

Six recommendations were developed.

■ **Conduct Basic Research**

1. **Clearly define expected outcomes of hate crime prevention and response efforts.**

Useful program evaluation relies on clear and measurable definitions of outcomes. In addition to reducing the incidence of hate crime (all hate crime or particular offense types targeted by a prevention strategy), positive outcomes could include changes in attitudes of children or community members who participate in hate crime prevention training, improved conflict resolution skills, increased victim satisfaction, enhanced perceptions of safety and well-being, reduced recidivism rates, and positive changes in the behavior or attitudes of offenders.

2. **Define valid measures of expected outcomes.**

To assess the impact of prevention and response efforts, outcome measures must be carefully specified and the results interpreted validly. For example, in communities with growing populations, the *number* of hate crime incidents may increase over time even though prevention and response efforts may be contributing to an overall reduction in the *rate* of hate crimes. Quantifying changes in other outcomes involving attitudes, values, or perceptions is a challenging evaluation task, but can be accomplished through careful design of survey formats, data collection protocols, and methods of "counting" that ensure uniformity and objectivity.

■ **Evaluate Outcomes of Prevention and Response Efforts**

3. **Ensure that all hate incidents and crimes are documented thoroughly and consistently.**

To assess correlations among characteristics of victims, perpetrators, and the situations in which hate crimes occur, detailed information about these variables

should be routinely collected by first responders and stored in central data repositories accessible to researchers.

4. **Collect data on expected outcomes where particular prevention and intervention efforts are being implemented, over time, across jurisdictions, and in a variety of settings.**

By documenting trends in such outcome measures as the rate of reported hate crimes or the recidivism of convicted perpetrators, the long-range impact of prevention and response strategies can be demonstrated. However, in jurisdictions where the rate of hate crime reporting has been low, a desirable short-term or interim outcome may well be to increase the rate of reported hate incidents or crimes. Analyzing differences in trends across jurisdictions and settings may also yield insights about the impacts of contextual factors on outcomes.

5. **Share quantitative and qualitative information about the elements of successful prevention and response programs.**

Researchers and program evaluators should collaborate with justice professionals and those who implement prevention and response strategies to design evaluations that will generate information useful for program design, public information campaigns, and professional training efforts. Evaluators must document the qualitative case studies of successful efforts to prevent and respond to bias-motivated incidents. Human-scale stories can enrich the pictures painted by quantitative data, and encourage others to invest in similar efforts in their own communities.

6. **Systematically record characteristics and activities of organized hate groups.**

Documenting the extent to which organized hate group activities are linked to hate incidents and crimes is important. Through study of hate group goals, tactics, and impacts, researchers may be able to pinpoint promising ways to counter their influence, both with their members and on the larger society.

LAW ENFORCEMENT ACTION AGENDA

Law enforcement agencies must assume a central role in implementing the hate crime prevention, response, and performance measurement strategies outlined above. To encourage and enable law enforcement agencies to lead community-wide endeavors, summit participants recommended 12 actions:

1. Establish a "zero-tolerance" atmosphere in every law enforcement agency.

Police leaders and officers must be positive examples for their communities by actively discouraging bias-related behavior or speech in their own organizations. To be leaders in preventing hate crimes, law enforcement professionals must ensure that they exemplify the values of tolerance and peaceful conflict resolution, and that any bias-related behavior by police officers is dealt with swiftly, equitably, and severely.

2. Encourage local jurisdictions to conduct hate crime summits.

Local hate crime summits or focus groups can elicit community views on pressing issues, educate community leaders, and galvanize public support for investing in hate crime prevention and response. Law enforcement agencies can use the IACP summit model to engage community organizations, first responders, schools, and justice system agencies to collaborate closely with police to address hate crimes.

3. Participate in collaborative development of coordinated approaches to prevent and respond to hate crimes.

Law enforcement agencies must be architects of and active participants in ongoing planning processes to enable communities to assess hate crime issues, inventory current policies and practices, and devise strategies to improve prevention and intervention efforts.

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4. **Sponsor and participate actively in community events, forums, and activities concerning diversity tolerance, bias reduction, conflict resolution, and hate crime prevention.**

Police leaders and officers should be an influential presence at public events that encourage community members to talk about differences and commonalities and share visions of safe and healthy communities. Law enforcement leaders must continue to speak out forcefully against intolerance, bigotry, and hate crimes, not only in the aftermath of particular incidents, but at all times.

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5. **Respond to and support the individual victims of hate crimes and their communities.**

Police officers must obtain accurate information about a hate crime or incident; conduct a preliminary assessment of victims' physical, emotional and financial injuries; and reassure victims that their concerns and needs will be addressed comprehensively. Police should encourage members of the community at large to express their feelings and should take action to restore a sense of safety and well being in the community.

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6. **Employ community policing strategies to prevent and respond to hate crimes.**

Community policing principles encourage law enforcement agencies to foster close connections with the communities they serve, and to support officers in creative problem-solving that will prevent or discourage criminal behavior. These principles can readily be applied to the work of preventing hate-motivated incidents and crimes.

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7. **Continuously investigate, track, and deal appropriately with the activities of organized hate groups.**

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Continuous intelligence-gathering about hate group activities is a primary responsibility of law enforcement agencies that requires cross-jurisdictional collaboration and significant investment in information systems technology and training. Law enforcement agencies must protect the First Amendment rights of hate groups while simultaneously ensuring the safety and well-being of communities that hate groups attack verbally or in other non-criminal ways.

8. **Identify and report all bias-related incidents and hate crimes completely and accurately.**

Law enforcement agencies should collaborate with other first responders to specify how and to whom citizens should report bias-related incidents and hate crimes. Detailed information about characteristics of victims, of perpetrators, and the situations in which hate incidents and crimes occur should be routinely collected by police.

9. **Ensure that all law enforcement professionals are trained to recognize and respond appropriately to hate crimes.**

Police officers must be trained to recognize potential bias-related incidents, use standard criteria for determining bias and assessing perpetrators' intent, interview victims and witnesses, collect and preserve evidence, refer victims to appropriate community agencies, provide information to prosecutors and the courts, and standardize documentation of all hate incidents/crimes.

10. **Assist schools and colleges to design and deliver hate crime prevention curricula and to develop response protocols.**

Hate crime prevention curricula can be used in general and alternative classrooms, in schools experiencing bias crime problems, with student government leaders, in after-school programs, and in teacher training. The Education Development Center, with support of the Office of Juvenile Justice and Delinquency Prevention, has prepared a model curriculum for middle and high school students designed to reduce prejudice and prevent crimes based on intolerance. The U.S. Departments of Education and Justice collaborated to produce a manual that provides guidance to schools and communities to develop school-based hate crime prevention programs. Police leaders and officers should be involved in planning and delivering such curricula in a wide variety of school and college/university settings. Law enforcement agencies can also assist schools and colleges in developing protocols for recognizing and responding appropriately to hate incidents and crimes.

11. Engage the media as partners in preventing hate crimes and restoring victimized communities.

Law enforcement leaders and their public information officers should encourage the media to report on hate crimes accurately, to treat victims with dignity and sensitivity, to provide balanced coverage of organized hate group activities, and to highlight community successes in preventing and responding to hate crimes.

12. Collaborate in defining measurable outcomes of efforts to prevent and respond to hate crimes.

Police leaders and officers should work with community members and researchers to define standards for success in preventing and responding to hate crimes. Performance measures should focus not only on reducing negative behaviors, but also on enhancing the quality of life in communities. Law enforcement participation in evaluation efforts can help to ensure that research results will be used to continuously improve the effectiveness of prevention and response strategies.

Law enforcement leaders and officers will continue to contribute significantly to stopping violence and preventing hate crimes. However, the work outlined in this report cannot be accomplished solely through the efforts of law enforcement agencies. Implementing summit recommendations requires the continuing collaboration and commitment of community leaders, parents and families, schools, and other public agencies in the ongoing enterprise to create a society of peacemakers.

ENDNOTES

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- ²⁴ The IACP's Hate Crimes Model Policy and Concepts & Issues Paper (1991) can serve as a model in developing SOPs and MOUs.
- ²⁵ *Supra*, n. 6.
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- ²⁷ The curriculums were developed jointly by the U.S. Department of Justice, the National Association of Attorneys General, the International Association of Directors of Law Enforcement Standards and Training, and the Federal Law Enforcement Training Center of the U.S. Department of Treasury. For information on how to obtain the curricula, contact Tim Johnson, Program Specialist for the Office for Victims of Crime, at (202) 305-4548.

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The following list has been reproduced from BJA's 1997 *Monograph A Policymaker's Guide to Hate Crimes*. Please note that the list is not comprehensive, but is meant to serve as a starting point for individuals who need additional information on the topic of hate crime.

Anti-Defamation League
823 United Nations Plaza
New York, NY 10017
Phone: 212-490-2525

Arab American Institute
918 16th Street, NW
Suite 601
Washington, DC 20006
Phone: 202-429-9210
Fax: 202-429-9214

Bureau of Justice Assistance Clearinghouse
P.O. Box 6000
Rockville, MD 20849-6000
Phone: 1-800-688-4252
Fax: 301-579-5212
E-mail: askncjrs@ncjrs.org

Bureau of Justice Statistics
810 7th Street, NW
Washington, DC 20531
Phone: 202-307-0765
Fax: 202-307-5846

Community Relations Service
U.S. Department of Justice
600 E Street, NW, Suite 2000
Washington, DC 20530
Phone: 202-305-2935
Fax: 202-305-3009

Disability Law Center
11 Beacon Street, Suite 925
Boston, MA 02108
Phone: 617-723-8455
Fax: 617-723-9125

Facing History and Ourselves National
Foundation
16 Hurd Road
Brookline, MA 02146
Phone: 617-232-1595
Fax: 617-232-0281

Federal Bureau of Investigation
J. Edgar Hoover Building
10th and Pennsylvania Avenue, NW
Washington, DC 20535
Phone: 202-324-1143

Federal Bureau of Investigation
Criminal Justice Information Services Division
Attn: Uniform Crime Reports
1000 Custer Hollow Road
Clarksburg, WV 26306
Phone: 304-625-4995
Fax: 304-625-5394

Human Rights Campaign
1101 14th Street, NW
Suite 200
Washington, DC 20005
Phone: 202-628-4160
Fax: 202-347-5323

International Association of Chiefs of Police
515 N. Washington Street
Alexandria, VA 22314-2357
Phone: 800-THE-IACP
Fax: 703-836-4543

**The National Conference of Christians and
Jews**

71 Fifth Avenue, Suite 1100
New York, NY 10003
Phone: 212-206-0006
Fax: 212-255-6177

National Congress of American Indians
2010 Massachusetts Avenue, NW
Second Floor
Washington, DC 20036
Phone: 202-466-7767
Fax: 202-466-7797

National Council of La Raza
1111 19th Street, NW
Suite 1000
Washington, DC 20036
Phone: 202-785-1670
Fax: 202-776-1792

National Criminal Justice Association
444 North Capitol Street, NW
Suite 618
Washington, DC 20001
Phone: 202-624-1440
Fax: 202-508-3859

National Gay and Lesbian Task Force
2320 17th Street, NW
Washington, DC 20009-2702
Phone: 202-332-6483
Fax: 202-332-0207

National Network of Violence Prevention
55 Chapel Street
Newton, MA 02158
Phone: 617-969-7100
Fax: 617-244-3436

National Women's Law Center
11 Dupont Circle, NW
Suite 800
Washington, DC 20036
Phone: 202-588-5180
Fax: 202-588-5185

**Office of Juvenile Justice and Delinquency
Prevention**

810 7th Street, NW
Washington, DC 20531
Phone: 202-307-5911
Fax: 202-307-2093

Office of Victims of Crime
810 7th Street, NW
Washington, DC 20531
Phone: 202-307-5983
Fax: 202-514-6383

The President's Initiative on Race
The New Executive Office Building
Washington, DC 20503
Phone: 202-395-1010
Fax: 202-395-1020

Simon Wiesenthal Center
9760 West Pico Boulevard
Los Angeles, CA 90035
Phone: 310-553-9036
Fax: 310-553-8007

U.S. Commission on Civil Rights
624 9th Street, NW
Suite 700
Washington, DC 20425
Phone: 202-337-0382
Fax: 202-376-7558

U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202
Phone: 202-205-5557
Fax: 202-205-5381

**U.S. Department of Housing and Urban
Development**
451 7th Street, NW
Room 10000
Washington, DC 20531
Phone: 202-708-0417
Fax: 202-708-2476

Violence Against Women Office
950 Pennsylvania Avenue, NW
Room 5302
Washington, DC 20530
Phone: 202-616-8894
Fax: 202-307-3911

Women's Legal Defense Fund
1875 Connecticut Avenue, NW
Suite 710 Washington, DC 20009
Phone: 202-986-2600
Fax: 202-986-2539



*File
Crim*

FAX COVER SHEET

FROM: Sara P. Johnson
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International Association of Chiefs of Police
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Alexandria, VA 22314
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TO: Jose Cerda

COMPANY:

FAX #: (202) 456-7028

DATE: March 11, 1999

TOTAL PAGES (including cover): 6

MESSAGE:

IACP NEWS

International Association of Chiefs of Police / 515 N. Washington Street / Alexandria, Virginia 22314-2357 / 703 836-6767

FOR RELEASE AFTER 10:00 AM
Monday, March 15, 1999

CONTACT: Sara Johnson
(703) 836-6767

IACP SUMMIT DEVELOPS HATE CRIME ACTION RECOMMENDATIONS *ATTORNEY GENERAL PRAISES REPORT*

ALEXANDRIA, VIRGINIA – The International Association of Chiefs of Police (IACP) today released a series of recommendations on how law enforcement agencies and the communities they serve can quickly and effectively respond to hate crimes. The recommendations, resulting from an intensive, two-day national summit on hate crime, are contained in a report, entitled *Hate Crime in America: Recommendations from the 1998 IACP Summit*.

"Hate crimes are the acts of cowards," Attorney General Janet Reno said. "Today, we take one more giant step forward in combating hatred on our streets. The IACP has stood tall, once again demonstrating that this Nation's law enforcement officers are committed to equal justice under the law."

(MORE)

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In June 1998, the IACP convened the summit on hate crime in Alexandria, Virginia, with a gathering of over 100 police executives, community leaders, justice system decision-makers, scholars with hate crime expertise and experience, and such diverse groups as the National Organization of Black Law Enforcement Executives, the Congress of National Black Churches, the American Arab Anti-Discrimination Committee, the Anti-Defamation League, the National Gay and Lesbian Task Force, Chinese for Affirmative Action, and the Consortium for Citizens with Disabilities.

At the summit, participants explored the nature of hate crime and discussed ways to address it. The final report summarizes 58 recommendations affirmed as the most promising for communities, justice agencies, schools, social service agencies, and police to help prevent and respond to hate crime.

"For years, law enforcement executives have been concerned about the proliferation of hate crimes, and this concern formed the basis for the summit," said IACP President Ronald S. Neubauer, chief of police of the St. Peters, Missouri Police Department. "Instead of reacting to hate crimes on an incident-by-incident basis, IACP has taken a proactive approach by developing an omnibus set of police and community recommendations, which are designed to stop hate crime before it happens."

The policy and program recommendations in the report call for a coordinated, community-wide response in three areas: preventing hate crime, responding to hate crime; and improving research and evaluation efforts.

(MORE)

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Among the recommendations to prevent hate crime:

- Increase public awareness by creating multidisciplinary planning processes to develop coordinated approaches to prevent and respond to hate crime.
- Educate children and young adults by providing every student and teacher the opportunity to participate in hate crime prevention courses and activities.
- Educate community groups and leaders on ways of protecting vulnerable groups and individuals from bias-motivated incidents and crime.

Among the recommendations to respond to hate crime:

- Eliminate barriers to hate crime reporting by making it safe and easy to report bias-related incidents and crimes.
- Provide adequate support to victims of hate incidents and hate crimes by ensuring that responses to hate incidents and crimes are swift, thorough, and sensitive to the feelings of victims.
- Establish mechanisms for repairing harm to communities by developing coordinated community incident response plans.

Among the recommendations to improve research and evaluation on hate crime:

- Conduct much needed basic research on hate crime prevention and response.
- Evaluate successful and unsuccessful outcomes of prevention and response efforts.
- Systematically record characteristics and activities of organized hate groups.

(MORE)

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In order to address the critical role of law enforcement, the summit also produced a set of recommendations to encourage and enable police agencies to assume a leadership role in community-wide efforts to address hate crime issues effectively.

Among the recommendations on the law enforcement action agenda:

- Establish a "zero-tolerance" atmosphere in every law enforcement agency.
- Respond to and support the individual victims of hate crimes and their communities.
- Continuously investigate, track and deal appropriately with the activities of organized hate groups.

"To be leaders in preventing hate crimes, law enforcement professionals must ensure that they not only respond to incidents of hate in the community, but also that they and their entire agencies exemplify the values of tolerance and peaceful conflict resolution, and that any bias-related behavior by police officers is dealt with swiftly, equitably, and severely," Chief Neubauer added.

The *Hate Crime in America Summit* was supported through grants from the Department of Justice; Bureau of Justice Assistance; Office of Community Oriented Policing Services; Office for Juvenile Justice and Delinquency Prevention; and the Office for Victims of Crime.

Reno added, "I commend the IACP as an organization and the men and women of law enforcement who put their lives on the line for us everyday, for taking the time to produce this report."

(MORE)

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The full report with analysis and recommendations is available from the IACP by calling John R. Firman, Coordinator of Research Services, at 1-800-THE-IACP.

The International Association of Chiefs of Police is the world's oldest and largest non-profit association of police executives. Established in 1893, the IACP currently has over 16,000 members in 111 countries.

*** * ***



FOR EMBARGOED RELEASE: a.m. papers
January 18, 1999

Rodger D. Murphey
(202) 401-0774

EDUCATION DEPARTMENT AND ATTORNEYS GENERAL ISSUE GUIDANCE TO HELP SCHOOLS END HARASSMENT AND HATE CRIMES

The U.S. Department of Education Office for Civil Rights (OCR) and the National Association of Attorneys General Bias Crime Task Force Education Subcommittee today issued *Protecting Students from Harassment and Hate Crimes, A Guide for Schools*, intended to help school officials deal more effectively with instances of harassment and violence in elementary and secondary schools.

"Our schools owe students a safe environment that is conducive to learning and that affords all students an equal opportunity to achieve high educational standards," U.S. Secretary of Education Richard W. Riley said in letter forwarding the guide to schools. "Harassment and hate crimes undermine these purposes and may cause serious harm to the development of students who are victimized by this behavior."

The latest FBI crime statistics indicate that there were more than 8,000 bias-motivated crimes reported in 1997. Of these, more than 10 per cent, 848, occurred in schools. In that same year, OCR received 211 racial harassment and 125 sexual harassment complaints.

The new guide provides practical step-by-step advice as to the most effective ways to deal with persistent episodes of harassment of students and hate-motivated threats and violence.

Specifically, the guide encourages school officials to:

- o develop written anti-harassment policies;
- o identify and respond to incidents of harassment;
- o develop formal complaint procedures;
- o create a school climate that values diversity; and,
- o address hate crimes and conflicts in school and the community.

-MORE-

The guide discusses various federal, state and local laws that address discrimination or criminal acts directed at students because of their race, national origin, sex, sexual orientation, disability, and/or religion. Schools officials are encourage to take immediate and appropriate steps to stop such harassment and prevent its recurrence. When ignored, such demeaning and brutal harassment incidents can jeopardize students' academic achievement and undermine their physical and mental well-being. Such incidents can also provoke retaliatory violence, damage a school's reputation, and exacerbate community conflicts.

According to the new guidebook, creating a safe school climate in which all students feel welcome is the most effective way of protecting students from harassment and hate crimes.

Sample school policies listed as models in the guide include:

- o Arizona School Policy Prohibiting Harassment and Violence;
- o Minnesota School Board Policy Prohibiting Harassment and Violence;
- o Vermont Model Anti-Harassment Policy;
- o Legislative Rules of the Board of Education of West Virginia;
- o Model Memorandum of Understanding between New Jersey Education and Law Enforcement Officials; and the,
- o Comprehensive Plan of the Edmonds, Washington School District.

The National School Boards Association has called the new publication "the kind of good preventive work the field needs to help ensure that schools provide a safe and welcome environment for all students."

The guide is intended to:

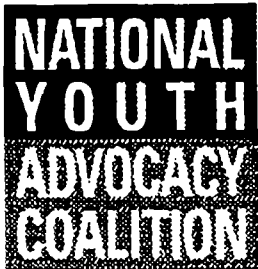
- o offer strategies for long-term solutions to the problem;
- o increase awareness of the need for organizing school-parent-community partnerships to respond to the problem;
- o offer information that will help schools to write, revise and enforce written anti-harassment policies that cover all kinds of unlawful discrimination;
- o assist school personnel to recognize harassment when it occurs and respond effectively to stop the harassment and deter recurrence or escalation;
- o review support strategies for victims;
- o provide advice to schools on ways to establish formal reporting and complaint procedures;

- o provide information to schools regarding when and how to refer incidents to law enforcement authorities for investigation or prosecution;
- o make schools aware of the advantages of accurate incident reporting; and,
- o identify the components of crisis intervention plans that will help to avoid disruption of the educational process, should incidents occur.

Protecting Students from Harassment and Hate Crimes will be posted on the department's web site at www.ed.gov/offices. Copies are also available through ED Pubs or by calling 800-USA-LEARN.

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NOTE TO EDITORS: The National Association of Attorneys General contacts are:
Richard Cole (617) 727-2200 x 2928
Traci Otey (202) 326-6047



*Improving the lives of gay, lesbian,
bisexual and transgender youth*

CONTACT: Rea Carey
Executive Director
1711 Connecticut Avenue, NW
Suite 206
Washington, DC 20009
888/694-7172 (pager)
202/319-7596, x15 (phone)
rcarey@nyacyouth.org (email)

PRESS RELEASE

FOR IMMEDIATE RELEASE

January 18, 1999

National Youth Organization Applauds U.S. Department of Education for Addressing Sexual Orientation Harassment in Groundbreaking Hate Crimes Guide

Focus on prevention and climate change may result in fewer Matthew Shepard-like murders

For many gay, lesbian, bisexual and transgender students, going to school can be a daily hell filled with hate-based incidents including being spat and urinated upon, slammed against lockers, experiencing mock or real rapes, and having weapons drawn on them. Today, a major step in changing the climate of our nation's schools and decreasing hate-motivated violence was taken by the U.S. Department of Education Office for Civil Rights (DOE) and the National Association of Attorneys General Bias Crime Task Force Education Subcommittee (NAAG). Today's release of "Protecting Students from Harassment and Hate Crime: A Guide for Schools," is a step-by-step, user friendly guide for school administrators, teachers and other school personnel to prevent and address hate crimes based on race, sex, disability, sexual orientation, national origin and other forms of diversity.

The Guide includes sections on Developing Anti-Harassment Policies, Identifying and Responding to Incidents of Harassment, Grievance Procedures, and Creating a Climate that Appreciates Diversity. To make it easy for schools to use the manual, templates have been included for school policies, protocols, guidelines for determining hate motivation, and sample incident reports. Local and national government and non-governmental resources and technical assistance are included in an appendix.

Rea Carey, Executive Director of the National Youth Advocacy Coalition (NYAC), a gay, lesbian, bisexual and transgender youth advocacy organization, applauded the Guide's focus on changing the school climate and the consistent inclusion of addressing hate crimes based on sexual orientation. She said, "This manual takes a major step in the right direction to preventing the continued lynchings in this country -- whether it's a lynching behind the turning wheels of a Texas truck or a lynching against a Wyoming ranch fence. The people who attack others simply because they can not respect and value the ways in which they are different from themselves, learned their beliefs somewhere. They often learn their beliefs, or get them reinforced, through the climate in our nation's school system. For years, NYAC and other

- MORE -

organizations have been asking the federal government to look at the data and take a stand against hate in a more tangible way than through sound bytes about valuing diversity."

The 1995 Massachusetts Youth Risk Behavior Survey found that 66.7% of gay, lesbian and bisexual (GLB) students were threatened/injured with a weapon at school, as compared to 28.8% of non-GLB students. The same study revealed that 20.1% of GLB students skipped school because of feeling unsafe, as compared to 4.5% of non-GLB students.

Carey added, "Although schools are under no legal obligation to use the Guide, one would hope their legal and moral obligation to ensure a safe learning environment, equal protection and access to education for all students will compel them to follow this Guide word for word. After all, it makes much more sense to work to prevent hate-motivated crimes than to have to clean up a bathroom stabbing, anti-Semitic graffiti, or a costly lawsuit after the fact. Following the Nabozny decision, in which a Wisconsin high school student sued his former school and received a \$900,000 settlement, NYAC and other organizations started receiving calls asking what they could do to avoid similar lawsuits. The answer is, 'fully implement this Guide.' It will cost less to implement the recommendations and systems in the Guide than to pay a gay student hundreds of thousands of dollars because you put this Guide on the shelf and ignored it."

To obtain a copy of the Guide, contact 800-USA-LEARN or visit <http://www.ed.gov/offices/OCR/>. For assistance in using the guide to educate schools on creating a safer climate for gay, lesbian, bisexual and transgender youth, contact the NYAC's Bridges Project national clearinghouse at 202/319-7596, x10.

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The National Youth Advocacy Coalition is the only national organization solely focused on advocacy, education, and information addressing the broad range of issues facing gay, lesbian, bisexual, and transgender youth. NYAC works to end discrimination against these young people and to ensure their physical and emotional well being. NYAC represents the interests of GLBT youth and the over 500 organizations nationwide providing support services to GLBT youth.

National News

New manual advises schools on Gay harassment

Government publication gives practical steps to ending violence against students

by Peter Freiberg

In what Gay activists called a "major step," the U.S. Department of Education and the National Association of Attorneys General issued a guide to schools Monday, January 18, on how to more effectively combat hate crimes, including anti-Gay harassment and violence.

The manual, entitled *Protecting Students from Harassment and Hate*, gives administrators, teachers and school boards practical, step-by-step advice on preventing hate crimes and dealing with them when they occur.

Some school districts 'will probably be shocked to find out the federal government takes hate crimes against Gay students so seriously.'

In advocating a "comprehensive approach" to eliminating harassment and hate crimes, the guide encourages school officials to:

- develop written anti-harassment policies;
- identify and respond immediately to incidents of harassment, rather than allowing them to continue and fester;
- develop formal complaint procedures;
- address hate crimes and conflicts in school and the community; and,
- create a school climate that values diversity, which the guide says is the most effective way of protecting students from harassment and hate crimes.

Rea Carey, executive director of the National Youth Advocacy Coalition, which includes groups that deal with Gay youth, praised the guide for its emphasis on changing school climate and for consistently including sexual orientation in discussing hate crimes.

For example, Carey noted, one section gives sample written prohibitions of different types of harassment and includes an excerpt from a Vermont policy banning harassment "between people of the same or different gender."

The guide provides sample hate crime

surveys for schools to use, with Gay students included among the victim groups.

"I am most impressed," Carey said, "that [the guide's authors] chose not to separate out Gay and Lesbian students in an appendix or separate section, but to integrate sexual orientation into every single section."

Some school districts, Carey said, "will probably be shocked to find out that the federal government takes hate crimes against Gay students so seriously."

Kate Frankfurt, director of advocacy and public policy for the Gay, Lesbian and Straight Education Network (GLSEN), said many districts that might want to develop policies to protect Gay students don't even know "the language that needs to be used."

"We get requests from schools and districts on an almost daily basis [asking] for the language," Frankfurt said. "Just seeing the words ['sexual orientation'] incorporated [in the guide] in a list that is otherwise familiar to them — gender, race, national origin — may help them to incorporate those two little worlds into their harassment policies."

The issue of school hate crimes, including those directed at Gay students, have received increasing publicity in recent years. A 1995 Massachusetts survey found that 67 percent of Gay and bisexual students were threatened or injured with a weapon at school, compared to 29 percent of straight students. The study also showed that 20 percent of Gay and bisexual students skipped school because they felt unsafe, compared to 4.5 percent of other students.

However, a GLSEN survey released last September of 42 of the nation's largest school districts showed that 42 percent of those districts lacked policies protecting Gay students from discrimination and harassment. The percentage without such protections is likely much higher in the remainder of the nation's more than 15,000 school districts, many of which are more conservative rural and suburban areas, Frankfurt said.

Jeff Montgomery, president of the Triangle Foundation, which fights anti-Gay violence and discrimination in Michigan, said a \$900,000 settlement won in 1996 by former student Jamie Nabozny against a Wisconsin school district that tolerated anti-Gay harassment of him drew attention from many school



With publication of the new guide, said Jeff Montgomery of Michigan's Triangle Foundation, schools will have less excuse for failing to protect Gay students.

officials. "But the majority," he said, "didn't learn from that."

With publication of the new guide, Montgomery said, districts will have less excuse than ever for failing to take measures to protect Gay students.

"If a school system didn't do these things now," Montgomery said, "and someone [sued] them, it would be pretty embarrassing for a system to go into court and say, 'Well, we didn't think this would be a problem.' The plaintiff would just point to this document."

Arthur Coleman, deputy assistant secretary in the Department of Education's Office of Civil Rights, which produced the guide together with the Bias Crime Task Force Education Subcommittee of the National Association of Attorneys General (NAAG), said the goal was simple — "to get as much useful information as possible to the schools so they could do the right thing."

Coleman told the *Blade* it was understood from the beginning that sexual orientation would be included. "I can certainly say it wasn't an issue," Coleman said.

Coleman noted that in 1997 the DOE recognized that Gay students may be the victims of sexual harassment under federal law. However, the guide points out that non-sexual harassing behavior based on sexual orientation — for example, calling a student a derogatory anti-Gay name —

does not constitute sexual harassment under federal discrimination laws.

But Coleman said the guide also recognizes that there are "a range of issues that may not be addressed squarely by federal law," and that school districts can take action on their own to combat these problems, including anti-Gay harassment.

Schools should develop their own disciplinary codes that prohibit harassing conduct against Gays and other targets, said Richard Cole, chief of the Massachusetts Attorney General's Civil Rights Division and chair of the NAAG committee that worked on the guide.

"The whole purpose of this guide," Cole said, "is, 'Folks, let's not wait [to act] until you have victims. You want to teach students about respecting differences and diversity.'" Schools must also, Cole said, train staff on how to respond to complaints of harassment and hate crimes, so that, for example, Gay students "know there are staff members they can trust, there is a system they can trust," and don't have to "suffer in silence."

The Education Department's Coleman expressed hope that the guide's information will be translated into action.

"If it sits on the shelf it's not doing any kid anywhere any good," Coleman said. "What we are showing is that ... you can work to prevent a problem before it occurs, as opposed to having to deal with it after the fact." ▼

Georgetown Law Weekly



The Student Newspaper of Georgetown University Law Center in Washington, D.C.

VOLUME 33

MONDAY, FEBRUARY 8, TO FRIDAY, FEBRUARY 12, 1999

NUMBER 16

...diversity takes it to new levels," she said. Activities will include a number of presentations and brown-bag discussions addressing such topics as

...representation of the different cultural resources embodied by the

See MULTICULTURAL, page 4

Fernando Rivero, a 1998 graduate of the Law Center, donned a traditional costume for last year's Multicultural Day celebration. This year's event has been expanded to a full week of activities.

New journal plans second symposium *Explores fresh topic of anti-gay peer harassment*

by Claudia Owens, II,
Law Weekly

Now that it has finally been approved, *The Georgetown Journal of Gender and the Law* is gearing up for its next big event.

On the agenda is the second annual symposium on gender, sexuality and the law, this year's topic being anti-gay or harassment in schools.

Editor in Chief Kimberlee Ward, said that this topic is one that has been thoroughly discussed thus far. "We're having this symposium because anti gay-peer harassment in schools is a huge problem that is often ignored or trivialized," she said.

"Recent studies show that most schools are not doing an adequate job of protecting students from this type of harassment and discrimination," Ward added.

The symposium will take place on Friday, Mar. 4, at the Law Center, will be a day-long event, starting at 9 a.m. and concluding with a recep-

tion at 7 p.m. There will be two panels, a youth speak-out, an award presentation and a keynote speaker.

The panelists will include Law Center faculty and students, visiting faculty, and other notable figures in the

National Center for Lesbian Rights; and Julie Underwood, general counsel for the National School Board Association. Professors Mari Matsuda and Elizabeth Patterson will act as moderators.

"Anti-gay peer harassment is a huge problem that is often ignored or trivialized ... most schools are not doing an adequate job of protecting students from this type of harassment and discrimination."

**- Kimberlee Ward, 2L,
journal editor in chief**

field, including Art Coleman, deputy assistant secretary for the Department of Education's Office of Civil Rights; Shannon Minter, staff attorney for the

The panelists will "look at the laws now and at how Title IX is interpreted, because sexual orientation is not included in Title IX, the federal

statute that prohibits discrimination in education," Ward noted.

"Panelists will address interpretations of Title IX that both expand coverage to protect gay and lesbian students, and those that limit schools' liability," Ward said. "The symposium will not just [address the] legal responses [to the problem] but will also look at alternative ways to deal with the problem."

The keynote speaker will be Alana Flores, lead plaintiff in *Flores v. Morgan Hill*. Flores, a 19-year-old Californian suing her high school for anti-gay peer harassment, is the first female lead plaintiff in a case of this kind. The case itself is also a first of its kind, representing the first multi-plaintiff case dealing with anti-gay peer harassment.

Although the problem may not be at the forefront of the news scene, anti-gay peer harassment is prevalent in schools. Recently, a 15-year-old boy beat a 13-year-old boy to death at a

See SYMPOSIUM, page 3

Alumni share tales of
alternative careers
page 5

Happy Valentine's Day
Classifieds
page 7

'Inspiration' pays homage
to gospel sound
page 8

Georgetown Journal of Gender to sponsor symposium on gay harassment in schools

SYMPOSIUM from page 1

school bus stop, allegedly because he thought his fellow student was gay. Before he committed the murder he allegedly told a friend that "gay people deserve to die."

In a separate case, in 1996, Jamie Nabozny received almost one million dollars from his former high school for the school's failure to protect him from other students' anti-gay abuse. Despite this groundbreaking settlement, it remains unclear whether schools are liable for student-on-student harassment.

The Supreme Court is expected to rule on this issue this term in *Davis v. Monroe County*. "The Court's last term decided the standards for liability when teachers are harassing students, but not when students harass each other," Ward noted. "What the Court is deciding right now is whether schools are liable at all when students harass each other."

During the symposium, the journal will present the first annual Wendy Webster Williams Award to Professor Wendy Webster Williams for her pas-

sionate commitment to improving the lives of women, especially those at the Law Center.

The journal will publish its first issue by the end of June. The issue will

definite plans in the works. "We plan to have each year one symposium (issue), a Year In Review, and a General Edition with articles and student notes. However, this production

approximately 40-45 additional staff members through this spring's journal write-on process. First year students interested in being considered as staff members will have an opportunity to preference the *Journal of Gender and the Law* at the time of the write-on.

Despite these ambitious plans, the journal is not yet included in the formal school budget. "We are not yet a line item in the school's budget, but [we] will be after we present our budget to next year's finance committee," Ward said.

However, the journal has received and raised funds already to help it with its upcoming events. "Both symposia have been funded by the dean's office, and we have raised a significant amount of money and continue serious fundraising efforts," Ward said.

Following approval of Law Center funding, Ward explained that the journal anticipates that subscription revenue will generate a significant portion of the journal's budget.

The symposium is already generating popular interest. Due to an overwhelming response, students wishing to attend the symposium must register in advance.

In a 1996 case, Jamie Nabozny received almost one million dollars from his former high school for the school's failure to protect him from other students' anti-gay abuse. Despite this recent groundbreaking settlement, the liability of schools remains unclear.

contain articles from last year's symposium, which addressed state accountability for hate crimes and domestic violence. This year's symposium issue will be published by November 1999.

While the production schedule for the journal is not set in stone, there are

schedule is tentative and is still going through the approval process," Ward said.

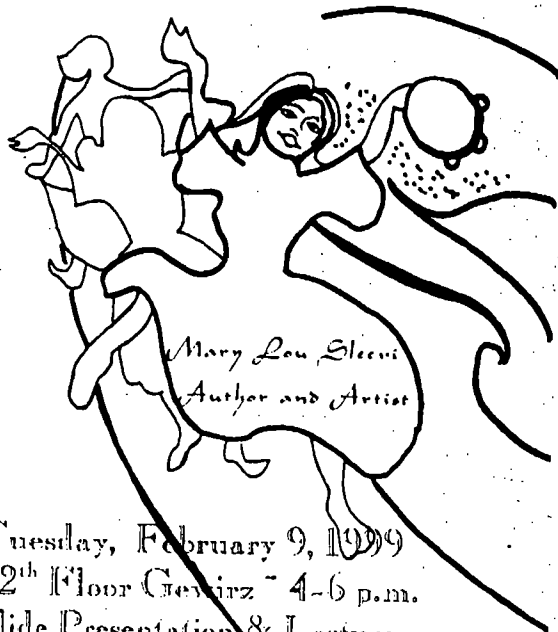
The Year In Review, which currently has a 50-member staff, will provide new legal research and writing opportunities for students. The inaugural issue will be published by February 2000.

The General Edition will include notes written by students and is being supervised by thirteen Law Center professors. In addition to the present members, the journal hopes to select

To register for the symposium, or for general information about the journal, contact Meghan Faix, symposium editor, at (202) 986-0154 or at gender_journal@hotmail.com.

IN CONJUNCTION WITH THE CELEBRATION OF MULTICULTURAL WEEK

*Freeing the Spirit:
Expressing Faith and Justice through Art*



Mary Lou Sleevi
Author and Artist

Tuesday, February 9, 1999
12th Floor Gevitz ~ 4-6 p.m.
Slide Presentation & Lecture
Followed by
Reception & Book Signing

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Student Affairs & Women's Legal Alliance

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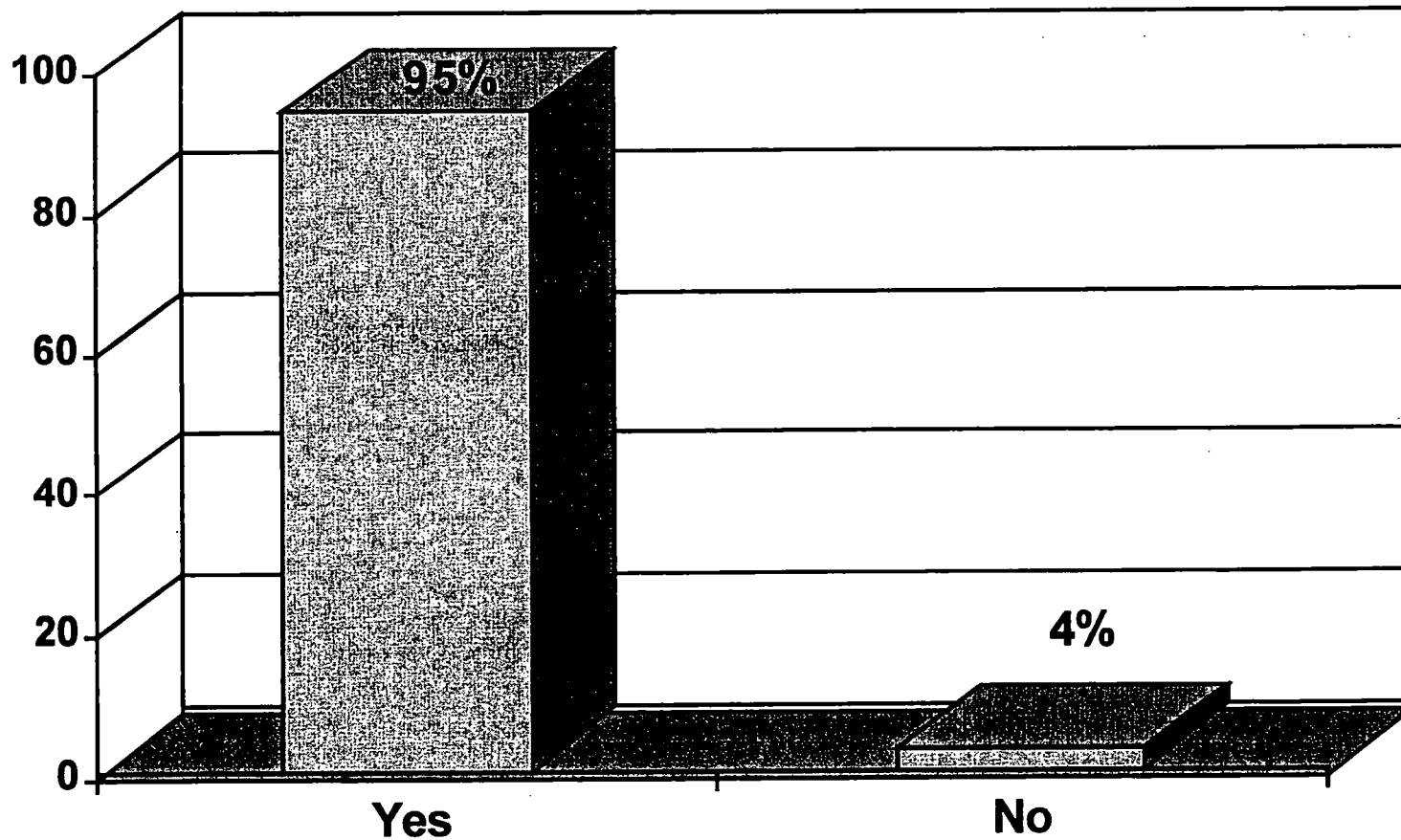
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Major Findings

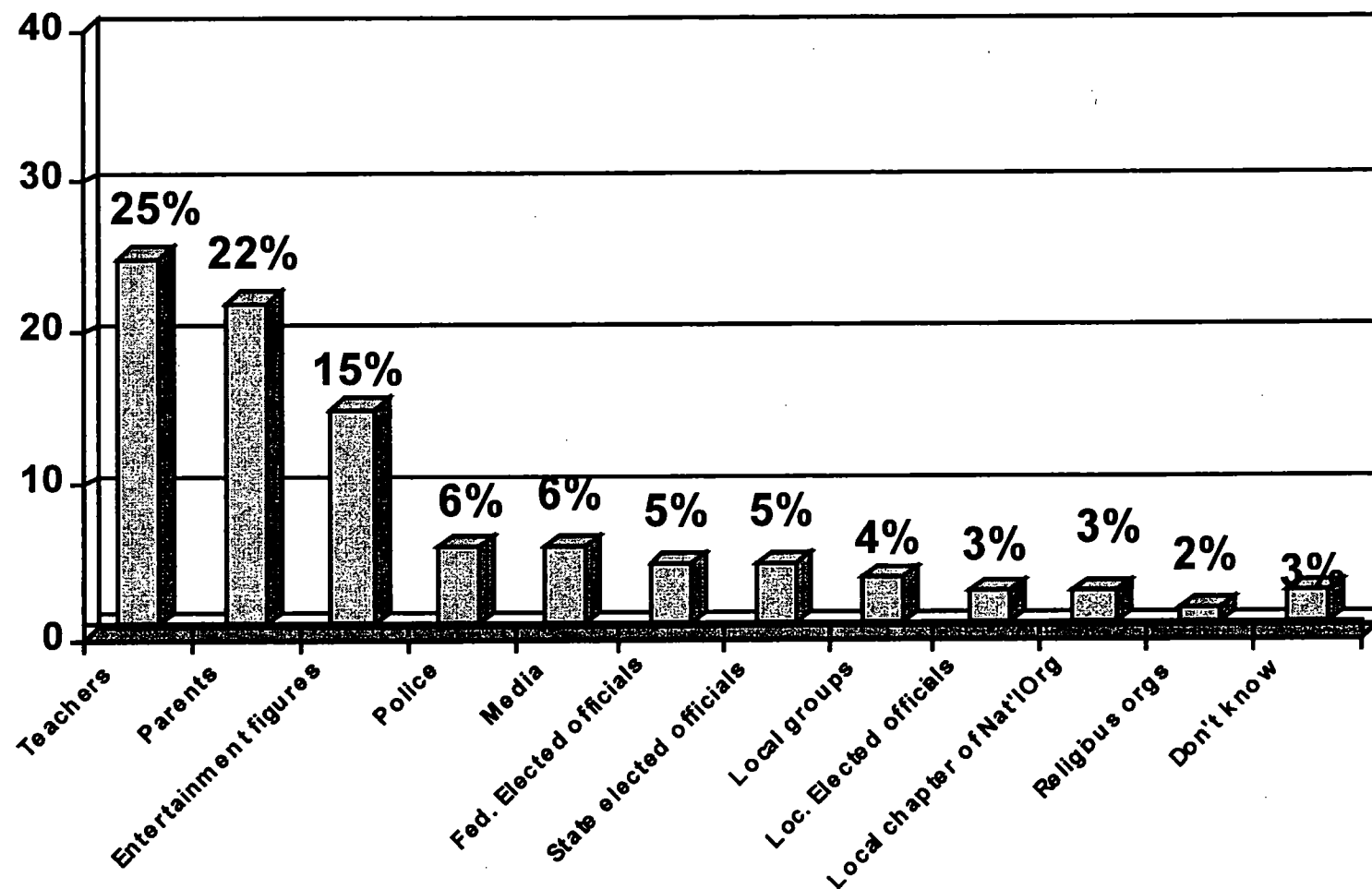
Hate Crimes Against Gays and Lesbians

- **The most prevalent attacks against gays and lesbians involve ridicule or jokes**
 - **61% have seen or heard a someone ridiculing someone else for being gay behind their back**
 - **45% say someone they know has said something bad or negative about gays**
 - **29% admit to doing it themselves**
 -
- **When it comes to physical violence against gays and lesbians, 11% say they know a gay or lesbian victim of a hate crime.**
-
- **In addition, 53% say they know people who would turn their back if they saw or heard a hate crime against gays or lesbians taking place.**

Expanding Hate Crimes Law: Good Idea Or Bad Idea?



Greatest Impact In Helping to Prevent Hate Crimes



Here are some of the ideas we are working on for the Hate Crime Event on April 2:

1. Direct the 100 or so hate crimes working groups in each of the U.S. Attorney's Offices to develop a best practices manual based on their experiences.
2. Announce that a significant part of FY 2000 budget request for \$5 million for state and local civil rights enforcement will be used for hate crimes (need to check)
3. Direct DOJ and Education to add hate crimes reporting to the school violence report cards for K-12 schools
4. Direct DOJ and Education to report on hate crimes on college campuses
5. Announce DOJ and Education's participation in a public-private partnership with Court TV and AT&T cable to produce a hate crimes curriculum for middle-school children on Youth Tolerance Day at the end of October

U. S. Department of Justice
Office of the Deputy Attorney General

Washington, D.C. 20530

FAX TRANSMISSION SHEET

TO: Mary Smith
456-7431

FROM: **ALLYSON STOLLENWERCK**
Special Assistant to the
Deputy Attorney General

Phone: (202) 514-3796 **Fax:** (202) 616-1239

DATE: 3/24/99

NUMBER OF PAGES (including this cover sheet): 3

MESSAGE: Mary & Tom - Here is the revised
summary of the youth tolerance/diversity
program.

Please call with any questions.

Thanks.

- Allyson

Problems with this transmission should be directed to Marjorie Jackson, (202) 514-9340

03/24/99 20:15 202 616 1239 DAG 002

Program title: Dealing with our differences

Subtitle: Voices from the middle school

AT&T Broadband & Internet Services, Court TV, National Middle School Association, Anti-Defamation League, Cable in the Classroom, U.S., Department of Justice and U.S. Department of Education are sponsoring a national forum on diversity for Middle School students during the Fall '99 school year.

The program will be built on national curriculum standards. The overall program will include in-school lessons/activities designed to meet individual curriculum standards supported with cable TV programming, videos and websites; a nationally-televised forum on diversity and tolerance; and post-show lessons/activities to reinforce the show and to provide positive action steps for students.

Overview:

Young adolescents are ready to explore the world. Often, these youngsters are self conscious, seeking approval from their peers and wanting very badly to "fit in." At the same time, they are experimenting with independence, sometimes questioning the behavior of adults and hoping to find a unique place in the world.

As they walk the continuum from childhood to young adulthood, they need supportive tools and proactive steps they can take to deal with complex and sensitive issues. As their world broadens, young adolescents confront difficult questions about diversity, fairness and tolerance. And they want us to help them learn how to respond.

We see young adolescence as the last best chance to reach this vulnerable, sensitive, questioning population with a positive learning experience.

This program is designed to:

- Show that differences are OK and are needed to create the strong foundation upon which the United States is founded
- Educate students about the harmful impact of intolerance
- Highlight positive ways adolescents are dealing with diversity issues

- Provide an opportunity for students to be heard and have their voices counted on this topic in a nationwide forum.

Program activities will:

- Heighten awareness of diversity among Middle School students in their daily lives
- Promote a dialogue on our differences
- Empower Middle School students to explore issues of diversity on their own
- Give students the tools to confront biased thinking.

Using this program students will:

- Begin to value the importance of diversity
- Develop appropriate strategies to use in real situations.

A GAY RIPPLE IN DAWSON'S CREEK

The national gay & lesbian newsmagazine

the Advocate

March 16, 1999

www.advocate.com

exclusive interview

Matthew's mom

JUDY SHEPARD TALKS
ABOUT HER SON'S FOUNDATION,
HIS MURDER, AND HIS LEGACY

ANOTHER MOTHER HEALS

Dorothy Hajdys Holman remembers
her son Allen Schindler's tragic end

SHOULD MATTHEW'S KILLERS DIE?

Gays get caught up in death penalty debate

\$3.95 USA • \$4.95 CAN • £2.95 UK



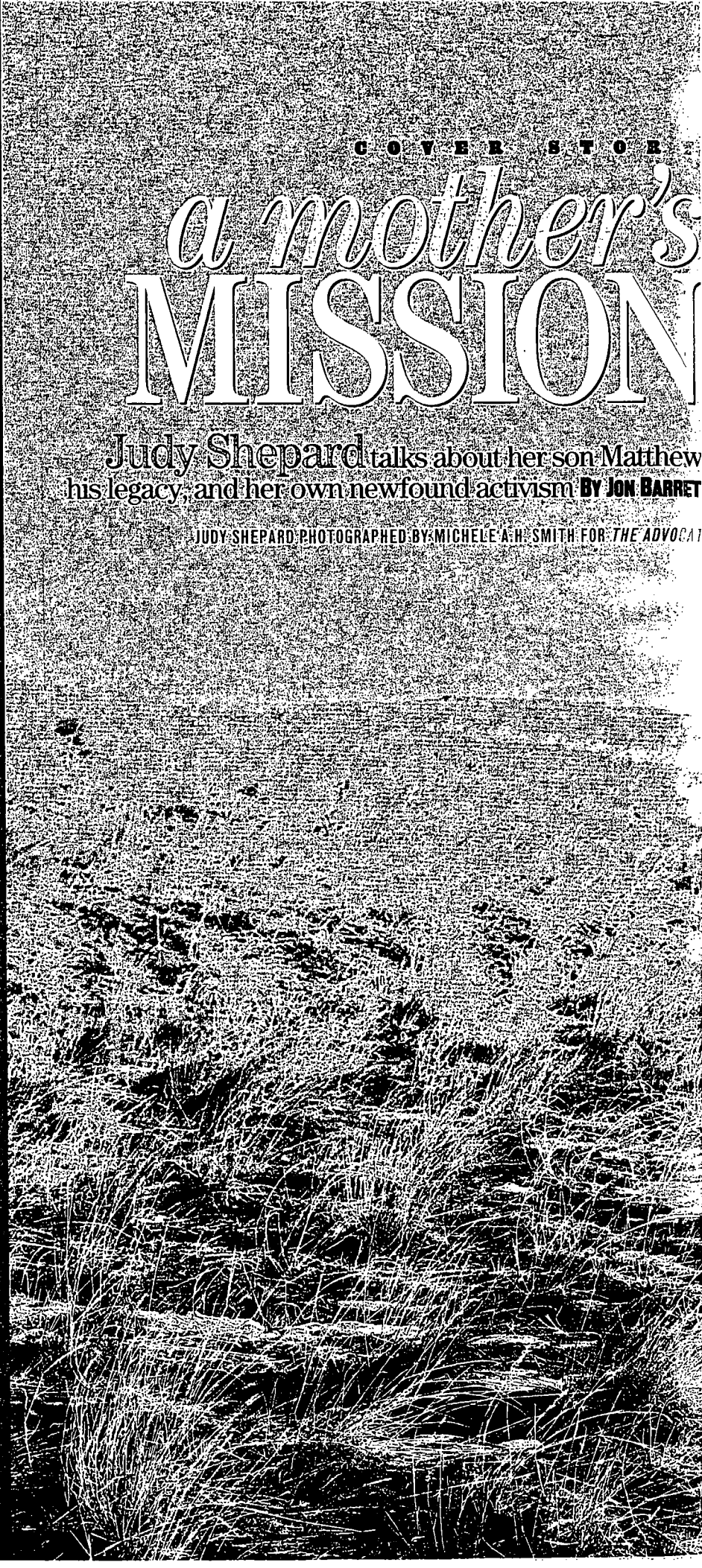
Almost five months have passed since Matthew Shepard was found bloodied and near death in a field outside Laramie, Wyo. His murder—and, more important, his life—still continue to affect us. No one feels that more than Matthew's mother, Judy Shepard, who found herself thrust into the spotlight at a time of intense private grief. Now she is ready to speak out, not just about her own loss but also about what good may come of it. Sadly, Shepard's pain is not unique. Dorothy Hajdys-Holman recalls the brutal murder of her son Allen Schindler. Meanwhile, gays and lesbians seek ways to make sense of Shepard's death. While grassroots activists are working harder than ever to build a political base to secure lasting justice, a lively debate has broken out over whether the two suspects in the case should face the death penalty.

C O V E R S T O R Y

a mother's **MISSION**

Judy Shepard talks about her son Matthew, his legacy, and her own newfound activism **BY JON BARRETT**

JUDY SHEPARD PHOTOGRAPHED BY MICHELE A.H. SMITH FOR THE ADVOCATE



As Judy Shepard drives through Casper, Wyo., on a brisk Sunday morning, she points out the way things used to be. Before she and her husband moved the family to Dhahran, Saudi Arabia, for his job as an oil safety engineer. Before her two sons left for boarding school. And, of course, before her elder son, Matthew, was left to die on a fence in Laramie, Wyo., about 180 miles south of Casper.

She passes through a subdivision on a bluff outside the town of about 50,000 to look at her family's old home. It's the two-story one on the ridge—the nicest on the block. On a clear day like today, you can see the white tops of the Bighorn Mountains from the backyard.

She points out Matthew's junior high school and Casper College, where Matthew performed in several productions. Was he a good actor? "You're asking the wrong person," she says, admitting the bias of a proud mother. Shepard was clearly close to her son; on her last visit to Wyoming before the fatal attack, she and Matthew spent five hours together in a restaurant just talking and enjoying each other's company.

On this day not all of Judy Shepard's memories are as happy as that one. At the family's church, ►



St. Mark's Episcopal, she drives past the black fence in the park across the street that corralled the Rev. Fred Phelps and his antigay clan during Matthew's funeral. In the same park is a tree planted a month ago by some of Matthew's former classmates.

The 46-year-old Shepard looks different today than she did in October, when the world first saw her on the day of Matthew's funeral. Her shoulder-length hair is longer and redder—the water in Saudi Arabia bleaches it. But she still looks like a mom. And at only 5 feet, 2 inches, she looks like Matthew's mom.

Someone meeting Judy Shepard for the first time might think her naïve. It's an impression her understated voice and demeanor don't belie. But if you spend time with her and listen to her story, it's clear that any naïveté she may have had has been elbowed away by bewilderment, loneliness, and the determination that something good come from her son's death.

While 18-year-old son Logan is away at boarding school and husband Dennis is in Saudi Arabia earning the family's keep, Shepard is back in Casper after six years. She's here to lay the groundwork for the Matthew Shepard Foundation, which she says will be "dedicated to the principle of helping people move beyond tolerance to embrace and rejoice in diversity." In an exclusive interview with *The Advocate*, she discusses her plans for the foundation, talks about the effort to maintain privacy for herself and her family, and remembers the joys and struggles of Matthew's life.

Until now, I know a lot of the contact you've had with people with regard to Matthew has been through the Internet. Were you an Internet person before this?

No. Living in Saudi Arabia, we had no live Internet. So I had no experience with the Internet at all. But I have a niece who's a computer nerd, and she was showing me how to find things on the Web. I had been hearing so many things about the Web sites dedicated to Matt that I wanted to see them. There were so many E-mail letters we got that I knew there must have been a lot of discussion on the Internet about it.

How did the E-mail make you feel?

At first I found reading the messages



very hard. The same with the cards because it brings up such an emotional reaction. But as I go through them all, it's very cathartic to share that hurt, to know that so many people cared about him—and about us—and actually took the time to take a pen to paper or type out a message on the E-mail. It's really very touching, very strengthening to me.

Were you surprised by the mail?

Oh, totally, totally amazed. Still am when I look at all of it. It's just overwhelming how many people responded in a positive way—very, very few otherwise; they're in my weird file. But it's been a very overwhelming, amazing, and totally wonderful—in an odd sense—experience to know that so many people would care.

How many total letters would you say you've received?

About 10,000 letters and 70,000 E-mails. We received letters, cards, gifts, stuffed animals, blankets, food. Some people just sent a card and signed their names, and some wrote amazing 20-page letters—just whatever the spirit moved them to write. I'm going to read them all, and they will be answered, but not personally.

Can you tell me a little bit about the Matthew Shepard Foundation and your plans for it?

Well, we've only begun laying the groundwork. So I don't have a mission statement. We only have a basic idea. And the idea is that we will be a foundation that will have fund-raisers, seminars, and symposiums based on education about tolerance and diversity. But I will not be developing one of my own education programs. There are so many already in existence—some struggling—that if I find them meeting what my ideas are, then we will be helping them.

So you're very much at the beginning stages?

Oh, absolutely, absolutely.

Do you have ultimate goals in mind?

Actually, we're so far in the beginning that I don't even have those yet. I just want to make a positive difference. Even if it only lasts a year, I feel we will have affected more people than already have been—that we will reach people somehow.

Are you hoping to reach those like Matthew or those like the people who hurt Matthew?

I guess I'm trying to reach them all. Everybody has a right to live a life free of fear. The people like Matthew have a right to live their lives and be true to

themselves. And the people [like those] who hurt Matthew also have a right to live their lives, as long as they do it without hurting other people. What happened to the days of just being nice to each other? Why do we have to feel that we need to express every bit of everything all the time? You know? I'm just trying to reach everybody. And to show people with the phobias and the fears that they're groundless. I don't know if that's possible, but I'm going to try.

Does everybody say that?

Yes.

People would assume that you would have to retreat and be by yourself for so long. Where do you find the strength to do something like this?

I find I can deal with it better...if I could retreat, I would retreat. [*Crying*] Sorry. I need to stay busy. I don't know—I don't know how to put it in

face really hasn't been publicized, so they don't really know who I am. I get an awful lot of mail, but I really have not had direct contact because I've had so many people protecting me.

Have there been a lot of people looking for you?

Yeah. Media people mostly.

Are they successful in finding you?

No.

"He was just a kid who liked everything. HE WASN'T DIFFERENT FROM ANYBODY. AND I THINK IT WAS JUST SO EASILY IDENTIFIABLE FOR EVERYONE, GAYS AND STRAIGHTS ALIKE."



GINA VAN HOOFF

Are you surprised to find yourself an activist?

Oh, totally. I've always been an activist in my own mind, but I so dislike the public eye that I would not be out there doing anything. Among my friends or those who see us, I'm opinionated, and I speak out. But doing it in front of people—I just couldn't ever do it. So I'm amazed at my role

right now. I feel Matt sitting here [*points to her shoulder*], just pushing me, just going, "I know you can do it. I know you can." Even though he knows I hate it.

Is this the kind of thing he would have wanted to have been doing?

Yes. He's not a rostrum beater. He doesn't get up there and pound his fist and say, "This is the way it should be." But he would love to be out there sharing ideas and talking and debating the issues and trying to make a difference.

And you're kind of doing this for him.

Yes, I owe it to him.

When I heard about the foundation and I started seeing your name, I was just amazed that you were able to be doing this so soon.

[*Deep breath*]

words. I feel that it's something I have to do. So many people have asked us to do something to not let Matt be forgotten, and we have to give them the opportunity to do something. Dennis, Logan, and I felt that I would be the one who would have to do it. And it's not easy. To be here alone and doing it. [*Crying*] But Matt's with me, and together we'll make a difference.

Do you have family out here?

No, my family is all scattered. I have a lot of friends here, though. And they're wonderful. I also find that in order to deal with everything and to talk about Matt every day, I have to build a little pocket to put my emotions away in and deal with it in a sort of a third-person detachment. Sometimes I can't. Sometimes it sneaks up on me, like right now. But I know it's something I have to do, so I'll take it just a day at a time.

Have you talked to other parents who have been in similar situations?

No, but I've received a lot of correspondence from those parents and from victims themselves.

Does that provide support?

Oh, yes. Actually, it also supplies a reason to go on—thinking maybe it wouldn't happen again if we're really successful at what we're doing.

What other kinds of people have you met since Matthew's death?

The only people who come up to me are people who already knew me. My

Did the press make it more difficult for you?

Yes. When we first got to the States, we picked up our son Logan and went to Colorado. That's when we found out the events surrounding Matt's attack had been in the national newspapers. And it was very upsetting. We felt something had been taken from us—our privacy, our own lives. We immediately had the idea of total exploitation—*National Enquirer*-type, horrific exploitation—and it was very upsetting. When we realized how many people were positively responding because of the news reports, we realized our take on the media had been wrong.

But at first...

The press made it very difficult for us to maintain anonymity in that we had to secretly be led in and out of the hospital. But if they had really tried to find us, they could have. They were, as we look back now, really respectful of our wishes to be left alone. Even when we came to Casper—especially when we came to Casper—because we just couldn't be that secret here. But for about a day we felt it was a total invasion. We got some pretty strange requests mediawise too. But overall, the media were really pretty fair to us.

Requests like what? To appear on 20/20?

Yeah, and Larry King—and I'm thinking, *Oh, jeez, there's just no way.*

Within the same time as the funeral?

Yeah, yeah. ►

Were you able to follow the press at that time?

Only our local newspapers. We were so busy planning the funeral and trying to make sure that only our friends and family could get into the church and not a bunch of reporters. Our time was taken up with burying our son. And in the hospital we didn't care about anything else. We just devoted all of our time and attention to Matt, and that was it.

I had heard there was some resentment on your and your husband's part regarding people who went on Larry King to talk about Matt. Was that true?

Kind of. We felt that, in particular, some individuals were hopping on the media wagon, and not to Matt's benefit. Maybe they had his best interest at heart, but there was some resentment.

Many people made the connection between his death and the national campaign saying that people can be cured of homosexuality—that it is something that should be cured.

Was this a valid connection? Do you think the campaign in some way incited hatred?

I don't know anything about the campaign. I don't want to comment on that. I didn't know anything about it until I read your piece ["From Soft Words to Hard Fists," November 24 issue of *The Advocate*]. I think it's ridiculous that anybody thinks that there's a choice to be made. I guess that's all I really have to say about that.... It's just one of those things I don't pay attention to. It's just so stupid. It just makes me mad.

Were you surprised by the level of hatred, like that from Fred Phelps, for example? Did that affect you in any way? Did you see it?

No, we never saw it. We were very protected from it. We did, of course, hear about it and see the pictures that appeared in the national media. At the time it was like, *OK, they've accomplished just what they wanted to—they got national exposure; they're being talked about.* And they still are being talked about. But a friend pointed out to me that what they are doing is showing people the depths of their hatred and their ignorance. But as far as my personal reaction to them? It

wasn't worth one. Nothing is going to change their minds, and that's just the way they are.

Would you say anything to them?

Oh, no. They're not worth that energy.

Did you know about all the demonstrations? I'm talking about the positive ones now.

I knew of a few. The one in Fort Collins [Colo.], of course, because we were there for part of that one. The one in Laramie. But as far as across the nation, no.

When did those come to your attention?

Well, we started reading the newspapers after the funeral, and that's when we found out about them—like the one in New York that got so out of hand and then the smaller ones at colleges. They started sending us photos and newspaper articles and placards with signatures and cards, and that's when we really found out about the magnitude and the quantity worldwide.

Obviously Matthew struck a chord with a lot of people, especially with gays and lesbians. Even though people didn't know him, they felt that they did. Did this surprise you?

No, it didn't. In the two or three press releases Dennis and I did, we tried to explain the kind of person Matt was. And as I reread them I realized that they really painted a pretty full picture of who he was and that people would identify with everything we said. He was just a kid who liked everything. He wasn't different from anybody. And I think it was just so easily identifiable for everyone, gays and straights alike.

There have been so many other people who have been attacked and killed, and for some reason, this time everything came together and took everybody's attention. Was Matthew an everyman sort of kid? Or was there something about him that made people feel particularly close to him?

I can't answer that, other than to say that it seems the photo released at that time just so showed his youth and his...just showed him, just showed how trusting and youthful and naive he

was. And so full of promise and a future and just a regular kid.

How did he come out to you?

He called me on the phone from North Carolina and told me that he was gay. And I said, "And that means I'm supposed to have some reaction?" I had known for a long time.

Had you ever talked to him about it?

We sort of talked around it. I wanted to give him the opportunity to tell me face-to-face, but he wouldn't do it. He wasn't ready, and I wasn't going to ask him. If he wasn't ready, he wasn't ready.

GINA VAN HOOF



How did you know?

I don't know. I had known for a long time. I think I knew before he did.

When he was a little kid?

I think I did.

You could tell a difference between him and his brother?

Yeah. And I can't explain it, so don't even ask me to. I just knew.

How old was he when he told you?

Eighteen. He was very afraid to tell his dad. And he built up this worst-case scenario, and that was the one he always carried around. So it was longer than that before he told his dad, even though his dad knew because I had told him. There was no reaction from him either. There was a sense of loss in that you're not going to have that traditional wedding, daughter-in-law, children, grandchildren kind of thing, but he was still our son, and we still loved him. Everything about him that we loved was still him. That didn't change. But Matt was more afraid to tell his dad, thinking



Judy at the fence used to corral picketers during the funeral; Matthew during a trip to San Francisco

"I was always very afraid

FOR MATT'S PERSONAL SAFETY, AND I KNEW THAT THERE WERE ATTACKS GOING ON EVERYWHERE, ALL THE TIME. I DON'T THINK THAT I WAS AWARE OF HOW MANY REALLY SEVERE ONES THERE WERE."

that—actually, I don't know what he thought. But Dennis was always very accepting, and I think Matt had a hard time understanding that he was.

Did he ask you to keep it a secret from his dad?

No. They talked around it for a long time before Matt finally just said "I am."

Was that over the phone too?

No, it was in person.

After he came out to you, was he more comfortable being out in public? Did he come out to other people then?

I think he came out to his friends in high school before he did to me. In fact, they have told me they knew in high school he was gay. That was one of the things in articles that wasn't true—that he was openly gay. He was confident in who he was, but he was also confident in knowing who he should not tell. I thought he was. So if people asked him, he would say yes. But he didn't put a sign around his neck saying I'M GAY. He was fearful.

Did he tell of instances where he'd had a problem?

No. I have a feeling there were a lot of things he didn't tell us because he didn't want to worry us.

Were you concerned about his personal safety?

Oh, yes, and for a lot of reasons—one of them being that he was so small but his mouth was so big. He just never, ever let the fact that he was small ever get in the way of his expressing his opinion. And that worried me.

What kind of things would he do?

He would stick up for himself and others—just jump right in there. And that really concerned me because he was so small. He had no idea how to defend himself. He just knew things were wrong, and he wasn't going to let it go by. He was never, as I recall, ever hurt by that physically—emotionally but not ever physically.

Where did he go to boarding school?

Switzerland. There are no high schools for Western kids in Saudi Arabia, so they all have to go to boarding school.

Have you met a lot of his friends?

I have met none of his friends in Laramie, but I've met his older friends from school here, in Casper, and his boarding school friends.

Did he have boyfriends?

You know, that was part of his life he never shared. I knew he had one in North Carolina, but I don't want to talk about him. He was on the Internet with someone he evidently felt quite close to as well. I've heard about him, but I've not met him yet. Other than that, I don't know.

None have come forward to talk to you?

No. And his other friends have said that he was just really careful about forming a relationship, again because he was fearful. He felt that if he made a friend and they didn't know he was gay and if they found out later he was and it was a problem, he had just wasted all that time. "Why do that?" he told us. "Why start a relationship on false grounds?"

So, in between the time you kind of figured out he was gay and when he told you he was, was there a learning process for you about gay people?

Yes, there was. I knew several gay people in my own personal life. And I guess the learning process was about my own ignorance and trying to come to terms with Matt. I was so ignorant about the kind of community life he would need to be safe. I didn't join any support groups or anything because I never felt I needed to. I never had a problem accepting him. That was not a problem for me or with Dennis or even with Logan. None of us were surprised. ►



ABOVE: REUTERS; RIGHT: GINA VAN HOOF

Dennis and Judy Shepard at a preliminary hearing held last November for Aaron McKinney, one of the two men accused of robbing Matthew and beating him to death

"Dennis was always very accepting, and I think MATT HAD A HARD TIME UNDERSTANDING THAT HE WAS."

Since his death, has that learning curve continued?

I was always very afraid for Matt's personal safety, and I knew there were attacks going on everywhere, all the time. I don't think I was aware of how many really severe ones there were until this happened to Matt. Because now I've heard about so many. And I don't think they make the news the way Matt's did. And I've heard from several people who didn't report incidents because they weren't ready for it to be known that they were gay. I find that very sad, very sad.

But do you understand that?

Yes, I do understand that. Yes, I do.

What would you say to those people?

I don't want to say anything. I wouldn't know what to say. It's a matter of choice. And they have to come out when they're ready. And if they don't feel comfortable doing it...I mean, it's a travesty that they feel that they need to be hidden. But things will never change until everybody takes a stand.

When he moved back to Wyoming last year, did you think he would be safer?

I did feel he would be safer. I also felt that he would be lonelier because I felt the gay scene in Laramie would be much smaller than what he was used to.

But he wanted to come home?

He wanted to come home. He was ready. He wanted to experience the nature of Wyoming—the mountains and the things he had left behind. He wanted to come back to where it was small enough that he could get around, where there were people he already knew, and where there was still the environment of a university and an international student presence.

He was majoring in political science—what did he want to do with that?

He wanted to go into the foreign service and work with human rights issues overseas—all human rights.

His story has certainly changed some people's opinions regarding human rights, but do you have any fears that he'll be exploited for political purposes?

Yes, I do. Matt was a human rights activist who happened to be gay. I don't think—and this is only my opinion—I

don't think he would want to be the poster child for gay activists because there were some points in their doctrine that he didn't agree with. He was more a believer in that if there was better care in what's already here...yes, there are some specifically needed...I can't go there. Sorry. I'm digging myself a hole I know I'm not going to get out of.

Can you tell me some of the things he didn't agree with?

He felt that the same rules should apply to everyone and that there shouldn't have to be a separate set of rules for specific groups. Because we're all people. But he also knew that just wasn't going to happen. So specific laws that said you can't fire gays, you can't discriminate in housing for gays, gay

marriages—he was for that. But I can't really say what he did not support. I guess we talked more about what he did agree with. But I know there were some things that he thought were too...isolating. I'm just really hesitant to talk about the hate-crimes legislation, though. I just don't know enough about it to really put forth my own opinion.

Is it something you want to educate yourself about more?

Oh, yes, definitely. And at some time I will have things to say about it. But also because of the charitable nature of the foundation, I really can't have a political stand.

There were some things about gay people that embarrassed him, though, right?

Yes. I can only think of one specific instance. In general, it was the stereotypical gay bars with sex going on rampantly in the bathrooms. But there was one specific instance in a park, and it really angered Matt. He said, "That's just whoring, and it sets back people's views on gay relationships so far that it brings forth the stereotypical view of gay men and that they're incapable of having a commit- ►



ted relationship—a monogamous, committed relationship.” He was really upset about it.

Are you talking about George Michael?
I don't want to name names. That's burning bridges, in my opinion, and I don't want to do that.

Where do gay people meet each other in a place like Wyoming?

I suppose I really can't answer that either, except that they meet at organizational meetings, and Matt used to call it gaydar. You just sort of know, and you tentatively begin a conversation and sort of decide whether each other is gay or not. But there are no social gathering places. When you move to a place, you hear about it underground, you know? But there are no gay clubs in Wyoming.

Was the Fireside Lounge supposed to be gay-friendly?

Gay-friendly? Oh, they were all gay-friendly, I think, to a point. It was a bar that welcomed everyone. College students, everyone felt comfortable there.

Had he talked about the bar?

Oh, yeah. I know he went there quite a lot. In fact, I was beginning to worry that he had a drinking problem. He went there too often, especially with the medications he was on.

For depression?

Uh-huh. He shouldn't have been drinking at all.

What kind of medications?

He was taking Effexor for depression and something called Klonopin for anxiety.

Did that have anything to do with his being gay?

I think it was a factor.

One of several?

Yes.

Was he lonely out here?

Matt could have a million friends and still be lonely. He was just really insecure in his friendships. He could have a bazillion friends and always feel that he needed more. He just liked everybody to be around all the time.

MATT'S HIV STATUS

Will the victim be made the predator at the upcoming trial?

When the trial of Russell Henderson, one of two men accused of killing Matthew Shepard, begins this month, the mystery of Shepard's HIV status may be part of it. The question of whether Shepard was HIV-positive first surfaced in the March issue of *Vanity Fair*. In a long article about Shepard, writer Melanie Thornstrom reported that the AIDS virus was found in Shepard's blood when he was being treated after the attack. The infection, detected in the hospital, was thought to have been a very recent one. Thornstrom writes: She says that Shepard had not told his friends or his mother he was positive and likely did not know himself.

Thornstrom does not cite any sources for her information, which would normally be confidential. She does say that two Latino men allegedly beaten by McKinney and Henderson the same night of the at-

tack on Shepard were treated with drugs on the off chance that they were exposed to Shepard's blood on a weapon used in both assaults. A deputy coroner in Albany County, Wyo., where the autopsy on Shepard's body was performed, says that information about Shepard's HIV status does not and would not necessarily appear in the autopsy report.

Judy Shepard says, "I can't comment one way or the other. It's part of the trial information." She does note that Matthew was regularly tested for HIV after he was sexually assaulted in Morocco three years ago and that the test results were always negative.

Should the defense try to raise the issue of Matthew's HIV status, it would not be the first time such information has been used to raise questions about a victim. Dianne Hardy Garcia, executive director of the Lesbian/Gay Rights Lobby of Texas, says she recalls one case in particular: the 1994 trial for the murder of Tommy Musick in the Midland-Odessa, Tex., area, in which a similar defense strategy was used. The murderers said they killed him because Tommy made a pass at them and they had heard he was HIV-positive. They felt he was trying to harm them, so it was self-defense. The claim worked, Hardy Garcia says. The two men accused of Musick's murder received relatively light sentences.

—John Gallagher

Is that why he went out a lot, do you think? To meet new people?

Well, I guess.

I'm struck by your talk about gaydar and the discrepancies in the stories of that night as to whether he tried to pick up those two guys or not. Do you think faulty gaydar played a role that night at all?

Oh, I have no idea. I think Matt did have a tendency to overcompensate for his fear. He would say, "Oh, I'm being irrational." You know? "Why am I afraid of them?" And he would do things that maybe he wouldn't do ordinarily. And that's only supposition.

I'm just grabbing at straws to figure out why he went with them. I don't know.

Is that a question that's going to always bug you?

Yes.

Do you hope an answer will come out at one of the trials?

Oh, I'm sure it won't. I'm sure it won't.

He was hurt before, right? In Morocco? Can you tell me about that?

He was on a school trip his senior year, and he was in Morocco and had gone out to a coffeehouse alone, and he was ►

speaking to other exchange students. And on the way back to the hotel, some [male] locals grabbed him, and he was raped and robbed.

How many people were there?

I don't know. He never told us the details.

How did you find out about it?

He called me in Saudi Arabia from Morocco to tell me. And I could not go to him any sooner than he could come to me. It would have taken me longer to get the proper paperwork to get out of Saudi Arabia and into Morocco. So I think he was there one more day, maybe two, before he could leave and come to Saudi Arabia.

Was he hospitalized?

He was examined and released to the police to help find the attackers.

Was this what triggered his emotional problems?

Well, in high school, as we talked about before, he suffered a little depression, but this Morocco incident was certainly a major factor in his current medical condition. He suffered anxiety attacks, panic attacks, and depression. He just felt that as time went by he wasn't getting any better at being able to deal with the attack. He was still afraid of groups and strangers. There would be times when it didn't bother him at all, and sometimes he would be paralyzed by his anxiety.

So much so that he had thoughts of suicide and considered checking into an assisted living facility, right?

Yeah, he did consider that for a while. That was when he lived in Denver and he felt very isolated. He thought a smaller community would be better for him, so he moved to Laramie.

Then there was a report in *The Cody [Wyo.] Enterprise* that last August he befriended some people in a bar, accompanied them to a nearby lake, and then later was punched in the face by a bartender. Did that happen?

I really can't say. He felt safe with these people, and he didn't know what happened. He couldn't remember. He had blackouts—and he didn't remember anything other than flashbacks from Morocco. He said he liked those people and felt

HIKING AGAINST HATE

Activists plan to honor the memory of hate-crimes victims with a 2,500-mile walk

The night Matthew Shepard died, Lee Thompson of Gold Bar, Wash., awoke with a start. "I started crying," he recalls. "Nothing was wrong. I felt really peaceful." Thompson logged on to the Internet, where he found that Shepard had just died. "I started having a conversation with Matt," Thompson says. "I told him I would help him."

Out of that night came Thompson's idea for a hike in memory of Shepard and other victims of bias-related attacks. Plans call for the International Hike Against Hate and Violence to start June 3 in Skagway, Alaska, and finish October 12—the first anniversary of Shepard's death—in Fort Collins, Colo. The hike is sponsored by the International Hate and Violence Education

Foundation, which Thompson formed after Shepard's murder.

The hikers will carry a flame along their trip, passing through such cities as Edmonton, Canada; Billings, Mont.; and Cheyenne, Wyo. Matthew Shepard's mother, Judy Shepard, plans to join the hikers on the last leg of the journey. In Fort Collins the hikers will light an eternal flame in memory of Matthew and other hate-crimes victims. Thompson says they also hope to erect a memorial statue.

Thompson chose a route for the 2,500-mile hike that would be international in scope. "I read stories about people hiking across the United States," he says. "I thought it had been done, but it could be international if it went through Canada." So far about 15 people, including some of Shepard's friends, have said they will participate in the hike. Thompson expects that their numbers will be augmented by citizens of the towns the hikers pass through.

The goal of the hike, Thompson says, is "to create awareness and support for organizations trying to end hate." Through pledges he hopes to raise \$1 million, to be divided among a variety of groups, including the sponsoring organization, the Matthew Shepard Foundation, and Mothers Against Violence in America.

John Gallagher

that they liked him. I think he felt safe when he left with them.

Did they say what happened?

I believe in the newspaper report the bartender said Matt had made a pass at him.

And do you believe that?

Well, it's not Matt. It's not the Matt I know, and it's not the Matt other people know.

When you first heard about the October 6 attack, you were in Saudi Arabia, right?

Uh-huh.

Did you automatically assume he was attacked because he was gay?

Yeah, I assumed it. I just couldn't think

of another reason why anybody would beat him. In fact, every time the phone would ring and you'd hear that long-distance ping, you just say this silent prayer to yourself, *Oh, please let Matt be OK.*

How long did it take you to get here?

It was 4 a.m. Thursday our time when we received the call, which would have made it about 6 p.m. Wednesday Wyoming time. We got in at 4 p.m. Friday. It was horrible. It just drug on and drug on and drug on.

You were able to get your other son?

We called him at school and told him that we were picking him up and we were going to Colorado.

Did he know before you got him? ►

I don't think so. I went one direction when we got to the airport, and Dennis went the other direction with Logan. I called Colorado to check on Matt, and Dennis was talking to Logan, and I'm pretty sure that's when he told Logan.

Were you able to get updates on Matthew's condition when you were coming back to the States?

No. We had no idea until we got here.

The first trial begins March 22. Will you be there?

Yes. I'll be at all of them.

Is your husband going to attend too?

No. The company told him he could have unpaid leave. But we can't afford to do that because we have a son getting ready to go to college and we can't go without pay for six months.

Are you afraid? Do you anticipate a feeling of anger or fear?

No. We went to the preliminary hearings, and I didn't experience any of that. I have no feelings toward the defendants at all. To acknowledge their presence requires some kind of emotion, and I don't want to expend any of that on them. The fear I have is of just being there and hearing what happened. I just have to do that.

Are you afraid you'll hear something that you haven't heard before?

Oh, sure. I mean, he didn't live with us for six years, and he had a very private life, other than what he would tell us. And no child tells his parents everything. And I'm sure the defense is doing everything they can to find ways to make Matt a less sympathetic individual. So I'm sure things will come out that I've not known before. I don't know necessarily that it will be bad, but I'm sure I'll hear things I don't know. It would be difficult for my parents to learn about things I did! So I'm sure something will come out.

But today, knowing your son as only his mother could, what do you think his legacy will be?

Oh, gosh, just that he opened people's eyes. I hope to make it a long-lasting one. If he's changed anybody's mind in any way, it's been a successful legacy. Far-reaching, I have no idea. I hope I can see it in my lifetime. ■

ANOTHER MOTHER'S STORY

Recalling her own son's murder, Dorothy Hajdys-Holman reflects on the Shepard killing **BY TODD SAVAGE**

Dorothy Hajdys-Holman has never met Judy Shepard, but she knows what she would tell her if she did: "[She should] do everything she can to get the guys who killed her son convicted and to serve... as long as they can. And, if they offer her the death penalty, to give it to them."

Hajdys-Holman speaks from experience. Her son Allen Schindler, a sailor, was brutally beaten to death at age 22 by two shipmates in Japan in October 1992. Schindler's murder gave a face to the contentious debate about the military's ban on homosexuals. In the process Hajdys-Holman, a bookkeeper from Chicago Heights, Ill., was transformed into an unlikely gay rights activist. Six months after her son's death, Hajdys-Holman (who remarried in 1995, hyphenating her last name) delivered a heartfelt speech at the 1993 march on Washington.

"If you would have told me I would have been at the march on Washington standing before a million people and being seen all over the world, I would have told you you were nuts," she says. Since then, Hajdys-Holman has spoken at rallies, marched in parades, and lobbied legislators. She was even the subject of the 1997 cable TV movie *Any Mother's Son*.

For Hajdys-Holman, it was impossible to hear the news of Matthew Shepard's murder and not think of her own son. "My heart just went out to them," she says of the Shepard family. "When I first heard about it, I couldn't believe that something like

this could happen again."

"Matthew didn't do anything to them—he was just being himself," she says. "As a child, I was brought up to believe that we weren't to lie, yet it seems like just because somebody is gay that [other people] want them to live a lie, or otherwise they end up dead. That's why Allen ended up being dead, because he was tired of living a lie."

She once opposed the death penalty for her son's killer, Terry Helvey, because she didn't want his family to suffer too. (An accomplice, Charles Vins, negotiated a plea bargain and served only 78 days in a military prison.) But she changed her mind for fear that Helvey might go free when he's eligible for parole in 2002.

Activism eases the pain Hajdys-Holman still feels from the loss of her son. "It helps some, you know, think

LOREN SANTOW/IMPACT VISUALS FOR THE ADVOCATE



Hajdys-Holman holding a picture of her son Allen Schindler, who was killed in 1992.

ing that I'm making a change," she says. "I don't think I've ever done anything important before, you know, and this seems like it's helping some."

Activism has also helped Hajdys-Holman to stay connected to her son. "I think Allen is working through me, that Allen helps me say what I say," she says. "Maybe I'm crazy—but I think that Allen's up in heaven saying, 'Go for it, Mom. Don't let this happen to anyone else.' And I think Allen cried when it happened to Matthew." ■

Savage is a freelance writer in Chicago.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Wale
C. W. W.

To: Mary Smith

From: Bill Modzeleski

Call me if you have any questions

260 1856

Today I'm directing Attorney General Reno and Education Secretary Riley to include in the 1999 Annual Report on School Safety information on programs and related resources that parents, students, schools, and communities can use to confront and eliminate hate-motivated behavior among young people. I'm also requesting that data examining the nature and scope of youth hate crime, at and away from school, be collected and reported in the Year 2000 Annual Report on School Safety.

(Questions on hate crimes are included in the NCVS/SCS currently in the field. Data from these surveys will not be available until 2000. Additional data from the SSOCS survey will be available by 2001.)

March 25, 1999

Memorandum

To: William Modzeleski
Director, Safe and Drug Free Schools

From: Christina McCrary
Program Analyst, SDFS

Re: National Probability Sample Survey

On August 31, 1998 we entered into a contract with the Core Institute of Southern Illinois University to conduct a national probability sample on college campuses. Objectives of the surveys are as follow

- Generate national estimates of alcohol, other drug use, and violence in college students;
- Generate national estimates of alcohol, other drug use, and violence in subpopulations of college students;
- Generate a representative sample and replicable design;
- Insure that estimates have proper levels of precision for various measures or subpopulations; and
- Have a standard instrument for college/universities to use as a yardstick against which their students' alcohol, other drug use, and violence can be measured.

Data is primarily for national estimates but the survey may be designed to also yield state estimates. The survey instrument is the Core Alcohol and Drug Survey that was developed approximately 10 years ago. The survey is being revised and several new questions were added on such issues as hate crimes, sexual harassment, and driving while intoxicated. The attached revised survey has gone through extensive field review and is now nearly final.

We intend to administer the national probability sample next year during the spring semester. We convened a Methods Panel in January to recommend the best way to conduct the survey. The panel was composed of people with expertise in statistics; survey design, development, and administration; higher education in general; and alcohol, other drug, and violence prevention. These were the recommendations of the panel which we intend to follow:

- Data will be collected using a mixed mode approach. We will first employ a mail survey in two waves, then a follow-up telephone interview, where respondents have the choice of doing the survey by mail rather than by phone.
 1. Initial mailing should be released towards the beginning of the spring semester (preferably 3 weeks into the semester);
 2. Second mailing should go out four weeks later; and
 3. Telephone surveys interview will start approximately April 1 and data will continue to be collected until the end of the semester (end of May).
- Survey will cover all accredited institutions of higher education, including two- and four-year and public and private schools. It will exclude proprietary schools, non-accredited schools, professional schools, and schools with graduate students only.
- Target population is undergraduate students in the US enrolled in the institutions stated above.
- Subpopulations we intend to target are:
 1. Ethnic groups (Black and Hispanic primarily);
 2. Sex;
 3. Full-time/part-time students; and
 4. Age (21 years +, younger)
- Sample size will consist of 250,000 students. Westat did a study for us on the optimal number of schools and students that should participate in the survey. They recommended that we sample 250 institutions and 1,000 students at each institution.

MAR-25-99 THU 10:33

SIUC STUDENT HEALTH PROG

FAX NO. 16184534449

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1

CORE ALCOHOL AND DRUG SURVEY

Revised

Core Institute

Student Health Programs

Southern Illinois University

Carbondale, IL 62901

For additional use:

A 0 1 2 3 4 5 6 7 8 9

B 0 1 2 3 4 5 6 7 8 9

C 0 1 2 3 4 5 6 7 8 9

D 0 1 2 3 4 5 6 7 8 9

E 0 1 2 3 4 5 6 7 8 9

Please check one box (☒) for each item unless otherwise specified.**1. Classification**

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Grad/professional
- ☐ Not seeking degree
- ☐ Other

2. Age (years): _____**3. Ethnic origin (mark the category that best describes you):**

- ☐ American Indian/Alaskan Native
- ☐ Asian/Pacific Islander
- ☐ Black (non-Hispanic)
- ☐ Hispanic/Latino
- ☐ White (non-Hispanic)
- ☐ Other (specify) _____

4. Marital status:

- ☐ Single
- ☐ Single, living with partner
- ☐ Married
- ☐ Separated
- ☐ Divorced
- ☐ Widowed

5. Gender:

- ☐ Male
- ☐ Female

6. Is your current residence as a student:

- ☐ On-campus
- ☐ Off-campus

7. Living arrangements:**A. Where: (mark best answer)**

- ☐ House/apartment
- ☐ Residence hall/dorm
- ☐ Fraternity or sorority
- ☐ Other

B. With whom: (mark all that apply)

- ☐ With 1-3 roommate(s)
- ☐ With 4 or more roommates
- ☐ Alone
- ☐ With parent(s)
- ☐ With spouse
- ☐ With partner
- ☐ With children
- ☐ Other

8. Approximate cumulative grade point average: (circle one)

A+ A A- B+ B B- C+ C C- D+ D D- F

9. Student status:

- ☐ Full-time
- ☐ Part-time

10. Place of permanent residence:

- ☐ In-state ☐ USA, but out of state ☐ Country other than USA

11. Campus policies (mark one box each item):

a. How familiar are you with your campus alcohol and other drug policies?

- ☐ not at all
☐ somewhat
☐ very

b. Are the policies enforced?

- ☐ not at all
☐ to some extent
☐ almost always
☐ don't know

c. How familiar are you with your campus policies regarding harassment?

- ☐ not at all
☐ somewhat
☐ very

d. Are they enforced?

- ☐ not at all
☐ to some extent
☐ almost always
☐ don't know

e. How familiar are you with your campus policies regarding hate speech?

- ☐ not at all
☐ somewhat
☐ very

f. Are they enforced?

- ☐ not at all
☐ to some extent
☐ almost always
☐ don't know

g. How familiar are you with campus safety policies?

- ☐ not at all
☐ somewhat
☐ very

h. Are they enforced?

- ☐ not at all
☐ to some extent
☐ almost always
☐ don't know

12. Think back over the last two weeks.

*A drink is a bottle of beer, a glass of wine, a wine cooler, a shot glass of liquor, or a regular mixed drink.

a. How many times have you had four or more drinks* at a sitting?

- ☐ None ☐ Once ☐ Twice ☐ 3 or more times

b. How many times have you had five or more drinks* at a sitting?

- ☐ None ☐ Once ☐ Twice ☐ 3 or more times

13. a. Think back over the last two weeks. What was the greatest number of drinks* consumed in one sitting? _____

b. How many hours was that sitting?

- ☐ Less than 1 hour ☐ 4 hours
☐ 1 hour ☐ 5 hours
☐ 2 hours ☐ 6 or more hours
☐ 3 hours

17. During the past 30 days on how many occasions did you use: (circle one for each line)

	<u>0</u>	<u>1-2</u>	<u>3-5</u>	<u>6-9</u>	<u>10-19</u>	<u>20-39</u>	<u>40 or more</u>
a. Tobacco (smoked)	1	2	3	4	5	6	7
b. Tobacco (chew, snuff)	1	2	3	4	5	6	7
c. Alcohol (beer, wine, liquor)*	1	2	3	4	5	6	7
d. Marijuana (pot, hash, hash oil)	1	2	3	4	5	6	7
e. Crack	1	2	3	4	5	6	7
f. Cocaine (injected)	1	2	3	4	5	6	7
g. Cocaine (snorted)	1	2	3	4	5	6	7
h. Amphetamines (diet pills, Fen-Phen)	1	2	3	4	5	6	7
i. Methamphetamines (speed, crystal meth)	1	2	3	4	5	6	7
j. Sedatives (downers, Rohypnol)	1	2	3	4	5	6	7
k. Hallucinogens (LSD, PCP)	1	2	3	4	5	6	7
l. Opiates (heroin, smack, horse)	1	2	3	4	5	6	7
m. Inhalants (glue, rush, huff, gas)	1	2	3	4	5	6	7
n. Designer drugs (ecstasy)	1	2	3	4	5	6	7
o. Steroids	1	2	3	4	5	6	7
p. Ritalin (<u>not</u> as prescribed by MD)	1	2	3	4	5	6	7
q. Other illegal drugs	1	2	3	4	5	6	7

18. During the past 30 days on how many occasions do you think the average student on your campus has used ... (circle one for each line)

	<u>0</u>	<u>1-2</u>	<u>3-5</u>	<u>6-9</u>	<u>10-19</u>	<u>20-39</u>	<u>40 or more</u>
a. Tobacco (smoked)	1	2	3	4	5	6	7
b. Tobacco (chew, snuff)	1	2	3	4	5	6	7
c. Alcohol (beer, wine, liquor)*	1	2	3	4	5	6	7
d. Marijuana (pot, hash, hash oil)	1	2	3	4	5	6	7
e. Crack	1	2	3	4	5	6	7
f. Cocaine (injected)	1	2	3	4	5	6	7
g. Cocaine (snorted)	1	2	3	4	5	6	7
h. Amphetamines (diet pills, Fen-Phen)	1	2	3	4	5	6	7
i. Methamphetamines (speed, crystal meth)	1	2	3	4	5	6	7
j. Sedatives (downers, Rohypnol)	1	2	3	4	5	6	7
k. Hallucinogens (LSD, PCP)	1	2	3	4	5	6	7
l. Opiates (heroin, smack, horse)	1	2	3	4	5	6	7
m. Inhalants (glue, rush, huff, gas)	1	2	3	4	5	6	7
n. Designer drugs (ecstasy)	1	2	3	4	5	6	7
o. Steroids	1	2	3	4	5	6	7
p. Ritalin (<u>not</u> as prescribed by MD)	1	2	3	4	5	6	7
q. Other illegal drugs	1	2	3	4	5	6	7

19. During the past 30 days where have you most frequently used alcohol and other drugs?

Locations Used Alcohol

(mark the top three locations)

☐ Did not use alcohol

On Campus

- ☐ Residence hall
☐ Fraternity or sorority
☐ Bar/pub
☐ Private party
☐ Campus-sponsored event
☐ Other event

Off Campus

- ☐ House/apartment
☐ Fraternity or sorority
☐ Bar/pub
☐ Private party
☐ Campus-sponsored event
☐ Other event

Locations Used Other Drugs

(mark the top three locations)

☐ Did not use other drugs

On Campus

- ☐ Residence hall
☐ Fraternity or sorority
☐ Bar/pub
☐ Private party
☐ Campus-sponsored event
☐ Other event

Off Campus

- ☐ House/apartment
☐ Fraternity or sorority
☐ Bar/pub
☐ Private party
☐ Campus-sponsored event
☐ Other event

20. During the past 12 months, about how often have you have experienced the following due to your alcohol use... (circle one for each line)

☐ Did not use alcohol in past 12 months

	<u>never</u>	<u>1-2</u> <u>times</u>	<u>3-5</u> <u>times</u>	<u>6-9</u> <u>times</u>	<u>10 or more</u> <u>times</u>
a. Had a hangover	1	2	3	4	5
b. Performed poorly on a test or important project	1	2	3	4	5
c. Been in trouble with police, residence hall, or other college authorities	1	2	3	4	5
d. Damaged property	1	2	3	4	5
e. Got into an argument or fight	1	2	3	4	5
f. Got nauseated or vomited	1	2	3	4	5
g. Driven a car while under the influence	1	2	3	4	5
h. Been arrested for DW/DUI	1	2	3	4	5
i. Missed a class	1	2	3	4	5
j. Been criticized by someone I know	1	2	3	4	5
k. Thought I might have a drinking problem	1	2	3	4	5
l. Had a memory loss	1	2	3	4	5
m. Done something I later regretted	1	2	3	4	5
n. Been taken advantage of sexually	1	2	3	4	5
o. Took advantage of another sexually	1	2	3	4	5
p. Tried unsuccessfully to stop drinking	1	2	3	4	5
q. Seriously thought about suicide	1	2	3	4	5
r. Seriously attempted to commit suicide	1	2	3	4	5
s. Been hurt or injured	1	2	3	4	5
t. Sought help on campus for a drinking problem	1	2	3	4	5

21. During the past 12 months, about how often have you have experienced the following due to your drug use (excluding alcohol) ... (circle one for each line)

☐ Did not use drugs in past 12 months

	<u>never</u>	<u>1-2</u> <u>times</u>	<u>3-5</u> <u>times</u>	<u>6-9</u> <u>times</u>	<u>10 or more</u> <u>times</u>
a. Had a hangover	1	2	3	4	5
b. Performed poorly on a test or important project	1	2	3	4	5
c. Been in trouble with police, residence hall, or other college authorities	1	2	3	4	5
d. Damaged property	1	2	3	4	5
e. Got into an argument or fight	1	2	3	4	5
f. Got nauseated or vomited	1	2	3	4	5
g. Driven a car while under the influence	1	2	3	4	5
h. Been arrested for DWI/DUI	1	2	3	4	5
i. Missed a class	1	2	3	4	5
j. Been criticized by someone I know	1	2	3	4	5
k. Thought I might have a drug problem	1	2	3	4	5
l. Had a memory loss	1	2	3	4	5
m. Done something I later regretted	1	2	3	4	5
n. Been taken advantage of sexually	1	2	3	4	5
o. Took advantage of another sexually	1	2	3	4	5
p. Tried unsuccessfully to stop using	1	2	3	4	5
q. Seriously thought about suicide	1	2	3	4	5
r. Seriously attempted to commit suicide	1	2	3	4	5
s. Been hurt or injured	1	2	3	4	5
t. Sought help on campus for a drug problem	1	2	3	4	5

22. Within the past 12 months to what extent have you participated in any of the following activities? (circle one for each line)

	<u>Not</u> <u>involved</u>	<u>Attended</u> <u>meetings</u>	<u>Member,</u> <u>non-leader</u>	<u>Member,</u> <u>leadership</u> <u>position</u>
a. Intercollegiate athletics	1	n/a	3	4
b. Intramural or club sports	1	n/a	3	4
c. Social fraternities or sororities	1	2	3	4
d. Religious or interfaith groups	1	2	3	4
e. International or language groups	1	2	3	4
f. Minority or ethnic organizations	1	2	3	4
g. Political or social action groups	1	2	3	4
h. Music and other performing arts groups	1	2	3	4
i. Student newspaper, radio, TV, magazine, etc.	1	2	3	4
j. Violence prevention programs	1	2	3	4
l. Student government	1	2	3	4

23. In the first column, indicate whether any of the following have happened to you within the past 12 months. If you answer yes to any of these items, indicate if you had consumed alcohol or other drugs shortly before these incidents in the second and third columns. (circle the correct response)

A. Happened ON OR AROUND campus

	Happened on/around campus			Consumed alcohol?		Consumed other drugs?	
	yes	no		yes	no	yes	no
a. Harassment because of gender	1	2	→ if yes	1	2	1	2
b. Harassment because of sexual orientation	1	2		1	2	1	2
c. Harassment because of race/ethnicity	1	2		1	2	1	2
d. Harassment because of religion	1	2		1	2	1	2
e. Sexual harassment	1	2		1	2	1	2
f. Threats of physical violence	1	2		1	2	1	2
g. Actual physical violence	1	2	→	1	2	1	2
h. Theft involving force or threat of force	1	2		1	2	1	2
i. Forced sexual touching or fondling	1	2		1	2	1	2
j. Unwanted sexual intercourse	1	2		1	2	1	2
k. Property damage	1	2		1	2	1	2
l. Sexual assault	1	2		1	2	1	2
m. Assaults that are not sexual	1	2		1	2	1	2

B. Happened OFF campus

	Happened off campus			Consumed alcohol?		Consumed other drugs?	
	yes	no		yes	no	yes	no
a. Harassment because of gender	1	2	→ if yes	1	2	1	2
b. Harassment because of sexual orientation	1	2		1	2	1	2
c. Harassment because of race/ethnicity	1	2		1	2	1	2
d. Harassment because of religion	1	2		1	2	1	2
e. Sexual harassment	1	2		1	2	1	2
f. Threats of physical violence	1	2		1	2	1	2
g. Actual physical violence	1	2	→	1	2	1	2
h. Theft involving force or threat of force	1	2		1	2	1	2
i. Forced sexual touching or fondling	1	2		1	2	1	2
j. Unwanted sexual intercourse	1	2		1	2	1	2
k. Property damage	1	2		1	2	1	2
l. Sexual assault	1	2		1	2	1	2
m. Assaults that are not sexual	1	2		1	2	1	2

24. What are the most important reasons for your drinking alcoholic beverages?
(mark all that apply)

- | | |
|---|--|
| ☐ To break the ice | ☐ To have a good time with my friends |
| ☐ To enhance social activity | ☐ To give me something to do |
| ☐ To make it easier to deal with stress | ☐ To make me sexier |
| ☐ To fit in with a group I like | ☐ To facilitate sexual opportunities |
| ☐ To give me something to talk about | ☐ To feel good |
| ☐ To facilitate "male bonding" or "female bonding" | ☐ To experiment-to see what it's like |

25. Campus Environment: (circle one for each line)

	<u>Not at all</u>	<u>Somewhat</u>	<u>Very</u>
a. Does the social atmosphere on this campus promote alcohol use?	1	2	3
b. Does the social atmosphere promote other drug use?	1	2	3

26. In general, how safe do you feel ...

		During <u>DAY</u> time			During <u>NIGHT</u> time				
		Not at all <u>Safe</u>	Somewhat <u>Safe</u>	Very <u>Safe</u>			Not at all <u>Safe</u>	Somewhat <u>Safe</u>	Very <u>Safe</u>
a.	On this campus		1	2	3		1	2	3
b.	In your campus residence hall	n/a	1	2	3	n/a	1	2	3
c.	In classroom buildings		1	2	3		1	2	3
d.	At campus-sponsored parties	n/a	1	2	3	n/a	1	2	3
e.	In the community surrounding the school		1	2	3		1	2	3
f.	At local bars	n/a	1	2	3	n/a	1	2	3

27. Housing preferences: (mark one for each line)

	<u>Yes</u>	<u>No</u>	<u>N/A</u>
a. If you live in university housing, do you live in a designated alcohol-free/drug-free housing unit?	1	2	3
b. If no, would you like to live in such a housing unit if it were available?	1	2	3

28. To what extent has your alcohol use changed within the past 12 months?

- ☐ I have never used alcohol
☐ Increased
☐ Stayed about the same
☐ Decreased
☐ Quit drinking

29. To what extent has your illegal drug use changed within the past 12 months?

- ☐ I have never used drugs
☐ Increased
☐ Stayed about the same
☐ Decreased
☐ Quit using drugs

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SIUC STUDENT HEALTH PROG

FAX NO. 16184534449

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30. How much do you think people risk harming themselves (physically or in other ways) if they ... (mark one for each line)

	no risk	slight risk	moderate risk	great risk	can't say
a. Try marijuana once or twice	1	2	3	4	5
b. Smoke marijuana regularly	1	2	3	4	5
c. Try crack once or twice	1	2	3	4	5
d. Take crack regularly	1	2	3	4	5
e. Try cocaine (injected/snorted) once or twice	1	2	3	4	5
f. Take cocaine (injected/snorted) regularly	1	2	3	4	5
g. Try LSD once or twice	1	2	3	4	5
h. Take LSD regularly	1	2	3	4	5
i. Try amphetamines once or twice	1	2	3	4	5
j. Take amphetamines regularly	1	2	3	4	5
k. Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day	1	2	3	4	5
l. Take four or five drinks nearly every day	1	2	3	4	5
m. Have five or more drinks in one sitting	1	2	3	4	5
n. Take steroids for body building or improved athletic performance	1	2	3	4	5
o. Use chew or other smokeless tobacco products	1	2	3	4	5
p. Smoke cigars	1	2	3	4	5
q. Smoke cigarettes	1	2	3	4	5

31. During the past 30 days, how many sex partners have you had?

- ☐ None (skip to Q33a) ☐ 4
☐ 1 ☐ 5
☐ 2 ☐ 6-10
☐ 3 ☐ 11 or more

32. During the past 30 days, how often did you use a condom:

a. With a main sex partner?

- ☐ Didn't have main partner ☐ Never ☐ Rarely ☐ Sometime ☐ Usually ☐ Always

b. With any other sex partner(s)?

- ☐ Didn't have other partner(s) ☐ Never ☐ Rarely ☐ Sometime ☐ Usually ☐ Always

33. a. Did you use a condom *the last time* you had sex with your current main sex partner?

- ☐ Yes
☐ No
☐ Didn't have a main sex partner

b. If no to Q33a, had you been drinking prior to having sex?

- ☐ Yes ☐ No ☐ Don't Know

c. If no to Q33a, had you been using other drugs prior to having sex?

- ☐ Yes ☐ No ☐ Don't Know

34. a. Did you use a condom *the last time* you had sex with any other partner(s)?

☐ Yes

☐ No

☐ Didn't have other sex partner(s)

b. If no to Q33a, had you been drinking prior to having sex?

☐ Yes

☐ No

☐ Don't Know

c. If no to Q33a, had you been using other drugs prior to having sex?

☐ Yes

☐ No

☐ Don't Know

35. During the past 30 days, to what extent have you engaged in any of the following behaviors? (*circle one for each line*)

	<u>Zero times</u>	<u>1-2 times</u>	<u>3-5 times</u>	<u>6-9 times</u>	<u>10 or more times</u>
a. Refused an offer of alcohol or other drugs	1	2	3	4	5
b. Held a drink to have people stop bothering you about why you weren't drinking	1	2	3	4	5
c. Voiced concern to a faculty or staff member about someone's drinking	1	2	3	4	5
d. Gone home on a weekend to avoid the drinking scene	1	2	3	4	5
e. Taken care of someone who is drunk	1	2	3	4	5
f. Taken someone to an emergency room or urgent care center because of their drinking/drug use	1	2	3	4	5
g. Tried to stop someone from driving under the Influence	1	2	3	4	5
h. Asked for a new roommate because of roommate's drinking/drug use	1	2	3	4	5
i. Served as a designated driver	1	2	3	4	5
j. Refused to ride with a driver who was impaired	1	2	3	4	5
k. Rode with a drunk driver	1	2	3	4	5

36. In which of the following ways does other students' drinking interfere with your life on or around campus? (*circle one for each line*)

	<u>Yes</u>	<u>No</u>
a. Interrupts my studying	1	2
b. Makes me feel unsafe	1	2
c. Adversely affects academic performance	1	2
d. Messes up your physical living space (cleanliness, neatness, organization, etc.)	1	2
e. Adversely affects your involvement on an athletic team or in other organized groups	1	2
f. Prevents you from enjoying events (concerts, sports, social activities, etc.)	1	2
g. Have thought of transferring to another school	1	2
h. Disrupts classroom	1	2
i. Have been insulted or humiliated	1	2
j. Interferes in other way(s) (describe): _____	1	2

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SIUC STUDENT HEALTH PROG

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37. In the past 30 days, have you ...

On Campus		Off Campus	
<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>

- a. Carried a weapon such as a gun, knife, or club
(do not count hunting situations or weapons used
as part of your job)
- b. Carried a self-defense item such as mace, pepper guns, etc.
- c. Received hate mail
- d. Witnessed verbal aggression by students toward faculty/staff
- e. Witnessed physical aggression by students toward faculty/staff

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FAX COVER SHEET

Handwritten initials, possibly 'JG' or 'JK', in the top right corner.

Hark Comers

To: Tom Friedman
Company: The White House
Fax #: 202 - 456 - 7431
cc: Steve Friedman (via hard copy)
From: TODD CUNNINGHAM
Phone: 212-846-8448
Fax: 212-846-1738

Pages: 4 (including cover sheet)

Message:

Tom,

Here are the items we discussed this morning.
Looking forward to talking early next week.



**Penn, Schoen & Berland
Associates, Inc.**

**Mark Penn
Douglas Schoen
Michael Berland**

TO: Todd Cunningham

FROM: Elizabeth Armet

DATE: March 25, 1999

SUBJECT: Additional hate crimes information

Attached please find the answers to the questions you asked.

7% (56 people) of respondents have been the victim of a hate crime:

- ✓ 32 of these people were students
- ✓ 24 were non-students

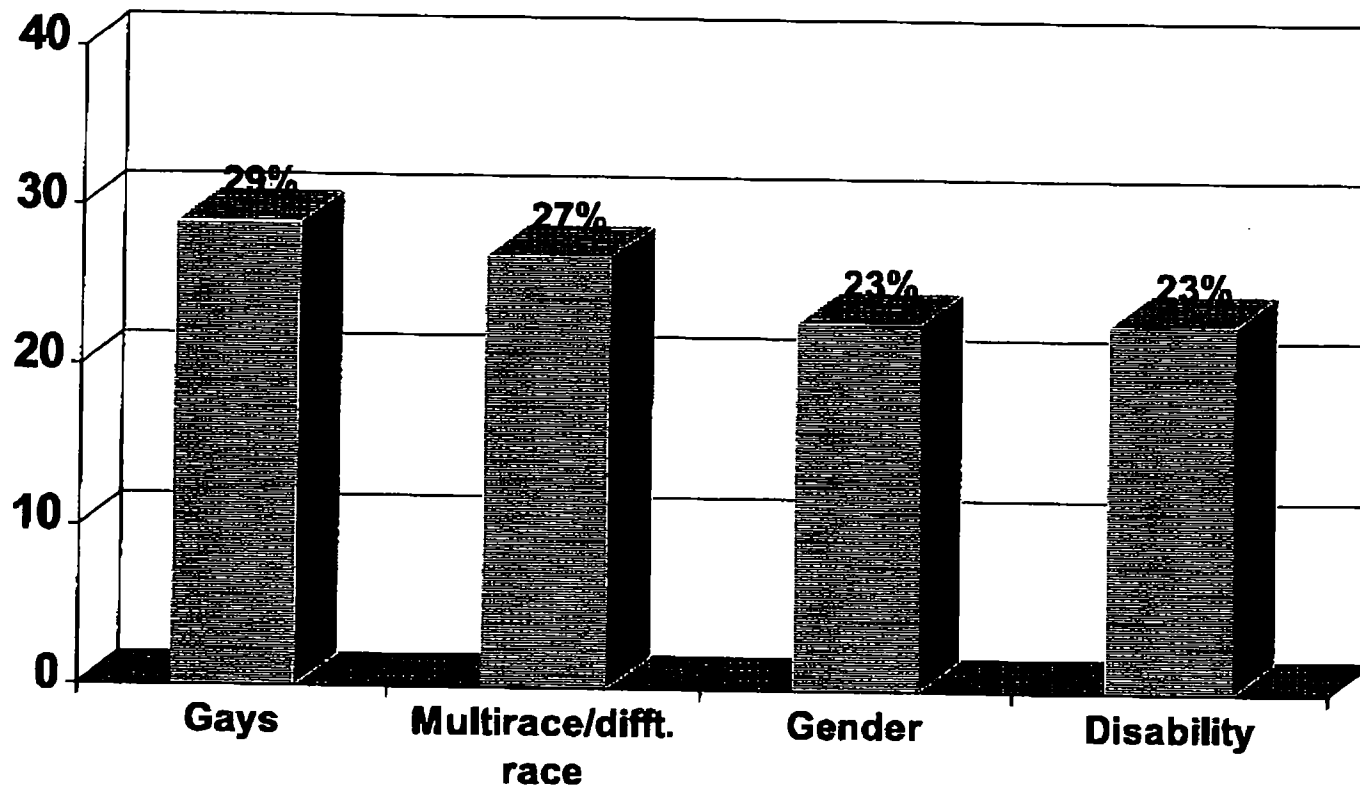
The question regarding how a respondent felt given the anti-gay hostility was phrased as follows:

Thinking about all the things we have been talking about – ridiculing, and verbal or physical threats -- when you saw or heard this go on, which of the following most closely describes the way you felt at that time (READ CHOICES, ROTATE)

- 1) *It was ok with me – I didn't do or say it*
- 2) *I was offended and wanted to walk away*
- 3) *I felt like the person deserved it*
- 4) *I didn't care*
- 5) *I wanted to say something but I got too nervous*
- 9) *don't know (DO NOT READ)*

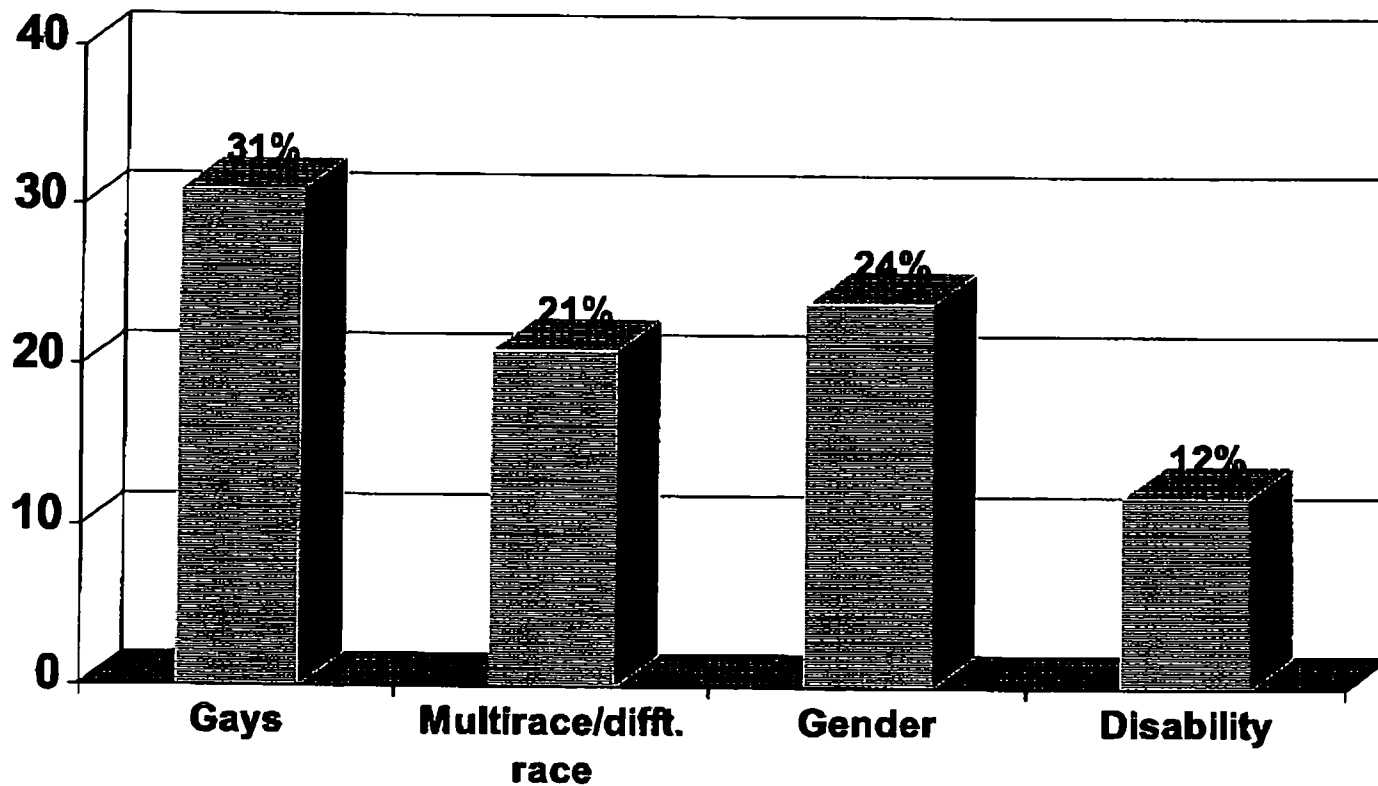
Hostility Chart

% Saying they personally have said something bad/negative about each group



Hostility Chart

% Saying their reaction to threats against each group was to not care or to feel "it was ok with me -- I didn't do or say it"



212 254
612H

CONFIDENTIAL

**A STUDY ON
THE STATE OF HATE CRIMES IN AMERICA: AN MTV SURVEY OF YOUNG AMERICANS
EXECUTIVE SUMMARY**

In the continued pursuit of understanding issues which impact the MTV audience, and the wider population at large, MTV commissioned a study on the issue of hate crimes. Beliefs, perceptions and opinions are critical to the understanding needed for addressing sensitive subject matter such as this.

The objectives of this study were to do the following:

- Clearly understand the awareness of the issue of hate crimes
- Uncover the seriousness of the issue of hate crimes to young people
- Illuminate any similarities or differences regarding hate crimes against any of the following groups:
 - Gays/Lesbians
 - Disabled
 - Gender
 - Multiracial/Different Race People

The definition used to define hate crimes in this survey: **HATE CRIMES ARE CRIMES COMMITTED AGAINST A PERSON BECAUSE OF HATRED OR SOMEONE'S GROUP LIKE THEIR GENDER, THEIR RACE, THEIR SEXUAL ORIENTATION, THEIR RELIGION OR THEIR DISABILITY.**

This survey was fielded by Penn, Schoen & Berland in March, 1999 utilizing random-digit dialing methodology meeting the following specifications:

- 750 respondents
- ½ Male, ½ Female
- Between the ages of 12-24
- 60% students/40% non-students
- Geographically-representative

(The margin of error is +/- 3.6% and is smaller for subgroups.)

KEY FINDINGS

This study reveals that hate crime is a serious issue for young Americans – both student/non-student populations. In fact, it is perceived in similar seriousness to the issues of race relations, domestic violence, gang violence. Among non-students, it is even equal to the issue of teen pregnancy. Those seen as more serious, however, are crime, violence, drugs and race issues facing their schools and communities.

The spate of recent hate crimes points to a high awareness level and a more serious problem. There is a widespread awareness (80%) and disbelief that hate crimes are not isolated to certain areas or not happening very often; however, that they are indicative of something that needs more immediate attention. One in three feel that hate crime activity has gotten worse in the past few months. Alarming, the remaining 2/3 feel that there are about the same amount of hate crimes occurring today vs. a few months ago.

Despite more than four in five respondents being aware of hate crimes being illegal, there is a tendency to not address it 'at the moment of truth'. It was noted that regarding hate crimes which consisted of verbal or physical altercations, many respondents (between 52% and 60%) say they would turn their backs and just walked away if they saw a hate crime occur. Nearly a third admitted to saying something negative or making a joke about one of the these groups themselves.

An overwhelming 95% support expanding the law to cover gender, sexual orientation and disabilities; and, 7 out of 10 feel that expanding the law will most certainly help stop hate crimes. However, there is a perception of little being done to make people aware of what the issues and implications are now. However, there is little awareness of any community-based campaigns or programs which may exist. Additionally, 62% of parents and 38% of teachers are not discussing the issue of hate crimes with young people. 9 out of 10 respondents felt that it is important for the media to play a significant role – the same percentage felt that entertainment figures are important to the awareness/education effort. In fact, behind teachers and parents, entertainment figures were seen as having the greatest impact in helping to prevent hate crimes.

The degree to which respondents feel they are NOT safe from hate crime violence varies by race and gender. Overall, 10% of those surveyed say they do not feel safe from hate crime violence. More specifically,

- 5% of whites say they don't feel safe
- In contrast, 17% of African-Americans and 14% of Hispanic-Americans say they don't feel safe
- 4% of males say they don't feel safe
- By comparison, 10% of females say they don't feel safe

Hate crimes are not seen as being just a serious problem in these respondents' communities – but more likely a national problem. Pointing to this trend of viewing hate crimes as a national and not a local issue only, both students and non-students say their parents, people they know, and schools/workplaces are tolerant. In contrast, among students interviewed, 20% say their school is not tolerant. Despite the fact that violence overall is down today in major metropolitan cities, these respondents think (89%) hate crime violence is not limited to just cities or just suburban/rural areas and see it as immediate a threat as regular violence.

Regarding punishment, the overwhelming majority feel that hate crimes should be accompanied with some sort of punishment if committed. Beyond the 95% who would like to see the law extended to cover gender, sexual orientation and disabilities, most would like to see verbal and physical threats punished as well.

HATE CRIMES AGAINST GAYS AND LESBIANS

The group who is seen to be the recipient of the most hostility is gays and lesbians and the least toward people with disabilities. Nearly one in three admit to having said something negative about another person for being gay. When any ridiculing or threats against gays and lesbians occurs, one-third of all those surveyed say they didn't care or that what they saw or heard against gays/lesbians was "okay, because I wasn't the one who had said or done anything". By contrast, only 12% had a similar reaction to those with disabilities.

- 61% have seen or heard someone ridiculing someone else for being gay behind their back
- 45% say someone they know has said something bad/negative about gays/lesbians
- 29% admit doing it themselves
- 11% say they know a gay or lesbian who has been a victim of physical violence against gays/lesbians
- An alarming 53% say they know people who would turn their back if they saw/heard a hate crime against gays/lesbians taking place

HATE CRIMES AGAINST MULTIRACIAL/PEOPLE OF DIFFERENT RACE

Close to half of all surveyed indicate that people they know have made negative comments about people because of their race – in fact, almost 1/3 admitted to making negative comments themselves. The most prevalent problem is ridiculing multiracial/different race people behind their back (61% say they've seen/heard this take place). Quite troubling, though, is the fact that one out of five say they know people capable of committing a hate crime against someone of a different race. This is especially concerning considering the sheer numbers of minorities in the youth population today.

HATE CRIMES WHICH ARE GENDER-BASED

Awareness and behavior related to gender-based hate crimes tends to be different for non-students when compared to students. While 23% of students say people they know have made negative gender-based comments, 42% of non-students say the same thing. Furthermore, only 16% say they personally have made negative gender-based comments whereas 33% of non-students say they have. Clearly, efforts being made in the education arena are impacting the students' attitudes and behaviors.

- 22% of students say they have been worried that gender-based ridiculing could turn into something worse
- 61% of non-students admit to the same thing
- Overall, 17% say they know a victim of a gender-based hate crime

MTV: THE OPPORTUNITY

In terms of MTV's involvement, the majority (61%) feel it would be a very good idea for MTV to get involved with preventing hate crime. In fact, 7 out of 10 say that MTV would have an impact on kids on this issue. When read a series of statements about MTV's involvement, virtually all (91%) agree that it makes a lot of sense for MTV to talk about hate crimes because this is one of the important issues that young people deal with everyday.

TOPLINE OPPORTUNITIES

1. There is a need for an awareness-raising campaign to share with young people the definitions of hate crimes, its warning signs and its consequences.
2. On a practical, 'local' level, there is the opportunity to suggest to parents and young people what can be done to avoid and to assist when a hate crime is imminent.
3. There is a clear desire for a legislative *presence* on this matter – “no one else is going to protect me”.
4. MTV has a clear path to communicating these messages to its viewers and helping to eliminate hate crime violence through unique programming, PSAs and pro-social efforts.

The State of Hate Crimes in America

A Survey of Young Americans

Penn, Schoen & Berland Associates

March 19, 1999

Methodology:

- **Penn, Schoen & Berland conducted 750 interviews from March were conducted from March 10th through March 16th, 1999.**
-
- **The interviews were conducted using a list of households with children between the ages of 12-24. Respondents were selected from the list through random digit dialing. All respondents were:**
-
- **The margin of error is +/- 3.6% and is smaller for subgroups**
-
- **On some tables we have created an “All” category to reflect all of the respondents we interviewed even though question wording was slightly different for students and non-students.**
-
- **This “All” category reflects 60% students and 40% non-students.**

Executive Summary

Young People in America and Hate Crime

- **The results of our survey clearly show that hate crime is a serious issue for kids, both among our student and our non-student population**
-
- **This poll shows that young people in America:**
- - 1) are aware of the issue of hate crime**
 - 2) see hate crime as a serious issue**
 - 3) believe that not enough is currently being done to combat hate crime**

Executive Summary

Hate Crime Is a Serious Problem

- In addition, 91% see hate crimes as a very or somewhat serious problem in the country
 -
- And, 89% think the problem of hate crimes affects all areas of the country
 -
- When asked about a series of issues, 35% of respondents said that hate crime is the most important or second most important issue to them
 -
- A majority of respondents (51%) say that hate crime is a very important issue (4 or 5 on a 5 point importance scale)
 -

Executive Summary

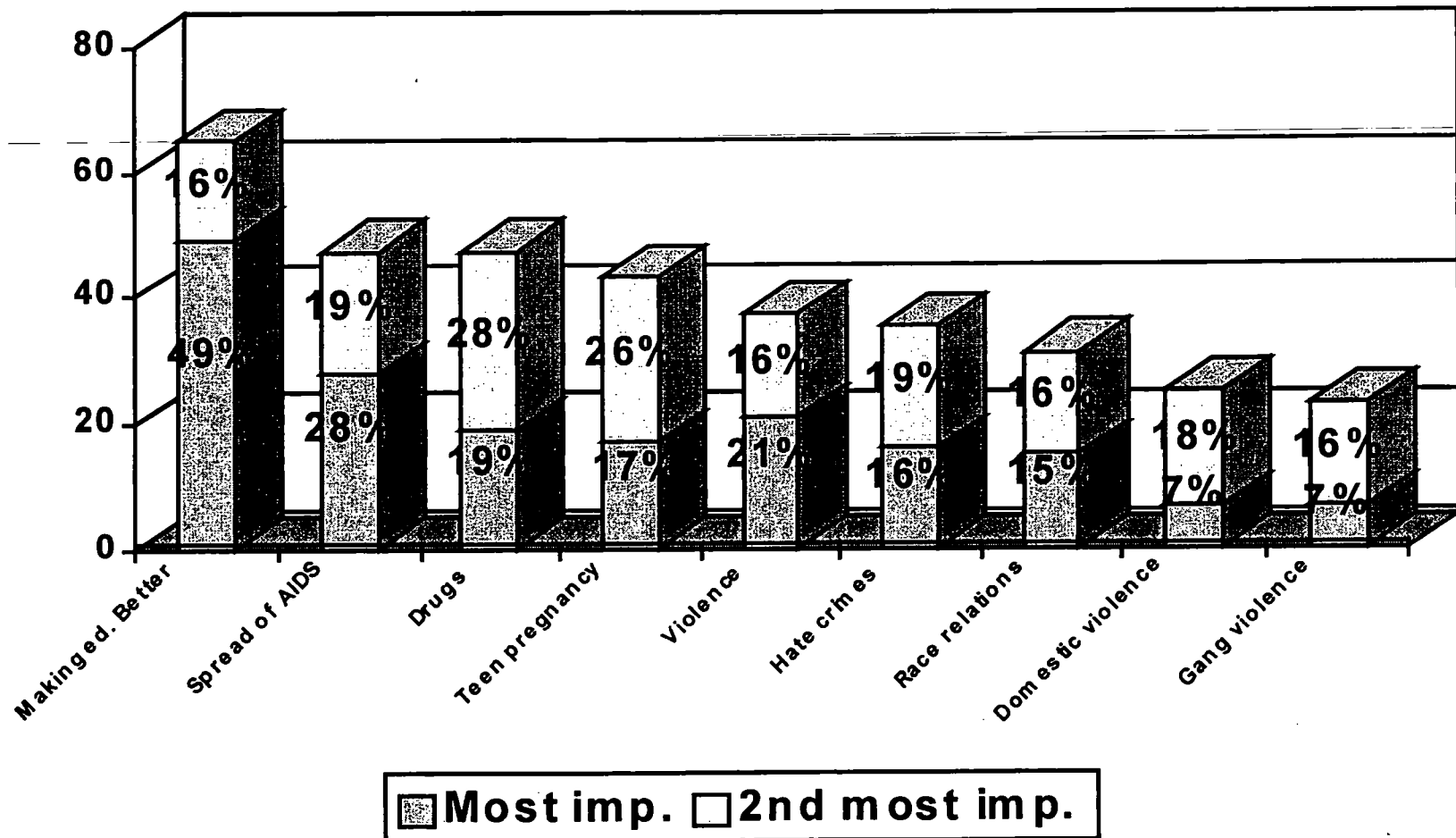
Awareness of the Hate Crime Issue

-
- **Four out of five respondents had heard the term “hate crime”**
-
- **In addition, 59% of respondents feel that recent hate crimes are not rare events but rather point to a more serious problem**
-
- **And 33% believe that the problem of hate crime has gotten worse in the past few months**
-

Most Important Issue

Among all respondents

(percentages add up to more than 100% because the question was split sampled with two different sets of answer choices to the same question)



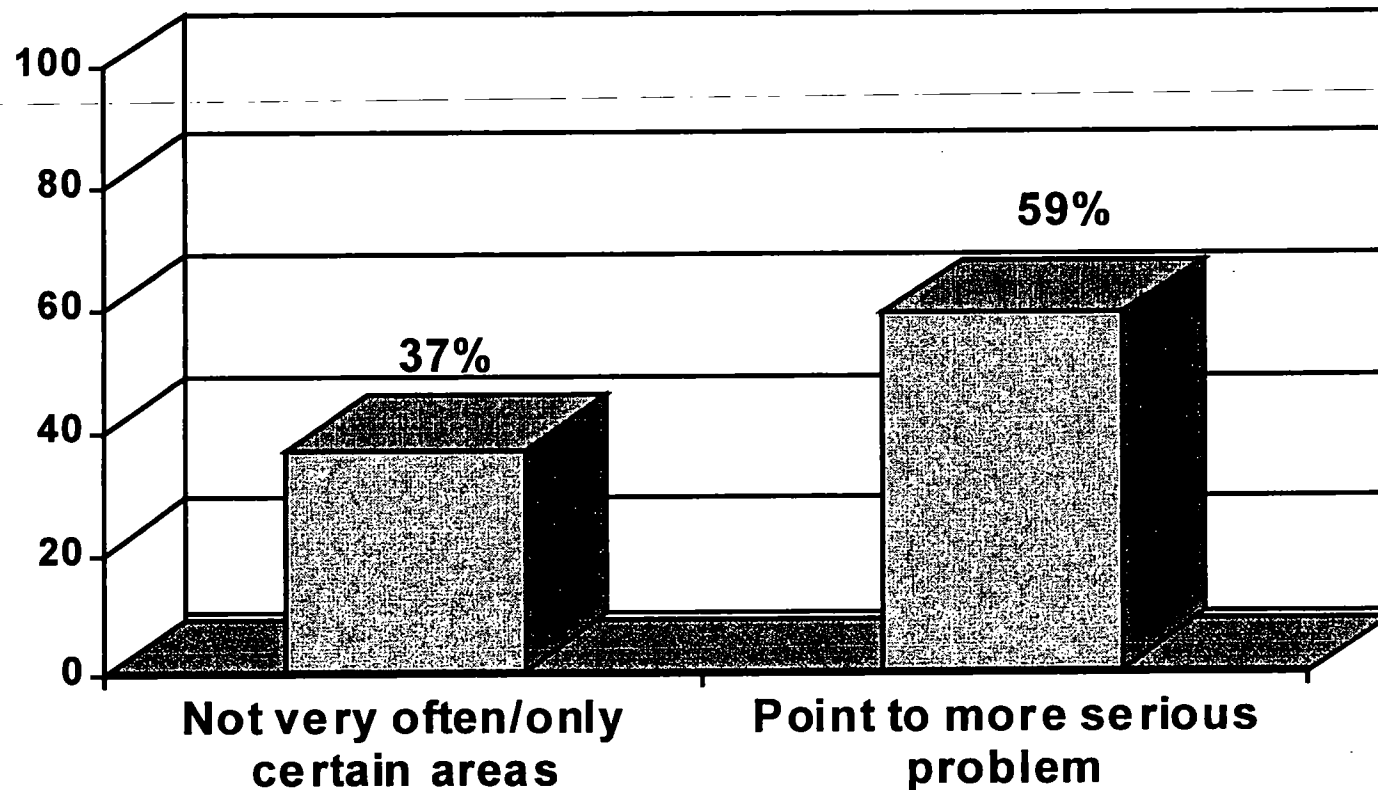
Importance Of Issues

% Saying "4" or "5" on a 5 Point Importance Scale
By students/non-students

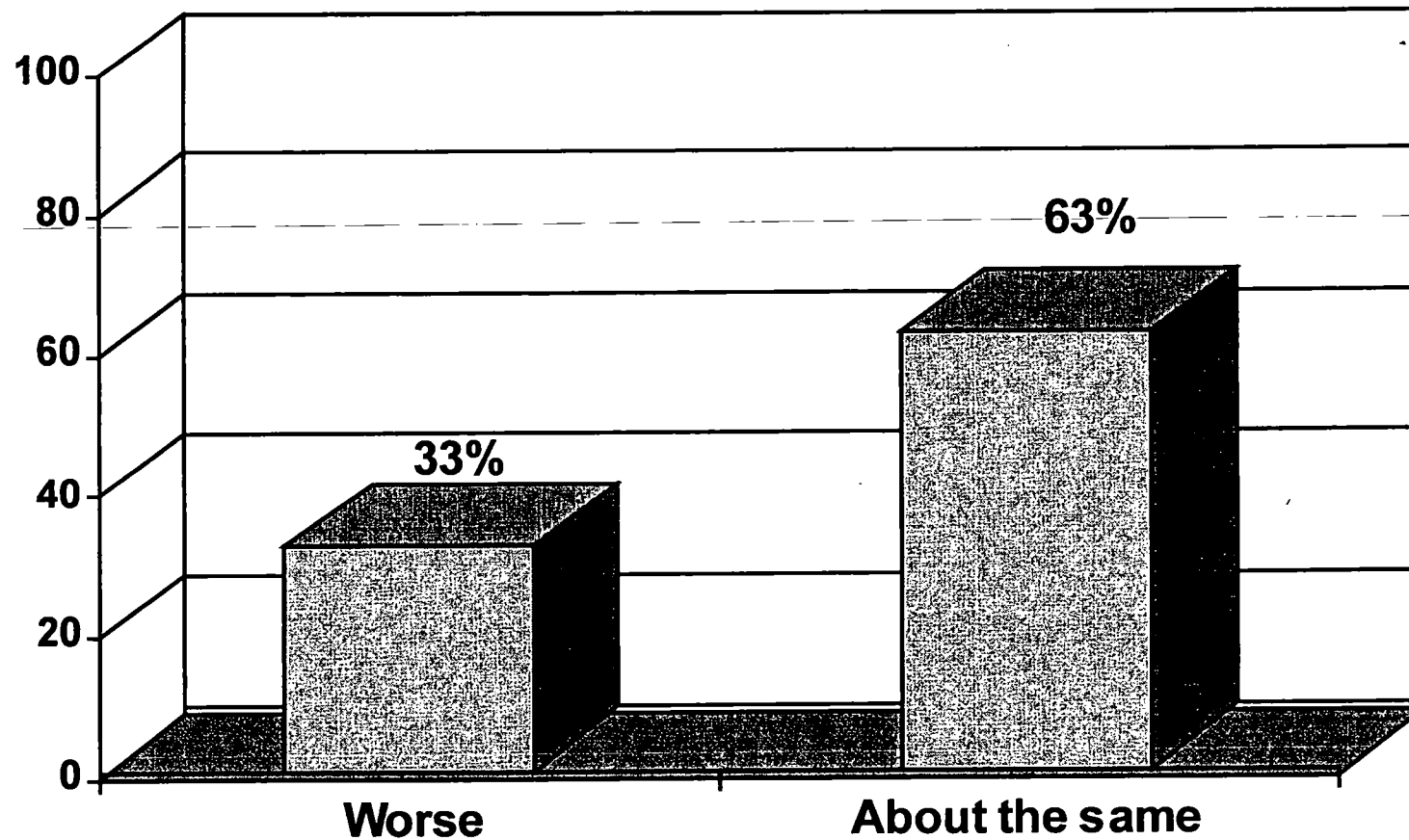
	All	Student	Non-student
Spread of AIDS	63	61	66
Drugs	59	55	65
Teen pregnancy	56	54	58
Making education or schools better	61	53	72
Hate crimes	51	46	58
Domestic violence	50	44	59
Violence in schools	47	39	60
Gang violence	41	37	47
Race relations	34	27	44

Recent Hate Crimes: Rare Vs. Point To More Serious Problem

Recently there have been incidents involving hate crimes, some of them with people who are around your age or maybe a little bit older. Do you believe these incidents happen not very often and only in certain areas, or do you believe they point to a more serious problem?



Recent Hate Crimes: Worse In The Past Few Months Or Stayed the Same?



Executive Summary

An Enormous Opportunity for MTV to Act

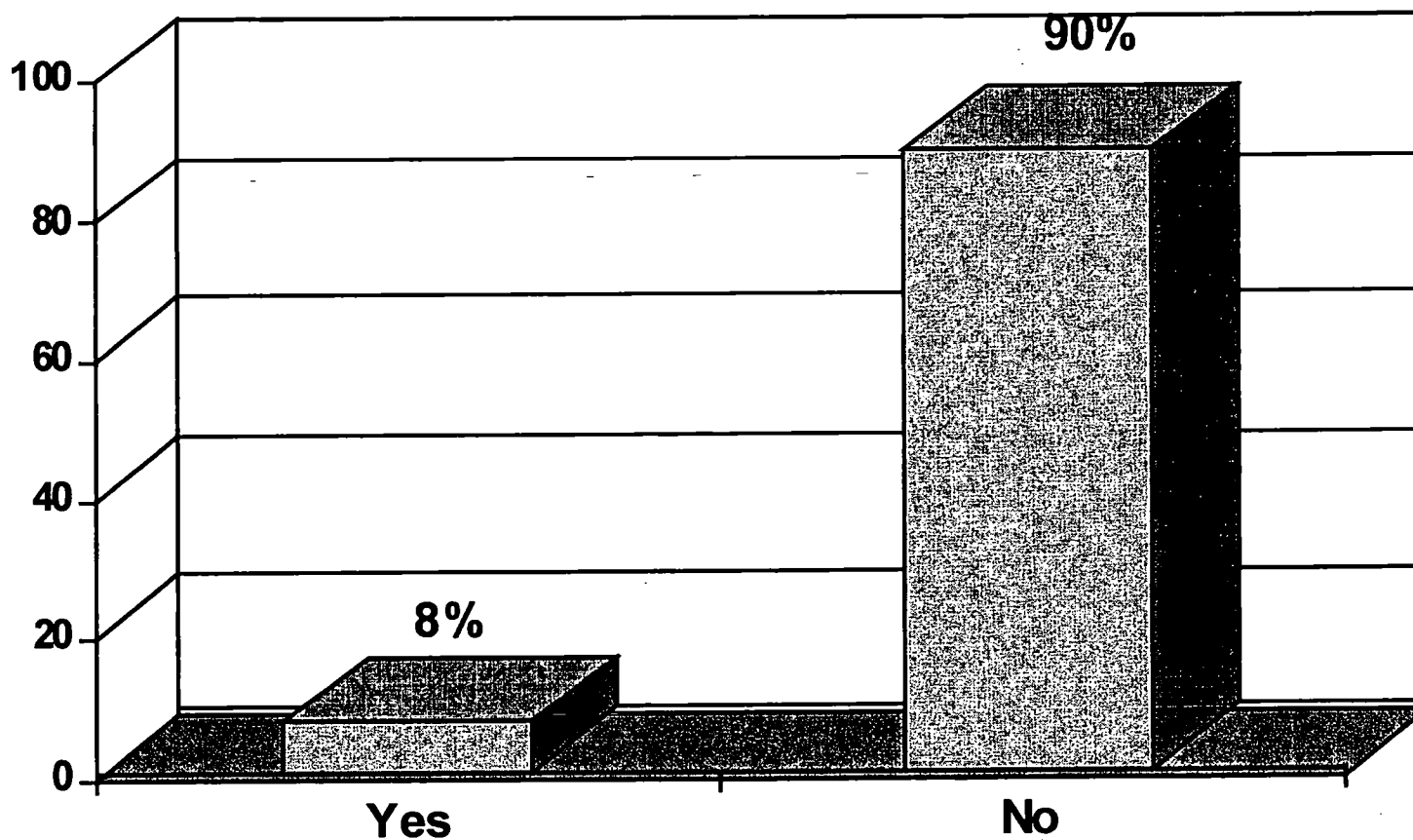
- **More than four in five respondents are aware that hate crimes are illegal**
-
- **And, an overwhelming 95% support expanding the law to cover gender, sexual orientation and disability**
-
- ***However, only 8% say that there are neighborhood campaigns or education programs on hate crimes.***
-
- ***And, 62% of parents and 38% of teachers are not discussing the issue of hate crime with kids***
-
- **These results indicate that no substantive action has yet been taken to address this problem.**
-
- **There is an enormous opportunity for MTV to step in and address kids on this issue**

Executive Summary

Young People Want MTV to Act

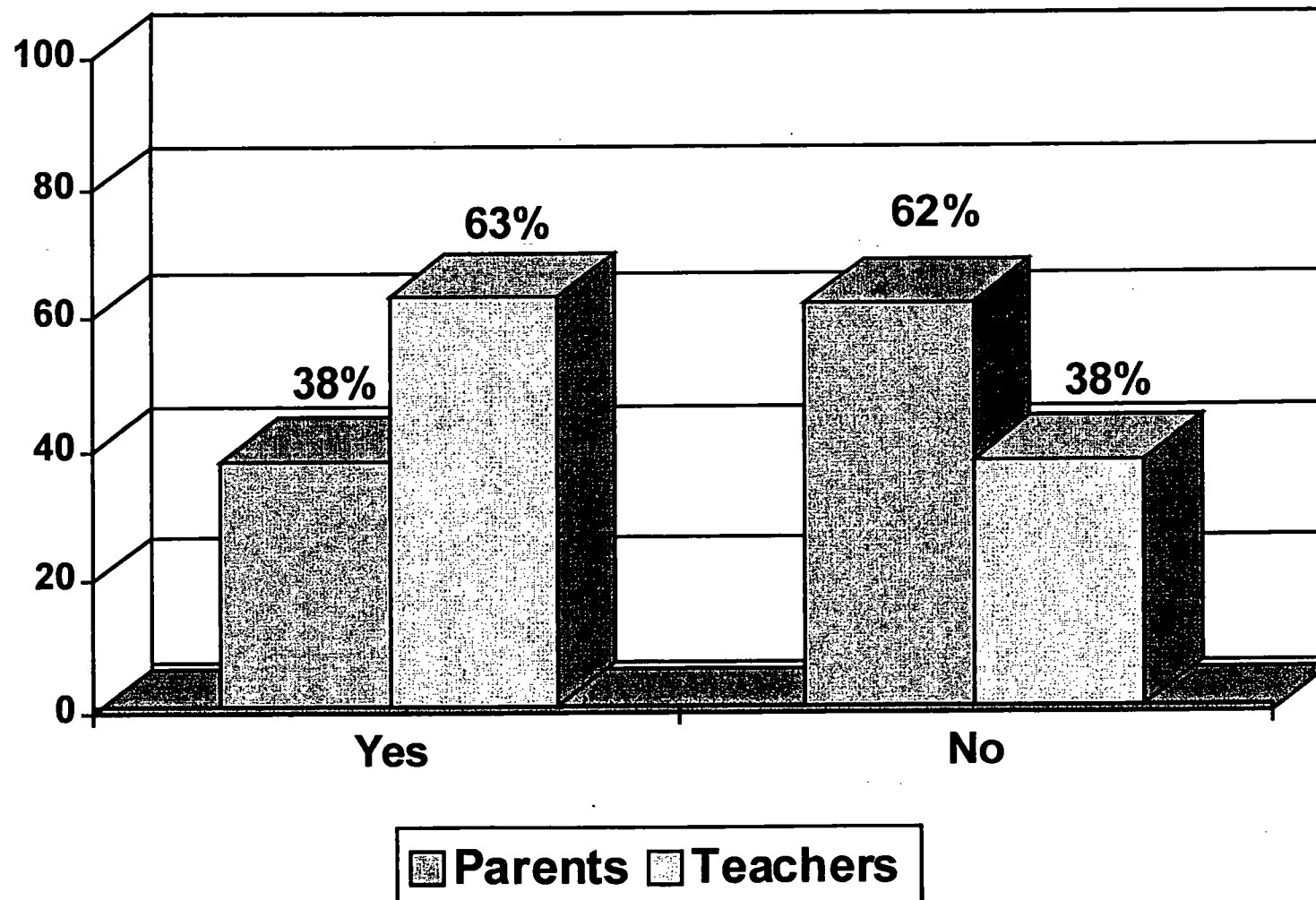
- In terms of MTV's involvement, 61% say it would be a very good idea for MTV to get involved with preventing hate crime
-
- And 72% say that MTV would have an impact on kids on this issue
-
- When read a series of statements about MTV's involvement, 91% of respondents agree that it makes a lot of sense for MTV to talk about hate crime because those are the issues that kids deal with every day
-
-

Neighborhood Campaigns Or Education Programs Going On Against Hate Crimes?



Parents/Teachers Discussed Hate Crimes?

Among students only



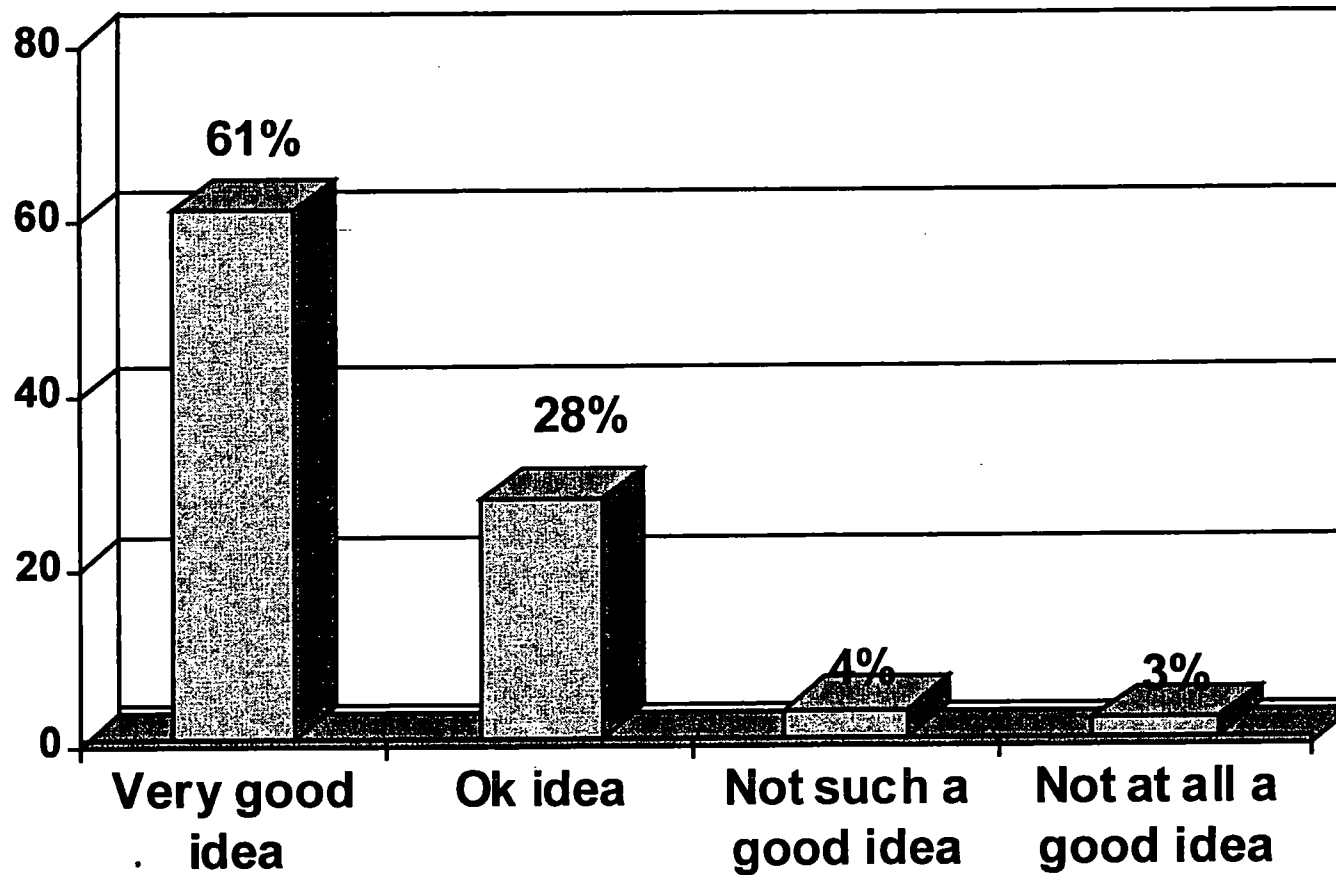
Importance Of Individual/Group To Take Active Role In Helping Stop Hate Crimes

*% Saying very and very + somewhat important
Among all respondents*

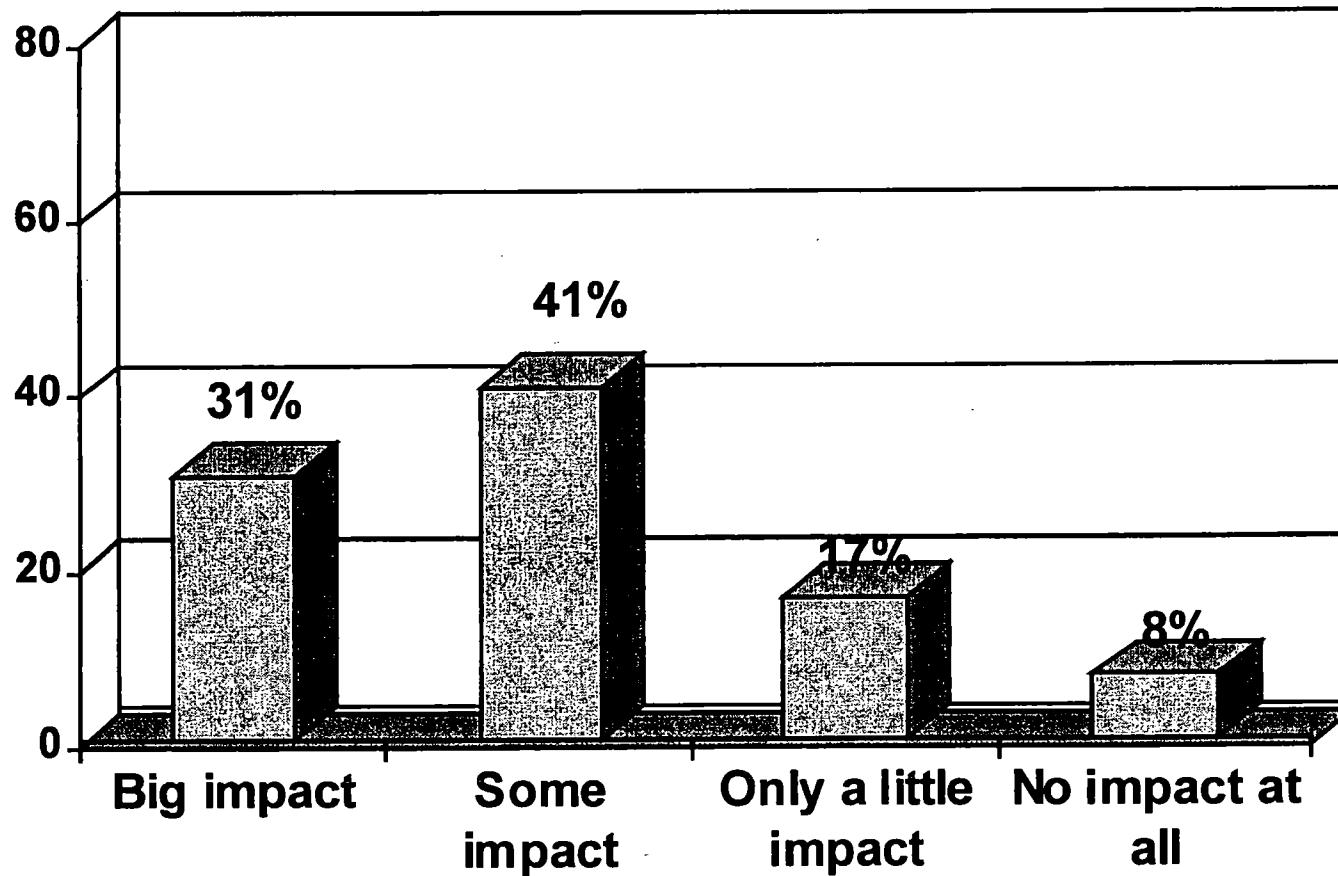
	Very important	Total important
Police	80	95
Parents	77	97
Federally elected officials	77	94
State elected officials	74	92
Locally elected officials	70	92
Religious Organizations	69	91
Teachers/school officials*	69	96
Media	65	90
Local chapters of National organizations	61	89
Entertainment figures	59	89
Local groups	57	85

* Asked of students only

MTV Involved With Hate Crime Prevention



MTV And Hate Crimes: Impact On Kids



MTV Statements

**% Saying strongly and strongly + somewhat agree with statement
Among all respondents**

	Strongly agree	Total agree
It makes a lot of sense for MTV to talk about issues like hate crime in schools because those are issues kids live with every day	62	92
MTV addresses issues in a way that makes kids take responsibility for the problems they face. It showed kids how to be responsible on issues like voting and safe sex, and now it can do the same thing with hate crimes, especially hate crimes in schools. After all hate crime in schools is about kids doing violence to other kids	38	86
MTV would only focus on hate crimes because it's in the news right now. MTV should have been working on this issue for several years, not just when it's looking for good Public Relations	37	75

Executive Summary

Hate Crimes Don't Have A High Enough Profile

- While respondents know about hate crimes and view the situation regarding them as very serious, hate crimes are not a top-of-mind issue for them
-
- Instead, in open-ended questions, respondents say that crime, violence, drugs, and race issues (among others) are the biggest problems facing their schools and communities
-
- However, when given questions that include the phrase “hate crimes,” respondents do indicate that it is a very serious issue
-
- As a result, it is clear that hate crimes have not yet been brought to the forefront as a specific kind of crime that needs to be addressed
-
- This is another challenge that MTV can help to address

Major Findings

Fear of Hate Crimes

- **The degree to which respondents feel they are NOT safe from hate crime violence varies by race and gender.**
-
- **Overall, 10% of respondents say they do not feel safe from hate crime violence.**
- - **5% of whites say they don't feel safe**
 - **In contrast, 17% of blacks and 14% of Hispanics say they don't feel safe from hate crime violence**
- - **4% of males say they don't feel safe**
 - **In contrast, 10% of females say they don't feel safe**

Major Findings

Hate Crimes: National, Not Local Problem

- But respondents also see hate crimes as a problem affecting all areas of the country rather than their own communities or specific areas
- 27% say hate crimes is a serious problem in their own communities
 - 89% say hate crimes affects all areas of the country.
-
- Almost 6 in 10 (59%) say that recent hate crimes point to a more serious problem
-
- And continuing with the trend of viewing hate crimes as a national and not local issue, both students and non-students said their parents and people they know were tolerant, and both groups said their schools/workplaces were tolerant

Major Findings

Young Americans Want Hate Crimes Punished

- **Young people are want hate crimes punished:**
 -
 - **95% would like to see the law extended to cover gender, sexual orientation and disability**
 -
 - **Nearly all respondents believe hate crimes should be punished**
 -
 - **Most students want verbal or physical threats to be punished**

Major Findings

Young Americans Admit to Their Own Involvement in Discrimination

- **Between half and two thirds of respondents admitted to having seen or heard someone else ridicule another person for being gay, of a different race, for their gender or for being disabled**
-
- **Nearly a third admitted to saying something negative or making a joke about one of these groups themselves**
-
- **Between 52% and 60% say they would turn their backs and walk away if they saw a hate crime occur**
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- **Among students, 20% say their school is not tolerant**
-
- **Overall, 18% say people they know are not tolerant**

Major Findings

Most Hostility Is Toward Gays and Lesbians

- The results show that the most hostility is toward gays and lesbians, and the least is toward people with disabilities.
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- Nearly a third (29%) admit to having said something negative about another person for being gay
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- In contrast, 22% have said something negative about someone else for being disabled
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Major Findings

Most Hostility Is Toward Gays and Lesbians

- **Additionally, when gauging reaction to any ridiculing or threats against gays and lesbians, 31% of respondents said that they didn't care or that what they saw or heard against gays was okay because they weren't the ones who had said or done anything**
-
- **In contrast, when gauging reaction to any ridiculing or threats against people with disabilities, 12% said their reaction was not to care or that it was okay to bash people with disabilities**
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Major Findings

Hate Crimes Against Multiracial/Different Race People

- **More than 4 in 10 respondents (45%) indicated that people they know have made negative comments about people because of their race**
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- **In addition, 27% admitted to making negative comments themselves**
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- **The most prevalent problem is ridiculing multiracial/different race people behind their back -- 61% said they have seen or heard this take place**
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- **More than 1 in 5 respondents (21%) know victims of hate crimes because of their race**
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- **Perhaps most troubling, 20% say they know people capable of committing a hate crime against someone of a different race**
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