

STATE OF NEW JERSEY

GOVERNOR'S SELECT COMMISSION

DAVID PERE ON

FRANKLIN TITUS CIVIL DISORDER

MALCOLM TALBUTT

MAJOR VICTOR E. GALASSI

80 Mulberry Street  
Newark, New Jersey  
December 7, 1967

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to establish the first dialogue between the Executive Branch of the State Government and the people that you govern.

Also, because of the initiative you have undertaken by contacting leaders of the Spanish Speaking Community, a community that is experiencing many problems but who does not yet have the power to make its voice and concerns loud enough so to be heard and heeded.

It is an proud of being a member of the staff...

1 DAVID PEREZ, Sworn.

2 EXAMINATION

3 BY MR. ROSS:

4 Q Mr. Perez, I wonder if you would tell us  
5 your full name and present position.

6 A My name is David Perez and my position is  
7 Executive Director of the Field Orientation Center for  
8 the underprivileged Spanish-speaking residents of Newark.

9 Q Now Mr. Perez, I understand that you have  
10 prepared a statement for Father Marco who was expected to  
11 be our witness.

12 Q Can you tell me how long the statement is?

13 A Well, the statement is 12 pages.

14 Q Would you read it for us, please.

15 A Yes. First of all, I would like to praise  
16 the very purpose of this Commission, for you are called  
17 to establish the first dialogue between the Executive  
18 Branch of the State Government and the people that you  
19 govern.

20 Also, because of the initiative you have undertaken  
21 by contacting leaders of the Spanish Speaking Community;  
22 a community that is experiencing many problems but who  
23 does not yet have the power to make its voice and complaints  
24 loud enough as to be heard and respected.

25 I am proud of being a member of the Spanish Speaking

1 Community and proud of being an American.

2 I am fortunate of being here, able to talk about  
3 the problems that I, personally, do not have, but that  
4 this community has.

5 I believe that you should be listening to the less  
6 fortunate, to those that actually are living physically  
7 but dying spiritually, in the many and increasing problems  
8 that are badly affecting our cities in New Jersey.

9 You should be listening to them, instead of me,  
10 because they can tell you how disappointed, discouraged,  
11 frustrated and disoriented they are living and dying in  
12 this great State.

13 Yet, these less fortunate people can only speak  
14 Spanish and there is no one in this Commission, that  
15 comes from the Spanish culture, that has a Spanish back-  
16 ground and that can fully understand these people when  
17 they express themselves in Spanish.

18 Since they cannot come in here and be understood,  
19 I appreciate the opportunity that you are giving me to  
20 talk for them and remind you of the situation that these  
21 communities are going through, that you already know  
22 and are aware of.

23 Perhaps if we go through some figures, even though  
24 they are approximations, we could have a clearer picture  
25 in front of us.

1 For 1967, the Spanish-Speaking population of New  
2 Jersey can be easily estimated in the 200,000, of which  
3 40% are Cuban, 40% Puerto Rican and 20% of other Latin  
4 American Countries.

5 It is also estimated that about 90% of the total  
6 Spanish-speaking population in New Jersey is poor, for  
7 reasons that I will explain later.

8 Let it be said, once more, that the problems of  
9 the Spanish-speaking poor are the same problems that  
10 any other poor has. The problem of deteriorating houses,  
11 health, welfare, lack of education, meaningless work  
12 experience, unemployment, underemployment, discrimination  
13 for jobs and training, broken homes, juvenile delinquency,  
14 school drop-outs and many others, which apply to Spanish-  
15 speaking poor as well as to any other poor.

16 The goals of the Office of Economic Opportunity,  
17 made available through the Anti-Poverty Agencies, the  
18 goals of the Department of Community Affairs, the goals  
19 of many Government and Cities' agencies and programs, the  
20 goals of many private, non-profit agencies and programs  
21 are good to any other poor as they are to the Spanish-  
22 speaking poor.

23 I disagree on the means that are being currently  
24 used to achieve these goals.

25 The processes and procedures that are being developed

1 and implemented, are being made in such a fashion that  
2 fits the American way, the American culture.

3 No one is in a position of blaming the Americans to  
4 do things the American way. The Government has a perfect  
5 right to do it and is doing it.

6 However, not everyone who should benefit of these  
7 programs and reach these goals, can do things the American  
8 way. This is why many programs have failed to be effec-  
9 tive. This is why riots is still the most effective way  
10 of getting the attention and interest of the government.

11 Many times it has been said, with sociological and  
12 anthropological proofs, that the poor people belong  
13 to a sub-culture.

14 For the non-poor is difficult to understand this  
15 because they share, not the sub-culture, but the main  
16 culture. And this sub-culture does have means and goals  
17 of its own, different from those of the main culture.

18 This is why an understanding has not been materialized  
19 yet. This is why peoples cannot have a dialogue and  
20 express themselves in a way that the other is able to  
21 understand.

22 Violence, aggressiveness, disappointment, despair  
23 and hopelessness are part of the sub-culture that the  
24 poor has. You put them together and you spell RIOT.

25 It should be praised - the courage and efforts that

1 many leaders, at different levels, are undertaking to  
2 break into the sub-culture, and encouraging results are  
3 being obtained.

4 How do we fit the picture of the Spanish-speaking  
5 poor into the greater picture of the American poor?

6 It does not fit. It just does not fit, because not only  
7 the Spanish-speaking poor has also a sub-culture, but be-  
8 cause this sub-culture is a derivation of the Spanish  
9 culture, not of the American culture.

10 Living in the United States is bad enough without  
11 being able to share the main American culture because  
12 we have the Spanish culture and background. This situation  
13 already, places us in a disadvantaged position.

14 Yet, this situation becomes worse for the Spanish-  
15 speaking poor because he does not share the American  
16 culture, he does not even share the Spanish culture, he  
17 only has a Spanish sub-culture. This is why the Spanish-  
18 speaking poor is in a worse position than the American  
19 poor. This is why we say, with convictions, that the  
20 Spanish-speaking poor is poorer than any other poor.  
21 That is why his picture does not fit into the picture  
22 of the American poor.

23 Now, let us go back to the beginning. I said that  
24 I estimate the Spanish-speaking population in New Jersey  
25 of about 200,000 of which 90% are poor. I also promised

1 to explain why so many are poor. These are the reasons:

2 1. Different language: Spanish. Many professional  
3 and semi-professional people cannot hold jobs to their  
4 abilities and capacities for the single reason that they  
5 do not speak enough English. These abilities are not  
6 used and lost to the market in a short time, and these  
7 people have to accept jobs where they perform less, with  
8 less happiness, with less satisfaction. Doctors, dentists,  
9 accountants, lawyers, teachers, have to go to a factory  
10 to support themselves.

11 They may share the Spanish culture, not the sub-  
12 culture, but nevertheless, are unsatisfied, discouraged  
13 and frustrated because of their performance and their  
14 rejection.

15 The uneducated Spanish, because of the same reason,  
16 has to take lower, menial, unsteady jobs, in spite of the  
17 fact that many have a trade or a skill that is much needed.

18 2. Different culture: the Spanish culture. Of the  
19 200,000 Spanish-speaking people in New Jersey, about  
20 65% were born on their native country, 30% are first  
21 generation and 5% are second generation.

22 I am not wrong in saying that the first generation  
23 will have the same strong cultural attachments that  
24 their parents have. This means that 95% of the 200,000  
25 will be culturally isolated for as long as they live.



1       The Spanish culture has its own scale of values,  
2       its own means and goals, its own way of living, its  
3       own way of being, altogether different to the American  
4       culture.

5       This is why the government and other agencies, by  
6       doing things the American way and which fits the American  
7       culture, have failed to the Spanish-speaking poor. They  
8       have not made a dent on our problems.

9       The two mentioned reasons can also explain the third  
10      problem of:

11      3. Slow adjustment to the American society. The  
12      two problems, different languages and different culture  
13      carry a lot of weight on the degree and speed that these  
14      people adopt themselves to the American society.

15      By no means is the economic, sociological and  
16      anthropological facets of the American society similar  
17      to these same facets of the societies that the Spanish-  
18      speaking people come from.

19      A great many of the Spanish-speaking poor come from  
20      agricultural, underdeveloped societies.

21      There, life is less challenging, jobs are less  
22      demanding. The character of these people are developed to  
23      adapt themselves to this sociological process.

24      It is true that when we come to New Jersey we want  
25      to adjust to the different pace of life, but the cultural

1 and linguistic attachments do hold us back.

2 Therefore, the progress made in order to adapt  
3 to the situation is slow and painful.

4 A few minutes ago I said that the Spanish-speaking  
5 poor has a sub-culture. I also said that violence,  
6 aggressiveness, disappointment, despair and hopelessness  
7 are part of the sub-culture of the poor. I also said  
8 that if you put them together, they spell RIOT.

9 You have read, I am sure, reports in the newspapers  
10 of riots at many universities in Latin American countries,  
11 including Puerto Rico.

12 You have read about the riots at the Canal Zone  
13 in Panama.

14 Perhaps you still can recall the Puerto Rican riots  
15 in Perth Amboy not too long ago. I am positive that  
16 you have heard about Puerto Rican riots in New York City  
17 and in Chicago.

18 If you could just pick up El Diario-LaPrensa, the  
19 Spanish-speaking newspaper of New York, you will see the  
20 misery, the despair, the frustration in the faces of the  
21 elder and the youth from New York and New Jersey, as a  
22 result of the discrimination and prejudice that they are  
23 suffering.

24 Ready to quit life, ready to disassociate them-  
25 selves with a society that is rejecting and neglecting them

1 day in and day out. And there is no reason on earth  
2 to justify the existence and continuation of this horrible  
3 situation.

4 Civil disorder is not an expression of the educated  
5 man. Civil disorder is not the expression of a man with  
6 responsibilities and duties to perform.

7 It is not the expression of a man employed to his  
8 full capacities. It is not the expression of a man with  
9 hopes.

10 It is not the expression of a man that is happy with  
11 his circumstances. It is not the expression of a man  
12 that is satisfied with society.

13 It is not the expression of a man that is treated  
14 decently as a human being. It is not the expression of  
15 a man that feels that he is respected, needed and of value  
16 to his community, it is not the expression of a man that  
17 is fully participating on the giving and taking process  
18 of society.

19 It is not the expression of a man that can see, is  
20 aware of, and is living in a position in his community.

21 Civil disorder is the expression of another kind  
22 of man, living in the other world of poverty, breathing  
23 the other culture.

24 And many Spanish-speaking people are right in that  
25 world. And I can guarantee you that the only possible

1 outcome of this disgraceful situation is civil disorder.

2 I did not want to spend a minute trying to explain  
3 to you the many other problems that the Spanish-speaking  
4 poor has because, as I said earlier, they are common to  
5 the American poor and you know these problems.

6 I have devoted my time to make you aware of the  
7 different, not special, but different problems that the  
8 Spanish-speaking poor has, as compared with the problems  
9 that the American poor has. It is time now to mention  
10 possible solutions.

11 It has been said, again and again, that there is  
12 a gap between the poor and the non-poor, lack of communica-  
13 tion between the power structure and the poor, between the  
14 culture and the sub-culture, and even between the Spanish-  
15 speaking poor and the American poor.

16 This is why the Newton Presbytery says, in an  
17 article in yesterday's Newark Evening News "The entire  
18 white power structure does not understand nor want to  
19 understand the terrifying plight of persons living in  
20 ghetto conditions". There is no need to say again that  
21 many Spanish-speaking communities live in ghetto condi-  
22 tions.

23 My first suggestion is that you make two recommenda-  
24 tions, one to the Governor and one to the law-making bodies.

25 To the Governor, you should recommend that in order

1 to establish an efficient and sound dialogue between  
2 the Government and the Spanish-speaking, he should ask  
3 all of the Government agencies, programs and commissions  
4 to recruit and employ Spanish-speaking people at all  
5 levels of administration and conduct of these programs.

6 The communication, at this very first stage of the  
7 game, should be in Spanish until the Spanish-speaking  
8 people can communicate with the Government in the American  
9 way: in English.

10 To the law-making bodies, the Commission should  
11 recommend laws that will provide job slots, earmarked,  
12 for Spanish-speaking people at these programs; should  
13 provide with more earmarked money the Department of  
14 Community Affairs for the development and implementation  
15 of programs for the Spanish-speaking people, and should,  
16 at the same time, supervise the way those moneys are spent.

17 I say this, because I want you to be aware that  
18 already the Governor earmarked money to the Department  
19 of Community Affairs for this purpose and I know, from  
20 the officials that work at this Department, that part  
21 of the money was given to TEAM, a program in Newark that  
22 is not, and I repeat again, TEAM is not for the Spanish-  
23 speaking community.

24 If you let me go further, as far as suggestions  
25 are concerned, you should recommend the Governor to estab-

1 lish a Governor's Commission to Study the Problems of  
2 the Spanish-Speaking Communities, because many other tools  
3 have been found useless, inoperative.

4 The next recommendation that I have is that the  
5 State or Newark City Government should put money into  
6 our Field Orientation Center for the Underprivileged  
7 Spanish-Speaking Residents of Newark.

8 F.O.C.U.S. NEWARK, INC., as this program is best  
9 known, is the only bridge, not only in Newark but in the  
10 whole State of New Jersey, between the Spanish-Speaking  
11 poor and the services and programs that are available  
12 in the city.

13 I had said that the Spanish-Speaking Community is  
14 isolated because of its many peculiar problems, not  
15 because they want to.

16 Therefore, because of this peculiar problems, they  
17 cannot benefit from the programs and services, and this  
18 is why these services are not available, are not meaningful  
19 to them.

20 F.O.C.U.S. NEWARK wants to break that isolation by  
21 establishing a bridge between the two communities by  
22 filling the many gaps that there are between them two.

23 We want to help them to participate and benefit  
24 from training and job opportunities, orientation programs,  
25 legal services, Adult Basic Education Programs.

1 We want to get them involved in their own neighbor-  
2 hood problems. We want to expose them to the American  
3 Culture and the American way.

4 I said that money should be invested in our Program,  
5 because we want to do so many things, for the Spanish-  
6 speaking population of about 55,000 in the City of Newark,  
7 and we only have three employees.

8 If no money can be given to us, our program will  
9 become another drop in that bucket because you don't  
10 have to be Spanish to understand that a program with  
11 three people cannot even make a dent in a community of  
12 55,000.

13 It is imperative that our staff should be increased  
14 so that our scope of action and effectiveness is also  
15 increased.

16 Otherwise, our program will become another source  
17 of frustration and dismay, and will fall into the wrong  
18 image of self-helplessness, thus, the whole situation will  
19 be critical.

20 The assistance that I am asking for is needed right  
21 now. People are tired of being pushed around, of excuses,  
22 of promises that are not kept, of the discrimination and  
23 of the prejudice.

24 And when they find out that our program is their  
25 program, but that we do not have the necessary equipment

1 to do what is needed, something worse is going to happen.

2 You can help to prevent that. Use your wisdom. Use  
3 your knowledge. Be conscious and use your powers. Look  
4 into our problems and be sympathetic. Do for us what you  
5 would do to any other American citizen.

6 Last Tuesday, at an inter-faith, inter-social  
7 workshop sponsored by the National Council of Negro Women,  
8 the Director of the Newark Police, Mr. Dominick Spina put  
9 partial blame on the city's educational system for the  
10 civil disorders that we experienced last summer in Newark.

11 In Philadelphia, as a result of the recent civil  
12 disorders, the schools are offering courses on Negro  
13 History and African Culture.

14 The many deficiencies of the Newark School System  
15 have to be swallowed by the Spanish-speaking students  
16 also, and is doing a lot of harm to this community.

17 I say that courses on Latin American History and  
18 Spanish should be offered in our schools.

19 However, this is not the solution to the ineffective-  
20 ness of the School System. F.O.C.U.S. wants, and is  
21 willing, to operate Guided Study Halls, four or five of  
22 them, throughout the city for the benefit of the under-  
23 privileged students. This is primarily, but not exclusively,  
24 for the Spanish-speaking students.

25 As I explained before, the lack of English in our



1 people and students, makes the learning process slow and  
2 painful.

3       Regardless of your intelligence, you cannot learn  
4 as fast a subject taught in English if you only know  
5 Spanish. And when you go home to ask for help from your  
6 parents that do not speak English either, then you are  
7 lost, and before you know it, you are a drop-out and  
8 perhaps a juvenile delinquent.

9       Through these Study Halls, we will offer tutoring  
10 and assistance on any subject that these students may  
11 have difficulty with.

12       Right here, they can do their homework and a notable  
13 improvement could be achieved after a while.

14       Educational guidance and counselling will be made  
15 available also at these Study Halls to help those with  
16 special problems and to help those who have the capacity,  
17 intelligence and interest in going to college.

18       I would like to see these Guided Study Halls not  
19 only in Newark, but in every city that has a meaningful  
20 Spanish-speaking population.

21       Not only because these Halls can be used only with  
22 underprivileged students, but because these Halls could  
23 be used in the evening to conduct orientation and training  
24 courses for the Spanish-speaking adults.

25       This is mandatory because it is the only way that

1 we can expose these communities to the American culture,  
2 to the American Society.

3 By working simultaneously with both youth and the  
4 elder the isolation of the Spanish Community will break  
5 in a satisfactory way for them.

6 I could not guarantee that everyone will be speaking  
7 in English and adjusting to the American culture after  
8 one year of having these Guided Study Halls, but that  
9 will be a beginning.

10 And after a beginning, there is always an end. This  
11 is encouraging.

12 It should be understood that, regardless of how  
13 much we want to have the Guided Study Halls in Newark,  
14 F.O.C.U.S. does not have the means to put them to work.

15 This Commission should recommend to the Governor  
16 that he should get these Study Halls in operation as  
17 soon as possible.

18 This could be done through the Department of  
19 Community Affairs, the same way they awarded \$465,000  
20 to local agencies in Newark, Jersey City, Elizabeth, Hoboken  
21 and Atlantic County to provide basic education to 4,000  
22 under-educated and illiterate adults in the ghettos.

23 I am requesting this because none of the ten, fifteen  
24 or twenty thousand under-educated and illiterate Spanish-  
25 speaking poor will benefit from these programs.

1 Another way of implementing these Study Halls will  
2 be by having you, as a Commission, together with the  
3 Governor, to push for approval, at the State Legislature,  
4 for a special fund that the Chancellor of Higher Education,  
5 Mr. Ralph Dungan is asking for his operation "Second  
6 Chance" for the educationally disadvantaged students.  
7 And the Guided Study Halls should be made part of the  
8 operation, in order to help this type of student and to  
9 provide for another source of which students will be  
10 referred to colleges and universities that are partici-  
11 pating in the program,

12 A third way of having these Halls could be through  
13 each local Board of Education, and a fourth way is having  
14 them available through local neighborhood or anti-poverty  
15 agencies, like F.O.C.U.S.

16 You remember that I said that many problems of the  
17 Spanish-speaking poor are common to those of the American  
18 poor. That the possibilities for civil disorder apply  
19 equally to both poor.

20 Again, I also said that the goals of the agencies  
21 and programs were also good for the Spanish-speaking poor,  
22 but that they cannot reach those goals because they cannot  
23 comply with the means.

24 I would like to spend some more time on the subject  
25 of education because I believe that we can establish a

1 sound communication through a sound education.

2 Through education, we can have a good dialogue  
3 and understanding between the Spanish-speaking Community  
4 and the English-speaking Community. A meaningful educational  
5 program should be geared at the Spanish-speaking people  
6 of all ages, but with more emphasis on the young people.

7 The educational and learning processes should be  
8 made more sound and effective in every school system.  
9 There is no doubt that Spanish-speaking teachers are  
10 needed in our schools; yet, in spite of this need, in  
11 spite of this reality, the school system is rejecting,  
12 one by one, qualified Spanish-speaking temporary  
13 teachers that are looking and applying for these positions  
14 in the Newark School System, who were able to get in  
15 only after political pressure was made from City Hall.

16 The educational Guidance Programs lack of Spanish-  
17 speaking Guidance Counselors. No wonder why there are so  
18 many Spanish-speaking students lost with their subjects  
19 and so many Spanish-speaking school drop-outs.

20 That situation should also be corrected right away.  
21 People with skills and education and here: teachers  
22 and educational counselors. Employ them.

23 I had stated many things that can be done with the  
24 Spanish-speaking community. We do not want to be isolated.  
25 We want to burn that wall right down.

1 We want to integrate with the American Society.  
2 Yet, you have to give us a chance.

3 You, representing the American Society, have to  
4 open up your doors to let us in. You have to stop dis-  
5 criminating against us. You have to start to see our  
6 problems, our circumstances, our handicaps.

7 If you do not give us a helping hand, if you do not  
8 use your power to help us, if you do not give us hope  
9 and signs of honesty and sincerity, we will continue to  
10 be hopeless, powerless, frustrated and angry, and our  
11 only way out, proven to be effective, will be violence,  
12 protest against society, civil disorder.

13 CHAIRMAN LILLEY: Before we have ques-  
14 tions, Mr. Perez, I would like to thank you  
15 and Father Mario for that statement.

16 You not only have stated the problems  
17 clearly but you are a fairly rare witness in  
18 making some recommendations about what can  
19 be done and we appreciate it.

20 THE WITNESS: I appreciate the opportu-  
21 nity of being here too.

22 If there are any questions I will be  
23 more than happy to try to answer them.

24 CHAIRMAN LILLEY: Are there any questions,  
25 gentlemen?

1 BY MR. GOLDMAN:

2 Q Mr. Perez, going right into the questions of  
3 what can be done and let us assume that the Commission  
4 members will have some understanding of the nature of  
5 some of the problems and in order to use the time best  
6 on some of your suggestions and some of the possibilities  
7 for doing something, as far as the resources within the  
8 Spanish-speaking community are concerned is there any  
9 help available to you in furthering the purposes you  
10 stated from the migration office and the labor office  
11 locally?

12 A That is a good question. There is only one  
13 office or there are two, I'm sorry, the Migration Division  
14 of the Commonwealth of Puerto Rico in New Jersey.

15 One of them, the largest one is in Camden and the  
16 other one is in Keyport.

17 Now they are placed there because they are mainly  
18 working with the migrant people that come to work on the  
19 farms. That was the main purpose of establishing these  
20 kind of offices.

21 There are a lot of migrant people that do live in  
22 the Keyport, Perth Amboy area and a lot of them live in  
23 the south where Camden is the main contact there.

24 It is very difficult for them to send advisors or  
25 to send assistants to Newark because the population of

1 Newark, the Spanish-speaking population of Newark does not  
2 work on farms and they are mainly geared to work with  
3 these people.

4 They could only work with us when a bad situation  
5 do arise or arises and before doing so they will have  
6 to get clearance from the Regional Office in New York,  
7 from the Director of all of the offices.

8 For example, I had the experience that I was  
9 working as a consultant for the Community Action Agency  
10 in Plainfield and after the riots were over there, the  
11 Puerto Ricans were in a bad position because somebody  
12 said that they were witnesses that saw the killing of  
13 the policeman.

14 They brought in about 5 or 6 Spanish-speaking  
15 detectives to question the Puerto Ricans.

16 When the Negro knew about that they started  
17 threatening them saying "If the Puerto Ricans talk we will  
18 kill you" and I saw a few of those signs and I knew that  
19 the Puerto Rican population in Plainfield was in a bad  
20 position with the Negro population.

21 It took more than a week before we got response.

22 The office, the Migration Office then realized that  
23 it was something that could be worse, so they finally  
24 sent somebody from the New York Office just to see what  
25 the office could do.

1 Now out of being present there that's all he did.

2 Q Now it seems to me that judging by the  
3 experience in other cities--I am particularly referring  
4 now to New York City--again that office is largely  
5 concerned in its bookkeeping and in its bulk of its work  
6 with farm migrants, but Joe Mouserrat represents a  
7 real contributing force and represents a great deal and  
8 he is very active on behalf of the Spanish-speaking  
9 community in New York City.

10 A Right.

11 Q So that it seems to me that it would not be  
12 out of order for that office to assist you and the  
13 Spanish-speaking people in Newark, the city people,  
14 in various ways, technical or otherwise.

15 A Right.

16 Q And to work with you.

17 Do you see any bar to that or do you see that there  
18 is simply a lag or a lack of what could be done?

19 A Well, I would say that even though we could  
20 get any technical assistance from them that it would be  
21 welcome to our office, to our program, and yet we could  
22 get the same assistance from people that are familiar  
23 with the problems that we have here in Newark.

24 For example, we could get technical assistance from  
25 the U.C.C. and we are a delegate agency of U.C.C. so they



1 are obliged to give us technical assistance, the same  
2 way if we do ask for assistance from the Department of  
3 Community Affairs and many of the employees of the  
4 Department of Community Affairs are from Newark and they  
5 are familiar with the problem here and they could again  
6 give technical assistance.

7 Now what we need is not technical assistance because  
8 just 3 people, regardless of how much they know or how  
9 intelligent they are, we cannot do much if we don't  
10 have something to go by and by this I mean funds.

11 Q This is what I am getting at.

12 Now you are a delegate agency of U.C.C. Do you  
13 feel that you are getting the kind of assistance and the  
14 share of the action that you feel you should be getting  
15 as a delegate agency of the U.C.C.?

16 A Well, I should say that I feel that I am not  
17 getting my fair share.

18 If you may know, the budget of U.C.C. comes to about  
19 \$2 million for this year that is almost finished by now  
20 or it is supposed to end by January.

21 Out of \$2 million we are getting only \$24,000.

22 Q However, is it not true that Spanish-speaking  
23 people are supposed to benefit and maybe do benefit to  
24 some degree, maybe not in your view to the necessary  
25 degree, from the general programs that U.C.C. is conducting?

1           A       These people are insignificant numbers of  
2 people.

3           Now if you consider that there is a Spanish-speaking  
4 population of 38,000 Puerto Ricans and on top of that  
5 you add Cubans and people from South America, you can  
6 easily reach an amount of a number of 60,000 Spanish-  
7 speaking people in Newark.

8           Q       Not all of them are poor though?

9           A       I would say more than 60 percent are poor.

10          Q       So we speak of a total of about 35,000 to  
11 40,000?

12          A       I am talking about the amount of 60,000 because  
13 I am including here in the Spanish-speaking people the  
14 Puerto Ricans, Cubans and people of South America.

15          Q       You are speaking of a total population of  
16 60,000 of whom about 60 percent you say are poor?

17          A       Right.

18          Q       So we are speaking of a poor Spanish-speaking  
19 population of about 35,000?

20          A       Yes, that's right. Now they do apply for  
21 programs and they do get into some of the programs,  
22 that's true, but how many of them do get in there?

23                 How many of them do receive the orientation to  
24 remain there?

25                 How many of them do finish the training or do finish

1 the orientation sessions?

2 When they come out how many are qualified to  
3 compete in the labor market or whatever they were prepared  
4 for over there?

5 For example, TEAM.

6 TEAM is a program who has a tri-party Board of  
7 Trustees, the city, commerce and industry and the U.C.C..

8 Now they are running a two-week orientation  
9 program for everyone. They estimate that in one year,  
10 about 2,000 Puerto Ricans or Spanish-speaking people may  
11 have been through the orientation processes.

12 Now what is 2,000 out of a population of let's say  
13 35,000 poor people?

14 Now on top of that, how effective can a two-week  
15 orientation program be to somebody that comes out of it  
16 with no English, with no skill, with no trade and most of  
17 the time with no job opening for them?

18 Now what was the help that you gave him?

19 You told him how to cook or you told him how to  
20 take care of the house. That's the orientation they are  
21 taking over there.

22 After two weeks, now you are on your own.

23 They are not taught to speak in English. So you  
24 get in there and you don't know English and you come out  
25 the same way.

1 You go there without having a job and you come out  
2 with no jobs.

3 If you don't have a trade -- well, if you do have  
4 a trade or a skill they should put you in contact with  
5 people that can give you a chance to get in and they  
6 are referring them to me.

7 Q Don't you feel that perhaps those people who  
8 intend to migrate from Puerto Rico, new arrivals or  
9 potential new arrivals, should have the opportunity to  
10 get some advance training in English and so on down in  
11 Puerto Rico?

12 A Yes, if they can make up their minds early  
13 enough as to say "I am going to the United States. Let  
14 me prepare myself to do it."

15 Q Is it available if they want to?

16 A There is no such a program over there.

17 Q Have any of the other commissions--there  
18 are several now, there is a national commission, there is  
19 Senator McClellan's committee inquiring into the disorders  
20 of July--contacted you or heard testimony from you such  
21 as this?

22 A No. This is the first one.

23 Q Is this the only body that contacted F.O.C.U.S.?

24 A Right. I was invited by the Director of the  
25 Community Action Agency in Plainfield to go with him to

1 Washington to testify in front of another commission,  
2 but he got ill and he is in the hospital, so we had to  
3 postpone the trip.

4 Nevertheless he invited me to talk about the  
5 situation in Plainfield, not to represent the Spanish  
6 community in Newark or because of my experience with other  
7 communities throughout the state I have a pretty good  
8 idea of what is going on in other places.

9 Q Do you have an idea of the extent, if any,  
10 of participation of Spanish-speaking residents in the  
11 disorders?

12 A Well, from what I understand is what I read  
13 in the newspaper and they estimated that about 100 out  
14 of the thousands that were detained by the police, they  
15 captured about 100 Spanish-speaking people because they  
16 had Spanish names.

17 Now I wish you to understand that the riots were not  
18 in their area and yet some people, some Spanish-speaking  
19 people do live in that area.

20 Once you get involved emotionally into this, even  
21 though you may not like to participate otherwise, it is  
22 something that comes about.

23 Q Presumably you are in touch with leaders or  
24 potential leaders, formal or informal, in the Spanish-  
25 speaking community of Newark?

1           A       I am just beginning to establish this kind  
2 of relationship.

3           As you may see, our office just started functioning  
4 about two months ago. The riots were before that.

5           Q       So you have no personal knowledge of the  
6 involvement in any leading position or leading role or  
7 active role of Spanish-speaking community people in the  
8 disorders?

9           A       No, I don't

10           CHAIRMAN LILLEY: Mr. Perez, I would  
11 like to ask one question.

12           I have to leave but I would like to ask  
13 you this.

14           You aroused my interest when you said  
15 in your efforts to get Spanish-speaking  
16 teachers in the schools it was only after  
17 City Hall interceded.

18           Would you care to say how the Spanish-  
19 speaking people feel about the city admini-  
20 stration?

21           Do they feel close to it or distant  
22 from it?

23           How would you describe their feelings  
24 toward the administration?

25           THE WITNESS: In spite of this reality,

1 in spite of that many Spanish-speaking  
2 teachers had gotten their jobs through con-  
3 tacts in City Hall and this is one way of  
4 you feeling helplessness.

5 It makes you feel that you have no  
6 value because they don't take you for the  
7 value that you have.

8 They don't take you for what you can  
9 offer.

10 They take you because somebody else did  
11 something for you.

12 Now what this creates is a situation  
13 where I had to go through the city in order  
14 to get with the city.

15 I didn't go through my own personal  
16 qualifications, which means that the city is  
17 no good the way I had to get in.

18 They may remain in the job but still  
19 they don't feel too good about that because  
20 it is one way of making them to feel lower.

1 You don't have no value of your own.  
2 You get the job only because somebody gives  
3 it to you, not because you are qualified to  
4 do it.

5 Now I know a girl that applied and got

1 all the records and all the college trans-  
2 cripts and all that.

3 For six months she was still waiting.  
4 Somebody told her just go to City Hall and  
5 talk to somebody like this and you will get  
6 it.

7 Why? Because this person who told her  
8 that, she is also a teacher and she got in  
9 that way.

10 Now the rest of the community, they  
11 know that, for example, one of the assistants  
12 to the Mayor is Puerto Rican and he is  
13 flooded everyday with people that go over  
14 there or are sent over there to get some  
15 help.

16 He is doing his best but again, we  
17 feel that we should not depend on that situa-  
18 tion because we are not getting what we deserve.

19 We are just getting something because  
20 other people say "Well, I feel sorry for you.  
21 I have pity for you. Let me give you a break  
22 here."

23 That isn't right. When somebody is  
24 prepared, you know, who likes to feel that  
25 he is inadequate or he has no value or he



1 has nothing to offer?

2 The community doesn't feel good about  
3 this.

4 MR. GIBBONS: Mr. Perez, of the 55,000  
5 or 60,000 Spanish-speaking people in Newark,  
6 do you have any idea of the age breakdown?

7 THE WITNESS: Not exactly of all the  
8 population but the latest that I know is  
9 that more than 50 percent of the 38,000 Puerto  
10 Ricans are between the ages of 17 and on down,  
11 50 percent.

12 MR. GIBBONS: Would that be true of  
13 the Cubans as well, do you think?

14 THE WITNESS: No, I don't think so.  
15 I would say that 60 to perhaps 70 percent of  
16 the Cubans will be from in the 20's to the  
17 30's because they are the kind of people that  
18 can get out of there.

19 The young people--well, they bring  
20 their children with them, it's true, but  
21 with each matrimony they can bring all they  
22 want to, which puts it at the level of 50 to  
23 70 percent because there you have to also  
24 include older people that do come with their  
25 children and their children are 25,26,30

1 years old.

2 MR. GIBBONS: And the Cubans haven't  
3 been here as long either?

4 THE WITNESS: No, they haven't. Most  
5 of them do come from Miami where they have  
6 a Cuban colony where they only have to speak  
7 in Spanish.

8 They come here where they also find  
9 a closed Spanish community and perhaps they  
10 can go around in Spanish, as far as going to  
11 the grocery store and as far as going to the  
12 barber shop or going to whatever they need,  
13 but as far as going for a job, as far as  
14 going for training, it is another story.

15 MR. GIBBONS: Is there a difference in  
16 the educational level between the Cubans and  
17 the Puerto Ricans?

18 THE WITNESS: Yes. Most of the Cuban  
19 people that come here to the States, they  
20 are middle-class people.  
21 These are the people that do have the  
22 means to pay to get out of Cuba and they are  
23 willing to leave whatever they had before  
24 back and to start a new life up here.

25 If they were not, educationally speaking,

1 equipped to make a new life up here they  
2 wouldn't come.

3 The people that do have education,  
4 they have work experience, they are prepared.

5 They are middle-income and high-class  
6 people but again, because of the lack of  
7 Spanish you will find them working in factories  
8 and this is discouraging, or the lack of  
9 English, I should say.

10 Now the Puerto Ricans are not in the same  
11 situation as the Cubans. The Cubans know  
12 that if they come here they cannot go back.

13 The Puerto Ricans know that they come  
14 here and they can go back anytime they want  
15 to. So they do not have to have any money  
16 in their pockets.

17 They do not have to have a good educa-  
18 tion. They don't have to have a good place  
19 to be as long as they can come here and they  
20 know that they can go back and nobody can stop  
21 them.

22 So they don't have to get ready to live  
23 here. They don't have to learn English.  
24 They don't have to.

25 When everything starts going wrong for

1 then they get their suitcase and go to the  
2 airport, pay \$60.75 and they are back in  
3 Puerto Rico after 3 hours.

4 MR. GIBBONS: You talked of the Guidance  
5 Study Halls.

6 Are these only a proposal or are there  
7 any of them in operation?

8 THE WITNESS: There is none in opera-  
9 tion. This is only an idea that we are  
10 working on. Father Mario and I.

11 I would like to establish in Newark this  
12 but like I said, I would like to see that  
13 not only in Newark but also in any city that  
14 there is a meaningful Spanish-speaking popula-  
15 tion.

16 MR. GIBBONS: Where do you hope to have  
17 them located?

18 THE WITNESS: We would like to have  
19 more than one because this is to be used  
20 not only by teenagers, for example, that  
21 are in high school and junior high, but also  
22 by children that are in the elementary school  
23 because these also need to be helped as far  
24 as language is concerned because their  
25 parents, most of them don't speak any English.

1           How does little boys going home to  
2 his parent, you know, "Daddy, help me here"  
3 or to write a composition in English or to  
4 look for a word in English if the father doesn't  
5 know English?

6           MR. GIBBONS: Do you propose to have  
7 them located in the neighborhoods or in the  
8 schools?

9           THE WITNESS: In the neighborhoods.  
10 When they get out of the school they can go  
11 home to perhaps change or do something and  
12 they come to the Guidance Study Halls.

13           We will have somebody there to take  
14 care of them, to teach them in English, to  
15 help them with the school work, to help them  
16 as much as possible and then when they are  
17 finished what they want to do they will go  
18 home.

19           This way they will have a quiet, nice  
20 place for them to study.

21           In many homes, especially of the Puerto  
2 Ricans, they are poor families and they are  
3 of large size. There are a lot of kids  
4 going around and playing and having the radio  
5 and TV on and who can sit down and concentrate

1 and study with this mess?

2 They don't even have a table to put  
3 their books on to do the homework.

4 MR. GIBBONS: Is there any discussion  
5 of the Guidance Study Halls with other  
6 groups besides Spanish-speaking?

7 THE WITNESS: We had a meeting last  
8 Friday at the Department of Community Affairs.  
9 That's where I learned that they used the  
10 money for the Spanish-speaking people for  
11 other purposes.

12 We had a meeting and we mentioned this  
13 to them because we had the idea that if we  
14 could try the proposal for establishing  
15 these Guidance Study Halls, since we know  
16 that we aren't going to get a penny, not one  
17 more penny from U.C.C., we wanted to submit  
18 this proposal for the Guidance Study Halls  
19 to the Department of Community Affairs,  
20 thinking that perhaps we will get some money  
21 from them.

22 So we mentioned this. Father Maxie  
23 was there and he mentioned this.

24 This is what they said: "All we can do

25 I am to contact the Board of Education of Newark

1 in the City and you go ahead and write the proposal and  
2 Prior submit it to them and see whether they give  
3 Superintendent you money.

4 Prior to that "That's all we can do for you."

5 MR. GIBBONS: I have no other questions.

6 We want to thank you very much, Mr. Perez  
7 for taking the time to come down and talk  
8 to us today and particularly for your valuable  
9 paper.

10 The Guidance Study Halls idea is an  
11 intriguing one.

12 We have another witness waiting so  
13 we will excuse you.

14 THE WITNESS: Thank you.

15 \* \* \*

16 thought elementary school is having trouble, New Jersey.  
17 FRANKLIN TITUS, Sworn.

18 EXAMINATION

19 BY MR. GOLDMAN:

20 Q Mr. Titus, to start with would you just give  
21 us your residence and your present position and your back-  
22 ground prior to your present position.

23 A My name is Franklin Titus, residence, 380 Mt.  
24 Prospect Avenue, Newark.

25 I am currently employed as Superintendent of Schools