might 14:1; 15:15; 18:12;
37:5, 18, 23; 57:3; 58:12;
64:24; 66:6, 7, 14, 22;
67:17; 90:8; 112:19;
116:17, 24; 119:13;
120:11; 121:23; 133:12;
137:18; 138:9; 145:16;
156:23
Mike 94:8
Miles 7:9; 8:21; 13:22;
31:1; 64:10; 65:9; 89:11;
103:21; 106:12, 17, 19;
118:23; 119:19; 121:15;
122:11; 136:20; 141:24;
142:6; 147:5; 152:20;
159:16; 166:4; 170:3
milk 96:24; 105:19
million 40:6, 16; 148:19,
23

mills 15:22
mind 23:8; 32:13; 93:13;
145:21; 146:4
mindful 70:7
minimizes 119:6
minimum 150:5; 169:22
minorities 18:7; 31:18;
41:9; 124:3; 127:4; 128:23
Minority 8:9; 11:19;
12:13; 19:14; 20:9, 12;
22:9; 24:2, 9; 30:18, 24;
41:10; 57:4; 58:15; 61:18;
69:19; 79:17; 87:23;
88:20, 24; 92:1; 93:6, 8;
95:15; 102:20; 103:20;
104:23; 114:10, 19; 121:7;
123:9; 124:16; 126:17;
129:5; 130:2; 131:21;
132:2, 8, 14, 17; 133:4, 10,
15, 19; 134:1, 14, 21;
137:7; 142:10, 12; 144:23;
145:23; 146:24; 147:12,
15; 149:24; 150:2, 3;
155:19; 157:6, 21; 159:19;
168:3
minuscule 156:21
minute 59:11, 19, 20;
86:1; 132:3; 152:10;
158:23; 53:2; 82:17;
85:15; 89:7
mirror 49:7; 62:13
misconduct 55:19;
56:11; 171:16
misinterpretation 66:18
misinterpreted 66:16
Misleading 132:13
missed 15:13; 129:21;
130:5
missing 105:7; 129:12
mission 4:19; 100:5
mistaken 104:6
mistreated 57:6; 114:13
misunderstand 28:7
misunderstandings
27:13
mix 75:9, 10; 81:4, 7; 82:4
mixed 16:11; 114:24
mixture 9:7
mobilize 54:22
model 88:7; 110:9
modes 19:9
Molina 19:24
Mom 99:10; 111:3;
124:17, 20, 21; 129:23
moment 39:4; 42:20;
129:16
momentum 94:14
Monday 160:1
money 37:17; 39:9;
84:10; 122:4; 127:12
monitored 156:13, 14
monitoring 150:24;
151:2
Monitors 166:17, 18, 22
monopolizing 152:22

month 71:8, 9; 88:14;
108:1; 116:12; 128:3;
14:10; 62:3, 5; 132:22
monthly 48:9
more 6:2, 15; 10:17; 12:9;
20:12; 21:19; 28:3; 41:11;
43:24, 24; 47:14; 48:6;
50:13; 55:8; 56:10; 67:20,
20, 24; 69:22, 23; 71:5, 15,
16, 17; 77:7; 78:4, 9, 10,
14, 20; 79:22; 80:18;
82:17; 99:20; 107:6, 22;
113:11; 114:4; 115:2, 17;
121:7; 122:12; 132:10;
136:23; 142:6; 148:1;
150:2; 157:23; 164:7;
166:5; 167:12; 169:8, 9,
18; 170:12, 17; 171:18;
172:16
Morey 79:11
morning 6:11
mortals 32:11
mosaic 93:4; 121:18
most 8:1, 7; 11:5; 17:21;
40:21; 59:3; 64:21; 75:2,
10; 81:24; 87:7; 91:23;
92:4; 97:17; 110:24;
113:5; 114:20; 123:16;
134:19; 137:23; 146:23;
158:13
mostly 79:12
mother 79:14; 83:20;
99:9; 129:14; 32:16
motion 101:14
motivate 24:24
mounted 11:11
move 12:3; 46:14; 82:11;
86:19; 121:16; 122:12;
133:23; 15:19; 84:10;
123:14
moving 16:8; 102:15;
103:15; 109:3
much 6:20; 22:23; 24:3;
29:24; 30:1; 52:15, 24;
60:7; 64:2; 67:20, 20;
71:15, 17; 72:5, 9; 80:12;
82:17, 22; 83:14; 89:5, 9;
104:1; 106:9; 107:6;
113:2, 18; 114:20; 130:5;
138:10; 140:21; 145:6;
147:11; 155:21; 159:6;
162:20; 165:6, 12
multi-cultural 119:4
multi-ethnic 13:1
multiethnic 126:2
multilingual 126:3
multiple 159:7
museums 16:15
must 5:5; 20:24; 21:19;
102:16; 103:16; 145:4;
155:23
mutual 21:24
myriad 55:4
myself 36:1; 44:10;
92:14; 123:8; 156:7

N

name 8:13; 12:17; 13:18;
14:5; 46:1; 53:23; 90:11;
94:13; 97:19, 22; 103:10;
106:16, 16; 107:2; 142:9;
155:20; 30:5; 39:17;
126:8; 155:20
naming 29:21
Nancy 27:10; 142:2
nation 28:13
national 9:19; 35:16;
48:3; 81:21; 86:15; 94:4;
112:10
nationalities 15:4
native 150:4; 157:15
Naturally 29:16; 31:20;
34:22; 141:11
nature 6:16; 32:11;
60:22, 24; 82:13; 141:13
NBU 48:13
near 75:20
nearly 9:6, 6, 12; 17:20
necessary 18:22; 36:2,
11; 92:23; 144:7
need 6:8; 13:9; 23:11, 19;
28:13; 37:9; 44:24; 53:10;
73:12; 76:16; 78:8, 9, 10,
11, 14; 81:18; 84:15;
94:20; 95:4; 100:23;
109:22; 111:4; 116:15;
126:9; 135:6, 15; 162:11;
166:1; 167:13; 16:17, 19;
75:2, 3, 18, 22, 22; 78:6;
83:15; 93:24; 19:2; 41:13;
84:1; 86:23, 23, 24; 99:15;
115:22; 116:14; 121:9
needy 17:4
negative 11:15; 16:12;
71:24; 96:10; 100:24;
108:17; 109:2
neighborhood 36:10,
14; 53:22; 71:7, 14; 72:14,
16, 18, 20; 73:1, 6, 16;
74:20; 75:1, 3, 5, 6, 21;
76:1, 5, 11, 13, 18, 22, 24;
77:5, 11, 14; 94:5; 95:1;
97:7; 102:10; 103:10;
13:17; 37:22; 46:8; 59:3;
73:8; 78:9, 11; 100:1
neither 12:17; 16:19;
70:22; 97:3; 100:8;
128:10; 171:9
networked 18:11
nevertheless 155:1
new 9:20; 10:1, 3, 6, 7, 7;
12:7, 10; 35:2; 40:7; 70:4;
88:14, 24; 94:4; 101:12,
16; 102:8; 103:8; 106:22;
110:7; 112:7; 120:16;
124:17, 20
news 41:5; 96:4
newspaper 54:16; 69:9
next 5:19; 12:4; 13:22;
41:21; 45:24; 72:5;
102:15; 103:15; 105:4, 12;

107:12; 111:5; 120:3, 4;
122:13; 123:2; 130:11, 12,
24; 138:4, 18; 141:12;
158:10
nice 116:5; 145:24
night 30:23; 31:6; 41:5;
48:11; 57:1; 58:11; 59:13;
61:18; 125:7; 126:21;
155:12
nine 81:14, 17, 18; 83:17;
142:24
nineteen 123:12
nineties 82:1
ninety 15:5, 8; 84:13
No...all 64:9
Nobody 132:5; 143:12
non-minority 149:24
non-racist 13:5
nonacademic 27:6
none 6:2
nonetheless 30:9
nonexistent 15:24
nor 16:19; 20:4; 27:4;
171:9
normal 134:16
normally 54:21
North 80:16
Northeast 7:10
northern 16:23
note 11:20; 86:9; 170:6;
26:24
notice 25:4, 6, 9, 12;
134:18; 156:12
notions 50:20
November 160:1
NPAD 160:19
Nuestra 14:23
number 7:6; 8:4; 13:18;
25:11; 45:17; 68:24; 75:7,
21; 79:18; 117:15; 139:1,
20; 140:9; 12:18, 19; 54:2
numerous 114:7

O

o'clock 95:6
observation 19:21;
114:16; 172:6; 31:4;
33:20, 22; 34:23; 35:23
observers 17:21
obstacles 17:14
obtuse 17:21
obvious 14:13; 32:7, 20;
34:4, 14; 39:19; 76:6
Obviously 27:7; 40:24;
42:7; 88:3; 137:4; 150:1
occupying 46:8
occur 12:13; 53:6; 71:3;
69:12; 82:1; 47:16; 50:22;
53:14
occurring 46:9; 52:16;
59:4; 89:17
OCR 161:9, 21

OCR's 162:1
October 9:4
off 17:9; 23:3; 37:16; 38:6;
45:10; 52:23; 66:21;
80:13; 110:24; 141:22;
143:17; 163:18
offend 116:24
offenders 41:1
offenses 10:16
offer 13:24; 72:6, 12;
79:15; 85:16; 111:17;
167:4, 5, 5; 170:18; 98:18;
158:16; 169:9
office 10:12; 41:8; 53:17;
54:7; 73:5; 83:2; 86:8;
90:14; 95:5, 8; 101:5;
105:4; 115:8; 148:2;
153:21; 156:10; 159:8;
168:23; 172:17, 18; 118:7;
122:9; 157:12
officer 32:19; 33:2, 11,
16; 41:16; 43:4; 45:7; 47:4;
52:13; 53:21, 23; 57:3;
58:3, 7; 59:19; 63:12;
68:13, 17; 97:10, 12, 15,
19, 19, 23; 100:4, 6; 105:2,
9, 20; 106:1; 109:13;
166:17, 20; 167:20, 21;
12:19; 10:10, 18; 11:9, 18;
12:2, 5, 7, 7, 12, 14, 15, 17,
23; 13:7, 9, 12, 14, 18;
31:15, 18; 33:14, 17; 34:3,
6, 21, 22; 37:21; 38:14, 14;
45:6, 19, 23; 46:2, 10, 14,
21; 50:4, 12, 13, 18, 24;
54:3; 58:19, 24; 59:5, 16,
22; 60:6, 8, 12; 61:9, 17,
21; 62:14; 63:7, 11, 15;
64:3; 65:11, 14; 71:9, 11;
78:10; 87:23; 88:20, 24;
95:22; 100:21; 101:2, 2, 4,
10, 12; 106:2, 9; 115:6;
118:9, 13; 166:8, 16;
167:17, 20, 22, 23; 168:2,
4, 8, 9, 15, 16, 18, 18, 20
official 80:3; 28:17;
51:20; 70:21; 71:1; 77:13;
81:13; 86:24; 155:22;
164:17
often 12:20; 16:21; 22:4;
67:17; 68:22; 93:14;
94:18; 134:14; 150:6;
153:18; 172:12, 16
old 38:13; 97:2, 9; 98:10;
120:22
older 115:1; 153:12;
165:18
onboard 23:18
once 18:22; 24:23; 71:8,
8; 91:3; 101:10, 14;
116:11; 123:18, 19;
132:24; 143:3; 147:20
one 4:15, 16, 17; 6:7, 9,
22; 8:5; 9:13; 11:8; 12:6;
14:24; 17:1; 18:3; 25:14;
28:2; 31:16; 32:12, 18;
33:9; 36:17, 23; 37:6, 22,
24; 38:10; 39:12; 40:9, 17,
23; 41:16; 45:12; 50:7;

53:17, 18; 59:5, 5, 22, 22;
60:7, 8; 62:2; 63:17; 64:16;
65:22, 23; 70:12, 17;
74:13, 19, 24; 77:6; 78:20;
80:21; 81:18; 84:5; 88:21;
90:17, 18; 94:24; 95:4, 23;
96:23; 97:3; 101:9, 13;
104:2, 10, 14, 17, 18;
105:6; 109:7; 111:6;
117:22; 121:20; 125:15;
127:8; 128:5, 6, 7, 9;
129:1; 132:17; 138:11, 20,
22; 141:8; 142:23; 148:19;
150:17; 152:5, 10; 153:11,
14; 155:16; 157:4; 158:6,
7; 159:18, 19; 161:3, 11;
162:22; 163:3, 7, 18;
164:12, 14; 166:16;
167:20; 169:12, 15;
172:21
one's 92:20
ones 12:12; 100:2;
110:22, 23; 113:4; 118:17
only 4:13; 21:10, 11; 30:3;
37:19; 39:20; 40:2, 9;
42:15; 46:23; 54:19;
59:23; 60:15; 62:3; 63:8;
65:5; 67:10; 76:8; 81:11;
89:13; 95:4; 102:21;
103:21; 110:2; 111:11;
113:14; 117:14; 132:11;
143:14; 144:20; 145:14
open 19:1; 58:13; 65:3;
69:23; 70:23; 78:12;
85:15; 107:6; 109:12;
115:20, 22; 116:16, 20;
14:19; 37:4, 24; 74:14;
118:11; 144:13; 170:5;
118:21
openings 7:15
openly 29:23
operates 46:13; 51:22
operating 54:12
operations 43:14
opportunities 15:23;
19:17; 132:24; 148:5
opportunity 6:10, 20;
14:4; 34:17, 20, 20; 58:14;
59:6; 76:19; 77:3, 12; 86:1;
88:2; 91:4, 15; 150:16;
151:4; 167:5
oppressive 18:18
option 133:16; 11:7;
132:15; 133:9
orchards 15:19
ordained 148:20
order 15:23; 22:15;
23:19; 24:24; 35:11; 58:2
organization 7:18; 20:5;
47:7; 54:12; 58:16; 76:11,
22; 119:8; 15:1; 35:13, 17;
48:6; 73:7; 159:24
organizational 5:2, 11
organized 54:19
orientation 124:10
oriented 4:14
original 111:17; 154:8

104:14
policies 162:4
policing 6:5; 39:21; 40:1, 23; 42:10; 43:19, 22; 46:11, 20; 53:6; 56:12; 63:3; 70:15; 71:1; 74:13; 87:4, 7, 9, 10, 13; 94:3; 102:6; 103:6
policy 19:20; 70:16; 161:17
polished 89:24
polite 128:8
political 19:3; 21:8; 60:2; 67:19; 68:4, 11; 70:8, 20, 21; 76:6; 77:13; 78:4, 15; 127:7, 9; 131:14
politically 18:2; 41:19; 127:22
politicians 126:13
politics 69:11; 127:20
pool 120:18; 79:8
poor 30:8; 127:5; 128:11, 22; 129:14; 131:21; 132:17; 133:15, 20; 134:1, 14
Pope 22:4, 17
popular 30:6
population 93:6, 7; 98:15; 146:23; 162:20; 168:24; 169:4
portion 81:4; 160:24
Portuguese 165:11
position 9:19; 37:12; 44:2; 46:1; 58:17; 67:7; 118:13, 15; 127:17; 142:10; 34:6; 65:19; 146:19
positive 18:8; 27:18; 86:20; 88:3; 89:14, 16, 21; 91:21; 100:14; 101:1; 102:11, 16; 103:11, 16; 109:4; 113:11; 118:8, 11, 15, 20; 136:11; 163:10
positively 22:21
possession 154:22
possibility 104:6
possible 35:15; 40:12; 42:13; 114:17; 117:13; 155:1; 161:11, 13
possibly 63:10; 129:7
potential 91:21; 102:21; 103:21; 107:3, 10
Poverty 91:19; 102:2; 103:2; 126:3, 18; 146:13
power 18:15; 51:16; 66:19; 67:21, 23; 69:22; 97:17; 112:4; 118:14, 16, 19; 132:13; 135:21; 95:18
powerful 68:7; 125:23
practice 121:6; 158:5; 67:10; 120:8
pray 22:23
pre-delinquent 11:7
precinct 43:5; 54:18; 55:10; 74:13, 20; 75:4, 12, 17; 71:2

preconceived 50:20
predictive 11:2
preface 14:9; 123:8
prefer 144:6; 13:20
preferences 124:2
pregnancy 20:13; 91:10
pregnant 127:5; 129:11, 14; 131:22; 167:9, 9
prejudice 16:14; 26:3, 4; 62:9; 164:1; 163:13; 164:8
prejudicial 34:12
premise 37:19
preparation 30:12
prepare 68:5; 32:16; 90:3; 102:22; 103:22
preparing 27:15; 35:12
Presbyterian 8:24; 9:5
presence 10:5; 126:14
present 8:4; 17:17; 18:19; 30:19; 53:13; 121:3; 160:9
presentation 89:17; 112:8, 9
President 41:22; 172:9
pressure 17:24; 68:21; 142:13; 131:22
pretty 7:22; 45:14; 72:9; 114:20, 22; 135:11; 159:6
prevailing 32:5; 155:13
prevalent 60:14
prevent 20:5; 46:23; 151:14; 49:15
prevention 46:23; 91:10, 11; 111:22, 23
previously 12:8
pride 34:12
priest 22:3
principal 153:14, 17, 23; 169:15; 151:15, 16, 17, 19; 153:2; 168:17; 169:2, 7
principle 109:15; 164:11
prior 52:16
priorities 124:1
prioritizing 10:1
private 10:3
privy 155:22
pro-active 9:24
proactive 56:7; 74:18; 75:23
probably 15:6, 7; 41:16, 18, 24; 64:5; 69:6; 88:8; 98:9; 99:22; 100:6; 103:20; 116:19; 117:18; 156:21; 166:4
Probation 10:14
probing 32:13
problem 19:22; 21:11; 23:12, 13, 22; 24:17, 23; 25:18; 41:3; 45:20; 51:20; 55:15; 56:4, 8, 19; 59:15; 63:12, 15; 64:16; 65:17; 73:13; 94:18; 109:21; 111:1; 125:12; 135:9, 22; 137:2; 138:12;

143:16; 145:2; 12:12; 16:12; 17:11; 20:7, 8, 11, 21; 21:15; 23:11, 16; 28:11, 11, 15; 29:11, 12; 30:24; 63:23; 64:21; 74:2; 96:12; 101:4, 10, 20; 114:4; 117:13; 131:20; 137:23; 142:18; 143:17; 171:10, 13, 14; 172:4
problematic 27:19
procedures 23:5; 134:17; 161:18
proceed 132:15
proceedings 106:13
process 12:22; 41:2; 47:6, 9; 54:24; 56:13; 63:24; 64:1; 76:20; 93:3; 100:7; 107:5, 11; 149:1, 7; 153:20; 154:6, 7, 9; 159:20; 172:9
procured 40:15
produce 5:3; 162:1; 172:24
product 5:3; 172:24
productive 4:12; 52:2; 62:16
professional 12:9, 23; 13:6, 7; 55:18; 73:14; 74:6; 80:19, 19; 86:14
professor 92:8
program 10:5; 36:5, 6, 9; 37:2; 40:19; 43:19, 22; 49:19, 20, 21; 55:1; 56:12; 61:5, 9; 63:17; 64:24; 72:11, 23; 77:4, 19; 78:6, 12; 79:2, 20; 84:10; 90:5, 12, 16, 22, 23; 91:3, 10, 11; 92:9; 97:3; 98:13; 99:21; 100:15; 101:6, 19; 102:7; 103:7, 6, 11, 16; 109:12; 110:10, 14, 15, 15, 22; 111:15, 17, 19, 22, 24; 120:4; 132:20; 135:10; 137:17, 23; 138:8, 9; 150:16; 167:10, 14; 169:13; 30:7; 49:24; 78:10, 20; 80:10; 84:4, 6, 7, 8, 11, 18; 87:10, 11, 12; 91:9; 102:9; 103:9; 107:22; 109:19, 20, 23; 111:11; 165:10; 169:7
programatical 135:14
programming 107:1
progress 17:14; 66:10; 126:1; 161:14
progressively 21:16
prohibit 33:17
Project 90:13; 98:12; 147:6; 148:3, 4; 164:11; 49:18
prominent 4:5
promised 125:8
promoted 37:11
promotion 131:17
pronunciations 14:7
proof 30:2
propensity 60:11

proper 100:17, 22
properly 50:16; 56:13
prosecute 51:14
prosecution 46:22
protect 20:6; 100:18; 115:16
proud 52:22
proved 131:11
proven 29:18
provide 6:9; 8:11; 13:4, 20; 33:7; 73:20; 75:23; 78:8; 90:17; 140:1; 143:5; 149:17; 150:13; 161:9; 171:20; 34:19; 55:20; 75:4; 133:10
providing 54:5; 78:2; 132:23; 133:8; 135:7, 10; 150:10
provocation 12:2
psychological 32:10
Psychology 43:11; 44:4; 62:11
Public 8:9; 10:3; 12:3; 13:15; 17:10; 25:23; 26:24; 31:7; 36:16; 39:22; 72:21; 82:8; 93:18, 23; 97:15; 122:20; 128:15; 136:22; 137:16; 138:24; 139:3, 4; 140:15, 21; 147:7; 149:23; 151:20, 22; 152:11; 154:14, 17, 18; 155:16; 159:23; 160:22; 161:5
publicity 125:5
publicly 28:24; 30:6
published 151:23
Puerto 15:7, 18, 20; 16:4, 6; 38:15
pulled 97:5
pulling 45:13
punching 114:2
punished 116:17
punishment 21:19
purely 172:15
purpose 128:18
pursue 168:19
pursuing 133:21
pushed 30:7
pushing 41:20; 108:6
put 19:13; 24:11; 40:7; 46:14; 54:18; 56:7; 58:23; 63:6; 71:23; 94:18; 97:5; 107:14; 131:14; 138:20; 146:15; 147:19; 150:12; 156:12; 159:9
putting 35:18; 49:23; 127:16

Q

quality 5:12; 91:13; 94:6; 111:20; 133:21; 137:5, 9
quick 170:19
quicker 106:9

quickly 109:19; 131:20; 166:15; 172:1
quit 68:18
quite 4:16; 41:15; 45:2; 46:7; 55:24; 56:5; 65:6; 69:6; 70:5; 80:16
quo 18:16; 21:6
quota 49:9
quote 124:23

R

race 73:19; 139:20; 140:9; 113:17
Racial 61:3, 13; 123:23; 161:6
racism 149:9
racist 69:10
raise 18:22; 17:16; 160:12; 167:24
ran 84:23
range 171:4
ranks 46:5; 80:2
Rape 91:11; 111:22; 124:12
rapid 12:24
rated 112:8
rates 138:21
rather 70:16; 142:16; 147:1, 4; 165:24; 172:1
ratio 166:8
re-conceptualization 9:19
re-engineer 46:3; 47:22
reach 18:9; 67:4; 102:20; 103:20; 134:10; 84:5; 91:9; 103:12; 142:17
reaction 56:4
read 9:3, 3; 13:22; 41:5; 69:9; 157:17; 129:9; 58:2
readily 16:10; 32:1
real 17:11; 69:7; 110:19; 116:21; 118:7; 136:17, 17; 148:3
realistic 167:12
realistically 21:16
reality 52:10; 144:20
realization 157:19
realize 38:17; 77:1
really 14:24; 19:22; 25:17, 18, 19; 26:2, 2, 16, 17; 27:3, 7; 28:17; 29:4, 12, 15; 46:19; 53:12; 55:6, 16; 56:20; 58:17, 21; 64:12, 17; 67:3, 23; 72:24; 73:1; 75:3; 84:15; 87:6, 8, 12; 88:10; 90:2, 2; 92:11, 13; 98:22; 100:10, 23; 104:19; 105:16; 109:2, 9, 10; 110:23; 111:2; 112:1, 21; 113:3, 13, 14, 18, 20; 115:20; 116:5, 19; 118:16, 20; 119:18; 124:11; 126:16; 128:11; 129:15; 130:20; 136:5; 138:7;

November 6, 1998

141:8, 10; 144:7, 10, 15;
145:2, 4, 7, 12, 16; 152:24;
156:21; 158:12; 169:24;
171:18
rear 39:14
reason 19:4; 25:24;
27:11; 39:16; 57:5; 65:24;
76:7; 104:14; 110:12;
123:16; 165:22; 34:19;
131:24; 139:1
reasonable 57:8
rec 84:6
recall 45:6
receive 25:4; 113:3;
161:12, 24; 14:10; 21:20;
27:5; 108:15
receivership 146:16
receiving 162:5
recent 25:7; 81:24
recently 40:21; 137:15
recite 31:16
recognize 5:19; 7:18;
17:20; 172:23; 6:4
recognizing 20:21
recommendation 34:22;
7:1
recommended 76:22
reconvene 89:7
record 8:14; 36:3; 41:12;
106:13; 119:20; 134:2;
154:10; 37:14; 133:10;
154:8, 11, 13, 17
recover 129:21
recreation 39:15; 78:10,
24; 84:17; 95:3, 4; 106:23;
107:16, 17; 120:1
recreational 102:10;
103:10; 110:20
recruit 47:12; 113:21;
122:7; 59:2; 65:18; 49:1;
65:16
red 108:9
redevelopment 127:12
redundant 10:11
reemphasis 122:21
refer 61:16
reference 14:15
referendum 82:2
referring 68:1
reflect 41:13; 93:1; 116:6;
141:21; 116:2
Reform 148:17; 150:12,
18, 22; 160:14
reframe 70:2
refugee 48:22
refuse 140:19; 149:8
regarding 120:1; 162:10
regardless 73:19
region 4:22; 5:7, 13; 7:10
regional 4:20; 35:16
registration 69:8
regrets 6:12
regular 33:17
regulations 33:17

Rejected 19:13
relate 59:13; 75:16;
83:11; 97:24; 51:2; 61:2
relating 83:19; 99:16
relation 61:4; 85:21;
86:3; 7:20; 8:6, 16; 15:11;
23:15; 26:14; 171:13
relationship 15:14;
26:12; 50:11; 52:17; 54:3,
13; 59:24; 60:1; 80:19;
90:18, 20; 10:2, 20; 47:3;
50:2; 52:6, 9; 60:10, 11;
62:17
relatives 17:4
relay 101:1
released 154:20
religious 17:7; 20:5
reluctance 28:14; 29:4;
31:7
reluctant 29:11
rely 63:2
remain 123:1
remarkably 126:15
remarks 5:21; 13:22, 24;
59:10; 68:5; 72:6; 85:16;
171:21
remedied 45:21
remedies?3 114:17
remedy 51:5
remember 30:5; 89:16;
100:11; 101:4; 149:19;
160:8
reminds 123:13
remiss 14:21; 94:12;
172:22
remodeled 10:12; 37:2
remove 56:14; 102:19;
103:19; 36:20; 40:12; 98:5
removing 11:5
reorganized 9:23
rep 38:13
repeat 18:4; 12:1
rephrase 117:6
replace 101:14
report 11:17; 39:21; 58:4;
99:3, 5; 100:16; 105:7;
133:24; 162:24; 96:4;
12:22; 55:19; 63:11;
171:22, 23
representation 70:8, 9;
81:16; 82:12, 15; 83:13;
121:10
representatives 73:6
represented 49:22
represents 6:12
reprimand 45:14, 15, 12
request 7:21; 31:2;
139:11, 16; 171:22
require 135:2; 50:24;
150:12
requirements 132:10
research 43:7; 92:7
resident 9:4; 94:1;
103:15; 142:4; 54:16;

68:24; 72:14; 76:9
resistance 28:16
resolution 57:22; 160:21
resolve 59:8; 172:4
resource 167:21, 23;
168:4, 8, 18, 19; 5:6, 13;
10:6; 84:16; 167:16; 171:9
respect 22:12; 23:6;
50:14, 15, 16; 72:4; 81:7;
93:19; 117:2; 136:7;
143:21; 145:10; 80:9
respectful 114:11
respond 50:22; 51:9;
82:20; 58:7
response 56:17; 57:3;
58:10; 73:13, 14, 14; 98:7;
141:8; 161:8, 13; 162:1
responsibility 143:8;
169:1; 170:16
responsible 17:6; 34:6,
21; 58:17; 139:22
rest 33:12; 120:21;
140:22; 168:9
restationed 101:11
restaurants 157:13
restrict 122:19
result 24:13, 21; 43:21;
71:16; 76:21; 160:3; 38:3;
161:9; 162:9; 163:2, 10,
10; 164:4
resume 172:1; 121:2, 4
retain 65:24
retaliate 134:4
retaliation 39:18; 42:13;
125:17; 136:16, 17
return 70:1; 16:5, 6;
36:15
Rev 45:3; 50:6
Reverend 50:7; 108:12
revert 60:12
review 15:16; 23:7, 17;
53:7; 55:11; 56:3, 13; 70:6,
12, 24; 71:22; 129:3;
153:4; 161:17; 131:20
Rican 15:7, 18, 20; 16:4,
6
Rico 38:15
rid 131:13
ridiculousness 62:15
right 22:8; 27:8; 28:5;
64:9, 10; 72:2; 74:18;
76:18; 77:2, 19; 102:5;
103:5; 113:7; 129:7;
130:1; 132:6; 139:12;
140:2; 141:23; 147:10;
153:2; 163:22; 4:2, 4; 6:22;
7:5, 6; 22:20; 25:1; 35:13,
16; 74:2; 81:21; 83:3; 86:4,
7; 89:12; 92:2, 7, 14, 16,
20, 22; 93:2; 96:14, 18;
100:18, 19; 112:21;
135:24; 147:18; 171:1;
172:18
rightly 32:8
rigorous 132:10

Riley 40:20
rise 16:12
risk 90:12
river 45:13; 70:4
riveted 144:10
riveting 164:9
road 52:12; 124:19
robotic 170:10
role 4:21; 46:22, 22;
67:12; 86:4; 170:23;
171:18; 172:13
room 37:8; 94:17;
101:24; 112:5; 137:11;
166:13; 146:20
rooted 145:17
Rosemary 119:13;
123:4, 6; 147:6; 170:9
rotation 138:6
rotten 140:14
rough 35:10
Rousseau 92:17
routes 46:15
rubber 52:12
rude 37:15
ruining 132:12
rule 25:2; 7:22; 8:10;
110:11, 16
rumor 126:18
run 44:8; 49:23; 90:13,
24; 105:7
running 137:24; 154:21
runs 43:13; 61:8

S

saddening 117:7
safe 10:21; 51:23; 80:8;
113:19; 146:19
safest 80:7
safety 10:1; 11:10; 14:14;
36:16; 72:21; 77:18; 91:5;
102:8; 103:8; 128:19;
158:2, 4, 21
salient 134:9
Salt 42:1
same 15:15; 19:12, 15;
43:16; 67:18; 73:10, 15,
20, 21; 79:3, 18; 80:6;
83:19; 112:5; 117:23;
118:2; 120:22; 133:18;
145:1; 146:12; 151:4;
158:15; 160:11; 161:16
Sanbeth 84:24
Sara 129:24
sat 38:7; 39:5; 98:3
satisfying 12:10
Saturdays 72:15; 149:14
save 8:18; 19:23; 143:16;
20:24
saw 42:1
saying 25:12; 33:8;
56:21; 65:8; 66:9; 76:3;
78:15; 85:7; 87:14;

104:15; 107:16; 124:8;
126:10; 130:11; 139:8;
152:6, 9; 165:22; 171:24
scenario 128:8, 24
scene 12:24; 51:12
schedule 98:15; 99:15;
98:19; 100:7
scheduling 30:24
scholarship 127:24;
133:19, 22
school 6:13, 15; 10:9, 11,
11, 18; 11:12; 13:9, 13;
19:12; 24:11; 25:2, 5, 10,
13, 19; 26:24; 27:1, 3, 9,
10; 28:17; 29:5, 9, 14, 17,
21, 21, 22; 30:3; 39:8, 11,
12; 43:17; 48:8; 51:21;
77:22; 78:13; 80:24; 81:4,
8, 14; 82:4; 83:9, 9, 14, 18;
84:24; 90:12, 23; 91:1, 3;
95:11; 98:11, 14, 16, 17,
24; 99:1, 17, 21; 100:7;
101:17; 102:9; 103:9, 9,
14; 105:3; 107:20; 112:18;
113:1, 7, 10, 16, 19, 22,
24; 114:9, 19; 115:14, 20,
24; 116:4, 7, 9, 15; 117:8,
11, 12; 118:7, 14, 19, 22;
119:3, 22; 120:7; 122:8,
13; 124:9, 11; 125:20;
128:3, 5, 24; 129:4, 12, 15,
22; 130:3, 5, 8, 19, 20, 21;
131:6, 8, 21; 132:16;
134:16; 135:9, 11; 136:9,
23; 137:3, 10; 138:3, 4, 13;
141:21; 142:9, 15, 19, 20;
143:1, 2, 3, 4, 10; 144:24;
145:6; 147:15; 148:8, 14,
21; 149:4, 14, 17, 23;
150:13, 14, 17, 21; 151:1,
8, 8, 17, 21; 152:1, 12;
153:6; 155:14, 16, 18, 22;
156:1; 157:5, 9, 21; 161:3,
13, 15, 20; 162:3, 13, 17,
23; 163:4, 7, 8, 15, 16;
164:16; 165:10, 16, 19;
166:13; 167:7, 7, 8, 10, 16,
19, 19, 21, 22, 23; 168:4,
16, 18; 169:5, 23, 24; 38:7;
39:3, 5; 8:9; 10:10; 24:2;
40:24; 78:12, 12; 83:7;
89:8; 93:9, 10; 94:5, 19;
102:6, 9; 103:6, 9; 124:7;
133:21; 137:16, 18;
138:10, 11; 146:20; 147:7,
19, 21; 150:7, 13, 20;
151:3; 159:23; 160:7, 22;
161:5; 162:15; 169:5, 12,
17, 19, 19, 21
Science 115:19; 145:22
scientific 70:15
scratching 35:4
search 92:14; 97:6;
120:19
season 120:3
second 5:4; 6:15; 8:19;
19:6; 21:6; 24:1, 13; 27:23;
32:5; 54:18; 74:24; 82:17;
85:15; 89:15; 98:9;

141:14; 149:1, 22; 152:2;
158:12; 162:10; 166:7
secondly 8:7; 60:7;
84:15; 132:7; 135:22;
147:19
Secret 37:17
secretariat 39:6
Secretary 36:16; 168:6
section 43:8; 97:1
sector 43:3; 53:18
security 10:19
Seed 36:5; 37:2; 91:6;
102:7; 103:7
seeing 146:13
seek 12:9; 93:9; 101:16;
107:21; 10:17
seem 26:6; 28:12; 34:14;
104:4; 114:9; 169:24;
24:16; 33:10, 19; 62:11,
22; 66:5, 6; 104:8; 108:6;
127:8; 135:13; 138:11
sees 52:14
segment 164:4; 67:5;
139:9
segway 70:1
seldomly 99:11
self 99:16; 112:14;
131:19; 145:11, 17, 18, 18
Selucci 37:1
semester 103:18
seminar 149:19; 42:2
send 25:12; 62:19;
101:22; 146:16; 29:8; 6:12
senior 9:22; 13:4
sense 16:18; 17:13, 15;
18:1, 15; 19:5; 24:10, 12;
25:20; 27:7; 28:15; 32:4, 5;
34:2; 35:15; 66:14; 99:5;
141:17; 144:19; 161:14;
163:1; 168:21; 172:21
senseless 19:24
sensitive 64:17; 138:15;
144:5, 17
sensitivity 14:17; 61:3
sensitized 70:5
sent 8:22; 9:1; 38:15, 15;
40:15; 53:19; 54:9; 55:24;
57:21; 62:21; 66:8
sentence 12:4
sentiment 29:20; 30:15;
31:3; 34:23
separate 5:14; 9:10;
38:23, 24; 40:13
September 160:20
sequence 32:10
Sergeant 14:22; 74:16
series 32:9; 154:23;
171:2
serious 10:17; 19:18;
21:10; 24:4, 6; 25:9; 28:12;
48:19; 94:17; 123:20;
138:18; 172:16, 20
seriously 86:18; 87:7
servant 93:18, 23

serve 91:4; 92:6; 93:17;
83:6; 121:22; 49:14
service 5:3; 7:21; 20:4;
37:17; 48:24; 54:5, 6;
55:20; 61:5; 73:6, 20;
85:21; 86:3; 94:24; 95:1;
102:11; 103:11; 107:8;
108:13; 111:12; 119:4, 14;
142:21; 10:13; 13:5; 22:1;
36:6, 12, 14; 38:7; 39:4, 5;
42:24; 72:18; 73:1, 16;
78:3, 5; 109:22; 129:7;
135:6, 8, 10
servng 172:13, 14
session 24:1; 72:7;
85:13, 15; 89:15; 90:10;
30:12
set 9:24; 50:17; 67:16;
95:16; 101:14; 109:23;
121:5; 137:6; 151:22;
159:6; 160:18; 172:4
setting 31:8
seven 150:2; 170:11;
171:1
seventh 19:13; 85:2
seventy 168:13
several 6:3; 10:24; 14:10;
16:11; 23:18; 24:19;
28:22; 30:13; 61:6; 66:1;
81:12; 123:11; 125:7
severely 123:17
sexual 124:10
shaken 98:1
shall 65:11
shame 144:20, 20;
146:22
share 6:20; 19:11; 28:19;
78:21; 79:22; 96:13;
108:3; 140:21; 147:3;
161:20; 156:1; 170:17
sharing 74:9; 77:23;
112:17
Sharma 106:18
sharp 171:12
sheet 35:10, 19
Sheriff 36:19, 19
shift 48:14; 67:10; 166:6,
11
shiftless 17:8
shining 40:18
shirt 104:21
shock 99:7; 16:22
shoe 15:19; 16:2
short 33:23; 54:11
shot 51:10
shovel 32:18, 18; 33:9
show 34:7; 66:12; 96:17;
124:9, 11; 98:15; 29:24
shunted 26:21; 27:6
siblings 125:21
sick 63:9; 129:10, 11, 15
side 29:16, 17; 37:5, 5,
20, 20; 66:20; 74:1;
105:10; 106:5; 115:11;
124:18; 136:11; 137:5;

41:19; 51:12
sight 40:13; 22:7
sign 26:18; 35:10, 10;
130:6, 15; 131:2; 133:16;
160:21; 41:22; 82:20; 18:8
significant 10:6, 8; 16:11
Silver 47:20
similar 81:10; 82:6; 171:6
simple 7:23
simplistic 15:12
simply 8:13; 33:8, 9;
46:22; 78:24; 97:16;
104:18, 19; 170:24
sincere 34:24; 66:7, 23
sincerity 21:22
single 128:20
sinking 31:12
Sister 89:20; 90:14, 17;
89:19; 112:10; 145:2
sit 20:20; 34:11; 38:8;
58:19; 59:6; 107:8;
109:11; 112:2; 132:21;
158:10
site 54:18; 74:12; 75:16;
76:23; 77:9
sitting 31:11; 45:9;
117:22; 127:10; 151:21
situation 14:17; 18:5;
21:14; 24:15, 22; 39:19;
50:21; 58:4; 68:21; 78:22;
83:20; 93:18; 120:12, 14;
100:10; 152:3
six 59:2; 62:3, 5; 68:15;
74:22, 23; 81:14; 83:18;
111:12; 130:9; 138:16;
163:5; 169:21, 22
sixteen 130:17; 151:9, 12
size 80:8
skepticism 71:21
skilled 167:12
skills 93:23; 129:9
skip 39:3
slow 121:8; 160:13
slowly 110:6
small 9:7; 75:13, 15;
79:11; 95:21; 96:2, 5;
170:1
smaller 111:18; 169:23
smart 116:14; 129:13
Smith 72:22; 107:8
soar 112:14
social 4:20; 5:6, 14; 19:2;
20:4, 7, 24; 21:4; 22:7;
36:6, 12, 13; 54:6; 84:11;
107:7; 108:13; 111:12;
145:22
society 19:7, 15; 22:11;
26:18; 31:12; 52:2; 110:2;
123:18; 127:18; 144:18
socio-economic 21:8
socio-economically
18:2
soda 39:15
solidarity 21:22; 22:24

Solucchi 40:5
solutions 28:15; 35:7;
117:14; 136:1
solve 152:4; 171:10
somebody 105:22;
107:18; 136:6; 137:20;
146:3, 3; 164:15
somehow 86:6
someone 29:17; 45:15;
50:20; 51:10; 65:20; 69:2,
5; 100:8, 13; 106:24;
110:23; 116:23; 120:13,
21; 121:14; 124:21;
126:24; 131:7; 136:15;
141:6; 145:5; 146:5, 8;
153:13; 156:7; 159:9
someplace 146:17
sometimes 60:6; 70:14;
98:21; 99:11; 104:3;
114:13, 14; 153:23, 23;
157:24; 169:22; 171:12;
172:3, 17, 18
someway 67:2
somewhat 171:11
son 105:7
soon 40:12; 46:2; 97:23;
117:21; 171:23
sorry 19:16
sort 33:18; 60:22; 61:14;
70:11, 13, 18; 71:2; 80:2;
113:23; 121:22; 132:11;
134:12, 17; 140:21; 169:6;
55:9; 58:23; 127:12
sought 125:5
sound 40:13; 136:4;
70:21; 28:3; 119:18;
170:14
source 27:19; 95:10;
103:20; 11:23; 114:7;
160:10
south 86:17
Southeast 48:17; 49:1, 4;
76:10, 15, 23; 79:5, 12;
82:22; 93:6; 97:4; 98:10,
14; 105:18; 114:10; 117:1;
118:9; 144:21; 160:4
space 90:15; 13:13, 15
Spain 15:4
Spanish 25:20; 65:15;
66:2; 83:22; 144:8; 158:9,
14; 162:19; 165:10;
166:18
spawned 43:21
speak 8:12, 14, 23; 11:10;
12:1; 13:23; 14:4; 15:10;
13; 22:1; 31:7; 36:1; 38:3,
13; 39:14; 41:24; 58:14;
65:15, 15; 66:2; 76:17;
99:9; 101:8; 111:11;
117:3; 119:13; 124:24;
125:9, 18; 126:5, 24;
135:19, 23; 136:12, 14;
142:8; 144:24; 150:3, 5;
156:5; 159:7; 162:21;
65:16; 124:24; 125:3;
136:18; 144:9; 18:7;
65:22; 128:10

speaker 8:16, 19; 72:6;
89:15, 18, 24; 103:22;
123:3; 138:18; 8:4; 13:21;
33:24; 103:1; 122:14, 19,
23
Special 37:10; 61:9; 84:6;
165:20
specialist 48:24
specialized 10:23
specific 56:10; 77:22;
112:20; 162:4
specifically 15:11; 25:1;
161:2
speech 123:8
spend 148:19
spent 149:20; 155:12
sphere 155:15
spite 17:5; 32:23, 24;
50:10; 69:11, 12, 13
spoke 50:3; 99:10; 119:1;
141:17; 143:11; 145:7
spoken 46:18
spokesperson 42:12;
68:20; 119:9
sponsor 88:15, 22; 4:8
sponsorship 58:16
Sporonis 47:18
Sports 49:21
spouses 16:24; 17:6
spring 121:11
Springfield 39:24; 70:3;
81:22
Square 76:7
staff 6:1, 17; 7:11; 9:22;
13:1, 4; 42:21; 44:14;
53:18; 65:12; 72:19; 74:7;
76:2, 13; 87:16; 115:10,
16; 117:12, 16; 120:2, 5;
142:14; 147:22; 148:7, 10,
13, 17, 20, 22; 149:5, 9,
13, 21; 151:18; 168:24;
169:15
stand 52:8; 28:2; 85:6;
105:4, 9; 171:14; 32:12;
155:5
Standards 12:23; 50:17;
55:18; 132:8
Stanford 123:10
stapled 163:19
start 23:3; 33:5; 52:23;
80:13; 107:12; 114:2;
116:10; 124:22; 129:12;
131:7; 132:19; 171:5;
43:10, 15, 19; 63:19;
90:23; 98:3; 118:20;
152:10; 163:18; 171:24;
7:8; 123:12; 33:3
state 7:5; 24:5; 36:17;
40:1, 14; 41:18, 20; 78:19;
110:4; 134:16; 135:1;
72:1; 16:23; 22:18; 40:10;
104:9; 128:15
statement 68:7; 146:4;
157:16; 25:22, 23, 23;
90:4; 143:18
stating 142:9

station 40:12; 58:1; 97:21; 105:6; 101:5; 37:4, 22
statistics 138:24; 139:10
status 10:16; 18:16; 21:6; 40:24; 155:3, 4
statute 172:8, 20
stay 13:24; 24:1; 27:22; 28:1; 40:22; 86:12; 110:13; 128:2; 137:7, 12; 143:8; 155:8; 158:11
step 42:15; 47:23; 78:7; 102:15; 103:15; 118:8, 12, 16, 21; 126:9; 105:11; 37:9; 56:7, 7; 63:15; 89:14, 16; 102:11; 103:11; 133:7; 163:4
still 18:14, 18, 24; 23:11, 17; 47:6; 60:23; 75:14; 94:20; 108:23; 109:4; 114:20; 118:16; 135:17; 142:21
stinker 130:4; 131:1; 134:11; 128:8; 131:14; 132:12; 136:13; 146:16
stop 18:9; 35:7; 46:9; 60:16; 62:7; 88:10; 101:8; 131:13; 136:12; 56:8; 97:14; 104:14
store 96:24; 104:20; 157:13
stories 93:15; 96:13, 15, 19; 146:11; 170:13
story 33:23; 61:22; 77:6; 97:24; 98:9; 120:22
straight 69:14; 16:3
strategies 9:20, 24
strategy 10:16
street 36:11, 11; 37:16; 52:13; 54:8, 24; 59:16, 20; 74:15; 104:22; 105:18; 109:13; 111:8; 113:9; 38:6; 130:18; 131:3; 132:21
strenghts 109:23
strength 5:6, 12
stress 64:1
strict 36:12
strides 87:18, 22; 103:12; 121:7
strike 20:11; 67:13
strive 100:17
striving 52:3; 88:4, 6
strong 18:15; 65:20; 82:3; 102:10; 103:10; 166:1
strongly 122:24; 142:12
struck 67:16; 68:4; 80:23; 82:18, 23
structure 5:11; 18:16; 51:16; 67:19, 22, 23; 68:4; 69:22; 5:2; 20:23
struggle 69:2; 146:13; 16:14; 18:4
struggling 51:4; 157:18
student 25:3, 11, 13, 14;

116:2; 117:11; 129:5; 132:1; 133:15; 137:7, 20; 153:11; 161:17; 168:24; 169:4, 13; 24:14; 94:20, 20; 99:1; 113:3; 114:7, 8, 10, 11, 21; 115:3, 7, 17; 116:3, 22; 119:2, 11; 123:15; 125:8; 126:7; 127:4; 128:5; 129:3; 131:22; 132:2, 8, 9, 14; 133:4, 9, 10, 11, 20, 20, 20; 134:14, 19, 21; 135:14, 16; 137:1, 6, 15, 22; 138:1, 4, 7; 146:24; 153:5; 155:20; 157:1; 161:4; 163:16
study 133:13, 16
stuff 71:24; 108:9
stupid 99:4, 19
stymied 59:14
subcategory 141:9
subcommittee 108:3
subdivide 141:9
subject 101:21; 141:10
submit 154:1; 126:8
submitting 17:1
substantially 166:21
substitute 149:18
subtle 136:24
succeed 5:5; 102:4; 103:4; 152:3
success 24:20; 28:22; 48:2; 77:5; 78:7; 99:15; 158:13; 17:23
successful 28:5; 74:15; 150:11; 171:12
successfully 103:18
Sue 122:3
sued 41:7
suffer 136:16; 20:21; 147:2; 21:12
sufficient 114:13
Suffolk 43:17
suggest 155:11
suggestion 7:14; 64:20; 65:4; 7:4; 89:5
suit 27:9; 122:15, 19; 125:5
summarize 31:2
summary 166:11
Summer 49:19; 79:2, 6, 15, 18; 83:21; 98:12; 102:7; 103:7; 112:6
summit 72:16
Sundays 59:1
Superintedents 153:21
Superintendent 9:17; 28:4; 35:20; 42:23; 43:13; 83:11; 88:15, 22; 109:14; 115:21; 147:24; 148:20; 150:8; 153:16; 154:2, 4; 156:5, 6; 160:21; 164:10, 23; 168:7; 156:10; 159:8; 168:23; 53:17
superior 63:11

supervision 13:14
Supervisors 166:7
supervisory 13:2; 47:10
Supplementing 10:18
support 17:4; 26:8; 74:24; 75:4, 18, 22; 78:4, 8, 14; 82:10; 85:4; 98:20; 99:14, 22; 100:2; 107:21; 147:3; 159:14; 78:7
supportive 91:8; 99:24
Suppose 139:13, 16; 153:4; 25:4; 30:22; 31:13; 57:4; 69:22; 90:10; 107:11
supposedly 131:5
sure 8:18; 39:20; 46:21; 53:3; 60:7; 64:9; 71:3; 73:4; 76:19; 77:11; 78:3; 84:4, 19; 85:18; 96:20; 100:5; 102:23; 103:23; 104:11; 119:16; 138:18; 147:20; 148:4; 149:10; 151:3; 161:18; 162:19; 170:12
surface 35:5
surprised 163:9
surround 39:16; 96:9; 91:24; 43:3
survey 161:4, 8, 9, 12; 162:8; 163:2, 14, 17, 18, 20, 22, 23, 5, 19
survive 137:13
suspect 64:21
suspended 25:5, 13; 117:22; 118:1; 132:5
suspension 167:2; 118:17; 162:23
sustained 91:12; 167:7; 169:14
Sweeps 168:11
sworn 49:3
symptom 21:7, 9, 10
system 24:12; 25:3, 19; 26:6, 24; 29:5, 14, 18, 18; 30:4; 44:10; 47:11; 63:7; 95:16, 22; 96:16; 100:9; 103:14; 107:20; 115:24; 118:14, 19; 126:24; 127:6; 129:23; 132:3; 134:15; 137:3, 6; 144:24; 145:6, 24; 146:2; 147:15; 148:8, 14; 149:4, 23; 151:9, 21, 24; 152:1, 12; 153:4, 6; 155:14; 156:1; 157:5, 9, 21; 162:3, 14; 163:4; 165:10; 167:8; 23:9; 29:9; 31:13; 47:2; 52:6; 81:2, 2; 100:18; 119:3; 153:1
systemic 23:12, 16; 24:16

T

t-shirt 104:22
table 69:17
tackle 152:1
tags 12:17; 46:1

talent 110:16, 17; 91:16; 94:7; 19:8; 22:16
talk 14:9; 15:9; 34:5; 37:6; 39:4; 46:16, 17; 48:18; 50:5; 51:6; 52:9; 53:8, 24; 54:16; 55:5; 58:17, 21; 59:7, 11; 62:14; 68:16; 70:7, 16; 72:9, 13, 17; 74:11; 88:18; 95:20; 99:20; 101:6; 108:5; 109:12; 111:3; 112:4; 113:18; 116:4; 117:13, 17; 119:10, 24; 125:6; 141:17; 143:23; 144:6, 15; 146:21; 147:12; 165:9, 18; 168:17; 171:7, 18; 42:5; 44:4, 19; 54:17, 20; 69:6; 72:8; 74:14; 82:7; 83:12; 111:7; 125:4; 126:17; 145:21; 157:7; 163:24; 164:1, 15; 23:14; 33:16; 38:18; 54:7; 61:24; 64:16; 108:12; 110:3; 112:12; 116:23; 117:20; 119:7; 124:3; 125:13, 13, 14; 126:17, 18; 137:21; 146:8; 157:8; 165:17; 170:12; 171:8; 48:3, 13
Tang 103:10; 112:23; 113:13, 20, 23; 117:18; 118:5; 141:19, 23
tap 109:23
tape 108:9; 135:4
target 63:14
tarred 17:8
task 5:5; 18:14; 37:13; 38:4; 86:16; 126:2; 168:22; 171:6
taught 60:15; 117:2; 123:10
Taylor 119:21; 121:10; 170:19
teach 119:15; 123:13
teacher 29:13; 86:11; 91:1; 95:11; 98:23; 101:20; 106:2; 109:15; 113:2, 4; 114:22; 115:13; 117:19; 118:3; 128:2, 18; 134:6; 136:23; 153:4, 11, 13, 23; 159:24; 167:10; 137:12; 95:12; 101:3, 21; 106:3; 111:6; 113:4; 114:12, 20; 115:1, 1, 5, 6, 18; 117:2, 12; 119:2; 137:24; 138:3, 13; 149:18; 151:20; 152:14, 17; 153:2; 155:20; 163:17, 21; 164:2, 6; 165:19; 166:12
tear 19:15
technologies 10:3
technology 5:1, 10
Teen 55:4; 90:12; 91:8, 10, 13; 111:12, 20, 22; 129:14; 9:12, 13; 11:19; 12:2; 13:15; 91:9; 95:7; 127:5
teenage 20:13
teenager 132:17; 111:10

teeth 164:15
telephone 58:6; 157:22
telling 65:19; 99:3
tells 150:18
ten 39:16; 40:5, 15; 82:19; 85:14; 89:6; 90:23; 107:10; 126:6; 147:17; 160:12, 18
tend 64:22; 90:22; 106:9; 114:23; 115:2
tenth 113:24; 160:2
term 61:10; 167:2; 8:7; 60:18; 80:18; 87:24; 134:23; 163:20
terrible 121:13
tested 56:20
testify 11:22
testimony 16:16; 24:2
testing 152:3
textile 15:22; 16:2
Thailand 48:23
Thanks 35:21
the...what 67:15
theirs 110:14
theme 89:7; 114:8; 137:19; 8:5
theoretically 126:21
theorist 70:9
therefore 9:1; 20:18; 22:6, 10; 24:15
Therein 64:16
thinking 55:8; 66:11; 159:17
third 9:8; 99:12; 163:8, 7
thirties 82:14
thirty 79:17; 88:23; 94:2; 97:2; 142:23; 148:23; 149:19; 151:8, 10
thoroughly 63:24
though 70:22; 96:9; 100:11, 24; 118:13; 128:1; 133:14; 142:19
thought 32:23; 45:14; 65:6; 68:6; 77:3; 92:6; 123:18, 19; 152:10
thoughtful 51:7
thoughts 28:19; 146:14
thousand 142:22, 23; 147:22; 148:7; 149:9; 151:6, 6, 9, 12; 163:6; 169:23
thread 61:7, 15
threat 108:22; 21:19
threatened 97:20
threatening 133:3
Three 9:14; 13:10; 49:4; 63:18; 72:15; 81:11; 84:17; 90:6; 95:6; 101:1; 108:2; 117:24; 118:1; 134:5, 7; 150:6; 156:16; 158:16, 23; 164:20; 167:20, 22
threw 34:4
throughout 88:14;

150:19
thrown 19:14; 107:15;
 146:5
thumb 131:1
Thus 17:23; 19:6, 9
Tian 103:10; 111:21;
 112:15, 23; 113:13, 20, 23;
 117:7, 18; 118:5; 141:19,
 23
tie 104:21
tied 71:2
till 25:10
times 17:1; 24:19; 25:11;
 29:9; 38:23; 95:24; 101:1;
 103:14; 104:20; 110:11;
 115:8; 121:5; 150:6;
 158:16, 17; 172:12, 16
tirelessly 94:11
title 148:3; 150:23
today 4:3, 6, 8; 5:9, 16;
 7:6, 16, 19, 22; 8:22, 23;
 13:22; 16:13; 30:13;
 40:23; 50:5; 51:7; 56:11;
 64:12, 14, 22; 72:1; 73:17;
 74:8; 78:21; 79:24; 80:11;
 82:18; 86:18; 89:6; 92:2, 9;
 93:24; 96:20; 102:22, 23;
 103:22, 23; 108:14; 110:5;
 111:10; 122:20; 124:3;
 125:3; 126:6; 136:2;
 149:24; 151:22; 159:1;
 160:10, 17; 161:22; 170:4,
 8, 21, 23; 41:6; 96:14
together 35:18; 49:23;
 58:23; 62:16; 63:7; 77:1;
 78:2; 102:2; 103:2;
 111:13; 143:23; 171:9
told 45:6; 61:22; 97:12;
 99:18; 123:8; 125:9;
 144:4, 13; 168:12
tolerated 54:10
tone 105:13
tonight 45:23
took 36:5; 37:15; 38:4,
 14; 39:6; 55:23; 56:9; 67:7;
 86:11; 97:21; 101:7, 9;
 112:7; 163:4
top 17:24; 112:8
topic 4:15; 8:15; 85:17;
 92:7; 153:19; 24:6; 149:21
total 66:15; 74:24; 154:24
touch 43:23; 59:9;
 134:10; 155:8; 159:9;
 172:10; 155:14
touchy 61:10
tough 12:5; 14:8; 31:15
toughest 157:4
toward 34:1; 52:21;
 152:4; 11:19; 19:7; 75:18;
 82:12; 94:15; 109:10
town 127:11; 7:2; 12:8;
 70:18; 80:15, 24
tracing 103:1
track 129:1; 130:23;
 162:22, 22; 166:21, 23;
 129:2

traditional 47:7
traditionally 157:9
tragedies 20:3
train 51:3; 9:24; 13:2, 12;
 18:6; 47:13, 16, 22, 24;
 60:19; 61:2, 3, 8, 10, 12,
 15, 23; 87:3, 4, 19, 24;
 88:13, 16; 93:21; 96:17;
 100:9; 119:4, 14; 159:24;
 166:12
transcript 133:17;
 171:21
transfer 141:6, 10
transformed 145:24
transgression 96:18;
 100:19
transient 37:15; 51:16
transition 9:15; 88:10;
 138:7
transitional 137:22;
 138:1
translate 25:14; 157:16;
 158:10; 159:10; 59:23
translations 157:17
translative 157:10
translator 159:10; 158:6
transmits 59:24
trap 16:9; 129:1
traveling 32:17
treat 21:9; 106:6; 115:7;
 27:4; 32:6; 73:10, 19;
 106:11; 114:14; 125:18;
 133:7; 147:15, 21; 133:4;
 125:23
treatment 93:10; 114:12;
 151:2; 161:23
tremendous 135:16;
 136:7; 145:10
trend 16:7
trial 6:11
tried 28:3, 8; 34:13, 14;
 46:3; 54:1, 2, 16, 22;
 56:23; 61:7; 111:14;
 131:13
triggered 33:10
triple 84:17
trouble 33:5; 97:4; 115:9;
 125:18, 21; 134:13; 137:2;
 138:14; 171:17
truancy 166:10, 22, 24;
 168:11
Truant 166:8, 16, 16;
 168:8, 15, 18; 166:8
true 27:23; 30:8; 32:9;
 138:23; 140:16, 17;
 144:21, 21, 22; 157:16;
 160:13
truly 17:22; 46:23; 49:7,
 14
trust 22:2; 29:15; 62:6
truthful 62:24
try 15:13, 15; 35:7; 60:3,
 22; 61:22; 63:14; 66:22;
 67:4; 70:1; 73:3; 95:19;
 109:18; 113:21; 129:13;

151:14; 152:6; 167:6;
 171:7; 172:1
trying 17:14; 19:22;
 26:12; 40:22; 60:2; 88:6, 9;
 104:16; 152:5
Tsapatsaris 19:18; 28:8;
 109:14; 115:22; 135:12;
 145:7; 164:23
Tsunami 20:7
tune 155:19
turn 19:6, 9; 33:12; 66:16;
 83:16; 125:19; 132:17;
 88:15, 22; 123:15; 105:10;
 169:1; 130:4
tutor 134:23; 102:8;
 103:8; 167:6
twenty 36:17; 109:7, 17;
 112:7; 130:9; 148:21;
 149:20, 23; 169:20
Twenty-Fifty 91:11
two 4:23; 5:10; 8:1, 4;
 17:2; 18:20; 19:14; 20:18;
 27:23; 37:4, 16, 21; 38:4;
 40:10; 42:1; 61:19; 70:11;
 72:15; 84:24; 86:14;
 92:11, 16, 23, 24; 96:13,
 15, 19, 23; 99:11, 24;
 100:10; 101:16; 107:12,
 13; 111:8; 122:13; 125:2;
 138:6; 146:3, 14; 147:22;
 148:7; 149:9; 150:5;
 151:6, 6; 153:10, 12, 14;
 158:16; 161:2; 163:3, 7,
 19; 166:4; 169:20
Tyngsboro 86:11; 91:1;
 115:13, 14; 119:15
type 107:22; 111:13;
 115:12; 118:18, 18; 138:8;
 17:9; 141:9
typical 33:13; 78:22

U

U.S. 6:22; 7:1, 5
Uh 13:22; 64:8; 65:11, 14;
 113:16, 23; 136:22;
 141:19; 159:22
uh...! 68:12
unable 8:22; 11:21; 12:15
unattended 11:2
unaware 144:3
uncomfortable 112:17
uncommon 17:3
under 9:9; 11:15; 15:17;
 36:16; 37:1, 19; 46:11;
 58:16; 87:15; 107:15;
 121:6; 130:24; 142:13;
 148:1, 2
underlines 29:24
underlying 95:14
underscore 34:24
understood 45:8; 103:4
undertake 32:22
undertaken 157:4
unfair 20:19; 95:19;

137:14
unfairly 114:14
unfortunately 8:21;
 108:24
unfounded 140:22
unfriendliness 34:2
Unified 150:20
uniform 45:19; 39:9;
 46:2; 56:18
unintelligible 13:13;
 14:15; 18:16; 24:4; 26:10,
 13; 41:1; 46:19; 48:6;
 49:11; 57:12, 13; 58:13;
 66:19; 67:18; 81:12;
 82:20, 21; 83:1; 106:24;
 112:23; 119:22; 122:2;
 124:6, 7; 132:20; 135:4;
 136:22; 141:12; 142:17;
 143:2, 6; 160:20, 23;
 161:19; 165:3, 12; 166:14;
 168:5, 7, 9
union's 46:1
unions 16:23
unison 34:17
unit 11:1, 3, 13; 12:23;
 22:18; 104:9; 108:16;
 128:15; 10:24; 11:11, 14;
 41:16
University 4:7, 9, 18;
 5:24; 43:1, 3, 9, 12; 47:17;
 48:12; 77:20; 123:10, 14;
 127:11
unjust 21:3, 12
unknown 14:19; 33:2
Unless 21:13; 42:10;
 49:17; 65:2; 79:6
unnoticed 92:5
unprecedented 48:15
unusual 80:18
unwarranted 66:17;
 155:1, 17
unwilling 102:17; 103:17
unwillingness 28:16
up 37:23; 42:17; 81:20;
 106:20; 122:14; 125:18;
 129:13; 130:12; 135:19;
 136:12, 14; 137:6; 153:7;
 166:10; 171:21
updated 161:14
upon 11:10; 19:14; 21:14;
 32:13; 45:21; 57:14;
 111:5; 141:11; 155:2, 14
Upper 75:8, 11
urban 99:1
urgency 160:16
use 39:2; 50:24; 61:12;
 63:10; 64:6; 69:24; 90:15;
 110:16; 158:24; 168:3
used 21:1; 46:4; 60:12;
 67:16; 68:16; 87:19; 89:19
using 63:13; 163:24
usually 95:5; 104:21, 21
utilized 48:7
Utopia 88:3

V

vacuum 78:15
valid 56:11, 12
validity 65:7
valuable 7:16; 44:20
value 44:13; 20:16
varied 44:7; 166:23
variety 6:5; 80:17;
 160:10; 165:9
various 7:2; 20:24;
 23:10, 21; 61:12; 69:19;
 119:8; 123:22; 169:5
VCR 158:24
vehemently 164:23
vein 19:17; 156:13
vent 95:9
verbally 12:2
verify 33:20
veteran 149:5
Vice 35:22; 47:18
viciously 133:5
victim 45:13
victory 76:24
videos 158:21, 22
Vietnamese 165:11
view 109:21; 165:19; 46:7
vigorously 171:19
villages 12:9
violated 86:7; 98:2
violations 172:20
violence 11:1, 2; 18:10;
 19:24; 21:2, 7; 54:10;
 91:10, 19; 102:1; 103:
 111:23
violent 96:3
virtually 15:24; 160:11
visibility 171:3
visible 32:1; 33:18
visibly 57:4; 98:1
vision 9:20; 110:1
visit 22:17; 99:8; 101:22;
 32:15; 166:23
vital 5:13
vivid 171:15
Voc 103:5, 8
vocational 27:1; 103:6
voice 67:3; 70:11, 15, 20;
 71:2, 11; 80:22; 135:20;
 169:9; 7:4; 76:8
volumes 18:7
voluntary 143:1; 160:2;
 164:13
volunteer 7:12
vote 41:11; 164:19, 21;
 72:19; 81:19; 85:1
voter 69:7
voting 41:9, 10; 81:21

W

wagon 115:12; 72:10
wait 25:10; 124:23; 129:5;
132:3; 118:23
walk 79:10, 14; 105:4;
111:8; 114:2; 111:6;
113:24; 46:15; 96:24;
104:19, 22; 105:18
walls 42:16
Walsh 61:5
wants 35:14; 78:16, 16;
134:12
War 37:12; 38:4
ward 81:2, 5, 15; 82:12,
14; 81:7
warning 63:7
warrants 37:14, 15
Washington 7:11; 62:1
wasted 51:12
wasting 105:15; 130:6
watch 147:18; 41:5;
130:13
wave 82:21; 128:13
way 6:3; 14:6; 17:10;
20:9; 24:17; 31:12; 40:2, 7;
42:16; 45:9; 46:4, 13, 23;
47:23; 48:9, 20; 53:4;
60:12, 14, 16; 61:17;
63:20; 64:21; 65:6; 66:7;
69:16; 70:17, 19; 71:19;
73:10; 74:3; 84:6; 105:16,
17; 106:8; 108:16; 109:7,
20; 110:9, 20; 111:9;
112:12; 116:11, 18;
118:11; 131:18; 133:2;
135:23; 137:6, 8, 12;
138:11; 147:15; 149:6;
157:23; 158:21; 159:1;
163:11
ways 19:8; 53:5; 59:13;
62:18; 63:2; 66:4; 70:11;
92:4; 137:14; 139:14;
153:10; 165:23
waysin 23:7
wear 12:17; 45:7, 23;
33:17
weave 61:14
Web 60:13
Wednesday 108:1
weed 32:16; 36:5; 37:2;
91:5; 102:7; 103:7
week 32:14; 87:18; 108:2;
158:16; 42:1; 107:12;
111:8; 129:20; 134:6, 7
weekly 9:13
weight 67:20; 138:20
welcome 4:6, 9; 5:23;
6:19; 34:16; 59:5
welcoming 5:21
Weld 37:1; 40:5
welfare 16:1, 9; 128:19
well-being 14:13
weren't 39:8; 76:9;

123:20; 163:11
west 80:16
western 61:23
Westford 152:13
whatsoever 39:11
wherein 34:20
Whereupon 173:1
wherever 124:8
white 9:7; 32:6; 36:4;
38:14, 14; 39:1; 41:9, 22;
75:15; 79:4, 9, 13, 18;
83:17, 18, 21; 95:17;
114:21; 115:3; 116:5;
117:23; 118:3; 120:2, 4;
125:1; 126:19; 127:22;
129:3; 132:1, 8; 135:19;
146:1; 149:3; 157:9
whole 32:9; 44:12; 57:13;
61:6; 62:8; 68:20; 77:1;
83:4; 84:1; 95:1; 96:16;
102:14; 103:14, 4; 105:5,
13; 144:13; 151:22; 152:7;
153:19; 155:17, 18;
158:20; 160:18
whose 7:13; 9:12; 11:18;
33:2
wide 82:7; 95:22; 162:14
wife 86:11; 89:19; 159:21
willing 33:6, 6; 124:9;
126:9; 135:19; 143:23;
155:20
willingness 14:20
wise 27:24
wish 4:11; 5:18; 27:22;
69:2; 109:4
withdrawn 24:21; 25:24;
26:17
withdrew 29:1
within 15:8; 16:12; 18:23;
24:11; 26:6; 27:2, 7, 20;
28:7; 29:5, 17; 30:3, 4;
39:18; 67:22; 88:17, 19,
20; 107:12, 20, 20; 122:2;
123:2; 160:18, 23; 161:5
without 12:2; 16:21;
20:21; 34:12; 134:16, 18,
18, 18; 142:9; 167:7
withstanding 45:24
woman 22:5; 125:1;
135:19; 149:3
women 10:15; 18:6
wonder 53:2; 120:6, 14;
137:18; 142:8; 153:3;
24:4; 83:3; 109:18; 110:2;
120:9; 138:8; 161:24
wonderful 84:16; 106:4;
127:11; 167:23
Worcester 39:24; 81:10
word 27:2; 55:24; 64:13;
95:14; 170:18; 163:10;
67:16; 68:3; 73:11; 92:11,
15; 132:21; 141:20;
170:18
work 5:8; 6:1, 6; 7:12;
10:18; 11:14, 17; 14:20;
15:18, 22; 16:1, 6, 20, 21;

17:5; 18:12; 21:13; 23:9;
37:20; 40:2; 42:10; 47:21;
51:17, 20; 52:15, 21; 54:9,
10; 55:2; 67:6; 77:18;
78:19; 79:2; 86:5; 89:3, 19;
90:1, 3, 5; 91:23; 93:13,
13, 16; 94:15, 16; 96:1, 7,
17; 98:23; 99:20; 100:23;
102:1, 2, 4; 103:2, 4;
106:3, 3; 110:23; 111:13,
17; 114:23; 126:24; 127:6;
129:22; 132:3; 136:1, 3,
10; 137:16; 147:14, 24;
149:10; 150:24; 151:15;
152:15, 16; 158:6, 8;
159:21; 164:7; 165:14;
166:23; 167:12; 23:12;
36:4, 21; 37:19; 43:10;
45:4; 49:18; 53:12; 54:24;
55:3, 16; 67:8, 14; 68:14,
15; 77:21; 92:3; 97:8;
99:11; 126:14; 151:3;
157:24; 165:14; 5:9; 11:6;
14:16; 17:2; 31:13; 44:1;
46:17; 49:8; 55:2; 63:20;
86:16; 94:6; 95:20;
109:10; 134:23, 24; 148:1,
9, 10; 152:4; 164:8;
167:24; 168:3; 169:10;
170:15; 40:1, 20; 41:18;
47:4; 48:8; 71:19; 93:15;
94:11, 13; 100:9
Worker 54:24; 11:21
workshop 149:19
world 127:9
worn 12:20
worried 5:15
worse 21:16; 125:19
worst 143:13
worth 22:6; 30:11; 66:22;
145:19
worthless 21:18
worthy 14:15
write 78:19
writing 110:17; 119:17;
130:12; 92:17
written 66:7
wrong 52:14; 104:19;
116:6; 163:23
wrongly 32:8
wrote 98:3; 124:5; 126:7

Y

Ya 106:17; 141:19; 157:2
yard 41:19
year 40:4; 49:18; 67:7;
78:23, 24; 79:3; 97:2, 9;
98:10; 107:14; 129:5;
138:2, 4, 6; 148:19; 151:9;
160:18; 166:19; 168:11,
14; 6:3; 8:1; 9:14; 12:6;
23:18; 45:4; 46:11; 47:9;
48:18; 56:6, 9; 61:6; 63:18;
65:23; 68:15; 74:4; 75:6;
77:17; 78:22; 81:12;
82:19, 24; 84:18, 24; 86:8,

10, 14; 87:20; 88:17; 90:6,
23, 24; 91:3; 94:2; 107:13;
109:7; 123:11; 132:22;
136:23; 137:22; 138:2;
147:17, 18; 156:16;
157:18; 160:12; 164:21;
169:14
yesterday 50:3; 160:8,
10; 161:22
yielded 10:6
yields 21:18
York 112:7
young 10:15; 11:17;
19:23; 32:11, 13, 23; 33:3,
7; 50:16; 58:10; 90:4; 98:8;
100:6, 12, 15; 103:9;
104:15; 109:23, 24;
111:19; 113:11; 127:3;
133:4; 141:16; 143:24
younger 103:16; 153:17
Youth 8:9; 10:13, 22;
11:1, 3, 5, 7, 8, 12, 21, 23;
12:13, 14, 21; 13:12;
14:14; 18:12; 19:4, 14;
20:1, 20; 21:2, 3, 17; 23:1;
24:2; 27:15; 30:16; 31:16;
42:6, 8, 8; 49:19, 20; 50:8,
9, 11; 57:4; 58:15; 65:10;
89:8; 90:9, 10; 91:7, 9, 13,
16, 18, 23; 92:1, 5; 93:1;
94:12, 16, 17, 21, 22, 24;
95:2, 3, 5, 15, 15; 96:1, 7,
22; 100:4, 20; 101:6, 9, 18,
21, 24; 102:13, 20; 103:13,
20; 104:23; 105:1, 2, 3, 4;
106:7, 22; 107:1, 1, 19, 19;
108:3, 4; 109:19, 21, 21,
22; 110:4, 10, 13; 114:19;
116:12; 120:16; 124:16;
125:11, 14; 126:17;
143:22, 24; 144:4, 7, 10;
147:13, 15; 155:19; 168:3;
11:10; 19:11
Yup 126:22; 127:2
Yvette 7:9; 60:18; 156:18
YWCA 111:14

Z

Zero 65:1; 66:10