

CCR
3
Meet.
394

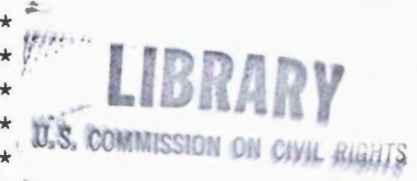
Volume: I
Pages: 173

COMMONWEALTH OF MASSACHUSETTS

* * * * *
MASSACHUSETTS ADVISORY
COMMITTEE TO THE U.S.
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.

O'BRIEN & LEVINE
COURT REPORTING SERVICES
1287 Commonwealth Avenue
Boston, Massachusetts 02134
Telephone (617) 254-2909

CCR
3
Meet.
394

A P P E A R A N C E S

Dr. Fletcher A. Blanchard, Chair, MA Advisory
Committee - MODERATOR

Dr. Ki-Taek Chun, Ph.D., United States Commission on
Civil Rights, Eastern Regional Director

Dr. William Hogan, Chancellor, University of
Massachusetts Lowell

Brian Martin, City Manager, Lowell, Massachusetts

Father Jaime Loiacono - Nuestra Seminar Del Carmen

Marc A. Miles - Advisory Committee Member

Edward Davis, Jr. - Chief of Police, Lowell Police
Department

Brian Martin - City Manager, Lowell

Jim Conlon - Big Brothers/Big Sisters, Lowell, MA

Dr. Karen Harbeck - Attorney

Dr. Rosemary Leblanc-Considine - Project Director,
Lowell Public Schools, Lowell, MA

I N D E X

<u>SPEAKER</u>	<u>PAGE</u>
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

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

CIVIL RIGHTS BRIEFING:

DR. BLANCHARD: We are here today holding a community briefing on civil rights, that we hope to be a conversation about issues that prominent in Lowell. To welcome us today is Dr. Hogan, who is the Chancellor of the University of Massachusetts at Lowell, who is sponsoring the events for us today.

DR. HOGAN: Thank you. Welcome to the University of Massachusetts here at Lowell. On behalf of the entire community here, we want to wish you a pleasant day, a productive meeting, and we want you to know that it is not only a pleasure always to host a citizen oriented group, but because of what this campus in particular does, your topic is one that is quite close to our heart, one that we know is complex, but one that we know has a great bearing on our lives. This particular campus of the University of Massachusetts has as its mission to understand regional, social, and economic devolvment, and to play a role in assisting in that devolvment here in this particular region. We know it is a complex issue, but also know there are two fundamental points to it. First, that we depend on our business

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

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

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

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

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,

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

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 detaints 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

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

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

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

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

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 Columbians 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

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.

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

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,

1 but we also lost those youth, both Hispanic and
2 Cambodian who perpetrated these heartbreaking
3 tragedies. 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 mentions 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

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

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

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
8 in which people can say what they have on their mind,
9 and 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
17 have an immigration review board, and it still is not
18 onboard, I have been asking for several years, but
19 the immigrants need this forum, in order to address
20 their issues with the authorities of the Lowell
21 government, and it's various aspects. I think this
22 is part of the problem there.

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

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

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

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 interrelated, 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 person 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 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

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

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,

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

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

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,

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?

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,

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

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

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

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,

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

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

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, notwithstanding the

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

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

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

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

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

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

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

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

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

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

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.

1 However, in light of what we heard last night, there
2 is a question I would like to formulate and see what
3 you 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

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

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

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 policeman 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

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

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,

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

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 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

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,

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

1 continue and do everything we can. If there is
2 someway 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

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,

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

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

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

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 located 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, "lookit, 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

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

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

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 makeup.

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

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 over time. A couple of years ago there was another

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,

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 inferstructure
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

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

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

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

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

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

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

1 also a high school teacher in Tyngsboro,
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 an
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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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, unfortunately. 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?

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

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

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?3

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

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

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,

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

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?

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

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

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

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 emphasis 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 reemphasis 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,

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

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

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

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

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

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

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.",

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

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

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

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

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

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

4 (Tape change, some dialog unintelligible)

5that 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 Aities, 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

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

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

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 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

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.

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

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

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

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

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

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 whoso 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

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 out 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

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

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

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,

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 1. I have four people who
24 work with me very closely overseeing and monitoring

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

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 it
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

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

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

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

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

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

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

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

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

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

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.

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

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.

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

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

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

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.

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

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

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 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

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.

1
2
3
4
5
6
7
8
9

(Whereupon the briefing was concluded at
4:35 p.m.)

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 Fact Finding Mission of the Massachusetts Advisory Committee to the U.S. Commission on Civil Rights hereinbefore named, and the Civil Rights Briefing was recorded by me, and reduced to typewriting under my direction; and that the transcription is a true record of the testimony given by the witnesses.

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 transcription 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 17 day of November, 1998.

My commission expires:

January 29, 1999.


Martin Mulrey
Notary Public

<p>\$</p> <hr/> <p>\$8.50 148:23</p> <hr/> <p>1</p> <hr/> <p>1.5 148:23 102 103: 1964 86:4 1980's 48:16 1987 148:14; 149:22; 164:12, 18 1990 9:4 1991 148:14, 16 1993 148:17; 150:11 1996 154:23; 160:20; 161:3; 162:8 1997 162:8; 163:2 1998 161:15 1st 107:24</p> <hr/> <p>4</p> <hr/> <p>4:35 173:2</p> <hr/> <p>5</p> <hr/> <p>504 129:4, 6; 135:5</p> <hr/> <p>6</p> <hr/> <p>636 148:4; 150:15, 22; 159:21</p> <hr/> <p>7</p> <hr/> <p>766 135:5</p> <hr/> <p>9</p> <hr/> <p>911 65:12 9th 160:1</p> <hr/> <p>A</p> <hr/> <p>A's 99:6 abiding 17:7 ability 59:21; 91:12; 102:4; 103:4; 133:23 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 absence 26:8; 56:17; 66:15; 159:18 absent 25:3, 12; 132:7</p>	<p>absenteeism 128:4; 132:1 Absolutely 53:12; 123:20; 145:20; 151:14, 15; 167:18 abuse 63:9 abusing 133:3 abutted 75:8 academic 134:2; 151:5 academically 150:11 academy 12:11; 43:16; 47:12; 49:20; 51:3 accept 49:16; 143:7, 7; 69:10 acceptable 117:1 access 7:5; 22:2, 13; 121:11, 12; 133:23; 135:10, 13, 14; 137:4; 138:24; 142:15 accident 45:13 accommodations 10:15 According 22:17 accountable 58:5 accused 167:3 achieve 151:5; 169:8 acid 146:5, 7 acknowledge 96:11; 133:1 acquainted 11:24 Acre 13:16 across 87:8; 124:14; 155:15 Act 81:21; 86:4; 148:17; 150:12, 18, 22 acting 12:16; 110:17 action 120:8; 155:24; 156:12, 14; 161:8; 56:1; 156:13; 161:10 active 41:3; 43:24; 75:15; 91:7; 169:16, 18 actively 65:18; 120:19; 133:19 activities 7:17; 10:17; 32:22; 53:1; 102:10; 103:10; 110:21; 149:13 activity 25:9; 26:11, 11; 97:7; 149:17 acts 52:15; 106:11 actual 17:23; 47:15 actually 45:12; 46:7; 54:4; 59:21; 62:13; 81:24; 103:5; 107:4, 7; 138:1, 3, 5; 153:24 Adam 90:13; 98:12 add 37:6, 18; 96:6; 172:6 added 12:6; 118:6; 166:20 addicted 17:9 addition 53:19; 63:14 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;</p>	<p>23:11; 28:23; 44:18 adequate 172:5 adhere 134:21 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 administrative 42:24; 44:14 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 admire 93:20; 67:6 admirer 109:5 admit 145:4 adolescent 10:8, 20 adopt 12:5; 87:17, 12 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 advancement 128:20 advantages 124:2; 127:14 advent 16:23 advertised 120:24 advice 111:4 advise 101:16; 86:12; 120:10 Advisory 5:23; 6:21, 23; 7:12; 23:2; 35:11; 55:9; 70:6; 71:1, 13, 23; 80:23; 121:22; 122:4; 169:6; 170:24; 171:3; 172:8, 15 advocate 93:14; 99:14; 107:19; 127:5; 130:2; 132:3; 137:20; 55:2; 112:21 affairs 55:17; 56:13; 57:20; 70:15 affect 108:18 affection 22:2 affirmative 120:8 affluent 126:19, 22; 127:2, 23; 129:3 afraid 39:18; 44:16; 97:13; 124:24; 125:6; 126:5, 7; 135:22; 136:14 African 9:7 afternoon 8:6; 42:19; 44:22; 84:7; 89:16; 95:6; 97:2; 155:15; 158:7 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 against 27:9; 62:9; 63:8;</p>	<p>86:6; 115:23; 117:3; 123:17, 22; 125:19; 128:21, 22, 23; 133:22; 134:4 age 9:9 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 agency 51:22; 52:19; 88:7, 7, 20; 108:22; 110:3; 172:8 agendas 110:1 agent 67:22; 21:5; 61:24 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 agree 114:15; 130:16; 161:3, 7 agreement 83:1; 160:3, 21, 23, 24; 161:16 ahead 65:9 Aidies 135:12 AIDS 20:13 ailment 21:9 aim 46:9 aired 53:15 alcohol 17:9; 63:10 alerted 155:24 alienated 24:16 alienation 34:2 alike 104:4, 8, 10, 13, 13 alive 36:9 allegation 140:13; 33:20; 138:17; 140:18, 23; 154:21, 24; 161:23 allege 58:18 allowed 133:12; 134:13 alluded 157:3; 164:5 almost 26:24; 81:1; 82:19; 115:10; 160:15 alone 5:11; 86:23; 113:6; 156:12 along 9:2; 31:1, 5; 36:12; 37:5; 44:23; 56:21; 72:3; 77:9; 94:23; 101:23; 107:8; 119:7; 148:12 although 15:5; 40:23; 70:13; 75:8; 157:16; 158:11 always 4:13; 16:18; 26:21; 45:9; 62:24; 94:16; 98:18; 110:10; 115:11; 146:9; 153:16; 159:14; 171:7 amazed 68:8 amazing 94:10; 104:23 ambiance 19:3 America 15:4; 25:8; 112:10 American 14:5, 14, 24; 16:7; 17:18; 104:11, 10</p>	<p>Amiroso 85:13, 18, 20, 24 among 16:4, 4; 18:6; 25:20; 30:17; 144:21 amongst 114:19 Amoroso 61:4 amount 57:8; 82:5; 135:16; 155:12 ample 16:15 amplified 70:18 amplify 7:3 analysis 5:7; 17:10; 21:14 and...what 23:7 anecdote 11:17, 18 angels 96:11 Anglo-Saxon 38:14 angry 33:10; 97:19; 98:3 animate 24:23 anniversary 160:2 annunciate 71:5 anonymous 63:22 answered 123:18 antecedent 30:9; 15:16 antiseptic 52:8 anymore 130:14, 24 apart 19:16 apathetic 24:22 apathy 29:2 apologize 149:7 apologizing 149:6 apparent 28:14; 32:4 appear 31:8; 35:1, 1 apples 140:14 application 137:19 apply 120:19 appoint 94:24; 6:24; 80:20; 82:6 appointment 9:17 appreciate 6:19; 59:10; 64:12; 67:23 appreciation 56:24 apprehended 10:15 apprehension 10:1; 31:14 approach 28:4, 8; 48:23; 58:22; 110:9; 111:9; 112:6; 117:13; 165:16; 28:10; 150:2 appropriate 12:16; 64:14, 24; 161:8 appropriations 107:14 Approximately 9:8 arc 155:16 area 15:2, 3, 20; 16:20; 18:13; 38:10; 53:11; 61:20; 75:12, 18, 20; 87:3, 22; 88:18; 107:6; 120:1; 122:16; 6:5; 13:10, 14; 16:3; 74:10; 77:23; 78:4 argue 44:16 Armoroso 7:19 arms 97:6</p>
---	---	---	--	--

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
begin 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
COLON 43:12
COLUMBIA 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 72:7, 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
detainments 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

devolement 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
Edie 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
fight 105:22
figure 78:16; 148:12;
 82:8
file 57:6; 156:23, 24;
 31:21; 82:21; 154:22;
 160:19
filings 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;

November 6, 1998

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
I 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
intrepid 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;

153:15, 17, 22; 156:8, 6
investigation 57:20;
83:2; 154:1; 155:4; 156:7,
15; 162:2; 166:9; 172:19
invisible 137:11
invite 147:6; 8:4, 11;
37:17, 20; 88:23
involve 165:23; 6:14;
7:17; 26:3; 28:9; 35:15;
42:11; 44:11; 50:21;
54:23; 55:3; 62:12; 83:8;
100:3; 110:13; 111:20, 21,
23; 154:12; 160:7; 165:5;
172:18; 150:14
involvement 153:19;
157:3, 6, 24; 159:19;
160:5; 169:17, 18; 170:1
involving 70:6
irresponsible 17:8
isolate 28:1; 18:1; 35:2;
111:1
isolation 34:2; 111:10
issue 4:23; 6:7; 15:9;
27:14; 34:15; 40:23; 42:2;
45:5; 48:23; 51:5, 13; 59:7,
8; 60:16; 64:3; 118:10;
121:10; 134:9; 140:6;
143:21; 153:11, 15, 17;
155:16; 159:12; 168:17;
171:23; 54:1; 4:5; 5:18;
6:2, 14, 15; 15:13, 14, 17;
18:22; 21:21; 23:16, 20;
24:18; 25:1, 15, 19; 26:2;
27:14, 24; 28:23; 29:4, 6,
6, 7; 41:11, 23; 42:4;
44:18; 51:8; 52:20; 54:8,
15; 55:20; 61:13; 63:16;
66:9; 69:10; 70:5; 72:15,
21; 74:3; 78:1; 79:24; 83:9;
91:17; 113:12; 115:18;
122:20, 24; 123:9; 124:6,
12; 126:16; 138:15, 19, 22;
143:24; 146:9, 12; 148:11,
24; 149:21; 150:14;
151:17, 18; 152:1, 4;
154:5; 158:2, 2, 15, 21;
159:15; 160:9, 14; 161:20,
21; 162:11; 164:7; 167:24;
171:4, 20; 172:3, 14

J

Jack 60:13
jail 101:22
Jaime 13:23; 14:5
James 14:6
Jamie 8:17
Janice 135:12
January 107:24
Jason 19:23
jaundiced 21:9
jeans 104:22
Jenkins 7:8; 35:19, 21,
21; 38:2; 166:6; 167:16;
168:5
jeopardize 31:11

jerk 56:4
Jim 72:21; 89:18, 23;
90:11; 107:8; 111:6;
114:6; 122:11; 133:6
job 20:5; 44:21; 60:15;
62:4, 11; 72:22; 84:3, 16;
85:2; 86:11; 93:19; 99:12;
100:3; 106:4; 115:15;
131:3, 16; 136:5, 15, 16;
143:7, 8; 147:17; 148:2, 3;
159:22
jobs 16:8; 17:2; 93:24;
99:11; 107:18; 127:13, 16,
16; 162:22
John 22:4
join 39:2; 42:8; 98:12
joking 123:20
Jones 7:9; 119:1
Joyce 119:21
Jr 9:17
judge 11:13; 125:22;
135:18
jump 138:5
Justice 7:20; 22:24; 36:7;
38:12; 47:19; 48:3; 85:21;
86:3; 92:23; 93:9; 172:11
justified 21:7
justify 100:12
Juvenile 10:12, 13; 11:4;
40:7; 94:13

K

Karen 123:3, 4, 9; 139:6;
147:5, 10, 16; 150:9;
152:10, 18; 164:4
keep 43:23; 94:14; 96:2;
98:6; 109:18; 129:13;
130:23; 154:10; 172:10;
21:2; 106:13
Ken 42:23, 23
Kennedy 48:8; 77:22
Kenny 19:24
kept 36:9; 97:15
key 17:19; 158:20
Ki-Taek 7:10; 27:21;
30:19; 65:9
Kiang 7:8; 23:24; 26:7;
67:6; 82:16; 106:21;
109:17; 112:16; 113:10,
19, 21; 159:17; 163:1;
165:1
kick 125:20; 143:10
kid 51:13; 95:13; 111:6;
115:9; 127:24; 128:1, 2,
17; 129:13; 130:1; 132:16;
134:7, 11; 143:3, 14;
145:23
kids 32:7; 39:8, 16; 50:13,
16; 51:13; 52:14, 18; 54:7;
55:2, 2; 59:2; 79:2, 3, 4, 5,
7, 9; 84:4; 95:11; 97:8;
98:18, 21; 99:23, 24;
101:7, 16; 103:5, 7;
105:24; 109:12; 110:22,

24; 111:1, 17; 113:9;
116:5, 5, 10, 14, 15, 18;
117:1; 120:21; 125:12;
126:20; 127:23; 131:8;
134:12; 136:2; 142:12, 24;
143:1, 9, 11, 14; 146:21;
148:6; 150:9; 151:8;
158:23; 159:14, 15; 163:6,
7, 21; 164:2, 5; 166:3;
167:2, 4, 6, 13; 168:1;
169:21
killed 51:10, 13
killings 18:10
kind 52:17; 62:15; 67:16;
72:10; 73:20; 75:3; 77:19;
89:1; 90:7, 19; 92:10, 12;
94:15; 98:20, 23; 100:2;
102:22; 103:22, 1, 14;
104:4; 108:9; 110:16;
114:11; 115:11; 144:12;
155:24; 167:12; 170:1;
30:15; 70:7; 79:20;
111:15; 136:24; 160:11;
165:7
King 146:4
Kit-Taek 74:8
knee 56:4
knew 41:15; 68:12; 145:6
knocked 76:14
knowing 159:21
knowingly 131:23
knowledge 55:7; 104:7
known 41:14; 90:5
knows 36:3; 41:23;
57:13; 66:21; 113:5;
124:21; 126:24
Kristine 43:18, 18; 44:2;
53:16; 55:5

L

labor 16:17
lack 30:10, 10; 69:1; 70:8;
91:19, 20; 96:17; 100:9;
104:7; 137:20; 142:16
lackeys 21:6
ladies 52:3
lady 32:23; 33:3
laid 140:22
Lake 42:1
land 89:12; 16:5
language 66:8, 13;
67:18; 119:9; 149:1, 22;
150:4; 152:2; 157:15;
162:3; 163:24; 150:5;
159:8; 165:9
Laotian 162:19, 21;
165:11
lapse 57:8
large 75:21; 81:3, 6, 7, 15,
16; 93:5; 98:24; 160:24;
168:24, 24
largely 9:12; 56:8
lash 16:14
last 5:7, 8; 8:1; 12:6;

30:23; 31:6; 41:5; 45:4;
46:11; 48:10; 49:18; 57:1;
58:11; 59:12; 61:18; 74:4;
77:16; 78:20; 86:14;
87:18; 90:24; 94:1;
107:13, 14; 125:7; 126:20;
138:2; 155:11; 156:16;
170:18; 106:7
latchkey 39:9
late 8:18; 82:13; 162:8;
166:12
later 11:3; 15:19; 35:8;
38:5; 103:7; 116:17;
119:14; 140:2
Latin 14:5, 14, 24; 15:4;
17:18; 25:7
Latino 39:2; 49:5; 68:9,
24; 82:22; 103:2, 5; 114:1;
118:10; 160:3
Laughter 141:21
launched 144:8
law 17:7; 27:9; 36:7;
37:11; 38:12; 40:10;
43:17; 74:5; 87:7; 122:15,
18; 125:5; 131:7; 135:5
lawn 41:22
Lawrence 16:2; 41:6, 7;
152:12; 168:6
laws 134:16
lay 89:12; 137:8
laying 52:24
lead 96:18; 142:18;
164:18; 163:12; 58:23;
64:10
leader 144:4; 7:2; 26:23;
30:14, 23, 24; 31:9; 69:19;
72:16, 20; 73:8; 76:5, 6,
14; 77:14; 84:22; 85:4, 6;
155:13; 170:14
leadership 9:16; 67:9,
12; 69:1; 71:10; 83:4;
87:15; 111:16, 18; 116:3,
7; 121:12
league 59:1
leaping 138:2
learn 6:8, 20; 35:5; 38:16;
74:8; 79:22; 135:24;
137:6; 38:11; 66:3; 77:9,
10; 102:24; 103:24; 79:21;
80:14; 145:23; 146:2
learners 149:1, 22; 152:2
least 11:22; 118:19;
125:23; 138:16, 16; 169:3
leave 63:9; 117:7;
131:22; 133:1, 2; 135:17
LEBLANC-CONSIDINE
123:6; 139:2, 4, 6, 12, 15,
18, 23; 140:3, 8, 12, 24;
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; 169:11
led 31:20
left 16:3; 19:15; 68:18;
101:24; 113:5; 124:18
legacy 37:14

legal 10:21; 134:19
legality 154:19
legislative 7:2
legitimate 22:19; 55:16;
63:24; 64:1
legitimately 56:3
lesbian 124:6, 7; 146:9,
10
less 19:5; 24:12; 41:24;
65:15; 101:15; 113:12;
136:24; 168:13
lets 11:12; 79:14; 129:10;
133:18; 140:10
letter 8:22; 11:21; 25:9;
45:3; 57:21; 66:7; 98:4, 7;
129:23; 101:23; 126:6
letting 131:8
Levally 42:23
level 20:7; 52:7; 53:19;
54:3; 55:10, 13; 95:23;
98:17; 99:7, 19; 163:16;
169:3; 13:11
leverage 66:19
liaison 43:18; 44:2;
118:6, 9, 13; 157:21;
169:16
lie 59:18; 62:7
lied 59:19
lies 64:16
Lieutenant 43:2
life 44:12; 79:1; 91:21;
93:20; 94:1, 2, 6; 96:6, 10;
102:21; 103:21, 4, 12;
134:9; 137:15; 143:17
light 57:1; 72:1
liked 62:4
likeness 22:5
limitations 92:19
limited 19:16; 20:9;
99:12; 117:15; 171:18
Linda 47:20
line 52:3, 7; 53:19; 54:3;
55:21; 56:22; 98:21;
105:20; 118:21; 121:18;
72:3
lip 142:21
list 35:11; 63:19; 79:1;
154:23
listen 33:4, 6; 50:4; 68:4,
6; 93:15; 163:16; 33:24;
45:16; 77:13; 102:24;
103:24; 69:5; 125:15
litany 49:17, 24
literally 6:1; 74:1; 84:8
litigation 81:22
little 30:20; 36:1; 44:13;
51:6; 67:24; 72:11; 80:17;
81:6; 93:12; 96:6, 22;
103:7; 105:24; 107:2;
109:9; 130:13; 152:23;
157:6; 172:6
live 17:9; 53:22; 80:15;
102:1; 103:; 124:22;
125:2; 103:4; 4:17; 19:23,
23; 20:6, 24; 51:12; 91:22,

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

Originally 107:15
originated 90:16
Ortiz 14:12, 16; 26:23;
 94:8
others 8:12; 12:10; 81:2;
 113:5; 119:5; 158:1
otherwise 115:15;
 128:13
ought 88:4
ourselves 80:7
out 11:12; 15:9; 18:9;
 19:12; 25:22; 31:15; 39:8;
 42:22; 45:1, 7; 51:11;
 52:15, 24; 54:8; 55:1, 24;
 56:5, 6; 59:16, 17; 60:20;
 66:8; 67:4; 76:14; 77:14;
 84:5; 87:13; 90:13; 91:9;
 93:18; 110:19; 112:15;
 113:23; 122:6; 124:8, 8;
 125:5, 9, 20; 126:5; 127:1;
 129:20; 130:7, 8, 15;
 131:2, 17; 132:7, 16;
 134:10, 12, 17; 135:7, 23;
 137:3, 7, 12; 138:21;
 141:5, 6; 142:18, 19;
 143:1, 3, 9, 10; 146:3, 10,
 11; 152:6, 11; 154:12;
 155:2; 156:22; 157:11, 11;
 167:2, 6, 7
outcomes 102:18;
 103:18
outline 59:12; 51:8
outreach 18:8, 13; 54:15;
 66:24; 75:23; 157:10;
 158:12, 12; 168:14; 84:3
outs 138:21; 139:20;
 140:9; 141:13
outside 12:16; 13:15;
 42:14; 72:21; 135:20
outstanding 6:4; 87:18
over 15:2, 4; 18:21;
 37:16; 38:11; 45:4; 46:11;
 49:4; 55:23; 58:6; 65:23;
 74:4; 75:6; 77:19; 82:24;
 84:2; 94:1; 96:17; 97:5;
 101:18; 106:20; 127:9;
 142:22; 147:17, 18;
 157:22; 163:5; 165:2;
 167:11; 169:2, 12, 14;
 172:12
overcome 17:14; 26:6;
 148:10; 152:18
overlooked 99:13
overnight 10:14
oversaw 36:16
overseeing 150:24;
 151:2
overt 26:8
overture 66:5, 13, 21
overturned 164:21, 22
own 15:24; 30:11; 38:9,
 22; 39:18; 42:13; 48:22;
 53:21; 56:1; 74:20; 83:10;
 110:1, 1, 3; 112:18; 149:8;
 159:23; 163:1

P

p.m 173:2
pace 160:13
pack 120:21; 39:13
pad 8:13
page 51:10; 9:2; 54:1
paid 61:16
pain 146:21
painful 74:3
panel 6:15, 19; 14:1;
 27:23; 28:18; 42:20; 71:2;
 73:17; 82:17; 92:1, 6;
 124:16; 70:13
papers 41:6
pardon 140:14
Parent 82:7, 23; 101:19;
 118:6; 128:9, 10; 132:4, 6;
 134:4; 153:24; 154:2;
 157:2, 6, 21, 23; 158:1;
 159:5, 18, 24; 160:5, 19;
 165:8; 169:15, 16, 18;
 170:1; 158:19; 167:10;
 17:4, 6; 25:4, 7, 13; 29:7,
 10, 14; 39:10; 66:8; 82:22;
 83:5; 97:13; 98:21; 99:24;
 102:13; 103:13; 114:8;
 118:10, 22; 121:24;
 125:21; 126:7; 127:6;
 129:18; 132:2, 14; 142:16,
 18; 147:18; 153:5, 18, 20;
 157:1, 13, 17, 22; 159:2, 2,
 12, 13; 160:4, 5; 162:13;
 165:5, 15, 23; 169:9
parental 20:4, 17; 169:8
parish 14:23; 21:23
park 79:1, 10, 13, 14, 17,
 18; 83:21; 94:4; 79:10
part 5:4; 8:1, 5; 10:16;
 16:24; 18:15; 22:14;
 23:21; 25:18; 28:17;
 33:11; 42:9; 51:14; 61:23;
 67:21; 69:15, 16, 22; 86:4;
 91:14; 92:1; 94:22; 95:4;
 103:11; 108:4, 11, 24;
 109:1; 110:21; 111:21;
 136:4, 5; 140:15, 21;
 147:16; 148:13, 22;
 150:14, 16; 154:3, 3;
 157:20; 171:1; 30:18
partial 40:19
partially 57:12
participant 137:10
participate 76:20; 77:3,
 12; 101:7; 40:3
participating 170:4
Participation 8:9; 26:10;
 55:11; 80:22; 169:8;
 170:15
particular 4:15, 18, 22;
 6:7; 22:12; 29:13; 30:16;
 32:12; 43:3; 45:20; 57:21,
 23; 59:15; 63:12; 67:16;
 99:2; 110:13, 18; 149:19;
 170:8
particularly 13:16;

14:16; 28:12; 32:11; 68:7;
 70:23; 74:6; 88:21;
 112:18; 119:9; 142:11
parties 122:24; 171:8
partisan 40:7
partners 102:13; 103:13
partnership 46:24;
 47:17; 48:2, 5; 46:16; 52:4
pass 31:5; 35:9; 164:19
passionate 147:11, 11,
 12; 150:8, 9
passionately 160:6
passive 24:22
past 6:3; 14:10; 16:16;
 17:3, 17; 18:19; 28:22;
 64:16; 79:18; 98:12;
 147:17; 164:20
Pastor 8:20, 21; 9:5;
 14:22
patently 20:19
patrol 11:11; 12:1, 5;
 13:1, 12, 14; 43:14; 45:7
patronage 127:10;
 131:14
pattern 140:7; 80:3
Paul 22:4
pay 66:21
paying 16:8
Pedro 68:12, 12, 15
peer 111:16, 18; 116:3, 7
people 7:14, 16; 8:11;
 11:17; 15:2; 17:22; 18:24;
 23:8; 28:7; 30:7; 32:11;
 33:7; 34:6; 35:3; 37:8, 15,
 16; 38:5; 42:10; 44:5, 9, 9;
 46:17, 18; 48:7, 19; 49:1,
 21; 50:14, 17, 17; 51:24;
 52:1; 53:3, 8; 54:4, 20;
 55:12; 58:5, 11, 17; 59:18;
 60:20; 62:21, 23; 64:16;
 68:6; 69:8, 11, 13, 18;
 70:16; 71:15; 78:2; 80:24;
 86:14, 22; 91:20; 92:12,
 22; 93:17, 20; 94:8, 8, 14;
 95:17, 20; 97:17; 100:15;
 103:22; 106:4, 6; 107:7;
 108:13; 109:6, 24, 24;
 112:3, 5, 24, 24; 113:11,
 14, 17; 114:23; 118:8;
 119:2, 5, 6; 120:5, 19;
 121:7; 125:14, 19; 126:5,
 15; 127:16, 17, 19; 128:7;
 131:15; 133:4, 7; 135:21;
 136:12; 143:6; 146:9;
 147:23, 24; 148:1, 7;
 149:8, 12, 15, 16; 150:23;
 151:6, 6; 156:2, 2, 18, 19,
 22; 157:3; 159:7; 165:8,
 16; 170:7; 171:16, 19;
 91:22; 100:18
per 148:21
perceive 31:17; 34:3;
 12:16; 32:21; 70:14; 137:2
percent 15:6, 8; 27:12;
 84:13; 148:23; 149:20, 23,
 24; 150:2, 3; 156:21;
 168:13

perception 32:9
perfectly 170:10
perform 11:4; 93:24
performance 151:19
perhaps 14:2; 42:4;
 58:15; 74:9; 78:9, 11; 85:3;
 148:14; 161:14
period 84:2; 160:18
perks 127:14
permits 128:15
perpetrated 20:2
persistence 83:5; 165:2
person 21:12; 22:9, 10,
 13; 25:5; 29:23; 30:5;
 39:13; 52:7; 57:6, 7, 9;
 60:23; 62:11; 78:16;
 88:21; 90:4; 94:10; 95:1;
 107:2, 23; 115:10; 120:20,
 20; 121:20; 125:3; 130:21;
 131:1; 145:24; 146:6;
 153:14; 156:11; 167:12;
 32:13; 96:18; 137:8;
 145:11; 33:8; 65:12; 66:4;
 117:17; 154:12
personal 11:18; 34:11;
 51:2; 53:21; 54:3; 86:9;
 108:18
personality 74:16;
 128:14
personally 28:8; 53:16;
 56:21; 79:21; 115:23;
 117:9; 125:21; 145:5
personnel 10:7; 53:19;
 70:17; 154:4
perspective 26:7; 72:12;
 83:3; 124:16; 147:1
perturbed 35:1
pervasive 152:11
Peter 7:8; 23:23, 24; 67:6;
 82:16; 106:20; 136:21;
 159:16
petrified 97:10
Ph.D 123:9
philosopher 92:17, 21
philosophy 46:10;
 87:13, 17
Phoenix 61:19
phone 63:22; 73:9;
 108:21
Phyllis 48:3
physical 12:18
physically 9:1; 129:17
Physics 127:24; 133:12,
 13, 14, 17
picked 96:19; 104:18
picking 45:11; 113:4
picks 73:9
picture 77:15; 98:5;
 147:16; 97:11
piece 72:11; 84:21
pilot 163:17, 14, 15
Pittsburgh 146:16
place 51:23, 24; 52:1, 12;
 54:18; 56:8, 9; 64:1; 66:18;
 71:5, 17, 23; 97:15;

100:18; 105:2, 8; 106:24;
 115:20, 20; 119:17;
 131:11; 143:4; 148:6;
 150:12; 153:1, 20; 154:6;
 155:5; 99:7; 12:3; 21:4;
 44:21; 112:14; 157:11;
 165:20
plague 17:12
Plan 81:9; 82:15; 129:4,
 19; 149:16; 150:13, 14, 17,
 19, 21; 164:14, 18, 19;
 121:22; 135:6; 151:1;
 161:19
play 4:21; 67:11; 101:7;
 105:23; 120:1; 127:20, 21
playground 79:8, 11;
 83:20
pleasant 4:11
please 28:3; 35:18;
 122:19; 144:14; 164:3
pleasure 4:13; 89:3
plug 158:24
pius 135:14, 15
pneumonia 129:18, 21
podium 14:1
point 5:9; 7:15; 15:9;
 17:12; 18:21; 33:4; 49:2;
 60:5; 68:2; 82:8; 85:8;
 88:8; 96:21; 120:13;
 131:12, 23; 132:9; 144:16;
 161:16; 169:7; 32:4;
 152:11; 4:23; 20:18;
 112:20
police 6:18; 8:6, 15; 9:16,
 18, 20, 21, 23; 10:5; 11:9,
 14; 12:17, 22; 13:3, 5;
 14:11, 20; 15:10, 14; 18:5,
 10, 15, 19, 23; 19:1, 21;
 20:3, 15, 19, 24; 21:4;
 23:6, 14; 26:13; 30:17;
 31:15, 17, 23; 32:19;
 33:11, 14; 34:3, 5, 21, 21;
 36:17, 21; 37:3, 4, 21, 22;
 38:1, 19, 21; 40:8, 11;
 42:6, 7, 22, 24; 43:5, 8, 10,
 15; 44:1, 6, 8, 11, 12; 45:6,
 22; 46:3, 6, 9, 13, 20; 47:4,
 5, 8, 11, 12, 14; 48:1, 10;
 49:3, 5, 6, 12, 13, 14; 50:4,
 8, 9, 12, 12, 24; 51:3, 21;
 52:5, 13, 19; 53:1, 8, 21,
 23; 55:11, 19; 56:10, 18;
 57:3, 9, 15, 19, 24; 58:3, 7,
 9, 12, 18, 19, 24; 59:4, 13,
 16, 18, 21; 60:8, 12, 18;
 61:6, 9, 12, 17, 20, 21, 21;
 63:7; 64:2, 3, 15, 19; 65:1,
 10, 14; 66:6, 16; 67:11;
 68:13, 14, 17; 70:6; 71:9,
 10, 20; 73:18; 77:10; 80:5;
 83:11; 86:22; 87:2, 5, 19;
 88:7, 13, 17, 19, 20; 93:11;
 95:8, 22; 97:5, 14; 98:4, 5,
 6, 8; 100:4, 21; 101:2, 4,
 10, 12; 103:15; 104:2;
 105:2, 6, 8, 20; 106:1, 2, 9;
 115:6; 168:1, 2, 20;
 171:13, 15
policeman 60:19, 21;

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, 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? 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
servicing 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

November 6, 1998

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
stregnths 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...l 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