

There was one unarmed guard on duty near the front door of the building at 619 W. Clark Street.

It was 7:05 a.m. A group of Black students gathered at the rear of the building. Another group assembled in the alley across Clark Street.

One Black student approached the building and told the guard he had to pick up a form. The guard let him go inside.

At about the same time, six other Black students ran west on Clark Street shouting slogans. Hearing the shouts, the guard on duty left his post.

Immediately, 14 Black students entered the building and began locking the doors and windows. Within a matter of minutes 105 students had entered and barricaded the building.

And so began 38 hours of determination, deliberation and demands. A span of time in which all but 15 of Northwestern's 120 Black students occupied the Bursar's office. A span of time which highlighted the power of reason. A span of time which led to what has since been referred to as the "May 3rd and 4th Agreement."

The year 1968

The Place Northwestern University

And these were the DEMANDS:

POLICY STATEMENT

1. That the Administration will accept and issue a policy statement as outlined in this paper.
2. That the Administration restructure the UDC or create a new judiciary and justly cope with racial problems and incidents.
3. That the Administration effect a new judiciary standard and apply this standard retroactively to the UDC decision April 15.

ADMISSION

5. That each forthcoming freshman class consist of 10 - 12% Black students, 50% being from inner-city schools.
6. That the Administration will institute a committee selected by the Black community to aid the Admissions Office, especially in recruitment.

7. That the members constituting this committee be salaried.
8. That F.M.O. be supplied with a list of All Black students presently enrolled at NU, a listing of all names, addresses etc. of all incoming Black freshmen.

FINANCIAL

9. That the process of evaluating financial need and administrating financial aid be restructured.
10. That our scholarship be increased to cover what is now included in our required jobs and that funds be allocated for those of us who want or need to attend summer session.

HOUSING

11. That the University provide us with a Black living unit, or promise to get rid of the present fraternity and sorority housing arrangements.

COUNSELING

12. That any hiring of personnel in the position of counseling the Black community of NU be approved by that Black community.

FACILITIES

13. That the committee of Black students selected by us work with the administration in meeting our needs for a Black Student Union.

OPEN OCCUPANCY

14. That we have access to the committee studying open occupancy and discrimination with review rights to the matters which they are discussing.

The conference lasted eight hours. Ten Black students from the Afro-American Student Union and F.M.O. (For Members Only) acknowledged the demands of the Black student body. Ten representatives of Northwestern University's administration listened attentively.

At the conclusion of this struggle, a settlement was reached. In a 13 page agreement the University admitted their guilt of conducting an institution based on white principals and of neglecting the special needs of Black students.

In the now famous "May 3rd and 4th Agreement," the University conceded to initiate and implement the following demands of the Black student body.

1. An All Black Northwestern University Advisory Council be assembled to illuminate the problems of the Black community related to the University. It should consist of distinguished Black individuals in education and professional affairs.
2. To increase the enrollment of Black students with all deliberate speed. Fifty per-cent of these students should come from the inner-city.
3. That a committee of Black students and Black advisors be created to assist, advise, and counsel the University Admissions Board with the recruitment of Black students.
4. That an orientation program be arranged for entering Black students. The program should be organized and directed by the Black student community.
5. The amount of grant aid for Black students be increased, and a Black student community committee be appointed to assist in the financial matters regarding Black students.
6. To reserve separate sections of existing living units of University housing for Black male and female students.
7. To create and expand the studies of Black History and Black Culture in the University, and to select qualified potential faculty members from the Black community.
8. To provide space on campus for general lounge activities and assemblies for Black students.
9. Because many cultural and social activities on Northwestern's campus are irrelevant to Black students, new activities will be developed to meet these special needs of Black students. Sufficient financial resources should be provided to produce reasonable programs.

On Sunday, May 5, 1968, the Chicago Tribune's front page headline read, "BLACK POWER WINS AT N.U." It is true that our Black brothers in 1968 won a major battle, but our Black brothers from 1970 to the present seemed to have been lulled into a false sense of security. For we do not have many of the rights and privileges which were granted to NU's Black student body in May of 1968.

Secondly, it is debatable whether fifty percent of the Black students admitted annually are from the inner cities.

Thirdly, an orientation program was instituted for incoming Black freshmen which would give them early work in Math, Chemistry and English. The Summer Academic Workshop seems also to be phasing out. The session for the 1977

freshmen class was reduced from three weeks to 10 days. The continuation of the program is in doubt.

The all-Black University Housing unit was declared unconstitutional shortly after the May agreement, but little has been done to desegregate the existing fraternity-sorority housing.

Fortunately for the entire student body, the creation of studies of Black History and Black Culture have increased, but the number of tenured Black professors is still discouraging.

Finally, sufficient financial resources have not been provided for Black students to produce reasonable programs which pertain to their special needs. Long struggles have taken place in recent years with the administration and ASG because FMO and its Black satellite organizations have not been granted enough money to implement the programs that are so necessary to NU's Black students and a complete education.

Thus, it may be concluded that in May of 1968 Black Power did win a major battle, but unless Black students continue to demand the right to quality education the hard work, determination and dedication of 120 Black students will be a lost and meaningless memory.

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