LIVINGTON COLLEGE

ANNUAL REPORT OF THE DEAN

1969-1970
Introduction

The faculty, students and administration of Livingston College can look back on its first year of operation with a considerable amount of satisfaction. All in all, it has been a good year: much more difficult and more challenging, but at the same time also much more exciting and more gratifying than most of us had imagined. Livingston College has only just started, and it has a long way to go. A lot of things did not turn out as expected, and much remains to be done. But on the whole there is a general, though not unanimous feeling that Livingston College is tackling head-on some of the most fundamental challenges facing public higher education today, and that it is making perceivable progress toward their resolution. Because of this there is on the part of most faculty, students, and staff a very definite sense of being involved in a common and important enterprise.

Thus, Livingston College is entering its second year with considerable confidence coupled with an awareness of ongoing difficulties and the need for much hard and dedicated work on the part of all concerned.

The Educational Programs

Where we have developed furthest is in the development of courses and curricula which reflect both the interest and the needs of the students. In this we are very much aware of the need to bridge the gap between practice and theory, between experience and analysis, and above all between the immediate and the long-range. Students today are angered and threatened by societal changes taking place with an ever shorter time span and all too often in a negative direction. They want immediate results and quick action, and are most interested in courses and curricula which are problem-centered and focus on the immediate. We have accepted the challenge of responding to this desire, addressing ourselves to the immediate and the specific, while yet retaining our basic responsibility of educating for the future and for the general. We are also very much aware of the need to build on the experiences and backgrounds of our students, giving value to this while understanding.

There are undoubtedly at Livingston courses that focus excessively on personal experience and on the rhetoric of the day. There are also courses which like so many of their counterparts in other institutions, continue to focus on some abstract generalities without any serious attempt to relate them to the immediate concerns of the students. But on the whole the bulk of the educational program of Livingston is moving well to reach that proper interweaving of experience and analysis from which the students can derive an understanding applicable both to the immediate and to the long-range.

In Livingston College's basic task of education, the central problem which it is facing can perhaps be stated as follows: Can intellectual rigor exist without structural rigidity? Can high academic standards be
maintained - or even defined - without the supporting mechanisms of elaborate grading systems, cumulative averages, of largely required curricula and highly structured courses, of attendance requirements and the like? If one attempts to throw out the bath water of these conventional academic trappings, can the baby be kept in the tub?

We have as yet no clear answer to this question. There are some among us who worry that not enough emphasis is being put on long-range intellectual pursuits. Indeed it is quite true that in the College's collective endeavors during the past year a great deal of time has been spent on para- and non-academic matters. To a considerable extent this has been an inevitable consequence of the newness of the College. There has been much lost motion, many procedures obscure or non-existent, and the constant sense of discovering on Tuesday that something should have been done on Monday. This has inevitably led to a feeling on the part of some students and some faculty that a lot of things just didn't matter and that too little attention was being paid to the academic progress of the student.

With every month this has become better, and during the second year of its operation Livingston College will actually be doing certain things for the second time! What will also help a great deal is the presence of many more upperclassmen than we had last year. It became clear that a campus where most students are freshmen is really not a very sound one.

But the most important factor in this matter is of course the quality of the faculty - and Livingston College has a very good faculty indeed. Without this the task would be hopeless; with it it is still very difficult. It is easy to excuse slackness as flexibility; it is equally tempting to return to rigidity as an easy way to obtain that mechanical measure of progress which too often is mistaken for high academic standards. Livingston College must avoid both extremes, and this places heavy and unusual demands both on its students and on its faculty.

In the absence of the usual lockstep, most of the initiative must come from the students themselves. It is they who have the most to lose by " goofing off" and taking the path of least resistance. It is they who have invested their time and their money; it is for them that knowledge can mean power. This they can get only through very hard work, and it will be our major task for the coming year to convince all students of this need.

This in turn will be very demanding on members of the Livingston faculty. They must be willing to devote much of their own time outside of the classroom to contact with the students, using such dialogue as substitutes for the mechanical methods mentioned above. During the past year already this has placed a great burden on each member of the faculty. Inevitably some have withdrawn psychologically if not physically from this very real battle for the students' minds. But it is extremely gratifying that the bulk of the Livingston faculty has been willing to man the frontlines of this struggle with the utmost dedication, many to the point of considerable fatigue at the end of the year.
An institution which makes such extraordinary demands on its faculty must also reward their fulfillment. It is essential that the University move from lip service to actuality in the consideration of good teaching and institutional service in the promotion of faculty. Livingston College is dedicated to the premise, basic to the survival of our universities, that good teaching and scholarship are compatible. It expects the majority of its faculty to devote themselves to both of these tasks. Therefore both must weigh heavily in our system of rewards.

The Role of Students

Livingston College has made great strides in the crucial area of student participation in the decision-making process. What is particularly interesting and encouraging is that the system of academic government which has emerged from the first year is quite different from that initially envisioned by the planning faculty. It was reached by a rather agonizing process of reappraisal involving the majority of Livingston students and faculty.

In the spring of 1969, the then existing Livingston faculty—approximately 40 people—voted unanimously to share with students the academic decision-making power. It approved a constitutional document which called for the establishment of a so-called Academic Assembly, consisting of a substantial number of elected student representatives together with the usual members of the faculty. This body would have all the responsibilities and powers of a College faculty.

The Academic Assembly began to meet in the fall of 1969, and it became soon apparent that there were two major problems. One was really extraneous to the basic issues, but played a significant role in their resolution. In the first months of Livingston's actual operation there did not exist any form of student government to deal with all the matters with which such a body usually is concerned. This was quite deliberate because the planning faculty wanted to leave to the students themselves the task of devising its form and operation. In its absence, however, the Academic Assembly began to be viewed as the one group which would deal also with purely student matters. As a result the students, quite understandably, found their representation on the Academic Assembly inadequate.

The other major problem with the Academic Assembly was a more fundamental one. We had all underestimated the great difficulty of bringing together into one deliberative body two very diverse groups, each (and in particular the faculty) with its own rhetoric, its own ritual, and its own traditions. There was much misunderstanding, and increasingly people spoke not as individuals but as representatives of their constituency.

As a result of these mounting difficulties, the Academic Assembly voted to dissolve itself in October, 1969, and as its last act called for a College-wide, day-long meeting to discuss alternate forms of government. This meeting, in contrast to the last gathering of the Academic Assembly, proved to be a remarkably cohesive and constructive occasion, out of which emerged after a full day of real discussion and little rhetoric, a virtually unanimous agreement on a bi-cameral system, the details to be worked out by a specially elected committee. This group, consisting of
8 students and 8 faculty members, worked for several months and presented to the College in February of 1970 a detailed constitution. This document, a copy of which is attached, established a Faculty Chamber and a Student Chamber, with a Joint Executive Committee consisting of equal numbers of students and faculty and charged with the responsibility to resolve any differences. The Faculty Chamber has all the powers and responsibilities of a College Faculty as stipulated in the University Statutes, but will set binding regulations only if they have also been voted by the Student Chamber.

Although it is too early to assess this system, we are very much encouraged by the way in which the Joint Executive Committee has rapidly emerged as the key body of the College. It has proved to be particularly effective, meeting at least once a week, and generally with the Dean, and already has become the group to whom all members of the College look for rapid action and coordination.

This can best be illustrated by the way in which Livingston College reacted to Cambodia and Kent. On Sunday, May 3, a group of students received the Dean's approval and encouragement to start a telephone chain which resulted in a meeting of more than half of the faculty and student body that evening. At this meeting it was decided that the Joint Executive Committee would meet at 8 o'clock the next morning to draft appropriate resolutions and recommendations for submission to the two Chambers, which would meet separately but concurrently at noon on that day. This is precisely what happened, and both Chambers approved the same measures. As a result there was from the first a very real feeling that Livingston's steps with regard to the strike and related activities were really a joint effort of students and faculty.

We feel therefore that this bicameral system has gotten off to a very good start, and that it is likely to establish itself during this coming year as an excellent model for the proper participation of students in the academic decision-making process of a college.

Livingston as a Multiracial Institution

Underlying and strongly affecting all these major educational and political challenges within the College is its multiracial character. It is perhaps the only educational institution anywhere and certainly the only one in New Jersey in which all three major ethnic groups have a major stake and share a sense of common purpose. This has been achieved above all by substantial numerical presence of Blacks and Puerto Ricans, not merely among the student body of which they constitute over 25%, but also among faculty and staff. 34 of the 130 faculty members of the College are non-white, and 9 of its 18 administrative officers. We are convinced that this is essential to create a truly multiracial and pluralistic institution, because only in this way does each group have a guaranteed voice in the decision-making process, and can thus proceed on the basis of strength in participating in the common tasks of the institution.

As a result Livingston College is becoming a microcosm of what most of us believe the society in general should become: one which is based on the awareness and acceptance of differences rather than on their denial and denigration. This poses great challenges for all individuals concerned, since none of us are used to being in such a situation.
It is easy on the one hand to view the existence of distinct and consciously Black and Puerto Rican and white groups as complete polariz-
ation. There is quite obviously a good deal more separation, especially among students but even to some extent among faculty, than many whites had expected. For example the strike activities at Livingston as everywhere else are substantially white, at least to the extent to which they focus on politi-
cal action. But this particular example brings out two quite characteristic and important points about the Livingston situation: one is that decisions such as the ones with regard to the strike were taken jointly, with strong Black and Puerto Rican participation. The other— even more important—is that Livingston is not meant to be a place where everyone does the same thing together, and even less a place where one group imposes on all others certain patterns of behavior and certain activities. Rather it should be an institution in which, within some obvious limits, each group and each individual can do its or his own thing. As long as all groups share the sense of common purpose which was mentioned before, these heterogeneous activities can add up to a rich and varied whole which is much greater than the sum of its parts.

It is of course also easy to sentimentalize the situation un-
critically. As in all other matters pertaining to the further development of Livingston College, optimism must be tempered with a realistic appraisal of the difficulties ahead. We are encouraged, mainly because increasingly there exists, through growing numbers, a healthy diversity of views within each group. Thus we are moving toward the recognition that such diversity is not inconsist-
ent with identification with a group, and in turn that such identification need not prevent strong ties to the overall institution. That to our mind is the best and indeed the only foundation for real integration, as distinct from the assimilation to a single model which in the past and in many other institutions has been the condition for racial coexistence.

Faculty and Program Development

During the past year, Livingston College again attracted an extraordinary group of new faculty members, thus continuing to strengthen and to increase what was already an outstanding and exciting teaching staff. With well over fifty new appointments, not counting teaching assistants, it is possible only to give a brief summary of the changes in each department.

Anthropology experienced a major expansion through five new appointments, including Professor Margaret Bacon as the new Executive Officer of the department. With Professors Fox and Tiger continuing to be active at the graduate level, the doctoral program in this discipline thus received a major boost in spite of the much regretted resignation of Professor D'Andrade. In addition, the new members of the department constitute a substantial strengthening for the undergraduate program which is expected to attract a steadily growing number of interested students.

After minimal activities in this area during Livingston's first year, the Arts at last are getting off to a most promising and exciting start through the appointment of Daniel Newman as chairman, and of several other faculty members. With them, Professor Newman has designed a program in the Arts around workshops, seminars, and tutorials through which the student can explore the objects, places and media of his immediate world; where the student can develop the interplay of eye, hand and mind necessary to create new images
and structures". The curriculum is designed to avoid the usual split between analysis and practical work, and it is also based on close ties with other disciplines such as literature, theatre, music and dance, and anthropology.

A major achievement during the past year was the design and approval of a new Ph.D. program in Computer Science, thus bringing to three the number of doctoral programs brought to the University through the development of Livingston College. Simultaneously with the establishment of this program, the Computer Science Department also undertook a major revision of its undergraduate curriculum. Four highly promising young computer scientists have joined the department, which is looking forward to further exciting developments during the coming years under the chairmanship of Professor Amarel. These include also major expansion of the research activities with increasing collaboration with other departments and units of the University. A proposal for a large program of bio-medical research is currently being prepared for submission to the NIMH.

One of the groups involved in this project is the Livingston College Biology Department, which is responding to unusually strong student interests and large enrollments in a number of constructive ways. Several new faculty members have joined the department, which under the chairmanship of Professor Jenkins is developing stimulating introductory courses as well as an excellent undergraduate curriculum focusing on human biology. The department will play a key role in the generation of a number of curricula aimed at preparing personnel for the health related professions, and planning has already begun on a program for physicians' aides.

The largest numerical growth has taken place in the English Department, because its varied and imaginative freshmen and sophomore courses are attracting the majority of our students even without a formal requirement. Through its new appointments, the English Department has not only reenforced its basic strength in literature but has also begun to make substantial advances in the areas of creative writing, film and drama. Here, as in the Arts, there will be a continuing attempt to avoid an artificial gap between practice and analysis.

The Department of Comparative and Foreign Literature was strengthened by a number of appointments, particularly that of Professor Nathaniel Tarn as a visiting Professor for the coming year. A major search will be undertaken during the coming year for a new chairman as well as for other outstanding appointments. The offerings of the department are steadily expanding both in literature and in language study; during the coming year Russian and Swahili will be added to French, Spanish, Hausa and Chinese as languages available to Livingston and other students.

In both Economics and Psychology, new chairmen will be guiding the department during the coming year. Professor Shanti Targi is replacing Professor Marcus who returned to Rutgers College to assume the chairmanship of the Economics Department there. Professor Krauss left us to join Columbia University, and his place has been taken by Professor Keith Davis. Both departments have added further excellent faculty members and are continuing to develop well. This is true as well for such other fields as History, Political Science, and Sociology, in each of which two outstanding tenure appointments were made in addition to some junior ones. Philosophy is thriving through the addition of faculty and new courses.
Substantial growth is taking place as well both in the Department of Urban Planning and that of Community Development, which is continuing to profit from the support of a major grant from the Carnegie Corporation. The collaboration of these two departments within the Division of Urban Studies is probably the outstanding example of the way in which Livingston College is trying to develop mutual reinforcement between experience and analysis, practice and theory.

A third department is being added to the Division of Urban Studies during the coming year, subject to final approval by the State authorities. Through the appointment of Professor Boxer, an outstanding expert on urbanization and Asian geography, as well as of another junior appointment to join Professor Carey, the time was ripe to create a Department of Geography under Professor Carey's chairmanship. This newly created department will contribute increasingly to the urban studies and urban planning curricular at both the undergraduate and graduate level, and at the same time provide a major boost to the graduate program in geography.

An area of potentially great interest and promise is that of Puerto Rican studies. We have taken a first and substantial step in its development by the appointment of Professor Maria Canino, one of the outstanding members of the New York Puerto Rican community and a member of the New York City Board of Higher Education. During the coming year, Miss Canino will work with Puerto Rican and other faculty members as well as students in developing a program.

In this as well as in Afro-American studies we are looking forward to increasing collaboration not only with other units of the University but also with Princeton. One of the Livingston faculty members, Professor Badi Foster, will be Acting Director of the Princeton Afro-American Studies Program, ensuring close liaison between the two Universities. Already for the coming year we have made two joint appointments, Professor Jan Carew, an expert in Caribbean and Third World literature, as well as Mr. Philip Moore, an outstanding artist from Guyana.

Other Additions and Developments

The past year ended with a major addition to Livingston College through the appointment of Bernard Charles as Associate Dean for Academic Affairs. He will involve himself primarily with further curriculum and program developments, and is assuming responsibility for the coordination of academic advising. In turn this will give Dean Pervin more time to devote to student activities and to counseling and guidance. In this area, Mrs. Pat Dunn has now joined us as a full-time Associate Director of Guidance and Counseling and as EDF Director. By supplementing Special Program funds from EOP and HUD with regular college resources, we hope during the coming year to much more special help and guidance to all students admitted under special programs. These activities will be closely related and indeed be an extension of the regular academic program.
Two Major Problems: Financial Aid and Athletic Facilities

The financial aid shortage, serious throughout the University, is particularly threatening at Livingston College because of our nearly total reliance on federal and state funds. These are largely restricted to students from families with very low incomes. As a result, there is a danger of serious economic polarization of our student body unless more means are found for students from middle income.

The situation with regard to indoor athletic facilities has somewhat improved by arrangements to use the Manpower Training Center facilities a few hours a day. This is better than nothing, but still totally inadequate to meet the recreational needs of several thousand students living out here in substantial isolation.

General and Concluding Remarks

This already overly long report has concentrated on the internal affairs of Livingston College rather than on its relationship to the rest of the University. Lack of space makes impossible extensive comments on the federated college plan, or the problems of the professional schools, and related matters. I will therefore make only the following rather categorical remarks:

The federated plan has proved to be on the whole a great success in linking the three liberal arts colleges in New Brunswick into a whole which is greater than the sum of its part. Much work remains to be done, particularly with regard to achieving the proper degree of inter-collegiate coordination of matters such as grading systems, course credits, and other academic regulations. With good will and some patience, we can reach compatibility without imposing uniformity.

The problem of the professional schools is insoluble until the University faces up to the recognition that separate undergraduate professional schools are an archaic anomaly in the last third of the twentieth century.

And the final and most important point to make with regard to Livingston's place in the University is the following: Livingston College would not be what it is today and would not be a viable institution if it were not an integral part of the University. But this is being seriously jeopardized by Livingston's extraordinary physical isolation. It is several years too late to comment on the quality of campus planning which places unnecessary miles between related parts of the University. Livingston's location is now a fact. We must realize its consequences, which is that Livingston cannot remain a strong part of the University unless it is rapidly joined by College Four, or alternatively unless it is allowed to become much larger than originally planned. As an isolated and moderately sized unit it will always be viewed as an anomaly by the other parts of the University. Furthermore, within Livingston there will then inevitably come about a deep split between those who have strong University ties and those who want to go it alone. That would be a tragic end to an extraordinary beginning.

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31 August 1970