

A REPORT TO THE NEW JERSEY LEGISLATURE
CONCERNING THE RECENT EVENTS AND DISTURBANCES
AT THE NEWARK AND CAMDEN CAMPUSES OF
RUTGERS, THE STATE UNIVERSITY,

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Prepared by Ralph A. Dungan
Chancellor of Higher Education

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STATE OF NEW JERSEY
DEPARTMENT OF HIGHER EDUCATION
TRENTON, NEW JERSEY 08625

March 31, 1969

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STATE OF NEW JERSEY
DEPARTMENT OF HIGHER EDUCATION
TRENTON, NEW JERSEY

OFFICE OF THE CHANCELLOR

March 31, 1969

Honorable Frank McDermott
President of the Senate
New Jersey State Legislature

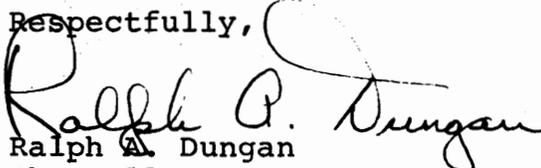
Honorable Peter Moraites
Speaker of the General Assembly
New Jersey State Legislature

Gentlemen:

Senate Resolution No. 7 and Assembly Resolution No. 13, both dated March 10, 1969, directed me to conduct an investigation and make a report to the Legislature concerning the events which transpired at Rutgers, the State University in recent weeks.

I am pleased to transmit herewith that report.

Respectfully,


Ralph A. Dungan
Chancellor

INTRODUCTION

This report, prepared by direction of the Legislature, is designed to ascertain the underlying causes of disruption at the Newark and Camden campuses of Rutgers, The State University. It is based on knowledge of the situation as well as on interviews conducted subsequent to it.

Like all documents of this type, it benefits by the more acute perception which characterizes hindsight. It is designed primarily to facilitate wise decisions in the future.

The report is divided into three sections. The first section contains the major findings and recommendations. The second is a detailed chronology of the major events which occurred at the Newark and Camden campuses before and during the crisis. The final section of the report is a set of appendices which contains major documents and statements relevant to the matters under consideration.

FINDINGS AND RECOMMENDATIONS

Basic Finding

The occupation of academic buildings at the Newark and Camden campuses of Rutgers, The State University during the week of February 21, 1969, was the result of a variety of interacting forces. One element, however, stands out as the most critical: the relatively small enrollment of black students at Newark and the other campuses of the University, and the feeling of frustration on the part of the black students in their efforts to alter the situation.

The following table summarizes the full-time undergraduate enrollments at the several campuses of the University.

Rutgers, The State University

Full-Time Undergraduate Enrollment

<u>Campus</u>	1967-68			1968-69		
	<u>Total</u>	<u>Black</u>	<u>Spanish Surnamed</u>	<u>Total</u>	<u>Black</u>	<u>Spanish Surnamed</u>
Rutgers College	6340	80	NA	6410	96	35
Douglass College	2859	87	NA	2806	115	19
Newark	2972	72	NA	3362	148	69
Camden	1101	21	NA	1151	21	10
Total	13,272	260	NA	13,729	380	133

But the educational situation which lies behind these statistics is the fundamental problem. The fact is that a very substantial number of students graduating from our urban public schools are not capable of meeting the admission standards of Rutgers and most other colleges and universities. What is tragic and disturbing to contemplate is that this situation appears to be getting worse not better.

Although financial support is not the only or even the most important indicator of quality education, there obviously is some connection between expenditures and educational quality. A recent survey by the New Jersey Urban Schools Development Council reveals that the average expenditure per pupil in ten of New Jersey's major cities in 1967-68 was \$577. The corresponding expenditure in ten selected suburban communities in the state was \$903. More than \$300 or 50% more per pupil is being spent in a typical suburban school district in New Jersey than is being spent in a typical urban school district.

The confrontation resulted basically from the conflict between the University's standards of admission and performance and the aspirations of a large number of poorly prepared students -- especially from urban schools. The conflict takes on racial overtones because the majority of students graduating from these urban schools are black or Spanish-speaking or represent other minority groups. This fact is confirmed by a look at the racial composition of New Jersey's ten most urban school districts. Blacks and other minority groups comprise about 58% of the 224,000 pupils enrolled in these districts. Even more telling is the combined enrollment figures for Newark, New Brunswick, and Camden--Rutgers' three locations--which show a black and other minority group enrollment of more than 73%.¹

There is no doubt that the admissions policies of the various colleges of Rutgers are not designed to discriminate on the basis of race or color. But, for the reasons cited above, the practical effect of their application involves a form of racial discrimination in the sense that black and other minority students are generally the least well prepared high school graduates.

¹ According to Department of Education statistics for the 1967-68 school year, the percentage of black and other minority group students in New Jersey's ten urban school districts are as follows: Newark, 75.2%; E. Orange, 71.4%; Camden, 73.6%; Atlantic City, 63.8%; Hoboken, 46.6%; Jersey City, 52.1%; Trenton, 66.7%; New Brunswick, 57.6%; Paterson, 57.6%; Elizabeth, 35.5%.

Recommendation

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Given the current failure of our urban schools, higher education has no alternative in the years immediately ahead but to step in and assist able and motivated students from our major cities to overcome the handicaps of their elementary and secondary schooling.

Therefore the experimental program which Rutgers has announced needs to be supported. The Educational Opportunity Fund should likewise be expanded. And the community colleges must be supported in their role as the principal institutions through which students with educational handicaps enter higher education. (See Appendices VIII & IX.)

However, it must be recognized that these programs are stop gaps, although necessary ones. The problems discussed here are rooted in the elementary and secondary schools of our cities, and the solution must be found there. Few if any problems have as high priority.

Finding #1

Formal mechanisms of communication among faculty, students, and administration at the State University are generally weak, unsatisfactory and unresponsive at almost every level.

Discussion

Like most academic institutions, Rutgers has no shortage of faculty committees, student committees, Dean's committees and the like. What is apparent, however, is that on significant issues, especially those involving departures from traditional modes of behavior, it is very difficult to discern who actually has responsibility for defining and deciding issues.

At Rutgers, as in many other institutions (educational and otherwise), the committee system more often than not frustrates rather than facilitates action.

For instance the admissions committee of the faculty at the Newark College of Arts and Sciences played a central role in this controversy. But the persons most affected by the decisions, attitudes and actions of the admissions committee--the students-- were poorly informed as to the role of the faculty admissions committee, its efforts to step up recruitment of black and Spanish-speaking students and its policies.

The black students at Newark claim not to have been aware of the efforts of the committee to accelerate black student recruitment or the committee's efforts to reassert policy and administrative control over the admissions office even though a black student and member of BOS is also a student member of the admissions committee.

But if the faculty admissions committee at the Newark College of Arts and Sciences had a vaguely defined role--at least in the eyes of students--it is even more striking that other members of the University community, faculty and administration alike, are not really sure who it is that is responsible for establishing certain policies or what one does if one is dissatisfied with such policies. The following excerpt from an editorial from the Targum (student newspaper--New Brunswick) sums up the situation well.

But let us not kid ourselves. We were at a crisis point in the history of this college. While not outrightly threatened, the faculty acted with the full knowledge that they were dealing with people who had reached the end of their rope. They were people tired of waiting for that nebulous structure which we label the college bureaucracy to act. We had reached a confrontation point and it was only action taken to rectify long overdue wrongs which averted that confrontation.

The challenge which is now before the faculty is how to prevent such a crisis situation from recurring. We can not go back to the old slow cumbersome way of doing things. These methods do not respond to the needs of today's students. The faculty must maintain through the select committee or a similar structure the mechanics for instituting still desperately needed changes. If it fails to provide this mechanism, if it refuses to recognize that with the events of two weeks ago we entered into a new era of accomplishing college reform, then it is inviting future confrontations and future situations of "act or else", for it has been proven that this is where the old ways lead.

In reforming its committee structure, the University should take special pains to include students where appropriate to insure broad representation from the whole university community. Similarly efforts must be made to assure that formal committee mechanisms focus on substantial rather than peripheral problems.

Universities have special reason to take whatever steps are necessary to guard against "talking an issue to death." While the style of the academic community can be characterized as being "intellectually tentative", it should be recognized that in some circumstances the reluctance to make a decision in the absence of full knowledge can be a fault. There are circumstances where no decision is worse than an imperfect one.

Recommendation

The university, under the direction of the Board of Governors, should take immediate steps to re-examine the university committee structure to ascertain that it meets the needs of the various elements in the university community as perceived by them. Particular attention should be given to insure that identified problems or grievances are clearly delineated, fully discussed and promptly resolved.

This review should include an examination of the role and responsibility of the Board of Governors itself as a general supervisory body. Revisions in the committee structure should provide a mechanism by which unresolved issues can be brought to the Board's attention for resolution without delay.

Finding #2

The effective administration of a large, complex academic enterprise like the Newark campus of Rutgers is difficult under the best of conditions. But physical separateness, the burden of certain traditional rivalries between the two campuses, etc. make the present administrative arrangements between Newark and New Brunswick impossible by any reasonable standard.

Discussion

Both the Newark and Camden campuses of the State University are administered from New Brunswick. Although there is a University Vice President at Newark and a Dean at Camden who directly administer the institutions, most important decisions are the responsibility of officials situated in New Brunswick. Newark and Camden administrators, faculty and students believe, with some justification, that they suffer in comparison with their colleagues at the New Brunswick complex.

Decisions on appointment, promotion and tenure of faculty at the decentralized campuses are reviewed and approved at New Brunswick. The appointment of personnel in the Admissions offices at Camden and Newark are made by New Brunswick.

In other areas, lines of authority and responsibility are not clear or, where responsibility is assigned, commensurate authority and resources are often lacking.

Recommendation

The Board of Governors should examine the present administrative arrangements immediately to determine the most feasible and desirable alternative to the present situation, including the possible spin off of the Newark complex as a separate unit within the New Jersey system of public higher education. Any such recommendation should be approved by the Board of Higher Education and reviewed by the Governor and the Legislature.

Whether or not such a fundamental change is recommended, immediate steps should be taken to clarify administrative relationships between New Brunswick and Newark so as to permit a greater degree of administrative independence and discretion at the decentralized campuses.

Finding #3

Members of the Black Organization of Students in occupying buildings at Camden and Newark acted contrary to University regulations governing expression of dissent. These students appeared to scrupulously avoid any damage to property, and classes were re-scheduled in other facilities during the occupation.

Discussion

There is no reason to believe that the black students who occupied Conklin Hall in Newark and the Campus Center at Camden were not aware that they were acting in violation of University regulations or at least that they were taking an action which would be contrary to the generally accepted norm of conduct. Indeed, the evidence suggests that the black students believed that the only way that they could obtain satisfactory attention by the University to their demands was to perform a dramatic and even unlawful act.

It is true that the Board of Governors had approved a university-wide policy on the permissible limits for expressing dissent. This policy was communicated to the respective campuses of the University in October 1968 by a memorandum from the Provost. Unfortunately, this memorandum of transmittal created confusion in the minds of some administrators because it left ambiguous the question as to whether the policy was to be uniformly applied at all campuses of the University. However, despite this ambiguity there appears to be little doubt that the black students who occupied Conklin Hall at Newark and the Student Center at Camden were aware of the gravity of their action.

Recommendation

In accordance with the Board of Higher Education instruction of March 7, 1969, necessary steps should be taken immediately, if they have not already been taken, to inform students that any conduct designed to or having the effect of disrupting normal campus activity, including occupation of buildings, will not be tolerated on New Jersey public college and university campuses. Infraction of college and university rules giving effect to this principle will be subject to immediate and appropriate action including suspension, expulsion and if warranted civil action.

Finding #4

Adequate means are available at Rutgers and other public institutions of public higher education in the state to insure against interruption of normal campus activity. It is the stated policy of the Board of Higher Education that each campus must provide machinery for the resolution of grievances at each campus through student-faculty-administration forums so that resort to extreme or interruptive behavior is unnecessary. The Board's policy requires that each institution embody in its regulations provisions for disciplinary action should these regulations be violated. (cf. Appendix II, Booher memorandum, March 7, 1969.)

Discussion

Campus or student dissent cannot and should not be suppressed. It should be dealt with rationally and with means which are readily available to the campus community. If dissenters abandon rational discussion and resort to disruptive tactics which infringe on the rights of others, the academic community should use the disciplinary powers which it possesses and if necessary call upon civil authority for assistance. The New Jersey Board of Higher Education policy on dissent is clear. It protects dissent but forbids disruptive behavior. Each public institution of higher education has been formally directed to make certain that its internal regulations embody the policies established by the Board and institutions have been directed to give full notice to the community of the content of the regulations.

Therefore, every reasonable step has been taken to insure that the right of each student to pursue his academic work without interruption is not infringed.

Recommendation

No additional legislative or administrative enactments are necessary. It is desirable, however, for each New Jersey public college community to reassess at regular intervals its own processes and reaffirm its adherence to the principles and policies which are already clear, including the resolve not to tolerate disruption of the normal functions of the institution.

Finding #5

Relations between the Newark administration and the civil authorities before and during the campus disruptions were excellent. Civil authorities cooperated fully with University officials and demonstrated a sensitive understanding of the fact that prime responsibility for maintaining order on the campus rested with the University. Nevertheless, the civil authorities exhibited a willingness to render assistance on specific request of University officials.

Discussion

It is to be regretted that circumstances make necessary the possibility of having to call upon civil authorities to assist the university community in maintaining order. Nevertheless, it seems to be a fact of modern university life -- at least up until the present -- that the possibility of violent disruption cannot be discounted. It is a wise and prudent college or university administrator who plans for such a contingency. Careful planning and good communication and understanding between civil and university authorities seem to contribute to an avoidance of unnecessary and sometimes provocative involvement by non-university personnel. Such appears to have been the case in Newark. Both University and civil authorities involved are to be commended.

Recommendation

Although all public colleges in New Jersey have been advised to establish contact with local authorities and in most cases have, it is important that each institution review carefully its understanding with local civil authorities so that the ground rules for intervention by civil authority are thoroughly understood by all concerned.

Finding #6

Students receiving support under the Educational Opportunity Fund first enrolled in New Jersey colleges and universities in September 1968. The attrition rate of 10 percent is low even when compared to the attrition rates of most regular undergraduate programs. E.O.F. students have generally done well, and a significant number have done superior work at their respective institutions.

Discussion

In the first term of its operation, the Educational Opportunity Fund drew its educationally disadvantaged students from larger than average, poorer than average households. A typical student had a household of 4.9 members, 4.0 of whom were dependent; and 82 percent of these households had incomes not exceeding \$6,000. For a typical high-risk student the Fund provided \$771 or 54 percent of what it cost the average student to attend college (\$1,410).

Poor though he was (and is), the typical enrollee provided nearly half the balance of his financial requirements; the remainder was provided by federal Educational Opportunity Grants, federal College Work Study Programs, National Defense Student Loans, and private scholarship assistance.

Seventeen hundred seventeen such students began programs in September, and by term end about 90 percent, or 1,538 were still in school. Sixty percent of participating schools had no special attrition policy for E.O.F. students, and of those colleges which did, the decision to drop or hold a student was usually simply postponed till the end of the full academic year. The following table presents those schools initially participating in E.O.F. programs and their enrollments.

Initial Student Enrollment, E.O.F. Programs,
Participating Colleges, 1968 - 1969

<u>Institution</u>	<u>No. of E.O.F. Students</u>	<u>Institution</u>	<u>No. of E.O.F. Students</u>
Atlantic Co. Coll.	17	Rider Coll.	5
Bergen Co. Coll.	8	Coll. of St. Eliz.	11
Bloomfield Coll.	19	St. Peter's Coll.	23
Caldwell Coll.	10	Salesian Coll.	13
Camden Co. Coll.	169	Seton Hall Univ.	20
Cumberland Co. Coll.	25	Somerset Co. Coll.	29
Essex Co. Coll.	575*	Tombrock Coll.	20
Georgian Ct. Coll.	11	Trenton St. Coll.	32
Glass. State Coll.	75	Union Coll.	25
Gloucester Co. Coll.	60	Upsala Coll.	20
Jersey City State	119	West. Choir Coll.	6
Mercer Co. Coll.	67	Rutgers:	
Middlesex Co. Coll.	23	Coll.	25
Montclair State Coll.	104	Douglass Coll.	27
Newark Coll. of Eng'g.	19	Newk Coll. A&S	32
Newark State Coll.	42	Newk Law Sch.	8
Ocean Co. Coll.	14	South Jersey	5
Paterson State Coll.	39	Univ. Coll.	20
<u>Total</u>	<u>1396</u>		<u>321</u>

Cumulative Total - 1,717

* Estimated

Perhaps more significant is the total adjustment to college these students made.

An estimated 10 or more percent of E.O.F. students participated in and assumed leadership roles in extra- and co-curricular activities. Among these were a Freshman class president, a president of an inter-racial fraternity, the lead actor in a Shakespearean tragedy, student government representatives, education committee members, at least one star basketball player, cheerleaders, and many others.

Fifty-two, or 3 percent of the first term E.O.F. awardees made President's or Dean's List, or earned "B" averages. One student earned a straight "A" average; one earned an average of 3.5 (4.0 = A), and one earned an average of 3.3. We estimate that substantially more than half of the awardees were holding their own academically at the end of the first semester.

Recommendations

We believe and the data support the inference that the Fund is doing those things for which it was established. It is reaching poor people and people whose prior academic preparation was limited. Most of the students receiving E.O.F. grants are doing satisfactory academic work despite poor preparation and many are doing superior work. Although six months hardly is sufficient time to make a balanced evaluation of such a program, there is little doubt that it should be continued and supported financially at least at the level requested in the budget currently before the Legislature.

Finding #7

Black students had cause to be frustrated. All levels of University faculty and administration bear responsibility for procrastination and for failing to give adequate attention to the need to respond in some manner to student demands. This is not to say that the University should have acceded to all demands, but the fact that definitive answers were not given or that the expressed concerns had to be elevated to "demands" and, finally, physical occupation suggests a serious lack of attention by responsible officials.

Discussion

A careful examination of the chronology of events which accompanies this report, reveals that, with some difficulty, black students from the several campuses of the University managed to have a full and lengthy discussion with the Board of Governors on April 19, 1968. The Board, although alarmed by the suggestions of black separatism which larded the discussions, nevertheless saw the problem posed by the small number of black students matriculated at the University and urged remedial action by the Administration. This attitude of the Board was communicated to the black students some weeks later by the Provost. And, it must be added that various elements within the University, especially those closest to the students themselves, made special efforts on a number of fronts.

Additional black and Spanish-speaking recruiters were added to staff; efforts were made to identify and attract black faculty members, etc. However, there is no denying that the results of the effort of the past year have been something less than dramatic - especially in the area of enrollment growth among black and other minorities.

Hindsight suggests that a real commitment to progress by the University might have involved the appointment of some individual to scrutinize systematically progress in implementing general policies agreed to by the Board of Governors in April 1968.

As it was, there was no one in charge of monitoring activities related to the problem on a campus or university-wide basis.

Moreover, the efforts which were made didn't "cost" very much either in the way of shifting internal resources or in accommodating in a reasonable way with the fundamental educational fact noted in the basic finding of this report, to wit, the generally poor academic prepara-

tion of urban school graduates. What was done was done, by and large, without disturbing in any significant way the normal way of doing business at the University.

Failure and missed opportunity are unwanted orphans. But in this case they belong to every level of the University from the Board of Governors down (including the writer who is an ex officio member of the Board.) For instance, if the Board of Governors had insisted on periodic reports on progress in working out the problems discussed with black students in the Spring of 1968, it might have been possible to avoid the extreme actions of the Spring of 1969.

Recommendation

Difficult administrative and educational problems require coordination and central direction in universities as well as in other institutions. Steps should be taken to pin-point responsibility for this and other questions of university or campus wide concern.

Finding #8

There is no evidence that the faculty of the University as a group during the past year ever took action which was designed to meet some of the concerns, particularly the matter of admissions, which were the immediate cause of the recent disruption. Specifically, the faculty at the Newark College of Arts and Sciences demonstrated little sensitivity to the multiple dimensions of the problem facing the College - either before or during the crisis. The apparent limited perception, narrowness of view and organizational incapacity of the faculty, raises some question concerning the degree to which it can responsibly assume a major voice in controlling and directing the destiny of any institution of higher education in the contemporary setting.

Discussion

The questions raised by this finding are very fundamental and go far beyond Rutgers and higher education in New Jersey. The faculty at the University is probably no more deficient than most.

The basic question is: What is the role of the University in contemporary society? The historic function of the University has been to conserve, transmit and explore knowledge.

Traditionally, the faculties of our great universities have been primarily concerned with the conservation of intellectual values, research and teaching. Their internal, political or social efforts have generally been directed to the preservation of the academy including the vital element of academic freedom -- the freedom to teach and perform research without outside interference. Thus, they have been oriented inwardly and have, by and large, emerged into the more active life of the community when their research led them out or when they were pulled either by national emergency or externally sponsored research.

Faculty members, moreover, tend to be oriented to their own research and academic specialty. Despite their membership in an intellectual community, they tend to be devoted to their own rather than community or university interests. They tend to be individual entrepreneurs.

For example, the major concern, expressed by one faculty member, was that the new Board of Governors' policy did not in any way encroach on his departmental budget or in any other way affect his research interest. This reaction is not atypical.

That the faculty members share the same qualities of selfishness and narrowness of perception that afflict most human beings is not surprising. But a recognition of this fact suggests that their claim to exclusive control over all aspects of university life is not always justified by any reasonable measure of performance.

Aside from human and professional imperfections, the faculty of the State University and, particularly, the branch campuses of Newark and Camden are not set up structurally to provide continuing advice on a range of questions affecting the University as a whole or even the local campus. For instance, at Newark, in addition to the College of Arts and Sciences, there are four professional schools of the University -- Law, Nursing, Business and Pharmacy. While there are obvious differences in the professional orientation of the faculties of these several schools, they do share (or should) a common interest in the entity which is known as Rutgers-Newark. As a matter of fact, however, there is no faculty senate or comparable organization even for the College of Arts and Sciences. To the extent that the College of Arts and Sciences has assumed responsibility, principally through its Committee on admissions and its Committee on academic standing, it has tended to confine itself to the internal life of the institution. This is not to say that the maintenance of standards and concern with the intellectual life is not an important -- indeed the most important -- obligation of a faculty. The question is whether, in a contemporary situation, the University or its faculty can exist in

splendid isolation from the rest of the community, particularly when that community with which it is most closely associated is in the throes of social upheaval.

A factor which apparently reinforces the "natural" tendency to be concerned with the "maintenance of standards" is Newark's feeling of competition with New Brunswick, particularly in the matter of academic standards. This, in turn, is powerfully reinforced by the fact the Newark departments possess a pervading sense of inferiority vis-a-vis New Brunswick.

Recommendation

The faculty of the University should re-examine its role and structure in an effort to assume appropriate responsibility for the governance of the institution. Efforts to broaden perspective would undoubtedly produce a healthier climate, enhance the teaching functions and lead to a closer identity of University and community objectives. Such a shift in outlook and emphasis need not and should not impede the pursuit of academic excellence or other legitimate goals of the faculty as a group or individually.

CHRONOLOGY AND BACKGROUND

NEWARK

1967

- October -- Black students on the Rutgers-Newark campus form a group called the Black Organization of Students.

1968

- February -- Leaders of B.O.S. present Dean Talbott with a proposal to use B.O.S. members as recruiters in an effort to bring more black students into the College of Arts and Sciences.

Faculty and administration of Rutgers-Newark meet with B.O.S. leadership to discuss B.O.S. concerns. Specific issues under consideration include: lack of library materials of interest to black students; low number of black faculty at Rutgers-Newark; irrelevancy of courses to the interests of black students.

- March 3 -- B.O.S. requests a meeting with the Board of Governors at which black students' grievances will be presented. The Board invites black students from Rutgers College, Douglass, and Newark to appear.
- April 19 -- B.O.S. leadership appears before a special meeting of the Board of Governors and presents a series of recommendations, including:
a) establishment of an interdisciplinary course on urban problems, b) formation of a committee to investigate the possibility of establishing a Black Studies Program, c) recruitment of black faculty for Rutgers-Newark campus. The Board agrees in principle with these recommendations and states that individual campuses should begin to implement them as soon as possible.
- April 26 -- Provost Schlatter meets with black student leadership from all three Rutgers campuses to report the generally favorable reaction of the Board of Governors to the black students' requests.

May -- B.O.S. members at Rutgers-Newark begin a counselling program for black students who will be entering Rutgers-Newark in September, 1968.

May-

September-- Many of the potential applicants for admission to Newark-Rutgers are located by B.O.S. members, who supply the Admissions Office with the names and addresses of over 90 black students in the Newark area. During the summer, some recruitment of black students continues. By September, 1968, a class of 750 has been formed, of which 92 are black.

The administration of Rutgers-Newark takes the following action on black students' requests:

1. Establishes a course on urban problems.
2. Establishes a special committee to recruit black faculty.
3. Opens discussions on steps to implement a Black Studies Program.
4. Processes recommendations for recruiting black faculty and administrators.
5. Hires a black assistant to the President, and a black admissions officer.

September-

January -- There are few substantive contacts between the Rutgers-Newark administration and the Black Organization of Students. B.O.S.'s public activities are focussed mainly on administering the Martin Luther King Scholarship Fund and arranging a formal dance for the black students of Newark-Rutgers.

1969

Mid-January -- Within B.O.S. membership, feelings of discontent over a perceived lack of progress toward B.O.S. goals begin to mount. A new sense of militancy appears within the organization, and an increasing number of members start thinking in terms of "demanding" from the university rather than asking for the implementation of "requests".

In part this new mood reflects a feeling of racial unrest across the country. At Rutgers-Newark, the central issue is the conviction of B.O.S. and some other students and faculty that the College administration has not moved fast enough on the admission of black students.

In addition, it appears at this time that the only black admissions officer is planning to leave Rutgers-Newark. Nor does the Black Studies Program, which had been promised nearly a year before, appear to be near fruition.

February 6 -- About 30 members of the Black Organization of Students appear, uninvited, at a meeting of Rutgers-Newark administration, faculty, and student representatives who have convened to discuss admissions problems. It is announced at this meeting that 27 of the first 1,000 applicants for places in the next year's freshman class are black. B.O.S. presents Dean Talbott with 12 demands and tells him that he has two weeks in which to respond. After discussion with B.O.S. members, Dean Talbott informs President Gross of the demands.

February 7 -- A copy of the demands is delivered to President Gross, who is attending a meeting of the Buildings and Grounds Committee in New Brunswick.

February 10 -- Dean Talbott meets with the Deans' Council of the University to discuss the demands.

February 12 -- B.O.S. submits a revised, but substantially similar set of demands to Dean Talbott (see Appendix IV).

The Dean confers at a regular meeting with the Vice Presidents of the University and President Gross in the office of Provost Schlatter. B.O.S. demands are discussed.

February 13 -- Dean Talbott presides at a meeting of Rutgers-Newark department chairmen. He supplies copies of the B.O.S. demands, outlines proposed college responses, and asks the chairmen to indicate in writing whether they wish to hold a faculty meeting on this issue.

Of the 21 departments and institutes represented, 16 report that they support the Dean's handling of the issue thus far, and do not require a faculty meeting; two departments request such a meeting; three departments do not respond.

As a result of these reports, Dean Talbott is given a clear mandate to conduct negotiations out of his office without waiting for the faculty to meet as a group.

February 14 -- At the monthly meeting of the Board of Governors, Dean Talbott reports on the problems at the Rutgers-Newark campus, and describes the response of the administration thus far.

February 19 -- Dean Talbott receives approval from Provost Schlatter to request an injunction against possible action by the black students. The injunction is prepared.

The Dean meets with student leaders at Rutgers-Newark, including the Executive Committee of the Student Council and the editor of the campus newspaper. He again outlines the B.O.S. demands, and describes proposed administration responses.

February 20 -- Dean Talbott responds orally to the B.O.S. demands.

February 21 -- Dean Talbott receives a letter at 10:00 a.m. stating that his response of February 20 is "totally unacceptable". In a meeting with B.O.S. leaders at 2:00 p.m. the Dean again responds orally to the demands, and again, the black students declare that the administration's position is unacceptable.

The administration building at 53 Washington Street is vacated at 3:00 p.m. after Dean Talbott receives word from the Newark police that the building may be in danger of invasion by community militants. Officials at New Brunswick are informed of this action and warned of a build-up of tension over B.O.S. demands.

The black students of Newark-Rutgers stage a rally as a memorial to Malcolm X. A boycott of the University is threatened for Monday, February 24.

Mr. Harrison Snell, leader of B.O.S., requests a written response from Dean Talbott to B.O.S. demands 1,3,4, and 6. Dean Talbott personally hands such a written response to Mr. Snell at about 5:00 p.m.

February 24 -- About 25-30 B.O.S. members occupy Conklin Hall, and deny access to the university community.

President Gross travels to the Newark-Rutgers campus, and decides - with the

advice of the faculty members then present in Dean Talbott's office, and after consultation with the Chancellor of Higher Education - to negotiate with those inside the building.

February 25 -- The Rutgers-Newark faculty meets and votes to establish the policy that no first-year student can be dismissed for academic reasons before completing a full year of academic work.

February 26 -- Negotiations with the students inside Conklin Hall are resumed at about 9:00 p.m. The administration decides that Admissions Director Robert Swab and his assistant C. T. Miller will no longer have responsibility for admission to the College of Arts and Sciences.

February 27 -- After intermittent negotiations, Dr. Gross and Dean Talbott sign a document which B.O.S. leadership interprets as a statement that their demands have been met to their satisfaction. At about 5:45 a.m., Conklin Hall is vacated.

The faculty of Rutgers-Newark meets to hear Dean Talbott describe the agreement. No action is requested or taken by the faculty at this time.

March 1 -- Members of the Rutgers-Newark administration and faculty meet with B.O.S. leaders in the Rutgers-Newark Law School. As they attempt to clarify the terms of the settlement of February 27, negotiations are reopened on the two issues of the admission of black students to the College of Arts and Sciences and the establishment of a Black Studies Institute. No resolution is reached on these two questions.

The Faculty Admissions Committee also meets to prepare a statement on admissions practice for consideration by the entire faculty.

March 3 -- The Rutgers-Newark faculty approves by a vote of 88 to 44 the "32-16 Proposal," under which no student can be dismissed for academic reasons before completion of 32 credit hours. The issue of admissions is postponed.

- March 5 -- The Faculty, by a vote of 95 to 40, approves the proposal of the Faculty Admissions Committee that the College "seriously consider" (but not guarantee) acceptance of all students graduating in the top 50 per cent of their class or scoring above 400 on the Scholastic Achievement Tests.
- March 6-12 -- Little progress is made toward a workable settlement as spokesmen for the administration and black student leaders argue over who was responsible for the breakdown in the "agreement" of February 27.
- B.O.S. attempts to disrupt classes in Conklin Hall by spreading pungent solutions in the halls.
- March 13 -- B.O.S. holds a rally in Conklin Hall attended by about 200 people, including students from surrounding colleges. The first of two bonfires is lighted on the Rutgers-Newark plaza, and administration and faculty are burned in effigy.
- When firemen arrive to extinguish the fire, B.O.S. and its supporters march to the office of Dean Talbott. They leave after a brief confrontation.
- Informed of the build-up of tensions, President Gross decides that classes should be cancelled on the 14th.
- March 14 -- The Board of Governors meets in New Brunswick and passes a resolution that broadens admissions policy for all three Rutgers campuses.

CHRONOLOGY AND BACKGROUND

CAMDEN

1967

- September -- The black students at the College of South Jersey (about 15 out of a student enrollment of 1,000) form their own organization. In support of the goals of the Black Peoples Unity Movement, a community organization in Camden, they call themselves the Black Student Unity Movement.

This new organization remains politically dormant as a campus group until the fall of 1968.

1968

- November 11 -- The College of South Jersey establishes a Bureau of Community Services that will serve as liaison between the College and the Camden community in developing programs of particular concern to the community.

- January -- A black Resource Assistant in the Department of Sociology is appointed for the spring term of 1969.

- December 12 -- The faculty of Rutgers-South Jersey passes a "policy of dissent" that includes the establishment of a formal body called the Committee on Disruptive Situations. This committee is composed of the President of the Student Council, the Dean of Student and the Chairman of the Faculty-Student Relations Committee. (For complete statement of policy, see Appendix V.)

1969

- January -- Members of Black Student Unity Movement become increasingly dissatisfied over:
a) the fact that over a year after they

have organized on campus there are still only about 17 black students attending Rutgers-South Jersey; b) the apparent insensitivity of the College to the problems and needs of the surrounding community; c) the handling of the Fifteen High School program, designed to single out promising black and Spanish-speaking students for admission to Rutgers.

- February 10 -- The B.S.U.M. distributes a list of 24 demands to all faculty and administrators at the Camden campus.
- February 11 -- B.S.U.M. leaders submit a written request for a meeting with designated faculty and administration to discuss the 24 demands submitted on the 10th.
- Department chairmen and full professors meet with College administrators to review the demands and consider possible responses.
- February 12 -- Black leaders meet with selected faculty and administration to clarify the demands. The students indicate they will accept three reports on progress toward implementation to be released monthly, beginning February 17th.
- February 13 -- The Student Council meets with black students to discuss the demands.
- February 17 -- The first written response by the administration to the demands is distributed to the entire College community. This document is unacceptable to the black students, particularly the responses to demands 3, 4, and 5 (see Appendix VI). The students interrupt an outdoor public meeting of the Student Council and burn a copy of the response before assembled students and faculty. They demand that President Gross come to the campus to meet with them personally on the 19th.
- February 18 -- Over 200 students and faculty, including the members of the B.S.U.M., participate in an open meeting of the Student Council and engage in a full discussion of the demands. At this meeting it is announced that Earle Clifford, University Dean of Students, will visit the Camden campus

the following day and that President Gross will come on the 26th.

February 19 -- Dean Clifford meets with groups of faculty and students, including members of S.D.S. and the B.S.U.M., to gather information that will enable him to brief Dr. Gross on the problem.

February 21 -- Dean Clifford returns and talks further with students and faculty.

February 26 -- President Gross travels to the Camden campus. At 11:00 a.m. he meets privately with the black students, leaving them with the impression that he agrees with the substance of their demands. At noon he addresses the entire College community. The black students subsequently report that he appeared to compromise the position he had taken in his earlier meeting with them.

At 12:45 p.m. the black students walk out of the meeting en masse, and at 1:30 President Gross leaves for Newark. The black students hold private meetings during the afternoon. At approximately 10:00 p.m. they enter the College Center and barricade themselves inside.

February 27 -- At about 1:00 a.m. the Dissent Committee of the College of South Jersey (see entry for December 12, 1968) convenes and outlines a strategy for attempting to resolve the conflict. Having determined that the black students will leave the building upon receiving an acceptable written response by President Gross to their demands, the Committee members reach an agreement with the students that the Center will be vacated by noon if such a response is forthcoming. Having been contacted in Newark, President Gross sends his reply to the demands (see Appendix VII). At 12:15 p.m. the students leave the building.

The administration decides to cancel regular classes on February 28 and March 3 and 4, and encourages all students and faculty to attend open meetings in which the B.S.U.M. demands will be discussed.

- February 28,
March 3, 4 -- Open meetings are attended by students
and faculty; regular classes are cancelled.
- March 6 -- The faculty votes unanimously to support
a motion that endorses "the spirit and
basic principles" of the B.S.U.M. demands.
Included in this resolution are "certain
serious reservations" about aspects of
demands 1,2,3,18, and 21 (see Appendix VI).

A P P E N D I C E S



STATE OF NEW JERSEY
DEPARTMENT OF HIGHER EDUCATION
TRENTON, NEW JERSEY

OFFICE OF THE CHANCELLOR

March 7, 1968

M E M O R A N D U M

TO: Presidents: Rutgers, The State University, Newark College
of Engineering, The State Colleges, The County Colleges

FROM: Chancellor Ralph A. Dungan *AD*

It has become apparent that the problems of the inner city are and increasingly must be a major object of attention by society. Tax-supported institutions have a special responsibility to examine their relationship to these problems. In order for the Board and the Department of Higher Education to plan adequately for public higher education in New Jersey, it is important to know the extent to which the university and the colleges have become involved up to now and what future plans are.

Therefore, would you let me know what percentage of your student body is white and what percentage is Negro? It would also be helpful if you had figures for a few years back to show whether or not there is any significant change. Similarly, I would like to have figures for your faculty. I would also like to know what special efforts, if any, are employed to insure that qualified Negro students and faculty are encouraged to associate with the college or university community.

To some these questions may seem offensive. I know that it has been received liberal doctrine that one is color blind, one makes judgments about people in a free society based on criteria other than race, etc. This memorandum is predicated on the assumption that the received liberal doctrine has not opened the way to a solution of our problems and that the

"color blind" concept does not accord with the Negro community's perception of most institutions in white-dominated society-- including the universities.

Behind the question of bare percentages of students and faculty, then, are much more important questions. Are there any members of your academic community engaged in educational or other programs designed for the inner city?

To what extent do you teach about the black community? Are there special courses for this? Is it done through the updating of traditional courses, such as history, economics, sociology, or are other methods contemplated?

The following excerpt from a letter that I have recently received from a legislator illustrates the concerns of many.

"The New Jersey Legislature recently passed, and Governor Hughes signed, a joint resolution recommending that the State Department of Education require local school districts, in connection with the two-year American History course, to present materials that will give it a balanced, accurate view of the history of Negroes in America. It seems to me that the intent of this resolution would be well carried out if some attention were given to the education of teachers on the subject. Do you know what the colleges in New Jersey are doing today and do you know whether any improvement could easily be accomplished? I don't. It seems to me that until the teachers are more familiar with the subject matter themselves, and more understanding about the importance of the subject, all the materials in the world will not accomplish the objects of the resolution."

Of course, I think we should know much more about ourselves. In large part, I am asking if there is any liaison between your institution and the black community or, more directly, do you know the black community?

I am sure you will agree with me that this is a subject that must occupy a special place in American higher education in the last third of the twentieth century. Please do not

Presidents

- 3 -

March 7, 1968

read into this an implicit criticism of any of your institutions. Our interest must center not on what we have done in the past, but what we are doing now and what we should be doing in the future. I am as interested in hearing about any plans you may wish to project as about anything you are doing. But it is clear that we in education are going to have to go out to the black community. We cannot assume that a brochure or a document will make the connection.



STATE OF NEW JERSEY
STATE BOARD OF HIGHER EDUCATION

M E M O R A N D U M

March 7, 1969

TO: Presidents and Chairmen of Governing Boards
New Jersey Public Institutions of Higher Education

FROM: Edward E. Booher, Chairman
Board of Higher Education

The events of last week at the Newark and Camden campuses of Rutgers, the State University, focus attention on three matters which have been of continuing concern to the Board of Higher Education.

1. The problem of providing better opportunities for students who, through no fault of their own, are effectively barred from higher education because they are poor or lack adequate academic preparation.
2. The maintenance of an atmosphere free of any form of coercion -- intellectual or physical -- on our public college campuses.
3. The necessity to keep under constant scrutiny admissions policies and practices to insure that students who can really benefit from higher education are not denied the opportunity because of excessively rigid or artificial standards.

These, among other pressing concerns, including the expansion of spaces within the higher education system, will continue to receive priority attention by the Board of Higher Education. In the meantime, on behalf of the Board, I call upon the trustees and administrators of the several public institutions in New Jersey to re-examine their current regulations and practices to ensure that the following principles are being adhered to:

1. It is critical that full opportunity is provided faculty, students and others who are partners in the college endeavor, by formal and informal means, to express their views on matters of concern. Free expression and a reasonable expectation that such expression can result in effective action, where action is justified and within the power of the institution, is fundamental to a healthy college environment.

Every public college should have a joint student-faculty-administration forum to discuss and resolve any questions or grievances. There should be regular meetings of such a group and provision should be made for special meetings as the occasion may require. The procedures of such a group should provide for a full argument and airing of the issues and for presentation of unresolved issues, if necessary, to the governing board of the institution. Governing boards should make public in as formal a manner as necessary and within a reasonable time their decisions on issues, including reasons for the decision.

2. Attendance at a public institution of higher education in New Jersey is not compulsory. Enrollment is a voluntary act. Certain obligations of performance and behavior are properly expected of students. University and college regulations should be very explicit on this point and should clearly state the standards of conduct and behavior which are properly expected. This precision is of the utmost importance so that clear rules of conduct shall be known in advance, responsibly observed, and unhesitatingly enforced.
3. College regulations should be explicit that infractions of conduct will involve discipline including suspension, expulsion or the application of civil remedies as appropriate. Specifically, college regulations, while protecting free, non-violent and non-interruptive expression of views, should forbid any actions or activities designed to or having the effect of interrupting the normal activity of the institution, including the occupation of buildings, obstruction of traffic or any act of trespass or vandalism.
4. College statutes should also be specific in stating that the application of standards of conduct will be undertaken by the college community itself. However, each college should reserve to itself the right to call upon civil police or other means which may be necessary to preserve the institution from unlawful disruption.

- 3 -

5. Standards of conduct should be clear that the presence of persons not associated with the college or university is welcome if such persons comply with college or university regulations.

As you know, the Board of Higher Education has been extremely conscious of the lack of opportunity for higher education for many young men and women in New Jersey who are badly prepared for post-secondary education. We recognize that despite the evident success of the Educational Opportunity Fund program through which 1,700 students were enrolled in private and public institutions this year, there is still a large gap between reasonable expectation and reality.

This gap must and, we are determined, will be narrowed and closed.

I am convinced that if the colleges and universities of this state are to make available real opportunity to all citizens, including those who have the misfortune of poor academic preparation, we must stand ready to modify where necessary our traditional way of doing things. It is the responsibility of the several institutions, in the first instance, to analyze the problems facing higher education and to bring forward creative and effective solutions to them. It is not the prime function of the Board of Higher Education to initiate, or to plan in detail, programs, curricula or other functions which belong to the faculties and administrations of our colleges. However, I do think that we have a responsibility to suggest that the colleges and universities re-examine their own thinking and redirect some of their resources according to social as well as academic priorities.

RUTGERS NEWS SERVICE

Joseph A. O'Rourke, Director
Tel. (201) 247-1766, Ext. 6084

(The following statement on student demonstrations was issued to Rutgers students by Dean of Student Affairs Earle W. Clifford)

In October, 1967 the Rutgers University position on demonstrations was confirmed in writing. That statement and this one were prompted largely by disruption on other campuses.

A year ago the following basic principles were identified as guidelines for the Rutgers position:

1. The academic community must be preserved as a free and open society.
2. Free inquiry and free expression are indispensable elements required for the achievement of our goals as an academic community.
3. Dissent is to be encouraged as a vehicle for exposing error or discovering alternative routes to truth.
4. Any effort to limit either the freedom or openness of the academic community is a grave concern for all who would share in the benefits of membership in that community.

In accord with these principles the following Rutgers policy was outlined:

1. All members of this community are encouraged to register their dissent from any decision on any issue and to demonstrate that dissent by any orderly means.
2. Any demonstration of dissent that is converted into any interference with the freedom of other members of the academic community is a threat to the freedom and openness of our society.
3. Any such incidents that may occur and any such problems that may develop will be dealt with internally as an extremely serious matter.

As indicated last year, if disruption occurs the University will make every effort, and sincerely hopes, to resolve the problem without calling in outside assistance. Experience with disruptions that occurred on other campuses last spring, however, suggests that it may be helpful to make the University position more explicit.

1. Disruptive demonstrations--those which interfere with the operation of the University or with the freedom of any member of the academic community or its guests--are in violation of this policy.

2. If such a violation occurs, the University will attempt to resolve the matter internally through procedures already established by student-faculty-staff committees to provide fully for due process. Such resolution will be impossible unless members of the academic community involved comply with the request of an appropriate administrative officer to cease the disruption. In most cases this will be the Dean of Students on each campus or a representative of the Provost.

3. Failure to comply promptly with such a request will compound the offense and reduce the University's ability to resolve the problem internally. More specifically, failure to respond could result in immediate suspension, subject to subsequent review.

4. Continued refusal to cease disruption may require a request for off-campus assistance and subject those participating to arrest.

One final point is in order. Those involved in such disruptions who are not members of the academic community will be dealt with by off-campus authorities.

In October, 1967 it was indicated that as a matter of principle in this academic community, every attempt is made to clarify in advance those standards considered essential to our educational mission and community life. It is in this spirit also that this statement is issued.

Admission Demands of the
Black Organization of Students at Rutgers-Newark

The continuing policy of BOS is that there can be no changes in the total enrollment at Rutgers-Newark without substantial changes in the attitudes of this institution. Specifically, a transformation of Rutgers University must occur. Pro-white nationalism and racism must be replaced by a sensitivity and responsiveness that will be representative of the University's total constituency. Such measures must be enacted through the restructuring of existing policies, programs and curricula which must be expressly designed to meet the desires and needs of Blacks. Thus, we will be insured of the adequate preparation necessary to undertake the task of improving the lot of our people by determining our own destiny.

In line with this position, it is the conclusion of the BOS that any changes in the University's admissions policies MUST be accompanied by innovations in other areas of the University. These innovations dictate:

- I. That an immediate review of the entire Rutgers-Newark admissions department be made to ascertain the reason for the general decline in the number of enrollees and specifically the number of Black enrollees;
 - a. That BOS members be included in this committee of review;
 - (1) That as members of the university's constituency, Black students have a right to be a part of this committee;
 - b. That there be an immediate removal of admissions director, Robert Swab, and his assistant, C.T. Miller;
 - (1) Admissions figures announced by Mr. Swab reveal his inefficiencies as admissions director;
 - (2) Mr. Swab has failed to sufficiently comb Black high schools for applicants from ghetto areas;
 - (3) The attitudes of Mr. Swab and Mr. Miller are basically prejudiced as is evidenced by their refusals to implement sincere programs to channel Black students;
 - (4) Mr. Miller's biased attitude has been made apparent through his tendencies to be extremely hostile, derogatory and arrogant in dealing with Black applicants;
- II. That Black students be employed on a work-study basis in the admissions office to implement the recruitment of Black students
 - a. Recent policies have encouraged off-campus work-study jobs in the community;
- III. That there be an immediate creation of two salary lines providing for the hiring of two Black administrators to work specifically in the area of Black student recruitment;
 - a. That a fund be provided for these administrators and BOS to use in setting up programs for high school Blacks;
 - (1) Existing programs are irrelevant to the vast majority of Blacks;
 - (2) These new programs would take the university to the potential student as well as take the potential student to the university;
 - (3) This demand is not unprecedented in that other major institutions have used this method to gain a greater percentage of Black students;

- b. That these Black administrators must have the approval of the Black Organization of Students;
 - (1) To insure that these administrators will be free of university attempts to appease Black students, this demand is made to assure that the persons chosen will be ones of understanding, sensitivity and responsiveness to Black needs and desires;
- c. That these administrators shall have a dual function;
 - (1) That they will be able to increase the Black student enrollment ;
 - (a) The programs and actions of these administrators will be made relevant to Black applicants;
 - (2) That they will be able to improve Rutgers-Newark and community relations;
 - (a) By correcting community impressions of the University, these administrators will be able to improve community involvement and aid in recruiting Black students;
- IV. Consistent with previous positions taken by BOS regarding the admission of Black students, the proportion of full time Black students enrolled over the next two or three years must be commensurate with the total population of Newark and its surrounding communities. Irrefutable evidence that Rutgers-Newark is attempting to achieve this goal must be shown in admissions figures for the 1969-70 academic year. For example, we strongly advocate that these figures should represent no less than 30% of the total enrollment. (This figure should not be interpreted as suggestive of a quota.)
 - a. Due to past discriminatory policies exercised by the University against Black people, this position constitutes a minimal degree of justifiable "restitution".
- V. Remedial, tutorial and other special compensatory programs initiated during 1968-69 academic year must be expanded and broadened;
- VI. That a special scholarship be established for the use of Black students who fulfill the academic requirements of Rutgers-Newark, but lack the financial resources;
 - a. It is the opinion of the BOS that if the University is sincere in its efforts to bring qualified Blacks into this institution, Rutgers-Newark will act to establish funds for academically qualified applicants;
 - b. Although funds are available for so called risk

students, there are no funds allocated specifically for non-risk students;

- VII. That a committee including black representatives be created to formulate new admissions criterion;
- VIII. That there will be a Black officer hired in the Dean of Students office;
 - a. That this officer must meet the approval of the Black Organization of Students;
 - (1) Although a salary-line for this officer has been allowed for in the present budget proposals, we feel that our approval is mandatory to guard against the hiring of an insensitive Black person;
- IX. That monies be made available to the Black Organization of Students for the specific purpose of planning and developing community and campus projects;
 - a. A precedent for such action has already been established within the University in the form of allocations to RSVP. Although RSVP has been instituted to bring about student-community involvement, the Black Organization of Students feels that we can better serve our community as residents of this community by formulating self-help projects that can project the ideal of Black esteem.
- X. That an active policy of recruitment and hiring of Black academic and advisory staff be at least proportionate to the total number of Black students and consistent with the demand outlined in section IV;
 - a. It is the consensus of the Black Organization of Students that this demand is justified by the realization that people of similar backgrounds and attitudes identify more readily.
 - b. Black students would be able to relate to Black advisors with greater ease and because of the similarity of interests and backgrounds, the advisors could more realistically comprehend Black student needs and desires.
- XI. That there will be developed a comprehensive Black Studies Institute WITH degree granting status and a full-time coordinator;
 - a. One reason for the lack of interest in R-N as a primary college choice is the lack of identification materials for Blacks on this campus.
 - b. This Black Studies Institute will provide a needed element of Black identification on campus.
 - c. This institute, located in Newark, would serve to attract Blacks interested in pursuing the field of Black studies as a possible career choice.

RUTGERS - SOUTH JERSEYSTATEMENT ON DISSENT

RUTGERS - THE STATE UNIVERSITY

December 16, 1968

The attached statement of policy on dissent was approved by the Faculty of the College of South Jersey at its meeting on December 12, 1968. Since modest revisions were made, it is being referred back to the Student Council and to the Faculty-Student Relations Committee with the understanding that unless there are objections, the policy will be forwarded to the Provost, Dr. Schlatter, where it is expected that a total University Policy can be compiled from the carefully prepared statements of all of the colleges. In the interim, the policy statement, under which we have been operating this fall, will apply.

W. Layton Hall
Dean of the College of South Jersey

TC: Members of the Faculty
FROM: Policy and Planning Committee
RE: Dissent Policy Resolution to be considered at the
meeting of December 12, 1968

If disruption occurs on the campus, the University will make every effort to resolve the problem without calling outside assistance. In order to clarify in advance those standards considered essential to our educational mission, the following guidelines are spelled out:

1. Disruptive situations are those which cause a breakdown of the operation of the University or which curtail the freedom of any member of the academic community or its guests.
2. If a potentially disruptive situation occurs, the faculty, students and administration recognize their responsibility to attempt to resolve the issue at stake internally through the Committee on Disruptive Situations. The Committee on Disruptive Situations will consist of three members: the Student Council President (or his direct representative), the chairman of the Faculty Student Relations Committee (or his direct representative), and the Dean of Students (or his direct representative). This Committee will be members of the Faculty Student Relations Committee and will constitute its executive committee.

The appropriate administrative officer on this campus (designated by the University President) should advise those involved in the disruption that the substance of any complaints or demands will be heard by the relevant University body.

3. Failure, immediately, to cease disruptive activities may result in disciplinary action within the University in accordance with established due process. Any activity which endangers property or life or which denies access to or exit from university facilities may also subject any person to arrest and prosecution.
4. Continued refusal to cease disruptive activities when internal procedures and capabilities have been exhausted will force the University to seek outside assistance. It is strongly recommended that such assistance be sought only when it is clear that internal procedures have failed to restore order, and after consultation with the Committee

on Disruptive Situations, or the Faculty Student Relations Committee. The administrator may call for police assistance without consultation if any immediate threat to safety, life or property prevents such consultation.

5. The purpose of these guidelines is to provide for the orderly resolution of an internal, on-campus controversy. In the event of disruption caused by general civil disorder, or those initiated by non-members of the local campus community, or those which take place outside the campus limits on public streets, the University will be forced to recognize the prior jurisdiction of off-campus authorities. The participation of non-members of the local campus community in on-campus disruptions will increase the need to seek outside assistance.

CANDEL BLACK STUDENT DEMANDS

February 10, 1969

APPENDIX VI

We, the Black Student Unity Movement of Rutgers, The State University, are exacting that the following demands be made operative with respect to the following date, February 17, 1969. We will not rationalize nor verbalize the non-compliance of these demands. Our demands are as follows:

1. We demand that all racist faculty be removed from the university.
2. We demand that an Urban Education Department be established.
 - a. Brother Michael Edwards to be made assistant to department chairman.
 1. His job must be that of course selector, curriculum structuror and lecturer.
 - b. Establishment of an Urban Community Board
 1. Purpose - to study urban problems and make proposals for change.
 - c. Degree Program
 1. B.A. or Associate Degree
3. We demand that a Black Studies Department be established.
 - a. Black Students and faculty controlled.
 1. Students are to determine grading system, faculty personnel and firing system.
 2. Financial control by students and faculty.
 3. Black Education Courses
 - a. African Languages
 - b. Philosophy
 - c. History
 - d. Politics
 - e. Economics
 - f. Literature
 - g. Art
 - h. Music
 4. Degree Program
 - a. B.A. or Associate Degree
4. We demand that this university hire more black personnel other than faculty.
5. We demand that Brother Charles (Poppy) Sharp be assigned three lecture seminars.
 1. Pay should correspond to other visiting lecturers.
6. We demand that an Afro-American be made Director of Admissions for Black Students.
 - a. Matriculated black students are to inform a committee to review applicants and choose director.
 1. Objective - the recruitment of 750 black students.
 2. Establishment of a Stewart Shelton Memorial Scholarship Fund to pay tuition fees and books for each student.

2.

7. We demand that an Afro-American be made Dean of Black Students.
8. We demand that a Black Financial Director be immediately installed.
9. We demand that a Black dormitory and recreation building be completed within the next year and a half.
10. We demand that graduate schools be established in other fields of scholarship besides Law and Education.
11. We demand that an Educational Cultural Center be established for the community and university itself.
12. We demand that the community be granted access to existing University facilities.
13. We demand that Rutgers here establish a community foundation with the initial reserve of \$50,000.
14. We demand that this institution embark on an extensive program of recruiting Afro-American and Hispanic high school seniors.
15. We demand that student teaching be done within Camden City proper.
16. We demand that a Board of Academic Inquiry be set up for black students.
 - a. Composition
 1. Black students and faculty
 2. Official recognition by the University
 3. Representation to be decided by the black students
17. We demand that classloads are to be reduced for professors.
18. We demand that a course in Racism be instituted.
 - a. This course is to be taught by Brother Charles (Poppy) Sharp.
19. We demand that the existing grading system be revised so that emphasis be placed on:
 - a. Field work - this is to apply in fields such as:
 1. Sociology
 2. Political Science
 3. Education
 4. Psychology
 - b. Outside research - this is to be given credit
 - c. We demand that course requirements be revised in order to allot more time to field experience.

20. We demand a pay increase for professors and non-professionals.
21. We demand that the new library addition be named after Brother Faul Robeson. Livingston College to be renamed Robeson University
22. We demand that college credit be granted for black life experience.
 - ex. Waive certain irrelevant courses
23. We demand that a night preparatory division be set up to accommodate high school drop-outs and any interested persons.
24. We demand that a black section be set aside in the now existing University Library and name it after Dr. Ulysses Wiggins.
 - a. Composition
 1. Books
 2. Filmstrips
 3. Records
 4. Tapes
 5. Periodicals

RUTGERS UNIVERSITY *The State University of New Jersey*

OFFICE OF THE PRESIDENT
New Brunswick, New Jersey 08903

February 27, 1969

Dear Mr. Warren and Mr. Jones:

Here is a confirmation of the remarks I made at the meetings held in Camden on February 26, 1969:

1. The University agrees to add a Black admissions officer to Rutgers College of South Jersey.
2. The deadline for admitting students, including Black and Puerto Rican students, will be extended to the opening of college in September.
3. The University agrees to increase its efforts to bring more Black students to the College of South Jersey.
4. The University agrees to try to find funds for at least four additional scholarships for minority students at the College of South Jersey.
5. The University agrees to support the establishment of an urban studies program at the College of South Jersey dealing with history, political science, literature, sociology and economics as they are related to the Black man and to African history and culture.
6. The University agrees to acquire library resource material pertaining to Black history and culture.
7. The University is willing to support a "new careers" concept with an associate of arts degree program if it is possible to develop this within the University system.

Mr. Thomas Warren and Mr. Roy Jones, February 27, 1969
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8. The University will support the development of an education center in South Jersey which will offer fine arts and cultural programs and lend itself to the use of the larger community of Camden.

9. The University agrees that the community should make as full use as possible of the facilities of the College of South Jersey.

10. The University agrees to help support an Urban Community Board.

11. The University agrees to help with the support of the Bureau of Community Services in Camden and will attempt to secure additional outside funds for that Bureau.

12. The University will seek funds for all these programs from the Legislature, from Foundations, from the Federal Government and whatever other sources are possible.

13. The University agrees to give at least \$400 for the establishment of a cooperative for Black students.

14. Dr. Charles Patrick will be made available to the College of South Jersey to help in securing of additional funds for the programs mentioned above.

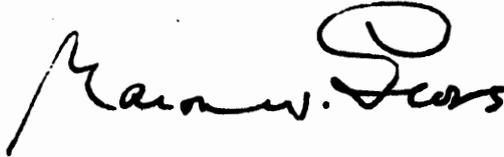
15. The University agrees to increase its efforts to hire more Black Faculty for the College of South Jersey.

16. I will ask the Faculty and Staff of the College of South Jersey to accept full responsibility for implementing all these plans as rapidly as possible.

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Finally, let me reiterate my own conviction that there is no place in American democratic society for people who practice racism and that as the administrative head of the University, I will file charges against any Faculty or Staff person when there seems to be evidence that he is a racist.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Mason W. Gross". The signature is written in a cursive style with a large, prominent loop at the end of the last name.

Mason W. Gross

Mr. Thomas Warren
Mr. Roy Jones
College of South Jersey
Rutgers--Camden

Resolution Adopted by the Rutgers Board of Governors at its regular meeting on Friday, March 14, 1969

The University as part of a state-wide system of higher education which in addition to the different divisions of the University also includes the state colleges and community colleges, pledges itself to work with these other institutions to the end that every holder of a New Jersey secondary school diploma may find that form of higher education which is best suited to his needs, abilities, and aspirations.

However, the Board recognizes that such a program is not now available. Therefore, the Board agrees to establish a new and pioneering program by September, 1969, which initially will open college doors to educationally and economically disadvantaged graduates of the secondary schools in those communities where Rutgers has its primary locations and its most significant community obligations -- Newark, New Brunswick and Camden. The objective of this program is to make it possible for those graduates to achieve a true Rutgers degree. As this new program succeeds, and as additional funds become available, the University, together with the other institutions, will expand the program to the full objective stated in the first paragraph above.

The University will seek additional funds from the State Legislature to initiate the new program by September, 1969. If these are not available, the University will fund the program from other sources to insure that it will become a reality in the next academic year.

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Further, The Board affirms that University rules and regulations should provide that:

1. full opportunity is provided faculty, students and others to express their views on matters of concern.
2. regulations while protecting free, non-violent and non-interruptive expression of views, should forbid any actions or activities designed to interrupt, or having the effect of interrupting, the normal activity of the institution, including the occupation of buildings, obstruction of traffic or any act of trespass or vandalism, and
3. the right after fair notice to call upon civil police or to pursue other means has been reserved if necessary to preserve the Institution from unlawful disruption.

3/14/69



STATE OF NEW JERSEY
STATE BOARD OF HIGHER EDUCATION

M E M O R A N D U M

March 21, 1969

TO: Presidents and Trustees, New Jersey Public Institutions
of Higher Education

FROM: Board of Higher Education

Action taken last Friday by the Rutgers Board of Governors was a response to the conviction we all share that higher education has an obligation to all the citizens of the state.

The higher education community should be clear on what the new Rutgers policy is:

- It is an experimental program for broadening opportunity for students who have been traditionally excluded from college through no fault of their own.
- It is confined to high school graduates who meet criteria indicating that they are educationally and economically disadvantaged and who live in Newark, New Brunswick and Camden, those communities where Rutgers has its primary locations and its most significant community obligations.
- It is a supplemental program which will not affect either standards for degrees or the number of students admitted to Rutgers's undergraduate colleges under the traditional admissions system.

The Board looks on the Rutgers program as an experimental program which will provide valuable information and experience to everyone connected with higher education in New Jersey and as a supplement to the \$4.5 million now included in the budget, primarily under the Educational Opportunity Fund, to assist disadvantaged students from throughout the state at more than 35 institutions, both public and private.

The development of higher education in this state must proceed in an orderly and planned manner. We must be certain that our academic facilities and budgetary planning move forward in tandem. Therefore, the Board wishes to make clear that no additional budgetary requests for FY 1969-70 beyond

Presidents and Trustees,
Public Institutions of Higher Education
March 21, 1969
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that to be requested for the Rutgers program will be submitted to the Legislature, and no institution should make any commitment which would imply further budgetary support for FY 1969-70.

At the same time, institutions are encouraged to further their planning for programs to assist the educationally and economically disadvantaged, and the Board will look to the Chancellor to coordinate and make recommendations for expansion of programs in subsequent fiscal years.

New Jersey higher education finds itself in an extremely difficult dilemma. On the one hand, we all recognize that what we now can offer our citizens is unequal to the needs. On the other hand, there can be no instant remedy when facilities are so sadly deficient. The reconciliation of these two realities will require all the wisdom and judgment we possess.

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