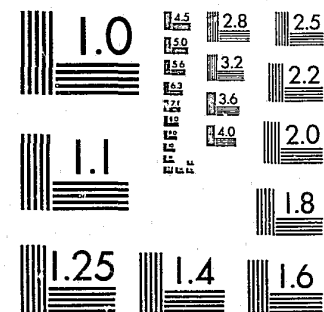


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10/24/83

DAYS OF DISSENT

CIVIL DISTURBANCES CONFERENCE

MISSISSIPPI CENTER for CONTINUATION STUDY

UNIVERSITY of MISSISSIPPI

1970

89119

U.S. Department of Justice
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DAYS OF DISSENT

Interdisciplinary Conference
on
Prevention and Control of Campus Disturbances
in the
State of Mississippi

August 30-September 4, 1970

NCJRS

JUN 18 1982

ACQUISITIONS

Sponsored by

Division of Law Enforcement Assistance
Office of the Governor
State of Mississippi

Published by

University Extension
University of Mississippi

FOREWORD

Dissent has been an integral part of the American heritage, but when dissenters take up arms to overthrow the status quo of a government or an institution, they have stepped outside the bounds of constitutional guarantee.

Because of the violence across this nation in the spring of 1970, the Division of Law Enforcement Assistance, Office of the Governor, State of Mississippi, designed a conference to bring together various disciplines concerned with a phenomenon of our times: violence on our campuses and in our streets.

The plan was to bring together top-level law enforcement and security officials from the State, its municipalities and campuses, as well as its city executives, college administrators and deans. The objective was to generate communication among these diverse groups.

This conference, "Days of Dissent," was held at the University of Mississippi August 30 through September 4, 1970, with sixty participants. No great solutions to one of the nation's major problems emerged, but there was dialogue between police chiefs and college presidents, campus security officers and mayors. All worked in small group sessions toward a common goal: prevention and control of disorder. Each participant contributed to what may have been the first conference of its type held in the United States--certainly the first in the Deep South.

As a result of a resolution unanimously adopted by the conference, Governor John Bell Williams asked the Board of Trustees of Mississippi's Institutions of Higher Learning to direct university and college administrators, working with community and state officials and involving student leadership, to prepare comprehensive plans for the prevention and control of disorder.

The people of Mississippi are genteel and polite, contrary to the portrait often sketched in the nation's media. The State's leaders are concerned with peace and tranquility. Mississippi has known the harshness of repression. It wants no more of the agony endured in the aftermath of the great War Between the States. It wants to develop the capability to handle the problems of dissent and social disorder common to all the states.

The success of the "Days of Dissent" exchange of ideas is best evidenced by requests from participants that the meaningful dialogue initiated by the conference be continued. Perhaps each person at the first conference left there with the sentiment once expressed by Edmund Burke:

The use of force is but temporary. It may subdue for a moment; but it does not remove the necessity of subduing again: and a nation is not governed, which is perpetually to be conquered.

Kenneth W. Fairly
Executive Director
Division of Law Enforcement Assistance
Office of the Governor
State of Mississippi

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PART I

PLANNING AND ORGANIZATION

CONFERENCE CONCEPT

During the academic year 1969-1970, how to deal with dissent and violence on college and university campuses became an increasingly acute problem throughout the United States. In addressing this problem, the Director and staff of the Division of Law Enforcement Assistance, State of Mississippi, recognized the need for a conference which would create maximum opportunities for an exchange of ideas among several key groups responsible for preventing and controlling campus disorders within the State of Mississippi: decision-makers from campus security forces; decision-makers from law enforcement agencies in contiguous towns, cities, and counties; mayors of communities in or near campuses; and college and university administrators. They also recognized that this exchange of ideas should occur before the beginning of the 1970-1971 academic year.

As planning proceeded, four principal criteria for assuring a successful conference became apparent:

(a) It should be held during a time and at a place where representatives from all key groups could communicate intensively over a period of several days with minimum interruption, despite the numerous daily demands imposed by their respective positions;

(b) It should be a "conferee's conference," with the participants assuming the major role throughout, and the leaders and staff providing coherence and structure;

(c) It should make available to the conferees acknowledged authorities from outside the State of Mississippi, affording opportunities to adapt their supplementary experiences to the local situation;

(d) It should provide, during the initial sessions, for thorough orientation of participants to this innovative, interactive conference concept.

Meeting these criteria necessitated close coordination between the various conference leaders and staff members for over a month prior to the opening session. During this period, they received invaluable help from Paul Estaver, Chief, Civil Disorders Program Division, and from George O'Connor, Chief, Police Programs Division; Law Enforcement Assistance Agency, U.S. Department of Justice.* John Adams, Board of Christian Social Concerns, United Methodist Church, also provided enthusiastic support, as did many others too numerous to mention by name.

Two factors were, in the final analysis, crucial to effective application of this conference concept: the meticulous advance planning carried out by the conference leaders and staff and the willingness of the participants to assume the major role envisaged for them.

As the conference concept was refined by the leaders and staff members, it seemed desirable to have representatives of campus security forces; law enforcement agencies in contiguous towns, cities, and

*Throughout this report, individuals are linked to the positions they held at the time the conference was planned and convoked. Several have subsequently changed titles or positions but may be contacted c/o The Division of Law Enforcement Assistance, Office of the Governor, State of Mississippi, at 345 North Mart Plaza, Jackson, 39206.

counties; and the State Highway Patrol present for the entire conference.* During the first days, this smaller group could work together intensively on the problem of preventing and controlling disturbances. During the final days of the conference, mayors, university and college administrators, and those law enforcement decision-makers who could not be away from their duties in their own jurisdictions for six days could join the group, add their contributions, and react to the work already done by the smaller group. In retrospect, this arrangement proved to be an equitable choice. Those participants concerned with operations and operational planning had time to "do their homework," as it were, before those participants primarily concerned with policy decisions and support of operations joined the group. Furthermore, additional law enforcement executives were able to take part in the final work of the conference even though other responsibilities had precluded their attending the initial sessions.

*Two members of the Georgia State Patrol also participated in all conference sessions.

LEADERS AND STAFF

Conference Director:

Wesley A. Pomeroy
President, Pomeroy Associates, Inc.
Washington, D. C.

Process Director:

Drexel Sprecher
Senior Vice President, Leadership Resources, Inc.
Washington, D. C.

Resource Leaders:

Control:

Henry Lux
Chief of Police
Memphis, Tennessee

Prevention:

Justus Tucker
Chief of Police
Winston-Salem, North Carolina

Planning:

Ray Pope
Senior Regional Programs Specialist
Law Enforcement Assistance Administration
U. S. Department of Justice
Southeast Region
Atlanta, Georgia

Conference Administrator:

Kenneth W. Fairly
Executive Director, Law Enforcement Assistance Division
Office of the Governor, State of Mississippi

Co-Hosts:

University of Mississippi:

Porter L. Fortune, Chancellor
Maurice N. Inman, Director, University Extension
Robert D. Church, Assistant Director, University Extension

F. O. Burrow
Chief of Police
Oxford, Mississippi

Kenneth W. Fairly
Executive Director, Law Enforcement Assistance Division
Office of the Governor, State of Mississippi

Bon Hughes McElreath
Sheriff
Lafayette County, Mississippi

Assistant to the Conference Director:

William Inman
Research Assistant, Law Enforcement Assistance Division
Office of the Governor, State of Mississippi

More detailed biographical information about those who served as leaders and staff members during the "Days of Dissent" conference is given in Appendix A. Under the conference concept applied, the participants assumed considerable responsibility for shaping the proceedings. Nevertheless, they are listed separately in the next section for more convenient reference.

PARTICIPANTS*

A. In all deliberations from beginning to end of conference:

C. L. Alexander, Patrolman
Riot Control Team
Jackson Police Department
Jackson, Mississippi

F. O. Burrow, Chief of Police
Oxford Police Department
Oxford, Mississippi

T. H. Embry, Captain
Georgia State Patrol
Atlanta, Georgia

W. R. Hartley, Patrolman
Meridian Police Department
Meridian, Mississippi

Sherman Hull
Assistant Chief of Police
Vicksburg, Mississippi

R. L. Love, Patrolman
Riot Control Team
Jackson Police Department
Jackson, Mississippi

W. M. Magee, Police Lieutenant
Jackson Police Department
Jackson, Mississippi

C. R. Mosley, Chief of Police
Cleveland Police Department
Cleveland, Mississippi

H. B. Benton
Director of Security
Delta State College
Cleveland, Mississippi

D. R. Carwile, Patrolman
Oxford Police Department
Oxford, Mississippi

H. F. Glisson, Sergeant
Starkville Police Department
Starkville, Mississippi

B. S. Hood
Director of Security
State College, Mississippi

J. M. Lee, Police Captain
Columbus Police Department
Columbus, Mississippi

Frank Little, Police Lieutenant
Greenwood Police Department
Greenwood, Mississippi

G. P. Metz, Public Programs
Specialist
Division of Law Enforcement
Assistance
Jackson, Mississippi

W. G. Murphree, Chief of Police
Batesville Police Department
Batesville, Mississippi

*See note in "Conference Concept" section concerning decision to defer arrival of some participants until those primarily responsible for operations and operational plans had worked together for a few days.

Pat Namowicz
Director of Security
Northwest Junior College
Senatobia, Mississippi

R. M. Odems
Director of Security
Alcorn A & M College
Alcorn, Mississippi

H. C. Slay, Chief Inspector
Mississippi Highway Patrol
Meridian, Mississippi

M. R. Stringer
Director of Security
Jackson State College
Jackson, Mississippi

Al Stubblefield, Jr., Patrolman
Riot Control Team
Jackson Police Department
Jackson, Mississippi

W. K. Walker, Major
Riot Squad Commander
Gulfport Police Department
Gulfport, Mississippi

Billy Young, Patrolman
Oxford Police Department
Oxford, Mississippi

B. In September 3 and September 4 deliberations:

Paul A. Andrews
Assistant Chief of Police
Hattiesburg, Mississippi

James L. Bolden
Dean of Students
Alcorn College
Lorman, Mississippi

Norman Brinkley, Jr.
Dean of Students
Miss. Valley State College
Itta Bena, Mississippi

W. F. Nicholas, Jr., Captain
Hattiesburg Police Department
Hattiesburg, Mississippi

R. M. Popernik, Director
Public Safety
University of Mississippi
Oxford, Mississippi

W. R. Stepney, Jr.
Director of Security
Miss. Valley State College
Itta Bena, Mississippi

Wood Stringer, Jr.
Chief Inspector
Mississippi Highway Patrol
Pontotoc, Mississippi

J. M. Tidwell, Assistant Chief
Campus Security
University of Mississippi
Oxford, Mississippi

R. C. Womack, Lieutenant
Georgia State Patrol
Atlanta, Georgia

Willie Oubre
Director of Security
University of Southern Mississippi
Hattiesburg, Mississippi

Marvin J. Atkins
Chief of Security
Miss. State Coll. for Women
Columbus, Mississippi

Andrew J. Bond
Dean of Students
Mississippi State College
Starkville, Mississippi

Russell C. Davis
Mayor
Jackson, Mississippi

Peter E. Durkee
Dean of Students
University of So. Mississippi
Hattiesburg, Mississippi

Floyd Elkins
Academic Dean
Hinds Junior College
Raymond, Mississippi

Paul E. Grady
Mayor
Hattiesburg, Mississippi

Hugh W. Herring
Chief of Police
Hattiesburg, Mississippi

Tom Landrum
Department of Law Enforcement
Jones Junior College
Ellisville, Mississippi

John McGregor
Fire Chief
University, Mississippi

Travis A. Palmer
Mayor
Starkville, Mississippi

John Savage
Business Manager
University, Mississippi

Whitney D. Stuart
Asst. to the Dean of Students
University of Mississippi
Oxford, Mississippi

Pete Walker
Dean of Students
Delta State College
Cleveland, Mississippi

Linda O. Dye
Assistant Dean of Students
Miss. State Coll. for Women
Columbus, Mississippi

Dan L. Ferguson
Mayor
Batesville, Mississippi

Lavell L. Hendrix
Director of Public Works
Cleveland, Mississippi

George A. Johnson
Dean of Students
Jackson State College
Jackson, Mississippi

Ann B. McAllister
Dean of Students
Miss. State Coll. for Women
Columbus, Mississippi

Charles E. Martin
Vice President
Mississippi College
Clinton, Mississippi

James L. Rhodes
Administration Specialist
Northeast Miss. Jr. College
Booneville, Mississippi

B. C. Shook
Chief of Police
Starkville, Mississippi

Lavell Tullos
Chief of Police
Jackson, Mississippi

Harold T. White
President
Northeast Miss. Jr. College
Booneville, Mississippi

Ken Wooten
Director of Admissions
University of Mississippi
Oxford, Mississippi

Charles E. Wright
Police and Fire Commission
Greenwood, Mississippi

Billy White
Chief of Police
Clarksdale, Mississippi

John W. White
Director, Physical Planning
University of Mississippi
Oxford, Mississippi

AGENDA

SUNDAY - AUGUST 30, 1970

4:00 p.m. - 6:00 p.m. Registration
6:00 p.m. - 7:00 p.m. Social Hour
7:00 p.m. - 8:00 p.m. Dinner
8:00 p.m. - 8:30 p.m. Welcome Address
Chancellor Porter L. Fortune
University of Mississippi
8:30 p.m. - 9:00 p.m. Orientation
Wesley A. Pomeroy
Conference Director

MONDAY - AUGUST 31, 1970

7:30 a.m. - 8:30 a.m. Breakfast
9:00 a.m. - 12:00 noon Session on Process
Dr. Drexel Sprecher
Process Director
12:00 noon - 1:15 p.m. Lunch
1:15 p.m. - 5:00 p.m. Session on Control
Henry Lux
Resource Leader
6:30 p.m. - 8:00 p.m. Dinner
8:00 p.m. - 9:30 p.m. Session on Control
Henry Lux
Resource Leader

TUESDAY - SEPTEMBER 1, 1970

7:30 a.m. - 8:30 a.m. Breakfast
9:00 a.m. - 12:00 noon Session on Control
Henry Lux
Resource Leader
12:00 noon - 1:15 p.m. Lunch
1:15 p.m. - 5:00 p.m. Session on Prevention
Justus Tucker
Resource Leader
5:30 p.m. - 6:30 p.m. Social Hour
6:30 p.m. - 8:00 p.m. Dinner
8:00 p.m. - 9:30 p.m. Session on Prevention
Justus Tucker
Resource Leader

WEDNESDAY - SEPTEMBER 2, 1970

7:30 a.m. - 8:30 a.m. Breakfast
9:00 a.m. - 12:00 noon Session on Prevention
Justus Tucker
Resource Leader
12:00 noon - 1:15 p.m. Lunch
1:15 p.m. - 5:00 p.m. Session on Planning
Ray Pope
Resource Leader
5:30 p.m. - 6:30 p.m. Social Hour
6:30 p.m. - 8:00 p.m. Dinner
8:00 p.m. - 9:30 p.m. Session on Planning
Ray Pope
Resource Leader

THURSDAY - SEPTEMBER 3, 1970

7:30 a.m. - 8:30 a.m. Breakfast

9:00 a.m. - 12:00 noon Session on Planning
Ray Pope
Resource Leader

12:00 noon - 1:15 p.m. Lunch

1:15 p.m. - 5:00 p.m. Law Enforcement Officials
Planning Session
Wesley A. Pomeroy
Resource Leader

1:15 p.m. - 5:00 p.m. Deans and Mayors Processing Session
Dr. Drexel Sprecher and Ray Pope
Resource Leaders

5:30 p.m. - 6:30 p.m. Social Hour

6:30 p.m. - 8:00 p.m. Dinner

8:00 p.m. - 9:30 p.m. Evening Session
Wesley A. Pomeroy and Ray Pope
Resource Leaders

FRIDAY - SEPTEMBER 4, 1970

7:30 a.m. - 8:30 a.m. Breakfast

9:00 a.m. - 12:00 noon Joint Planning and
Reporting Session
Wesley A. Pomeroy
Resource Leader

12:00 noon - 1:15 p.m. Lunch

1:15 p.m. Final Session
Kenneth W. Fairly
Conference Administrator
Chairman

PART II.

SUMMARY OF PROCEEDINGS

SUNDAY, August 30, 1970

WELCOMING REMARKS

By

Porter L. Fortune
Chancellor, University of Mississippi

It is indeed a pleasure for me to welcome such a distinguished group to the campus of the University of Mississippi. It is particularly gratifying for those of us connected with the University to have the privilege of participating in and contributing to the purposes for which this meeting is being held.

To my knowledge, this is the first time that campus security personnel from our Mississippi colleges and universities have sat down with community leaders and law enforcement officials from all levels of government to consider the overall problem of law enforcement as applied to the young people of the State. It is my hope that out of these deliberations will come a better understanding of our particular programs and that new lines of communication can be established which will result in more effective coordination of our efforts. We must preserve for our young people a wholesome environment which will enable them to take their places in society as contributing community leaders.

I realize that today we will be breaking new ground, but this will not be a unique experience for the University or for Mississippi. Our history contains more than our share of "firsts."

I am encouraged that the meeting was called. I am encouraged that so many of you have come to give us the benefit of your experience, and I have great hope that significant progress will be made here today. The resources of the University are at your disposal.

SUNDAY, August 30, 1970

ORIENTATIONAL REMARKS

By

Wesley A. Pomeroy
Conference Director

Mr. Pomeroy said that he considered it a privilege and an honor to have been invited to serve as Director of the "Days of Dissent" conference. He echoed Chancellor Fortune's welcome to all participants, speaking both for himself and for all other conference leaders and staff members.

Mr. Pomeroy then reminded the group that it was convened to deal with a complex problem--youthful dissent and unrest--one which in recent years had become a subject of acute national concern. Throughout the United States, pressures were being felt by groups like those represented here: law enforcement officials; campus security forces; mayors; college presidents, deans and administrators--to create a situation in which those young people who still wanted an opportunity to pursue a higher education without the disruptions caused by dissent and violence on campus once more could be assured of that opportunity.

Mr. Pomeroy pointed out that there was no easy answer to any of the problems plaguing our campuses. Nor was it possible to single out any one group as perpetrators of dissent or, conversely, as having full

responsibility for dealing with dissent. Under our democratic system, peacekeeping responsibilities traditionally had been diffused and interactive, with heavy emphasis on letting local authorities handle local problems. This, Mr. Pomeroy felt, was as it should be. But the current crises on campuses throughout the nation did point up the need for more careful joint planning and more intensive interaction between the various groups responsible for dealing with student dissent.

Mr. Pomeroy said he felt each person present should serve as both a teacher and a learner as participants, leaders, and staff experimented together to apply a new conference concept. Emphasis would be placed on joint discussion, exchange of experience, and interaction. The primary role of the conference leaders and staff would be to facilitate the work of the participants and to stimulate their thinking. There would be no long formal speeches with little time afterward for meaningful discussion. Instead, the leaders and staff would work with the participants to try to get to the nub of the problem. Because a new conference concept was to be applied, Mr. Pomeroy concluded, a major portion of the session on Monday morning would be devoted to the process involved.

Before adjourning for the evening, the conferees were divided into four heterogeneous small groups. Designated as Small Groups A, B, C, and D, these groups were to work simultaneously on various assignments at certain stages of the conference during the week ahead. Each group would report its findings concerning each assignment back to a subsequent plenary session. Mr. Pomeroy announced that initial small

group assignments would be worked out the following morning, after the more detailed orientation into the conference process had been completed.

MONDAY, August 31, 1970

PARTICIPANT'S ADVISORY COMMITTEE

Conference Director Pomeroy opened the morning session by requesting that each of the four small groups into which participants had been divided the previous evening choose one person to represent their group on a Participant's Advisory Committee. This Committee was to meet with the conference leaders and staff each night after the evening session. The Committee would convey to the conference leaders and staff each small group's reactions concerning any substantive or procedural matter which should be drawn to their attention. For example, the Committee could pass along estimates of group members on how things were going, suggestions for changes in procedures and/or substance, ideas on sub-problems which had been overlooked, etc.

Those chosen to represent their respective small groups on the Participant's Advisory Committee for the duration of the conference were:

Small Group

A	George Metz	Public Programs Specialist, Division of Law Enforcement Assistance, Office of the Governor Jackson, Mississippi
B	R. M. Popernik	Director, Public Safety University of Mississippi Oxford, Mississippi

Small Group

C	H. C. Slay	Chief Inspector Mississippi Highway Patrol Meridian, Mississippi
D	B. S. Hood	Director of Security State College, Mississippi

Conference Director Pomeroy then introduced Dr. Drexel Sprecher, Conference Process Director, who proceeded to lead the group in an intensive orientation into the use of group dynamics as a conference technique--the concept to be applied during the ensuing deliberations.*

*Biographical information on Dr. Sprecher and all other conference leaders and staff members is presented in Appendix A.

MONDAY, August 31, 1970

UNDERSTANDING AND APPLYING THE PROCESSOF GROUP DYNAMICSAS A CONFERENCE TECHNIQUE

By

Drexel Sprecher
Process Director

Dr. Sprecher opened the session by chairing an introduction by pairs. Participants earlier had been asked to "pair off," with each member of each pair preparing himself to introduce the other member of his pair to the group, paying particular attention to those aspects of the career and experience of his "buddy" most relevant to the problems the conference was to address: preventing and controlling student dissent. In each introduction, the principal sub-problems and concerns the individual being introduced had enunciated as growing out of his particular role in dealing with dissent in his jurisdictional area also were mentioned.

Dr. Sprecher explained that applying this innovation--introduction by pairs--served several useful purposes. First, it permitted the two individuals constituting each pair, in preparing to introduce one another, to get well acquainted right away. Even if they had known one another for years, they might not previously have had an opportunity to discuss their mutual experiences in dealing with dissent in any detail. Second,

the true facts about each individual's role and experience could be presented by his "buddy," safeguarding against the inherent reluctance of some people to talk about their own achievements in any detail. Third, use of the introduction by pairs technique enabled the group to obtain at the outset of its deliberations a distillation of the sub-problems and concerns preoccupying each member, and to identify the other group members who had had the most experience in dealing with each of these sub-problems and concerns. To a certain extent, then, introduction by pairs would refine the conference agenda and alert each conferee to those resource persons among the participants themselves best qualified to help him in his search for solutions appropriate to his particular set of responsibilities within his specific jurisdictional area.

As the introduction by pairs took place, a number of sub-problems and concerns shared by many participants were isolated. The most important of these related to: communications, rumors, policy, mutual aid, outside agitators, training of personnel, equipment for personnel, and public information/community relations.

Sub-problems involving communications mentioned most frequently during this portion of the conference were those:

- Within a police department (vertically);
- Between police departments and campus security forces (in contiguous or overlapping jurisdictions);
- Between mayors and chiefs of police;
- Between policemen and demonstrators;
- Between two or more police departments in different cities;

- Between policemen and students;
- Between State police forces and local law enforcement departments;
- Between university and city officials;
- Between faculty and university or college administrators.

Sub-problems involving rumors mentioned most often related to:

- Dealing with rumors during periods of disorder or violence;
- Dealing with planned lies, sometimes designed to foment disorder and sometimes intended to fan dissent after disturbances already had begun.

Sub-problems relating to policy highlighted during this phase of the conference were:

- What to do about conflicting declarations from political leaders (Mayors, City Managers, State officials, Federal officials);
- What to do about unclear and ambiguous policies;
- What to do about unwritten--and therefore sometimes not completely understood--policies.

Sub-problems concerning mutual aid agreed to be most important centered around requirements for:

- Joint planning prior to a crisis;
- Consistent choices of methods for controlling civil disorders--methods acceptable to all responsible entities within a jurisdiction (a requirement acutely affecting the ability of law enforcement agencies to function effectively);
- Clearly defined roles for primary and backup control forces:

Campus security forces
City police
County law enforcement agencies
State police
National Guard
Federal Troops.

Outside agitators created two significant sub-problems for many conference participants:

- How to keep them out of a jurisdiction;
- How to deal with them once they had arrived and established a foothold.

Training sub-problems most frequently expressed as concerns--by representatives of both primary and backup control forces within the group--were:

- How effectively to train men to "keep cool," even in the midst of widespread use of provocation tactics by dissidents;
- How to train men to apply appropriate control tactics.

Representatives of control forces also expressed commonly shared sub-problems concerning the equipment required to prevent and to deal with dissent:

- What kind is likely to be most effective?
- How can it be expeditiously acquired?
- What constitutes effective use, once the equipment is on hand?
- What constitutes misuse?

Sub-problems relating to public information and community relations which had been encountered most frequently by members of the group were:

- How best meet the need to publicize positive police actions?
- How assure good press relations when dissidents are deliberately seeking more than a fair share of media news space/radio-TV newscast time?

- How open up a dialogue with dissidents and militants before incidents occur?
- How keep abreast of key concerns of various community sub-groups--concerns which planning for prevention and control of dissent should take into account?
- How relate these community concerns effectively to plans and actions for preventing and controlling campus dissent?

Once these sub-problems had been identified and categorized into topics meriting detailed attention because they had been isolated during the introduction by pairs as constituting mutually shared concerns of a majority of the participants, Dr. Sprecher presented some concepts applicable to effective use of the interactive technique as a means of addressing these problems during subsequent conference sessions.

Dr. Sprecher began by juxtaposing key characteristics of the traditional conference and those of the modern, interactive workshop. (See Figure 1 on page 27.)

The Process Director then diagrammed the options in any relationship between one person and another, or among the various members of any group (including a group of conferees). Ideally, when a person is convened with others to form a group trying to solve mutually shared problems, both that person and all other members of the group will seek to emphasize jointly shared assets and concerns and to interact openly with one another. This interaction is depicted at Figure 2. A far less desirable type of group interaction occurs when each person emphasizes the "I" to the detriment of the "We," as shown in Figure 3.*

*When combined, Figures 2 and 3 form the components of the so-called Johari window. Usually, real-life group interactions contain elements of all four "panes" of the Johari window. One objective of using the interactive workshop as a conference technique is to fortify incentives to concentrate on jointly shared problems and assure the type of interaction highlighted in Figure 2.

Figure 1: TRADITIONAL CONFERENCE VS. MODERN INTERACTIVE WORKSHOP

TRADITIONAL CONFERENCE	MODERN INTERACTIVE WORKSHOP
<p>I. <u>Objectives:</u></p> <p>A. Obtain more knowledge from "Star Speakers"</p> <p>B. Expand professional know-how by hearing "Star Speaker" views</p>	<p>I. <u>Objectives:</u></p> <p>A. Exchange knowledge with other conferees</p> <p>B. Share professional experience (i.e. be stimulated to apply knowledge and expertise you already have in new ways)</p>
<p>II. <u>Assumption:</u></p> <p>We learn most from outside "experts"</p>	<p>II. <u>Assumption:</u></p> <p>We learn most from thinking together with our colleagues</p>
<p>III. <u>Procedure:</u></p> <p>A. Program Committee's role is to:</p> <ul style="list-style-type: none">• Decide topic or "curriculum"• Hire a hall• Engage "Star Speakers" <p>B. All involved strive to:</p> <ul style="list-style-type: none">• Assure largest possible attendance• Play up value of learning from "Star Speakers"	<p>III. <u>Procedure:</u></p> <p>A. Planning Committee's role is to:</p> <ul style="list-style-type: none">• Devise optimum situation for participant interaction• Consult many in advance• Secure a few "Resource People" <p>B. All involved strive to:</p> <ul style="list-style-type: none">• Base attendance limit on requirement to enhance interactive role of all present• Assure participation of key decision-makers from all professions affected by the problem to be addressed
<p>IV. <u>Characteristics:</u></p> <p>A. Guest speakers are "top dogs"</p> <p>B. Participants concentrate on listening; occasional Q and A</p> <p>C. Limited, informal "give and take" discussion</p> <p>D. Highly structured control of agenda built in by Program Committee and Chairman</p> <p>E. Tight, pre-set role for all present</p> <p>F. Much one-way talking (spoonfeeding) by "Star Speakers"</p> <p>G. Participant passivity</p>	<p>IV. <u>Characteristics:</u></p> <p>A. Speakers are stimulators only</p> <p>B. Participants are "top dogs"</p> <p>C. Much informal, "give and take" discussion</p> <p>D. Participant equity and self-control of agenda within broad, flexible framework suggested by Planning Committee</p> <p>E. Flexible role for all present: all participants both lead and follow as interaction between them evolves</p> <p>F. Two-way talking combined with two-way listening</p> <p>G. Participant activity and interaction</p>

FIGURE 2: IDEAL INTERACTION BETWEEN THE INDIVIDUAL AND THE GROUP

- OPEN SETTING
- EMPHASIS ON "WE"

- "YOU" RELATE TO "WE"
- EMPHASIS ON SHARING YOUR KNOWN ASSETS WITH OTHERS

FIGURE 3: UNDESIRABLE, BUT FREQUENTLY OCCURRING, INTERACTION BETWEEN THE INDIVIDUAL AND THE GROUP

- "I" RELUCTANT TO RELATE
- SETTING REINFORCES TENDENCY TO WITHHOLD ASSETS

- UNKNOWN SETTING
- EMPHASIS ON CONTROL

Dr. Sprecher next pointed out that each individual, as he interacts with others in both the professional and personal phases of his daily life, really is a "man in the middle"--one experiencing various pressures from conflicting forces. This concept, adapted to the participants and issues of the conference, is summarized in Figure 4 on page 31.

After these theoretical guidelines had been presented to the plenary session, the conference participants were asked to re-assemble within the four small groups created during the previous evening's orientation session. Each small group was asked to select one member to serve as chairman for this session only, so that this responsibility could be rotated as the conference proceeded. Using the concepts summarized in Figure 4 as points of departure, each small group was to spend forty-five minutes working on a specifically assigned problem.

Small Group A was asked to identify key people (as illustrated in Figure 4, item I) who influenced group members' actions or brought pressure to bear on group members in their roles as law enforcement decision-makers.

Small Group B was asked to identify forces of principle (as illustrated in Figure 4, item II) which influenced or pressured group members in their roles as law enforcement decision-makers.

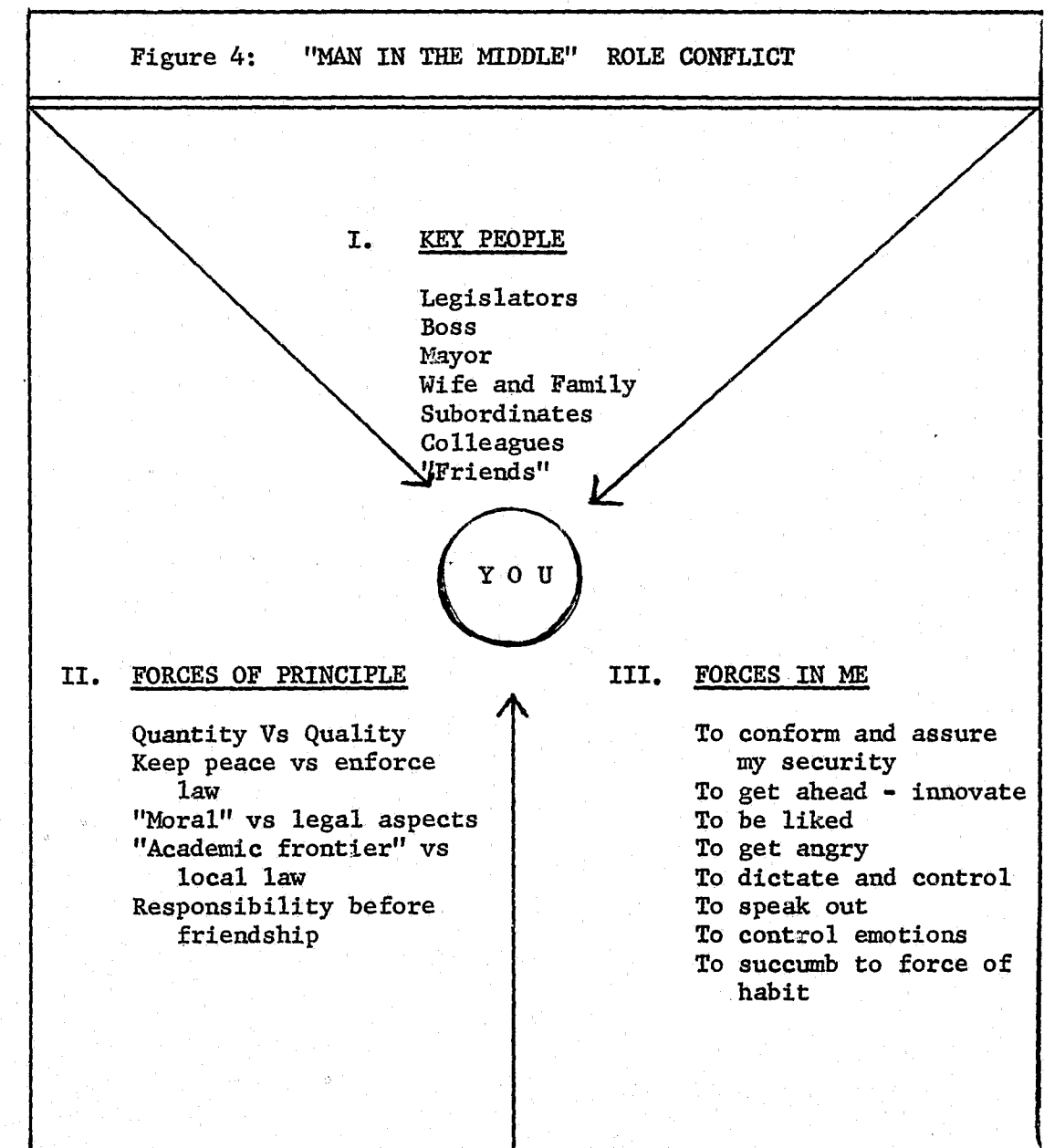
Small Group C was requested to identify "forces in me" (as illustrated in Figure 4, item III) which influenced or pressured group members in their roles as law-enforcement decision-makers.

Small Group D was requested to identify combinations of forces (as illustrated in Figure 4, items I, II, and III) which influenced or pressured group members in their roles as law enforcement decision-makers.

Each small group was to select a recording secretary to summarize the findings of its deliberations on 3' X 4' newsprint. (Like the chairmanship, this duty would rotate each time a subsequent small group session was held.) These summaries would be used later as visual aids when each group presented its findings to the other conferees after the plenary session reconvened.

The conferees then left the plenary session to re-convene in their respective small groups to work on their assignments.

Figure 4: "MAN IN THE MIDDLE" ROLE CONFLICT



MONDAY, August 31, 1970

REPORTS OF FINDINGS: FIRST SMALL GROUP ASSIGNMENTS

All four small groups took advantage of their first problem-solving sessions both to address the assignment and to experiment with ways to make the time spent in work within the small group most profitable--to the members of the particular group and to the plenary session when findings were reported back to other conferees.

In isolating key people who brought pressure to bear on group members or otherwise influenced members' actions when they were called upon to deal with dissent in their roles as law enforcement decision-makers, Small Group A reported back to the subsequent plenary session that its members noted a rise in the number and variety of key people now affecting their decisions. For example, as dissent had gained more and more attention as a problem of concern to the public as a whole, attitudes of citizens in general had become an increasingly critical input to the decision-making process. Similarly, the attitudes of merchants concerned about property damage had assumed heightened significance when law enforcement officials in jurisdictions contiguous to, or overlapping with, campuses were faced with decisions about how to deal with dissent. Views of certain non-dissident student leaders had had increasingly to be taken into account. Opinions expressed by Federal

government representatives-- from the Departments of Justice; Health, Education and Welfare; and Housing and Urban Development now constituted an input affecting some decisions.

Small Group B reported that it had found the forces of principle having most effect on decisions of its members when called upon to deal with dissent were: "moral" vs. legal influences and the importance of quality before quantity in modern law enforcement. Small Group B also drew attention to the necessity of creating a favorable image of law enforcement officers at all ranks. The group's experience showed that if every member of a force could be trained to carry out his duties as a professional, and if the public could be made to realize that each member of the force was a public servant sworn to enforce the law and protect the lives and property of all citizens against violators of the law, measures taken to prevent and control dissent would thereby be enhanced.

Not surprisingly, Small Group C reported that each of its members believed one or another "force in me" had a more important impact on his decisions concerning dissent than the same force might have on the decisions of a colleague. The group agreed, however, that the "force in me" exerting perhaps the strongest influence on all its members was the desire to maintain high professional standards and to discover and apply innovations which would deal effectively with dissent without, in the process, infringing upon the civil rights of any non-violator of the law.

Small Group D reported that its examination of the combination of forces having greatest impact on the decisions of its members when called upon to deal with dissent had highlighted some key problems created by these combinations which then had to be addressed during the decision-making process. For example, an acute problem rooted in the amalgam of pressures on decision-makers concerned how to deal with rumors--and how to make sure facts required to curb rumors were available to all outside groups without, in the process, disclosing operational information which could be used by dissidents to reduce the effectiveness of both prevention and control measures. Another acute problem Group D isolated was: How can the comparatively large numbers of suspects arrested during civil disturbances be processed through the criminal justice system in a way which neither infringes upon their civil rights nor is so "soft" that they--and others--are encouraged to instigate new incidents?

After hearing these small group reports in plenary session, the conferees adjourned for lunch.

MONDAY, August 31, 1970

INITIAL SESSION ON CONTROL OF CIVIL DISTURBANCES

After lunch, the conferees re-convened in plenary session.

Conference Director Pomeroy introduced Henry E. Lux, Chief of Police, Memphis, Tennessee.*

As Resource Leader for this phase of the deliberations, Chief Lux, who had met such challenges in dealing with dissent as those posed by the assassination of Dr. Martin Luther King within his jurisdiction, began by presenting some observations based on his personal experience.

*Biographical information about Chief Lux appears in Appendix A.

MONDAY, August 31, 1970

CONTROL OF CAMPUS DISTURBANCES

By

Henry E. Lux
Chief of Police
Memphis, Tennessee
Control Resource Leader

My personal experience in this area has been quite extensive by virtue of the fact that during the early days of the emergence of the phenomena known as mass-civil disobedience, demonstration, riot, etc., I found myself in the position of field commander in charge of our control efforts.

In my input effort at this conference, I find it necessary to relate my experience in this area, hoping it may be of benefit to you. The decisions I made during those days were influenced by similar conferences giving me the benefit of the experience of input speakers who were directly involved in Watts-Los Angeles and Detroit. After those two experiences, it was apparent police agencies were faced with the greatest challenge in their history.

Let us review for just a minute the impact of the fact that laws based on custom and tradition were suddenly attacked and overturned by the courts. The police effort prior to that time had been based on local laws which reflected the philosophy of the community in which they functioned.

Suddenly these traditional local laws had to meet the test of our system of justice. I think it is reasonable to assume the difference is that the average individual complies with what he considers reasonable logical rules and regulations. People who feel they are oppressed or that a particular rule is oppressive or in conflict with their goals, real or imaginary, band together to test those rules and regulations. This leads to what has been described as confrontation to dramatize your problems in the form of mass demonstrations, marches, sit-ins, etc. This, I think, we must admit, caused change--good, bad, or indifferent, and we could get hung up on this for days, but this is not our dilemma. Our responsibility as law enforcement officers is to enforce the Law as interpreted by the Court--not as interpreted by our philosophy, tradition, or custom, nor what appears as the majority thinking of the people we serve--just the laws, as written and interpreted by our legally constituted agencies who have these responsibilities--our legislatures and courts. We must rigidly adhere to this principle if we are to have a measure of success in controlling these incidents.

I will attempt to point out what I consider certain basic considerations in controlling riots, demonstrations, and campus disorders. They, of course, are not all-inclusive. You may want to consider them in the event you are faced with similar problems in your area. In order to control, we must understand what we are attempting to control.

I. Intelligence--we can ill afford surprises.

We are all familiar with the element of surprise as a tactic and the accompanying frustration that usually follows.

We need intelligence to know:

1. Who -- are the people involved (their background)
2. When -- time element to organize ourselves
3. Where -- tactical plan considering the physical location
4. How -- what do they plan to do?
5. Why -- What is the issue? Can we define this for the authority who makes the decision? (communication)

II. Organizing for control.

In the beginning the new phenomena confronting police was one of frustration.

We had never dealt with groups, especially groups who were not identifiable with white and black hats. There are no distinct battle lines. I believe we learned much from the unfortunate experiences of Los Angeles and Detroit.

We learned that the traditionally trained officer--trained to react as an individual--found it difficult to function as a member of a group. I believe that training influences reacting by instinct. This usually occurs under great emotional stress and personal danger.

(Example of police officer confronted with individual armed with a gun--some shoot quick and others do not.) I believe we learned that an individual confronted with what he perceives as grave personal danger reacts violently to this danger or when one feels he is outnumbered

resorts to drastic action. This is sometimes referred to by our critics as over-reaction. (Example: An officer confronted with an angry mob, armed with fist and feet, may feel his only alternative might be to fire his weapon, and I might agree. But the point I am trying to make is to avoid, if at all possible, one of your officers being caught in this dilemma. The traditionally trained officer acting as an individual tends to place himself in this position.)

This brings me to another important point. We must understand one of the problems of non-violent peaceful demonstration. An issue is raised and a self-appointed leader emerges. Who calls for all people to join the demonstration? Who responds? The leader has no way of knowing nor can he control the actions of anyone who infiltrates the group for other purposes. To bring this into better focus, I again call on my experience with all types of groups. My observations of these groups generally can be broken down as follows:

1. 97% legitimate people pursuing what they feel is a legitimate issue or grievance.
2. 1% opportunists -- involved for gain.
3. 1% burglars -- thieves practicing their trade under the guise of the issue at hand.
4. 1% subversive -- motivated by strange influences and dedicated to the destruction of this system.

This, I think, more clearly demonstrates the dilemma of a police officer in distinguishing the black hats from the white hats. Again, intelligence can be very helpful.

So that we may better understand some of the individuals involved in campus disorders and understand their strategy, let us set up a hypothetical situation.

Individuals whose motives are to disrupt will:

1. Enroll in the school.
Talk to the students.
Learn their gripes. These are usually some of the following:

- Curriculum
- Teachers
- Dormitory hours
- Food
- Racial balance
- Clothes
- Haircuts
- And on and on

Within those groups of students concerned with each of these grievances he picks up a few allies. Then with the coalition he can disrupt the school.

Knowledge of this pattern of preparing for dissent aids us, if we recognize this situation, in two ways:

First, we can see the build-up as it materializes and do contingency planning.

Secondly, we can point out to the people who have the authority to make change what is happening, and they may see fit to remove the ammunition they are furnishing the individual seeking to fan disruption by dealing with student grievances.

Taking these preventive steps becomes difficult if a situation is allowed to escalate to numerous grievances, but if one is alert and understands how these matters materialize he can nip many of these situations in the bud by acting swiftly at the first sign of these matters or--even better--review the policy and procedures and stay a step ahead, by removing irritating policies if possible.

Generally, this same concept can be applied to all types of unrest.

Let there be no doubt that I do not mean to imply that all grievances are genuine nor can they all be compromised. Nevertheless, in many instances communications of intent and clarification of policy is all that is needed to satisfy the allies the disrupter has gained.

In the world of reality none of us enjoys the position of having enough manpower to cope with all situations, so our alternatives, as I see them, are limited.

First, we need a simple, easy method of mobilizing our people at odd hours on a moment's notice. Our plan may be helpful.

First and foremost, we need a plan that mobilizes the on-duty people as our first effort in the event of surprise. A signal by the radio dispatcher causes units to rendezvous at a predetermined location and we use what we call tactical units: 3 cars with a commanding officer. The tactical units also lend themselves to quick mobilization of call-up people. The first, regardless of their normal assignment, are placed in these units with a commanding officer.

These are mobile units especially suited for hit and run type operations large enough to guard against being placed in a position of violent reaction. The units can be quickly joined with other tactical units either mobile or on foot. One of the keys to the success is the commanding officer. The unit acts only on his instructions and as a unit.

Second, we try never to commit our forces unless we are reasonably sure we can accomplish our goal with the least amount of physical action. We stay in a holding position until sufficient members are present to accomplish the goal. This might include reinforcement from the State Police, National Guard, or U. S. Army.

NEVER - NEVER - NEVER hurry unless it is a dire necessity.

Third, there are other alternatives to consider:

Can we - pick our place?

pick our time?

play our game?

Chief Lux cited three examples from his own experience in Memphis:

- (a) Beale Street March - "We stopped with the Federal Court backing us."
- (b) Sit-in at City Hall.
- (c) Sit-in in President's office at Memphis State University.

Perhaps I can recap in the form of a check list: NEVER, NEVER HURRY!

1. What does intelligence tell us is building? Is there a possibility of your influencing decisions that might cause the defusing of the issue or grievance by communicating with both parties?

2. What is the strength of the movement? Maintain liaison with college heads through periodical meetings to discuss the problems. Have a clear understanding of your role in these matters. Explain that you enforce only the law, not the rules and regulations of the university. Nor what appears reasonable at the time. The educators need to understand your position in these matters. Know what your authority is prior to entering a campus by consulting with your legal advisors. Do not be used to scare or coerce students. Do not allow yourself to be placed in a position of your standing confronting a crowd, while a college official negotiates with the crowd using you as a lever or stick to hold over the heads of the crowd.

3. Will their planned site draw curious spectators who could become a part of the movement caught up in the psychology of the hour?

4. Can certain people organize other attractive events that would lessen the possibility of a crowd for the movement?

(Official events)

5. Make contact with the leaders, maintain liaison with them; place certain responsibilities on them of controlling their own people.

6. If control is necessary, can you fragment the crowd?
Many times you cannot solve a problem, you can de-exist it.

7. Can you divert their meeting to your ballgame? For example: Impromptu - Mexican Border, El Paso - Passing the hat for collection. Humor as a technique - West Berlin incident. "Ladies and Gentlemen, please move on or prepare to get your bath robe and towels ready. We are now going to stage some unusual aquatics" (Water Cannons).

8. Can the potential dissenters be contained while you are planning and mobilizing?

9. Can physical contact be avoided?

10. We now act as a unit similar to the Armed Forces, not as individuals:

Sniper control

Sniper team

Contain - Hold (Await arrival of sniper team trained with necessary equipment to avoid mistakes.)

Field Glasses

Sniper Rifles

Bull Horns

Radio

If a matter is allowed to escalate to the burning/looting/sniping stage, there is little alternative left but to use serious force. Build your case so no one can contest your actions. /In conclusion, Chief Lux again drew upon his experience to describe how the case of the School Boycott was handled.7

MONDAY, August 31, 1970

PLENARY SESSION DISCUSSION: CONTROL OF CAMPUS DISTURBANCES

After Chief Lux's initial remarks on the subject, Conference Director Pomeroy suggested that the conferees engage in a general discussion of the problem of control of campus disturbances. He encouraged all members of the group to ask questions, challenge any opinions presented by Chief Lux with which they disagreed, add observations from their own personal experience, and open up new areas of discussion about specific control issues; for example:

- Mobilization
- Crowd control
- Anti-sniper tactics
- Weaponry:
 - Batons
 - Chemical agents
 - Show of force
 - Firearms (Hand guns, shotguns, rifles)
 - Other non-lethal weapons (Bean bags? Wooden slugs? Water? Tranquilizer guns?)
- Use of police manpower:
 - How to organize
 - How to deploy
 - "Hit and run"
- Arrest
 - When
 - How

During the exchange of ideas which ensued, various participants spoke and at times Chairman Pomeroy and Resource Leader Lux responded to

challenges and answered questions. The principal points made by the group during this phase of its deliberations are summarized next.

Intelligence: Good intelligence is absolutely essential. A Chief has to know the nature and extent of the problem. In many instances, he needs to have undercover agents to supplement conventional approaches.

Prevention is really an important aspect of control. The only "good" riot is the one that doesn't happen.

Levels of Force have to be the minimum level needed to handle the situation.

Anti-Sniping Measures: Whenever an officer (in Memphis) comes under sniper fire, he withdraws, takes cover, and calls for an anti-sniping team. Exception: If the officer can see the sniper and return effective, selective fire, he will. In Memphis, an anti-sniper team consists of:

- Two men, equipped with rifles with scopes
- A team leader equipped with binoculars
- A shotgun man.

Documentation and Record: Action at the scene of any disturbance should involve:

- Assigning one or two men to do nothing else.
- Writing, taping, and making photographs. Data so obtained are useful--and sometimes essential--for both prosecution and administrative justification.

Arrest All Looters?

- Really not possible.
- No matter what decision is made by the police commander, he is going to be criticized by someone: either by the public or by the news media, or both.

Command and Control:

- Essential to train policemen to act in groups. (Traditionally, they have been trained to act as individuals.)
- Patrolmen need close supervision during times of crisis.

Training and Education:

- The need for better educated policemen has become urgent.
- The four kinds of people who deal with abnormal behavior in our society are sociologists, psychologists, psychiatrists, and policemen.
- Society must begin to realize it must pay for and require highly competent and well-educated policemen to deal with difficult problems.

After the conferees, in plenary session, had arrived at these findings, they once more subdivided into Small Groups A, B, C, and D to spend an hour refining their work on the problem of controlling campus dissent. Each small group was to proceed in its own way, drawing upon Chief Lux's input, the general discussion which had followed, and the experience and specific concerns of its members. As had been done previously, each small group selected a new chairman and reporter to serve during work on this assignment. Each small group would report its findings to the evening plenary session.

MONDAY, August 31, 1970

SUMMARY OF SMALL GROUP FINDINGS ON CONTROLLING CAMPUS DISSENT

When Small Groups A, B, C, and D reported the results of their work to the evening plenary session, it became apparent that there was general agreement on a major issue: each incident of dissent or potential dissent had to be considered separately, with all details of the local situation taken into account. However, all four small groups, during their deliberations, had isolated certain problems and questions which would have to be asked and answered before any meaningful plans and actions to control dissent could evolve, irrespective of details characterizing each local situation. Additional discussion of the reports of Small Groups A, B, C, and D resulted in general agreement that these key questions could be grouped within six categories. They related to requirements for decisions concerning:

- Amount of force to be applied during an incident;
- Organization, mobilization, and deployment of personnel;
- Arrests and processing;
- Interface between campus security policy and likelihood of civil disorder;
- Public relations and interactions with news media;
- Personnel selection and training.

Sub-questions considered most important to deciding how much force to apply during an incident were:

- At what point in the escalation should deadly force be used to re-establish control?
- How handle the dilemma posed by the frequent occurrence of on-site felonies during a riot and the policy of not using deadly force against looters?

The group agreed that the most important sub-questions relating to organization, mobilization, and deployment were:

- Should there be one or two men in a patrol car?
- How deal with the lack of police organization which can develop during a riot?

The group also noted the existence of a requirement to address practical "how to" procedures relevant to personnel organization, mobilization and deployment. It requested a report on the program at the University of Mississippi funded by the Law Enforcement Assistance Administration, U. S. Department of Justice. This program had enabled campus police, city police and the Sheriff's department to plan for and equip a joint civil disorders control unit. Richard Popernik, Chief of the University of Mississippi security force, agreed to present such a report at the Tuesday morning plenary session.

The group isolated five key sub-problems relating to arrests and processing during an incident:

- How handle the problem of authenticating identification of the persons taken into custody during mass arrests?
- When students are arrested by campus security police, where should they be tried?
- During mass arrests, how should suspects be processed and where should they be held?
- Who should decide when arrests are to be made on campus?
- When there are units from several police departments (and from the National Guard) on a campus, who is in charge?

The three sub-questions the group considered most important in determining the interface between general campus security policy and the likelihood of preventing the occurrence or escalation of an incident were:

- How control those honorably discharged veterans within the student body who are inclined to provoke campus unrest?
- Should college entrance requirements be raised? Would this screen out significant numbers of provocateurs?
- Should there be a "show of force" to control an escalating campus incident even if the college administrators had failed to come to a decision about how to handle the problem?

Effective interaction with the general public and the news media, the group felt, could be better achieved if answers could be found to three sub-questions:

- How deal with clear-cut cases of lack of cooperation, prejudice, and bias when evidenced by news media representatives?
- Under what circumstances should information about a disturbance be released? Should the names of those arrested and the charges against them be released?

- What can be done to upgrade the public image of law enforcement officers and their services to the community during actions to control dissent?

The two major issues isolated during the discussion about optimum selection and training of personnel for controlling disturbances were:

- How meet the requirement for standardizing approaches and procedures applied by both the primary and the back-up forces involved in control actions? Is a centralized training center at the regional or state level a feasible approach?
- How can Chiefs best be trained for their important role in controlling dissent?

After these key questions had been distilled in discussion of the reports of Small Groups A, B, C, and D, the evening plenary session adjourned. It was agreed that work on the problem of control would continue at the next session Tuesday morning.

MONDAY, August 31, 1970

MEETING OF CONFERENCE LEADERS AND STAFF
WITH PARTICIPANTS' ADVISORY COMMITTEE

The initial meeting of the conference leaders and staff with the Participants' Advisory Committee, consisting of one representative from each of the four small groups, took place following the plenary session. There was general agreement that use of the interactive, participatory conference technique was a good idea. Advisory Committee members reported that their respective small groups thought things were going well. There were, however, two areas where a need for improving conference management was apparent:

- When a participant, in discussing his personal experience in dealing with a problem or sub-problem, took too much time and gave too many details, there should be a procedure for reminding him to be more succinct. At the same time, care should be taken to encourage all participants to enter the discussion whenever they had something relevant to contribute.
- At times, the discussion on control had deviated too far away from the issue of controlling campus dissent and had become instead an exchange on dissent in general. Given the comparatively brief time which could be spent on any one topic and the stated purpose of the conference, ways should be found to direct the discussion back to campus dissent when it wandered too far into generalities.

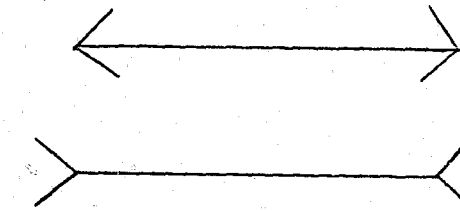
TUESDAY, September 1, 1970

PLENARY SESSION: ADDITIONAL DISCUSSION OF PROBLEM
OF CONTROLLING CAMPUS DISTURBANCES

When the Tuesday morning plenary session opened, Conference Director Pomeroy reported to the group the results of the initial meeting between the conference leaders and staff and the Participants' Advisory Committee the previous evening.

Process Director Sprecher then presented briefly a game in perception to highlight an important aspect of law enforcement decision-making concerning control of campus disturbances.

Dr. Sprecher drew two lines and asked all present to vote on this question: Is the top line longer or shorter than the bottom line?



The vote tally was:

Longer?	0
Shorter?	0
The same?	23

"You are all wrong," Dr. Sprecher declared. He went on to say that the bottom line was slightly shorter. He reminded the group, "We all knew we were playing a game, and that the game involved distortion."

Dr. Sprecher then explained the analogy. He pointed out that many of the hard decisions law enforcement officials had to make were, of necessity, made in "game" situations that involved distortions. Since this was the case, he said, despite acute pressures from a number of sources there was an urgent requirement to take sufficient time when making decisions to permit distortions to be perceived and compensated for.

Chief Richard Popernik of the University of Mississippi security force then reported on the joint civil disorders control unit established with the aid of an LEAA grant. Initial funding, Chief Popernik said, consisted of a \$18,000 grant from the Law Enforcement Assistance Administration, U.S. Department of Justice, plus matched funds as required by law. A forty-two-man unit was established, consisting of men drawn from the University of Mississippi campus security force, city police, and the Sheriff's department. By statute, the Sheriff was in charge of the unit, with all members sworn as Deputy Sheriffs. A mobilization and control plan had been formulated, drawing upon resource material and assistance from the International Association of Chiefs of Police and the Federal Bureau of Investigation. As required by the LEAA, policies on use of firearms had been set. The unit's special equipment consisted of gas masks with built-in microphones, one-piece jump suits, and walkie-talkie radios. The existence of this joint unit had reduced significantly the number of command and control problems which otherwise would have to be dealt with to prevent and control dissent at the University of Mississippi and in contiguous areas. Prospects were good for further refinements as experience accumulated.

The participants next resumed their "give and take" discussion of some of the problems involved in controlling campus dissent isolated during the previous day's work. As required, Resource Leader Lux answered questions and elaborated upon points he had made earlier.

A precis of the group's findings during this portion of the session is presented next.

Show of force: No law enforcement decision-maker should permit a show of force just to flex muscles. Every show of force should be a warning signal to dissidents: if it does not suffice by itself to curb unrest, peacekeeping units will begin to take appropriate action. Since this is the case, contingency plans should be prepared and other readiness measures for action, if required, should be taken before any show of force is initiated.

Mass arrests: If a disturbance escalates to a point where one action required is mass arrests, it is important to reinforce the fact that law enforcement officers are acting in their roles of public servants and protectors of life and property of law-abiding citizens. Ways to achieve this objective include:

- Photographing a suspect and the arresting officer together;
- Considering very carefully the feasibility of low bail and "on recognizance" release;
- Release of a suspect to the custody of his lawyer--a step which can be very effective when feasible.

Of course, close coordination between law enforcement officers and court officials, including judges, is essential to effective use of these three interrelated measures.

The group also discussed problems involved in transporting suspects taken into custody during mass arrests to Parchman State Prison to await their court appearance. While Parchman had the facilities to handle large numbers of suspects, problems included:

- Necessity to engage buses to transport large numbers of suspects. (Experience had shown commercial bus companies refused to transport unwilling suspects, even though they had been arrested.)
- Insufficiency of automobiles and custodial officers as an alternative mode of transport.
- Requirement for the arresting agency to send one or more officers to stay with those arrested while they were being held at Parchman. (This could quickly deplete the forces available to deter or to handle the local situation in the area of unrest.)

Relations with news media: Chief Lux stated he tried, when incidents arose in Memphis, to make reporters' jobs as easy as possible. This did not imply, however, releasing to the press information on operations and plans which could reduce the effectiveness of the control forces if such information became available to dissident leaders and others.

The group agreed that it was good policy to:

- Cooperate with the press corps, giving its members as much information as possible;
- Release facts as soon as possible (Even if certain facts unrelated to maintaining security about operational plans might cause some embarrassment to the law enforcement agencies if released, experience showed that in the long run it was best to release them anyway.);
- Expect feverish digging, distorted reporting, and trouble from news media as a consequence of any decision to ignore or fail to cooperate with its representatives.

Returning Veterans: The group agreed these are students who enjoy special status on campus. When any of them seem engaged in efforts to foment disorder, the most effective steps to take include:

- Documenting and presenting to college administrators evidence of their activities;
- Assuring that hearsay is weeded out and maximum concrete evidence is obtained and recorded;
- Taking precaution to avoid "special handling" despite their special status on campus: to a law enforcement official, all suspected violators of the law are entitled to the same rights and should be subjected to the same types of investigative procedures;
- Determining, in each instance, reliable answers to these questions when a suspect is under surveillance:
 - # Can I divert his activities into constructive channels?
 - # Can I, failing that, neutralize them?
 - # Am I going to have to confront them and control dissent because the situation has reached that stage?

Recruiting and training law enforcement officers: The group took note of the fact that some "hippies" and others who had no real intention of becoming police officers now were enrolling in college training courses established for future police officers. There was discussion of whether this constituted a threat or a potential source of dissent. The consensus was that in all likelihood it did not. In fact, once some of these young people learned more about the facts of law enforcement and its role in society, they might even switch from an "anti" to a "pro" position and become allies of law enforcement and its peacekeeping efforts.

Members of the group pointed out that part of the problem of improving methods of recruiting and training officers and raising standards--both of which could enhance capabilities for preventing and controlling dissent--involved the limited funds available for police salaries. Among the remedial steps suggested were:

- Release of funds by LEAA to augment police salaries;
- Inauguration of intensified information programs to let the public know how little police officers earn;
- Search for ways to change the attitudes of some city government officials: too many look upon their police departments as a source of revenue; if the department is not producing revenue, salaries will not be raised.

Resource Leader Lux said he was sympathetic with those suggesting such remedial steps: certainly the problem of low salaries for police-men was acute throughout the nation. However, he reminded the participants that doubling or even tripling salaries would not, by itself, solve all the problems of raising standards. He suggested that one way to raise standards and to increase capabilities for competent handling of campus dissent was to engage in programs of constant self-improvement and to expand training programs for the men already sworn. Concurrently, efforts to educate the public to the urgent need for continuing competence--and the funds to make it possible--could be undertaken.

The group expressed its heartfelt thanks to Resource Leader Lux for his role in sharpening insights as the participants addressed the problem of control. The session then adjourned for lunch.

There was considerable discussion of how best to use the State Highway Patrol Academy as a training center for all law enforcement agencies responsible for controlling dissent in any jurisdiction within the State of Mississippi. The group agreed that the same standards set for Mississippi Highway Patrol members sent to the Academy for training should be met by police officers from other law enforcement entities. In other words, it should be mandatory that any police officer sent to the State Highway Patrol Academy for training complete the entire course of study and graduate. Those not meeting these standards should be dismissed from the force to which they are sworn. The group also expressed the view that use of the State Highway Patrol Academy to supplement local training resulted in uniform training and uniform policies in all operational functions, including prevention and control of campus disorder. Use of this facility to the greatest extent feasible was endorsed.

Chief Lux pointed out that Tennessee's efforts to raise standards of law enforcement training and personnel performance have resulted in several state-wide requirements. First, all police officers in all jurisdictions now must have a high school education and be in good mental health. Second, the state planning agency established as required by the Federal Omnibus Crime Control and Safe Streets Act has taken action which has resulted in a decision to bar any law enforcement agency which retains sub-standard personnel from participating in any program undertaken jointly with the LEAA.

TUESDAY, September 1, 1970

INITIAL SESSION ON PREVENTION

When the afternoon plenary session convened, Conference Director Pomeroy pointed out that during the deliberations on control of campus dissent, some issues relating to prevention had been raised. However, the conferees would now turn to a more intensive examination of the prevention aspect of dealing with dissent. Because of the close interrelationships which existed, control might again crop up during the deliberations. But for the next twenty-four hours, substantially the same conference concept would be applied as the group concentrated its attention primarily on problems of preventing, rather than controlling, campus disorder.

Mr. Pomeroy then introduced the Resource Leader for the group's work on control: Chief Justus Tucker of the Winston-Salem, North Carolina Police Department.* Chief Tucker, Mr. Pomeroy reminded the conferees, had participated in the first of fourteen conferences on Prevention and Control of Disorder held by the U.S. Department of Justice after the assassination of Dr. Martin Luther King. During the winter of 1968, he was one of twenty-four police administrators brought

*A more detailed biographical sketch is presented in Appendix A.

to Washington, D.C. as a consultant to the Law Enforcement Assistance Administration. Along with others in that group, he helped conduct fifty regional conferences held throughout the United States to inform law enforcement officials about the implications of the Omnibus Crime Control and Safe Streets Act and the creation of LEAA as instruments for dealing with local peacekeeping problems.

TUESDAY, September 1, 1970

PREVENTION OF CAMPUS DISORDERS

By

Justus M. Tucker
Chief of Police, Winston-Salem, North Carolina
Prevention Resource Leader, "Days of Dissent" Conference

I feel somewhat out of place to be participating in a discussion on the prevention of incidents on our college and university campuses. In the first place, my presence might predispose some to think that I am an expert in this area. I am not. And second, it might cause some to think that I have answers to some of the host of problems arising amid police involvement with institutions of higher education. I do not.

The fact of the matter is, I am not at all sure which side I am on in this whole complicated controversy. I very strongly believe in firm and fair enforcement of the law. I believe in justice; and at times, I believe that law enforcement with all of its shortcomings has made more progress in this era of change than have most political, social, educational, or economic institutions; and it has done so with far less fanfare.

I must confess, however, that I do have sympathy for those charged with the administration of institutions of higher education, especially those burdened with the "ostrich syndrome." True, educators have been among the leaders in prodding the evolution of democracy in the United States. In some instances, unfortunately, not enough attention has been given to their more immediate surroundings. It is like attempting to launch a rocket to the moon from a faulty platform.

Then there is today's student--more advanced, more concerned, more impatient. The variety is great; and yet, too often the news media, politicians, average citizens, and yes, even we in the police field group them and reduce them to the lowest common denominator. The tendency too often is to lump together the English major and the political scientist, the graduate and the undergraduate, the pacifist and the revolutionary. Yet, all are different. All are individuals but with similar fears and similar hopes.

When we consider the present rapidity of change, the seeming desires for bigness and glamour rather than excellence, the accent on affluence when dire need stalks so many, the individual's need for challenge and accomplishment, can we honestly expect progress to be painless? Can we expect it to be void of pitfalls, especially those who inhabit institutions of higher education, those very institutions that seek to prod individuals to accept challenge and to accomplish?

In view of the circumstances, I do not feel too much surprise over the possibility of campus crisis. The concern for me is how ill

prepared we often are to deal with this crisis, the hesitancy to act or the lack of knowing what to do, the mistrust of individuals and agencies when cooperation is so essential.

The words of Will Durant in his "The Lessons of History" haunt me.

When the group or a civilization decline, it is through no mystic limitations of a corporate life, but through the failure of its political or intellectual leaders to meet the challenges of change.

As you are aware by now, this conference has three major themes:

Planning, Control, Prevention.

In searching for material, I found many books, newspaper articles, pamphlets, and magazines on the subject of control. I found almost as much material on hand in the area of planning. But, since my subject was prevention, I sought long and hard and found a great drought in this area. Frankly, herein lies one of our great problems. Most members of our profession, including your speaker, have spent far less time in prevention than in the other two areas.

I prepared two complete papers prior to this one--both of them highly critical of college presidents, trustees, teachers, students, the community, and yes, the police. In reading them over and reviewing them, I found this approach accomplished absolutely nothing. There was nothing new--a complete rehash of what we have heard over and over again.

The thought struck me that the time has now come when we must forego the luxury of talking about what is wrong with other segments of our society, what is wrong with other countries, other people, other agencies, and try to devote all the talent we can possibly bring to bear on what should be more right. And this is not a minor semantic difference. It is a tremendous difference.

A lot of us have engaged in the passive, expedient, gutless pattern of pointing fingers at other segments of the society; and we say that crime is increasing, problems on our campuses are out of hand. We say that we have permissive parents, that we have lousy educators, that we have inadequate clergymen. So what, do we? In many instances, yes, but we do have a lot of good ones. The point is: what are we doing about it?

In my preparation, I spent considerable time talking to professors, to administrators, to knowledgeable people who are interested in our campus problems. On one occasion, I spent an entire afternoon--four or five hours--with a group of college students, male, female, black, white--predominately from the two major colleges and universities of our city. Included in this group were moderates and some extremists--the majority were what you might call "middle of the road."

I found from my talks with them all, including the students, that their primary concern was a piece of the action. If reading and listening brought anything to me, I found the same thing in labor vs. management, laity vs. clergy in the structure of the church, the citizen vs. the government, the young new-breed cop vs. the military organization of our police departments--and yes, too, the professors and the students vs. the university.

It seems everyone wants to get in on the act--to have a piece of the action--or, to sum it up in one word: participation.

If I had to make a thirty-second talk on my subject today, I would say

A. The problem equals:

Misunderstanding - Misinformation - Distrust - Rebellion -
Destruction.

B. Solution:

Participation - Not dictatorial, not duress, but a
sharing of the problem and a sharing in the discovery
of a solution.

John S. Fielding in the June, 1970, edition of Business Horizons speaks rather eloquently regarding this when he states that individuals are making institutions aware that they wish to participate in the activities which affect them. The fact is that this desire is affecting corporations, as it has affected churches and campuses. Mr. Fielding went on to say:

Higher education and greater freedom has led more people to come to the conclusion that since they trust no one else they have the right to participate in decisions affecting their lives. Is that all bad? Is our society so perfect that we want to preclude protest against that which is highly mechanistic and impersonal?

We must be able to make a virtue out of this demand for greater participation. Administrators of the future will have to face the challenge of coping with social change and re-definitions of the decision-making processes. They will have to be less the autocrats and more the politicians in the best sense.

We find this very strange introduction to a book entitled, The Dynamics of Change, by Don Fabun:

At exactly 5:13 a.m., the 18th of April, 1906, a cow was standing somewhere between the main barn and the milking shed on the old Shafter ranch in California, minding her own business.

Suddenly, the earth shook and the skies trembled; and when it was all over, there was nothing showing of the cow above the ground but a bit of her tail sticking up.

For the student of change, this Shafter cow is a sort of symbol of our times. She stood quietly enough, thinking such gentle thoughts as cows are likely to have, while huge forces outside her ken built up all around her and within a minute discharged it all at once in a great movement that changed the configuration of the earth and destroyed a city and swallowed her up.

And that is what we are going to talk about now; how if we do not learn to understand and guide the great forces of change which work on our world today we may find ourselves like the Shafter cow, swallowed up by vast upheavals in our way of life--quite early some morning.

Charles Dunn, who presently is serving as Director of the State Bureau of Investigation in North Carolina, recently made this statement in a speech:

There is no question in my opinion but that we must listen to the voices on the campuses. There is some good, positive criticism there. There is some thought which can better mankind; but there is also some thought of revolution and destruction. There are those who would replace problems with greater problems.

On the one hand, however, you may have a Plato or a Locke. On the other, you may have a Hitler; and you and I and others, the Establishment, if that is what we are, must act. We must act to find solutions to legitimate problems. We must not lose this opportunity to move this nation closer to the democracy envisioned in the Declaration of Independence and dreamed of by mankind through generations. We have an opportunity and a challenge.

And then Mr. Dunn borrowed from Mr. Will Durant:

If we put the problem further back and ask what determines whether a challenge will or will not be met, the answer is that this depends upon the presence or absence of initiative and of creative individuals with clarity of mind and energies of will--which is almost a definition of genius, capable of effective responses to new situations--which is almost a definition of intelligence.

Now, let's take up the question, "Who is responsible for prevention?"

In a very real sense, certainly not the local Police Department of any given university or college town; but if not the Police, then who?

What about the public? Some towns are good college towns, and others aren't; just as some towns are good soldier towns, and some aren't. Perhaps certain of the components of the community can look at this question.

Perhaps community leaders can see that they have a responsibility to the young people who come to visit their city year by year. They most certainly bring the money in, and that is always a good American value. Instead of looking at these young people as invaders, perhaps they ought to look at them as a resource.

Besides all the cultural contributions and the social contributions a college offers to a town in the way of lectures, plays, concerts, and athletic contests, a school has a ready pool of versatile, talented young people who would really love to help the city with its unique problems.

So we speak to the town fathers, to the social agencies, to the churches, and civic clubs. Here is a pool of untold wealth. Do your children need tutors? Do you need lifeguards at the recreation centers? Do you need scout leaders?

There are a multitude of needs that can be met. It would seem that the more a student body would be wrapped up in community service the more likely it would be hesitant to burn up a few blocks of the city, and it is doubtful it would have the time.

The local police department might be called upon to cope with an outbreak of violence, but it seems that prevention can start right there in the community.

A coalition or a consortium of public and private agencies, together with the churches, would throw out a challenge and an organization that could utilize any number of students. Many schools offer partial credit for such community work.

Under the umbrella of a community or urban affairs department, a school could do much to bridge this gap and to show interest in the students' activities.

This naturally leads us to the next source of prevention: the school's administration. Robert Paul Wolfe, a Professor of Philosophy at Columbia University, suggested in his book, The Ideal of the University, that we ought to do away with trustees. This may be a question on college campuses and might be the feeling of some youth and

some faculty members when they fail to get a pay raise. But, it is certain that the administration must take the lead and encourage the students to work together with the school in preserving a climate of calmness and orderliness.

The administration must take time off from its money seeking occasionally to see the trees in its forest and make the best sort of teaching and learning situations possible. To employ the best known names in a given academic field and then not demand that that person teach is pure neglect and dereliction of duty,

Too many administrations seem to think that their duties cease when they obtain some big name from another university. The students who pay some of the bills, via direct tuition fees or through taxes paid by their parents, see through this business. Most students don't believe that trustees in particular and administrations in general know that they are out there.

Institutions need people with proper training and temperament to do work in the area of campus crisis. The actual head of an institution may be too burdened with routine, complex duties to familiarize himself with the problems and procedures of a campus crisis.

In addition, I feel he needs a buffer--someone who knows the problems and the potential and can make positive recommendations to the president. This individual--let's call him the Dean of Crisis--should have the responsibility of labeling the available resources for dealing with the crisis of any scale and above all continually instituting programs of prevention.

The faculty must play its part. Those members of the faculty who control curriculum and hours and course content, the faculty who can teach and counsel and work directly with students must stand up and be counted. Solid, student-loving teachers must offer a positive climate--wherein true students must get the feel of discovery, wherein students get an opportunity to test and try some new ways.

I get the feeling that the student body is sick and tired of the research assistants and graduate assistants and mimeographed lectures of outdated or for that matter updated material--all of which is dry as dust. The community out there, the village, or town, or county, or city, is a laboratory--a lab just waiting to be explored.

These worthy faculty members--and there are many of them--must seek out those cooperating agencies and community services that can in turn utilize this vast manpower so available on every campus.

Such action will mean that some old notes will have to be tossed out, some contacts will have to be made outside the academic world, some efforts will have to be made to experiment and try and test to find the most suitable learning situation for the young people. History, sociology, psychology--yes, even biology and chemistry are being made out there in the community every day. I guess what I am saying is that involvement will go a long way towards prevention. The sympathetic faculty members can see to it that proper credit will be given for this work.

It would not be too difficult to point out faculty members who have been the source of much of the tone of unrest. You know which ones I mean--those who downgrade our form of government, those who make insidious suggestions concerning moral codes and value systems which have been nurtured in our country. Not a few of them have been responsible for inflaming students so that they were right for violent actions when the time came for such actions. If this sort of situation can be fostered by a few for the cause of disorder, then perhaps prevention can be assured by the positive action of a few more.

Let's call upon faculties to be activists for the progressive non-violent approach to higher education. With these thoughts in mind, then, let's encourage the university and the community to share more closely the education of the student. Then the university will not be so easy a target.

The new President of Columbia University has suggested that we be alert to the problem. I would go on to suggest that when we see them we be aggressive in seeking solutions and that we be creative. Students are attracted to creativity.

We need to instigate non-violent transfer of power so that students might share with the administration and the faculty in vital decisions--not just the makeup of the May Court and the Cheerleading Squad. Note: I did not say turn over to the students vital decisions. I merely suggest that we learn how to let them share in these in a meaningful way.

Tokenism is disliked by the minority--be it racial or a student minority. And, here I repeat what was said earlier. Participation not only in that students share the problems with us but that they share with us the discovery of solutions.

Now, after having made some suggestions about prevention to the community, to the administration, to the faculty, and in some measure to the students, I seem to be slighting another important facet, and that is the police.

In a real sense, the local police department is one of those agencies which could be a part of the community-at-large consortium working with the school as a learning lab. In particular, I am obsessed with the notion that the more people know about the operation and the function of police the more they themselves get interested in the prevention of crime and general misbehavior.

In short, some exposure to police in action builds an empathy in the beholder. If these beholders were some college young people, we might be able to mark up another positive force for prevention.

Secondly, exposure alone would be only half a loaf. If we really mean it when we say we would like to professionalize police work in the United States, then let's become active in recruiting through internship and learning while earning. There are jobs which advanced university students could hold in local police departments all over the land. It stands to reason that if we require high school education as minimum for our entrance now, the high school plus two, three, or four years of college will give us a better prepared individual.

I can also think of the use of young medical students, young law students, young theology students, graduate students in chemistry and biology, as well as in the social sciences, helping a given local department with all their specialized skills.

"Dream on," you say. Yes, but dreams of this sort are the basis for a sound program of prevention in community; and we had better get with it.

May I return to Mr. Fielding for my conclusion:

Age makes us cynical. Experience tells us that the world is gray, not black and white. But let's do the best we can for this country, by our actions we must help America's youth recover some of the lost idealism we felt about our nation when we were young. Let's rebuild and emphasize social responsibility as part of, instead of an alternative to, the free democratic system.

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TUESDAY, September 1, 1970

PLENARY SESSION DISCUSSION: PREVENTION OF CAMPUS DISTURBANCES

After Chief Tucker had presented his thoughts on the subject, Conference Director Pomeroy, following the pattern set during the earlier deliberations on control, encouraged all members of the group to ask questions, challenge any opinions presented by Resource Leader Tucker with which they disagreed, add observations from their own personal experience, and open up new areas of discussion about specific prevention issues.

During the subsequent exchange of ideas, four topics were addressed. The principal points made by the group during this phase of its deliberations are summarized next.

Suggestions which emerged from discussion of how to involve faculty directly in the work of the police department serving the town, city, or county in which the campus was located included:

- Arrange for faculty members to ride in patrol cars: on-the-spot exposure to the variety of problems with which a policeman must deal during a duty shift can be an eye-opener for many;
- Take steps to orient faculty members to other aspects of departmental operations;
- Enroll police officers at all ranks in college courses relevant to their work;

- Utilize faculty members to help conduct training programs within the police department (e.g.: Human relations, criminology).

During a discussion of how to improve police-community relations, these points were made:

- Today, there is a necessity to accept the idea that the police are social workers: law enforcement officers deal with the full range of people's problems.
- One role of the police has become to determine people's needs and to put people in touch with community resources and social agencies who can help them meet their needs.
- Community service by police officers can both improve police-community relations and remove some of the causes of dissent.

Resource Leader Tucker pointed out that in his police department in Winston-Salem, considerable emphasis now was placed on community service aspects of the law enforcement role. One innovation was the creation of a family crisis unit. This unit within the department was staffed by a Sergeant and policewomen jointly trained within the department and at local universities. The unit responded to most calls involving family quarrels, etc. Because of the special training given its personnel, it was better equipped to respond to such calls constructively than might otherwise be the case.

In a discussion of dealing with prejudice among police officers, Resource Leader Tucker said this had been a real problem for a while in Winston-Salem. In his opinion, some mistakes had been made in initial attempts to solve it. "We thought we could take a knife, as it were,

and cut the prejudice right out of a man through orientation programs and such," he said. This approach did not work effectively. "Now," Chief Tucker added, "we try to get our men to look inside themselves--to recognize their own individual prejudices and deal with them themselves." He felt this approach was proving its effectiveness.

In a discussion of financing police-community relations programs, several sources of fiscal aid were mentioned: The Ford Foundation and LEAA were particularly receptive to requests to match funds for imaginative programs. Potential sources of matching money included local foundations, service clubs, and Chambers of Commerce.

At this stage of the proceedings, Resource Director Sprecher again posed a problem to the conferees: one dealing with interfaces. He pointed out that when A relates to B, only one interface exists. Add C to the relationship, and these interfaces are possible:

A/B
B/C
A/C
A/BC
B/AC
ABC

Add D to the relationship, and the number and complexity of interfaces again increases dramatically.

Dr. Sprecher then pointed out the analogy: as city populations increase, the number of interfaces soon exceeds the number of people. At the same time, the depth of the relationship between people within an interface becomes shallower and less meaningful. It is far easier to

work out problems within a small group, where less interfaces exist and the depth of relationships is greater.

Taking a cue from this concept and drawing upon Resource Leader Tucker's input and the subsequent discussion, participants were then asked to re-gather in Small Groups A, B, C, and D to work on a new assignment. As had been done previously, each small group was to select a chairman for this session only, and a reporter to summarize findings for subsequent presentation to a plenary session.

All four small groups were asked to work on the same assignment:

- Identify key problems relating to prevention of civil disorders, especially on campuses, which this conference needs to address; and
- Suggest resource people from among the participants who have relevant data and experience in dealing with these problems.

Dr. Sprecher emphasized that each small group should concentrate on isolating problems: this assignment did not include seeking solutions.

The plenary session adjourned to permit participants to re-assemble within Small Groups A, B, C, and D to work on the assignment. Findings were to be reported to the next plenary session after dinner.

TUESDAY, September 1, 1970

SUMMARY OF SMALL GROUP FINDINGS: KEY PROBLEMS NEEDING
SOLUTION IN EFFORTS TO PREVENT CAMPUS DISSENT

Presentation of the findings of Small Groups A, B, C, and D to the evening plenary session and the accompanying discussion led to general agreement that three key questions needed to be answered before meaningful progress could be made on increasing the contributions of law enforcement agencies to overall efforts to prevent campus dissent.

These questions were:

- Should militants be involved in police training programs?
- What should be done about the tendency of college students and some faculty members to go to high schools to recruit and transport children to scenes of demonstrations and potential disorders?
- What role could law enforcement officers play in preventing a small, black militant or "hippy" group from creating an incident involving a large number of students?

In exchanging ideas about the advantages and disadvantages of involving militants in police training, several points were made.

First, one must distinguish between a "militant" and an "extremist". The difference goes beyond semantics. Militants seek change, but not necessarily by violent means. As Resource Leader Tucker pointed out earlier, they want to participate in decisions affecting them. They do

not necessarily want to replace traditional decision-makers, but they do want to make sure their views are known and taken into account. Once this distinction has been made, much can be learned by having police officers and "militants" just sit around a table and talk. Such experiments don't always work, but usually they are successful. For example, in one instance eight to ten police officers were paired with eight to ten militants in a round-table discussion. During the first hour, the policemen responded to "loaded" questions from the militants. Gradually, the militants began to see more clearly the police point of view. A free and easy flow of conversation began to develop, and both groups went away from the experiment with a greater understanding of, and sympathy for, the other groups' opinions.

Second, in many jurisdictions in various parts of the nation, involving professors in police training programs has brought good results. Neither group has switched professions, as it were, but each has developed a better understanding of the perceptions, concerns, and daily pressures affecting the other. There is no evidence so far to suggest that mutual exposure cannot be equally useful in increasing militant understanding of the police, and vice-versa.

Third, enrolling policemen in college courses has, in many instances, also brought good results. There is no reason to urge policemen attending such courses to avoid contact with militants within the student body; in fact, such contact can be--and has been--mutually useful in helping one group understand the other.

Fourth, listening to another group's point of view does not involve acceptance or endorsement of that viewpoint: the democratic process as set forth by the founders of our nation is designed to permit non-violent interfaces and interaction between groups with different opinions about virtually everything. Police officers can do much good in helping militants to understand where their individual rights end and where their responsibilities to respect the rights of others begin. If such understanding can be achieved prior to an incident, and preferably prior to agitation designed to foment an incident, much will have been accomplished toward preventing student dissent.

When the discussion turned to how to prevent high school students from being recruited and transported to scenes of demonstrations or potential disorder, the group recognized that it was addressing an exceedingly complex problem. Participants evidenced some difference of opinion as to the most desirable approaches to take. However, there seemed to be majority support for these measures:

- Thorough review of existing trespass statutes and efforts to alert legislators to any requirements for clarification or amendment;
- In-depth search for means of establishing policies and procedures for coordination between high school and college officials and police prior to an attempt by dissenters to use this ploy.
- Concerted work to initiate regular meetings with school principals and coaches--especially coaches. (Such meetings, if they became routine, would serve to clarify policies, procedures, and police authority to deal with this ploy when it arose. Furthermore, preventive measures involving de-fusing actions by the principals and coaches might evolve.)

- Police support for such projects as opening school playgrounds during the summer for supervised use, perhaps including a role for football players and other law-abiding students as leaders of summer recreation programs. (Activities of this sort can expose uninformed, disgruntled high school students to leaders from within their own age group who are more likely to share the police viewpoint.)

In considering how to prevent a small, black militant group from inciting large numbers of students to participate in an incident, it was pointed out that such blacks will not usually talk with a white policeman. Some police forces therefore have a genuine requirement to include in their ranks at least one young (age 21-25), black, highly competent officer who can really talk and listen to black militants. Resource Leader Tucker pointed out that he was fortunate in having on his force two such young men who could listen to the concerns of the most militant blacks. Sometimes, militants in Winston-Salem would talk to these men even when they refused to communicate with any other member of the police department.

Two other key problems were raised but because of lack of time were not discussed in detail. These were:

- How can we overcome student apathy and get students involved in helping meet community needs as suggested by Chief Tucker?
- How can we expect campus faculty and staff to get involved in helping law enforcement meet its needs when parents are apathetic and unconcerned? (Traditionally, on certain Mississippi campuses, some faculty members are exceedingly reluctant to get involved in any non-classroom issues.)

Because of the lateness of the hour, the evening plenary session adjourned.

TUESDAY, September 1, 1970

SECOND MEETING OF CONFERENCE LEADERS AND STAFF
WITH PARTICIPANTS' ADVISORY COMMITTEE

As scheduled, the conference leaders and staff again met with the Participants' Advisory Committee representing Small Groups A, B, C, and D after the evening plenary session had adjourned.

Members of the Advisory Committee reported that many of those they represented felt that the deliberations on prevention so far had lacked depth and concreteness. A fundamental question troubling many participants was whether prevention was indeed a police function. Did it belong instead primarily to other entities within the campus or the town?

On the other hand, Advisory Committee members and those for whom they spoke agreed with Resource Leader Tucker that this was an aspect of dealing with dissent which had received far too little attention in the past. Perhaps the problem was one of reluctance to admit an oversight in fulfilling the law enforcement function. Whatever the case, remedial steps seemed in order.

All present agreed that several remedial steps could be taken:

- At the next session, concrete examples of effective programs should be presented. Resource Leader Tucker was prepared to present such examples.

- Participants who so far had remained silent during much of the discussion on prevention should be encouraged to speak out.
- Once they had become more familiar with some of the programs which had worked well in Winston-Salem, participants who questioned the appropriateness of police involvement in community service programs as one means of preventing dissension would be likely to become more receptive to the idea.

WEDNESDAY, September 2, 1970

PLENARY SESSION: ADDITIONAL DISCUSSION OF PROBLEM
OF PREVENTING STUDENT DISSENT

Conference Director Pomeroy opened the morning plenary session by reporting the results of the meeting between conference leaders and staff and the Participants' Advisory Committee the previous evening. He then asked Prevention Resource Leader Tucker to present some concrete examples of how police involvement in community service programs had helped to prevent student dissent in Winston-Salem.

Chief Tucker encouraged all participants to interrupt with questions or comments at any stage in the session. Chief Tucker said that the total strength of the Winston-Salem Police Department was 325: of this number, 250 were sworn personnel. The rest were civilian and support personnel. He then expressed his belief that the experiment to involve youth from those parts of the community most likely to breed dissent because of the socio-economic conditions which existed there had, so far, been quite successful.

One aspect of this program involved an interface between the police department and a community program called "New Careers." Young people were given an opportunity to participate in police work, with their entire salaries paid by the New Careers group. These young people

in essence were given the first opportunity they ever had experienced to become members of a team--the police department--which was engaged in a public service. At first, some lacked self-confidence; as their training proceeded and they proved to themselves and their superiors that they indeed could perform the duties expected of them they gradually gained self-confidence. They also gained the respect of those who had known them before they embarked on their new careers. These people began to pay attention to what they had to say; to listen to their views on the role of the police and the many essential services they provided to the community. Some of these youth who entered police work through the New Careers experiment now are outproducing some of their colleagues who started their careers earlier--or after completing more relevant educational programs.

The discussion then turned to the concept of a Community Service Unit as an important entity within a modern city law enforcement agency: important primarily because it could provide services which would help remove conditions which bred dissent and would serve as a channel for putting potential dissidents in touch with other community service groups who could help them re-direct their energies into constructive endeavors. In Winston-Salem, Chief Tucker said, one function of the Community Service Unit was to serve as a liaison between segments of the community which tended to be most suspicious of the police and the police department. In recruiting young people to serve as liaison officers, the department looked for many of the same qualities it looked for when

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recruiting cadets. An important part of the recruitment process was establishing procedures to examine carefully the latent abilities and potential of an applicant. In particular, it was necessary to determine:

- Would the applicant qualify as a police officer or cadet if given further preparation and schooling?
- Would the applicant make a good community liaison worker even if he never qualified as a sworn officer?

Once selected--and many applicants are screened out--community liaison officers, after training, go back to work in the neighborhoods they know best. They serve to take information from the police department to their neighborhoods, and frequently bring back information people in the neighborhoods want the police to have but are afraid to present themselves. They work with sworn officers, and are identified with the police department. If they choose, they may wear uniforms, but most prefer to work in blazer and slacks.

As an example of the valuable de-fusing role community liaison officers have played in Winston-Salem, Chief Tucker mentioned a shoot-out in which two police officers were hit: one died; the other was seriously wounded. Rumors flared, and it was clear that certain individuals were trying to foment dissent. Some community liaison officers were given all the facts of the case. They read all the police reports on the shoot-out and went into the neighborhood where dissent was brewing to tell people who had known them all their lives all the facts. Once fact replaced rumor--fact conveyed by someone considered trustworthy--those trying to foment dissent lost credibility and the situation quickly cooled off.

Chief Tucker said that when the experiment began some mistakes were made, but these were being corrected as the department learned by doing. For example, considerable resentment stemmed from an initial decision to have the community liaison officers report directly to the Chief. Since command and control arrangements were changed, providing for them to report to the Operations Unit, things were working much more smoothly and resentment had virtually disappeared.

Chief Tucker felt that many of the members of his force had become better police officers after attending an intensive seven-week training course in police-community relations at the University of North Carolina. Almost 50% of the members of the department now had completed the course, and others were anticipating their turn to go.

In general, the conferees concluded, the role of modern law enforcement now involved two aspects:

- Readiness to use force if absolutely necessary;
- Ability to perform community service functions in ways that would enhance other measures taken by other community entities to prevent dissent by removing some of its causes.

Chairman Pomeroy and the conferees expressed their appreciation to Resource Leader Tucker for his stimulating and useful contributions to deliberations on the long-neglected and highly important topic of law enforcement's role in preventing dissent.

The session then adjourned for lunch.

WEDNESDAY, September 2, 1970

INITIAL SESSION ON PLANNING FOR CAMPUS DISORDERS

When the afternoon plenary session opened, Conference Director Pomeroy introduced Planning Resource Leader Ray Pope, who would guide the deliberations as the conferees turned their attention from prevention to contingency planning. Mr. Pomeroy reminded the group of Mr. Pope's long career in law enforcement: in Georgia with the State Patrol and later as a Chief of Police; and more recently as regional representative of the LEAA, serving Mississippi, Alabama, Georgia, and Kentucky.*

Mr. Pope presented, and elaborated upon, a checklist he had prepared to stimulate the group's thinking about the planning aspect of dealing with dissent.

*A more detailed biographical sketch is presented in Appendix A.

WEDNESDAY, September 2, 1970

PLANNING FOR CIVIL DISORDERS

By

Ray Pope
Law Enforcement Assistance Administration
Atlanta, Georgia Regional Office
Planning Resource Leader, "Days of Dissent" Conference

We all do planning of some kind every day, often without realizing it. The planning process as it relates to civil disorders simply must be done in depth and in advance.

In planning we should first learn to recognize:

- (1) the invariables, the things we cannot change;
- (2) the semi-variables, the things we might be able to change;
- (3) the variables, the things we can change.

Planning for civil disorders must be closely knitted with and be part of control and prevention. Proper planning should cause us to recognize that in many cases there can be effective prevention programs. We must still be aware of the unfortunate fact that the very best prevention programs can fail, making control necessary.

We are at this conference discussing civil disorders both on our college campuses and in our cities. Campus disorders are often even more complex than those in our cities. The problems faced are often

different, control is often different, and prevention is generally different. We recognize that different problems must be anticipated and that often different resources are available, but the general planning process is basically the same.

Planning for civil disorders should possibly begin with an honest evaluation of potential problems. Do not make the mistake of assuming that "it can't happen here." Regardless of what college, university, city, town, or village you come from, it can happen there.

Once you determine potential problems, seek solutions. This will show you that "we want to go from point X to point Y." Next determine what would be the best route to follow to get from X to Y. In selecting that route, perhaps this checklist will be helpful:

A. Gather Data

All available relevant data should be gathered and channelled to a central source, evaluated, and used in the planning process.

B. Determine Available Human Resources

Determine what people and agencies will be involved in the control of a civil disorder and include these people and agencies in the planning process. Plan with people rather than for people.

(a) Municipal Police Department or College Security Force:

- How many men can be made available for civil disorders assignments?
- What kind of training do they have?
- How well are they equipped?
- Do they have a proper command procedure?
- What are their feelings toward minority groups, college students, etc.?

(b) Use of Other Local Law Enforcement Agencies:

- Has a mutual assistance agreement been established with other neighboring agencies?
- If not, would one be desirable?
- How much support can be expected from these agencies?
- How well are they trained and equipped?
- Do they have a proper command procedure, and is it the same as yours? If not, can you integrate personnel from their agencies into your own forces or must they be used as separate units?

(c) Use of State Police:

- Have arrangements been made for the State Police to furnish assistance upon request?
- If so, upon request from who to whom?
- Who will make the decision regarding when they should be called in?
- If they respond, how will they be equipped?
- What would you be expected to furnish for them?
- Is their command procedure such that your personnel and theirs can be integrated into a single unit?

(d) Use of National Guard:

- Who will make the decision regarding calling upon the National Guard for assistance?
- If they are to be called upon, who calls whom?
- If you are including them in the plan, have you included them in the planning process?

(e) Legal: (Judicial and Prosecutive)

- Have you involved legal authorities in the planning process?
- In the event of a disorder, who has the legal authority to make what decision?
- Does your unit of government have the legal authority to:
 - # Effect a curfew?
 - # Stop the sale of alcohol?
 - # Stop the sale of gasoline in containers?
- If the court process is to start immediately after an arrest, will the court require that the officer who made an arrest appear at the hearing? If so, how much is this going to deplete your available manpower?

C. Authority:

- (1) In the event of a disorder, who will be in charge:
 - (a) The Chief of Police or the Mayor?
 - (b) The College President or the Chief of Security?
- (2) Has the decision-maker been involved in all details of planning?
- (3) In the absence of the decision-maker, who will take charge?
- (4) Is the decision-maker aware of the difference in college rules and laws, or the differences in city customs and laws?
- (5) In the event of a disorder, where will the legal advisers be?

D. Logistics:

- (1) In the event it becomes necessary to arrest large numbers of people, where are they to be housed?
- (2) Will such things as food, water, and restroom facilities be available?
- (3) Where will officers from other agencies be housed and fed?
- (4) In the event of power failure, is emergency power and lighting available?

How long does it take to activate this emergency equipment?

- (5) What is your communications capability?
- (6) Will your radio equipment have the cross-frequency capability to enable you to communicate with other agencies which come in?
- (7) Realizing that often, in an emergency of this type, your regular telephone lines can be jammed by disorder participants, has consideration been given to unlisted telephones for official emergency business only?
- (8) Have you considered your supply of tear gas and ammunition?
- (9) Do you have non-lethal ammunition?
- (10) What type of transportation will be used to bring officers into a disorder area?

Remember that one bus will be much easier to guard than will a dozen police cars.

E. Command Post:

- (1) In the event of a disorder, where will the command post or posts be established?
- (2) Considering the possible increase in the number of on-duty personnel, is the proposed facility adequate?
- (3) Is it properly protected from snipers or firebombs?

F. Personnel Problems:

- (1) In the event of a prolonged civil disorder, how long will your men be expected to work without rest?
- (2) Have you discussed with your personnel the possibility of protection for the members of their families?

Very few men will stay on their assigned post and give their best effort if they are concerned about the safety of their families.

- (3) If you require that your personnel work long and unusual hours, who is going to feed them? At whose expense?
- (4) In the absence of key personnel, are others trained to fill their positions?

G. Arrest Procedure:

- (1) Do you have a written and understood policy regarding arrests during a disorder?

Are you going to permit looters and firebombers to go on their way while you write tickets for running stop signs?

- (2) Once you have established a policy regarding this, do you think you are capable of carrying out that policy?
- (3) Have you established written policy regarding the amount of force to be used in making an arrest during a disorder?
- (4) Has your legal adviser been involved in the establishment of arrest policy?
- (5) Are all of the members of your department aware of this policy?
- (6) Are there members of your department who will not agree to abide by your established policy?

If a member will not agree, what kind of recommendation are you going to give him when he applies for his next job?

- (7) Do you have an arrest procedure established which would assure proper identification of the arrestee?

- (8) Have you established a proper procedure for the identification and preservation of evidence?
- (9) Have you involved the prosecuting attorney in this planning?

H. Fire Department:

- (1) Have procedures been worked out to provide protection for firefighters?
- (2) Has policy been established to determine if a fire alarm is false or valid without running men and equipment all over the city?
- (3) Has a priority of response been established in the event of a large number of fires?
- (4) Have personnel from the fire department been involved in planning?
- (5) Has a mutual assistance pact been established with fire departments in neighboring cities?

I. Sniper Fire:

- (1) Has a special weapons and tactical squad been established in your department for use in the event of sniper fire?
- (2) Is this squad properly trained and equipped?
- (3) Has policy been established regarding when it will be called?
- (4) Who will make the decision regarding response to reports of sniper fire?

Cases have been documented where a report of sniper fire turned out to be officers on one side of a building or block firing on the other side, with both groups reporting snipers.

J. Medical Care:

- (1) Has the medical profession been involved in planning?

- (2) In the event of a major disorder, where will the injured be carried for treatment?

Would it be best to carry them to regular medical facilities or to establish field treatment centers?

- (3) Who will be responsible for securing medical treatment?
 (4) Who will pay the bill?

K. Re-planning:

It is inevitable that resources, both human and material, will change. When these changes come, their effect on your planning must be considered. This makes almost daily re-evaluation of your plan necessary. A plan formulated months ago might today be undesirable or impossible to carry out due to changes in resources or conditions.

L. Conclusion:

If you have the proper answer to all of these questions, why are you wasting your time on that little job you are holding?

WEDNESDAY, September 2, 1970

PLENARY SESSION DISCUSSION: PLANNING FOR
 PREVENTION AND CONTROL OF DISSENT

After Planning Resource Leader Pope had presented his suggested checklist and some discussion had ensued, the conferees turned their attention to the problem of what planning method would be most likely to result in new strategies for action designed to meet their responsibilities for dealing with dissent in a changing world.

After considerable exchange of ideas between participants, the Resource Leader, and the Conference Director and staff, it was agreed that the approach to planning most likely to pay off would involve four fundamental steps:

- Preparation of a basic action plan;
- Implementation of this plan;
- Review and re-examination;
- Adaptation and initial revision of the plan as required by actual developments and conditions.

Once initiated, this process of frequent review and re-examination, followed by modifications of the basic action plan to take into account the sequence of events in the real situation facing decision-makers, should occur whenever required.

After further discussion, the group decided that steps involved in preparing a basic action plan would include:

- An examination and codification of general goals, i.e., mission. (This planning phase would include deciding the weight to be given to each aspect of the two-fold fundamental law enforcement mission--keeping the peace and enforcing the law--during all actions to deal with dissent);
- An examination of various barriers which would probably have to be overcome before the plan could be implemented;
- An isolation of new, shorter-range objectives compatible with general goals but more limited in scope: tailored to realities as codified during the examination of barriers and available resources;
- A determination of priorities for the various courses of action required to realize the more immediate and realistic objectives; and
- A derivation of concrete programs and projects which could be initiated--according to the priorities set--to begin implementative actions.

Once this planning method had been arrived at by the group, the plenary session adjourned to enable participants to have dinner and later work within Small Groups A, B, C, and D on what had been agreed to be a key step in the planning process: isolation of major barriers to action which must be recognized and overcome before any mid-range plan (covering actions to be taken within the next year) could be effectively implemented.

Each of the four small groups was to report its findings to a plenary session the following morning.

WEDNESDAY, September 2, 1970

THIRD MEETING OF CONFERENCE LEADERS AND STAFF
WITH PARTICIPANTS' ADVISORY COMMITTEE

Late in the evening, after Small Groups A, B, C, and D had completed intensive work on their assignment to isolate barriers affecting implementation of a mid-range plan for dealing with dissent and were completing their preparations for reports to the plenary session the following morning, the conference leaders and staff met according to precedent with the Participants' Advisory Committee.

Speaking for their respective small groups, members of the Participants' Advisory Committee said they felt the difficulties apparent the previous day had, to a large extent, been overcome. During the Wednesday sessions, they and those they represented had noted a return to more tangible, concrete issues. The consensus was that once more the work of the conference was coming to grips with real issues and was having greater immediate impact.

THURSDAY, September 3, 1970

PLENARY SESSION: REPORT OF SMALL GROUP FINDINGS
ON MAJOR BARRIERS TO BE OVERCOME BEFORE
ANY MID-RANGE PLAN TO PREVENT
AND CONTROL DISSENT COULD
BE EFFECTIVELY IMPLEMENTED

When the morning plenary session convened, Conference Director Pomeroy reported to the group the results of the previous evening's meeting with the Participant's Advisory Committee. He then called for reports from Small Groups A, B, C, and D on the results of their work to isolate major barriers which would have to be overcome before any mid-range plan (i.e. one implemented during the next year or so) for preventing and controlling dissent could be refined and applied. (During work on this problem within the four small groups, each participant had been asked to distill and present to his small group two major barriers which were particularly acute problems within his organization or jurisdiction.)

Small Group A reported these barriers:

- Lack of funds;
- Lack of enough personnel;
- Insufficient riot control coordinating capacity at the State level--especially for coordinating planning;

- Difficult and time-consuming actions required to assure multi-agency involvement in planning;
- Inter-departmental jealousy;
- Lack of decision-maker training and experience in the planning process;
- Difficulty of educating older officers to accept new ideas;
- Difficulty of mobilizing personnel in a short period of time; and
- Barriers involving obtaining fiscal support specifically earmarked to meet manpower or personnel requirements stemming from the planning function.

Small Group B reported barriers which, although arrived at independently and reflecting actual situations in jurisdictions and organizations to which its members were attached, in many ways were similar to those reported by Small Group A. These were:

- Need for inter-agency consultation and participation in planning process acute, but difficult to meet;
- Lack of equipment for netting radio communications;
- Requirement for better riot control equipment;
- Difficulty of indoctrinating old line police officers to accept and apply new policies and ideas;
- Lack of high quality intelligence reports;
- Need for someone to assume command and control responsibility when disorders occur (the group felt that, within their respective jurisdictions, designation of command and control authority had to be accomplished by either city or county officials); and
- Necessity to get all cities and towns in the State--especially those in or near campuses--to formulate coordinated mid-range plans for dealing with dissent.

Small Group C similarly arrived independently at a list of major barriers remarkably similar to the ones reported by Small Groups A and B. Small Group C's work had resulted in this compilation:

- Lack of manpower;
- Need for riot control and radio equipment;
- Inadequate medical facilities;
- Problems relating to effective personnel mobilization;
- Problems relating to arrest, detention and identification of suspects during disorders;
- Financing difficulties;
- Apathy of some city and college officials;
- Lack of required time of key decision-makers away from pressures of other duties to formulate a comprehensive basic plan; and
- Lack of authority to implement a comprehensive basic plan, once it had somehow been drawn up.

Small Group D's report again showed that some of the same major barriers affecting law enforcement decision-makers in other jurisdictions also were significant in those from which its members came. Small Group D's report listed these barriers to formulating and implementing a mid-range plan for preventing and controlling dissent:

- Shortage of manpower;
- Limited security of police headquarters and equipment if dissenters selected these as targets for destruction or disruption;
- Conflicting thoughts about how to proceed and what to do among interested and/or responsible parties;

- Requirement for more and better equipment adequately to fulfill this mission;
- Lack of reliable legal advice;
- Lack of dialogue or cooperation among interested and/or responsible parties;
- Absence of easy access to top administrative authority;
- Lack of intelligence and information concerning causes of disorder; and
- Need for better radio equipment with cross-frequency capabilities for use of mutual support agencies.

This aspect of the conferee's work clearly showed that many jurisdictions within the State of Mississippi shared key barriers to be overcome before realistic and effective mid-range plans for dealing with dissent during the next year or so could be formulated. Now that the participants had isolated these barriers, the next step would be to take them into account in the process of actually drawing up skeleton plans--including action steps--for making substantial progress within the next several months in prevention and control of campus dissent.

Conference Director Pomeroy reminded the participants that mayors and college administrators now would join the group and take part in its deliberations for the remainder of the conference. After lunch, two simultaneous sessions would be held. Conference Director Pomeroy would serve as resource leader for the law enforcement officials as they continued their work. Among other things, this afternoon session would provide an opportunity to determine what findings and recommendations the law enforcement decision-makers would like to present to the mayors and college administrators during the joint session that evening.

Simultaneously, Process Director Sprecher and Planning Resource Leader Pope would meet during the afternoon in an initial session with the mayors and college administrators who had joined the group. These participants would use the afternoon session to become familiar with the conference technique: introduction by pairs, etc. They also would be briefed on the inputs made earlier in the week by all three resource leaders: Chief Henry Lux on Control; Chief Justus Tucker on Prevention; and Resource Leader Ray Pope on Planning. Chairman Pomeroy pointed out that since a major role should be played by mayors and college administrators or their representatives in the planning process, this aspect of the work of the conference prior to their arrival would be emphasized. Mr. Pope would present a shortened version of his input on planning. Subsequently, the mayors and college administrators would break up into small groups to work on an assignment, as had become the general practice during the conference.

The plenary session adjourned for lunch.

THURSDAY, September 3, 1970

LAW ENFORCEMENT DECISION-MAKERS SESSION: ISOLATION OF
KEY CONCERNS TO BE PRESENTED SUBSEQUENTLY
TO MAYORS AND CAMPUS ADMINISTRATORS

During the first part of this afternoon session, Conference Director Pomeroy worked with law enforcement officials who had been engaged in deliberations on dealing with dissent since the conference began. Together, this group arrived at a distillation of its members' key concerns, which were to be presented to the mayors and college administrators who had now joined the conference. In essence, when agreed upon after discussion, this list of concerns was a checklist of requirements for dealing with dissent: requirements which could be met only if mayors and college administrators interacted effectively with the law enforcement agencies and officials serving them. The principal points the group wished to convey to mayors and college administrators were:

Communication:

There is an urgent need to improve and to increase communication between:

- Mayors and Chiefs of Police;
- Key officials of universities or colleges and city governments;

- Faculty members and university/college administrators;
- University/college administrators and students-- particularly those seeking to foment dissent.

Rumors:

There is a high-priority requirement for some procedure to handle rumors on campus and in nearby cities, so that facts can be disseminated and distortions of fact prevented.

Policy:

- There is a pressing need for joint work to develop policies regarding prevention and control of disorder. Even if there is a remote possibility of outside control forces being called onto a campus, representatives of these forces should have a consulting role, at least, in the decision-making process which leads to university/college policy decisions regarding dissent. (Such "outside control forces" include: city, county, and state police agencies; the National Guard; and mayors and city managers.)
- Once policy is formulated, it should be clearly stated and publicized.
- Some aspects of policy urgently requiring clarification are:
 - # Limits established on level of dissent which will be tolerated;
 - # When where, and under what circumstances will the university/college "draw the line"?
 - # If outside control forces, including city police, are called to the campus, who is in charge?
 - # Will the university/college administration back prosecution of arrested students?
 - # Who will decide when arrests should be made on campus?

Law Enforcement Personnel Salaries:

- There is a high-priority need to upgrade salary schedules for police officers if we are going to expect to attract intelligent, educated young men into police work--and keep them. Such men are needed for many reasons including the necessity to deal effectively with dissent on campus and in nearby towns and cities.
- Salaries are now so low law enforcement officials are ashamed to admit to anyone how poorly they are paid.

Faculty:

- We believe--and evidence shows--far too many faculty members merely teach their classes and refuse to involve themselves further with students.
- If motivated and/or given incentives by university/college administrators, faculty members could do a great deal to help moderate extreme student behavior and prevent dissent from escalating into disorders.

Role of Various City Government Agencies:

There are a number of agencies attached to each city government within the State who could do much to help remove the causes of dissent and to work with the police in dealing with dissent when it escalates into disorderly incidents and demonstrations. There is a requirement for these agencies to assume more responsibility in this area, and not leave the entire task to the police.

Prevention of Civil Disorders:

Prevention is an operational requirement of good police work: by campus security force personnel; by city and town and county police officers; and by members of the State police force.

Prevention, to be effective, sometimes involves a need for police to talk with demonstrators and militants before trouble occurs. To carry out this mission, law enforcement officers need the backing of mayors, city managers, university/college administrators, and high-ranking county government officials.

State-wide Intelligence Network:

- Perhaps the highest priority requirement of all is for better ways to share, regularly and promptly, all information relevant to prevention and control of dissent: with all entities throughout the State holding any responsibility in this area cooperating with one another.
- Law enforcement entities need all the facts available to help them develop basic plans for dealing with dissent which are realistic and most likely to work. They need all new facts as they become available to help them re-assess and review their plans and revise and update them as required by actual trends and events.
- Only if and when law enforcement entities are able to obtain more facts in a more timely fashion will they be able significantly to improve their responses to the problem of dealing with dissent and tailor these responses more closely to the more urgent problem of reducing the number and vehemence of incidents and concentrating more action and attention on prevention.

The group agreed that Conference Director Pomeroy, as spokesman for all participating law enforcement officials, should convey these points to the mayors and college administrators now participating in the conference. He agreed to do this.

The conferees then divided into Small Groups A, B, C, and D to work on what all considered to be the most significant small group assignment yet undertaken at the conference. Each small group was to develop a brief skeleton plan, including action steps to be taken, for making substantial progress in preventing and controlling disorders on and near campuses during the next few months. Conference Director Pomeroy asked each group to be prepared to present its findings to the

evening plenary session, when mayors and college administrators also would attend. It was agreed that emphasis should be placed on showing where and how mayors and college administrators would have to lend support and help if these tentative skeleton plans were to be refined and implemented. To give concreteness and clarity to the presentations that evening, participants agreed to begin each small group report with a scenario. Each of the four skeleton plans worked out by the four small groups would address the problem of dealing with dissent on a campus with certain stated characteristics: size of student body, law enforcement personnel available, etc.

The law enforcement officers then adjourned their session to re-convene within their respective small groups to work on this assignment.

THURSDAY, September 3, 1970

MAYORS AND CAMPUS ADMINISTRATORS SESSION: ORIENTATION
AND IDENTIFICATION OF MAJOR PROBLEMS AND CONCERNS
RELEVANT TO DEALING WITH DISSENT

At the afternoon session of mayors and college administrators, which took place simultaneously while law enforcement officials were engaged in other deliberations in another meeting room, Process Director Sprecher summarized for these newly-arrived participants the conference concept and how it had been applied during earlier sessions. During an introduction by pairs, participants identified these major problems and concerns:

- How improve vertical communication--upwards and downwards--between university/college administrators on the one hand and members of the faculty and student body on the other? (The assumption was that all college administrators should be at least partly responsible for assuring that those students who wanted an orderly campus and opportunities to engage in serious study should be provided with such an environment.)
- What measures could be taken to reduce factionalism on a campus? (The assumption was that in many instances the common objectives shared by those within a campus community had been lost sight of; instead, various groups were using the campus as a place to realize objectives unrelated to the traditional goals of an institution of higher learning.)
- How deal with students living off-campus who sometimes seek to foment dissent? Do city officials or campus administrators have responsibility for their behavior?

- How improve communications and enhance public understanding of--and support for--essential interactions between the campus administrators and city police and fire officials?
- How overcome the blatant lack of closely coordinated plans for dealing with dissent--plans which need to be drawn up during sessions where college administrators and mayors work closely with campus, city, and county law enforcement officials?
- How decide who should take the initiative in local efforts to deal more effectively with dissent?
- How create a credible channel for communication with students--one which would assure that their grievances were conveyed to college administrators before they became so acute that they led to demonstrations and incidents?
- How improve receipt by campus administrators of timely information on pending difficulties and make sure they take necessary action prior to escalation?
- How solve acute command and control problems and make sure all campus administrators understand their role in the command and control process, as well as the role of campus and city law enforcement agencies?
- How decide when campus administrators should communicate with dissidents and when this task is best left to campus or off-campus law enforcement officials?
- How incorporate into new student orientation programs a sense of trust in the campus administration and an assurance that channels of communication always are available and open?
- How direct student extra-curricular activities into positive, appealing projects, thereby reducing possibilities of disturbances? Should representatives of the administration be directly involved in such projects? Should representatives of the faculty participate? The city government?
- How obtain the reliable intelligence required for effective planning to prevent and control dissent?

- How decide what guidelines for students (i.e. campus rules and regulations) should be established? How should these be presented to minimize student use of them to foment dissent?
- How educate students about the positive aspect of police and fire department services and win their support for the activities of these entities--on campus and in nearby cities and towns?
- How assure clearly designated lines of authority when top decision-makers are absent from the campus and a disturbance occurs?
- How overcome faculty and sometimes administrative staff apathy about dealing with dissent?
- How alert and assemble back-up control forces on short notice and without adequate communications equipment?
- Where can campus administrators find guidance once they decide to organize a security force?
- How fill manpower gaps at all affected levels: within law enforcement organizations on and off campus; within administrative echelons on and off campus?
- How clarify fuzzy policies and inadequate communications between various entities called upon to deal with campus dissent?
- How improve physical security of campus facilities without leaving an impression that the college or university is almost an armed camp?

Of these various concerns, the group agreed that the most acute problem was adequate communication and interaction between administrators--both on the campus and in nearby towns, cities, and counties--and law enforcement officials. Both professions clearly wanted to improve communications, but both suffered from overwork and lack of time. This exacerbated the problem of working out comprehensive plans for dealing with dissent before incidents occurred and for exchanging intelligence as unrest was building up.

After hearing a precis of resource leaders' inputs to the conference during earlier sessions, the group was asked to re-convene in four small groups--A, B, C, and D--and resume their work within these groups.

All four small groups were to work on the same assignment after they had elected a chairman and a reporter to serve for this session only. The assignment was:

In carrying out responsibilities for both prevention and control of civil disorders involving students, identify:

- Types of relationships and services needed most by mayors: from law enforcement agencies and from campus administrators;
- Types of relationships and services needed most by campus administrators: from law enforcement agencies and from mayors.

The session then adjourned to resume its work in Small Groups A, B, C, and D on this assignment. Each small group was to be prepared to present its findings to the evening plenary session, which law enforcement officials also would attend.

- D. Reliable intelligence available to the police department shows "It can happen here."
- E. Four smaller cities are located within 25 miles of the setting.

II. INITIAL ACTION RECOMMENDED

- A. Identify key personnel responsible for dealing with dissent from city, county, state and campus entities. These include:
 - 1. Mayor
 - 2. City Manager
 - 3. City Chief of Police
 - 4. City Attorney
 - 5. Sheriff
 - 6. County Attorney
 - 7. Mississippi Highway Patrol Commander
 - 8. FBI Representative
 - 9. Campus administrative officials from both colleges
 - 10. Chief of Campus Security from both colleges
 - 11. National Guard Commander
 - 12. Civil Defense Chairman
- B. Set up a meeting of these key people when all can be present or, at minimum, send someone authorized to make decisions for them and report back in detail on what was done.

III. APPROACH TO THE PROBLEM

- A. At initial meeting, make sure all key personnel understand importance of close, active cooperation and are willing to participate and to interact.

THURSDAY, September 3, 1970

PLENARY SESSION: PRESENTATION OF PROTOTYPE ACTION PLANS BY LAW ENFORCEMENT OFFICIALS; PRESENTATION OF INTERACTION REQUIREMENTS BY CAMPUS ADMINISTRATORS AND MAYORS

At the evening session, all participants met together. Conference Director Pomeroy introduced, in turn, the reporters elected by law enforcement officials' Small Groups A, B, C, and D. He pointed out that despite the limited time available for the project, all four groups had succeeded in doing excellent work on developing some prototype action plans for dealing with dissent on types of campuses existing within the State of Mississippi. Mr. Pomeroy then called on the reporter for Small Group A to begin the presentation of these plans for consideration and discussion by all conferees.

Small Group A's prototype action plan for dealing with dissent is presented next.

I. SETTING

- A. A city in Mississippi containing two medium-size colleges; one student body primarily white; the other primarily black.
- B. City police department has a strength of between 75 and 125 uniformed men.
- C. The Mayor and about half the members of the City Council think that "dissent and disorder can't happen here."

- B. Set up chain of command
 - 1. Determine overall commander: Chief of city police
 - 2. Choose a secure, well-equipped command post: city police headquarters
 - 3. Select a plan coordinator willing to do the work assigned him
- C. Inventory combined resources of all entities involved
 - 1. Personnel
 - 2. Equipment
 - 3. Facilities: medical, transport, jail and detention
- D. Review legal position (curfew and related ordinances)
- E. Establish additional intelligence sources
 - 1. On campuses
 - 2. At student hangouts and "pads"
 - 3. Through other sources, for developing lists of potential extremists
- F. Process and evaluate all intelligence
 - 1. Police Chief and top command participate
 - 2. Relate new intelligence to that already on hand
 - 3. Revise estimates of when and where incidents are likely to start as required by the data.
- G. Alert and involve all public and private utility heads in planning
- H. Arrange for both campus administrations to open a series of "talk-along" conferences with student leaders; make sure militant groups are listened to attentively.
- I. Have Mayor, Chief of Police, and City Manager--in speeches to civic groups, service clubs and other organizations--emphasize the need for calm reactions to current events.

- J. Investigate possible sources of federal support: LEAA, etc.
- K. Complete and reduce to writing the over-all prevention and control plan as quickly as possible
 - 1. Distribute copies to all agencies involved
 - 2. Make certain command and control procedures are spelled out and accepted by all involved

IV. DEPLOYMENT PLAN FOR CONTROL FORCES IF DISTURBANCES ESCALATE

- A. 100-man task force from city government/police entities
- B. 40-man traffic handling detail from police departments of nearby cities
- C. 15-man unit for processing those arrested, drawn from Sheriff's deputies and constables
- D. 20-man unit for transporting those arrested from the scene to a compound at the fairground, drawn from two campus security forces
- E. 50-man unit to handle compound security, drawn from Auxiliary Police
- F. Security of vital installations to be handled by utility companies
- G. 1,000-man back-up unit from National Guard deployed at local armories.
- H. 250-man back-up/reserve unit from Mississippi Highway Patrol deployed at Alumni House

V. CHECKLIST OF OTHER KEY ACTIONS TO BE TAKEN IF DISTURBANCES ESCALATE

- A. Alert Civil Defense
- B. Notify FBI
- C. Arrange medical facility use with local hospitals
- D. Notify ambulance services

- E. Establish news media identification center in basement of police headquarters
- F. Notify Public Works Department to obtain buses, etc. for transporting those arrested
- G. Alert National Guard units not deployed at armories to be prepared to handle feeding of those arrested at fairground compound.

Small Group B presented this prototype action plan for dealing with dissent involving students:

I. SETTING

- A. A medium-sized city in Mississippi containing one medium-sized college; student body is 75% black, 25% white.
- B. City police department consists of only 25 men.
- C. Campus security force consists of 15-25 men.
- D. Nearest large city is 75 miles away.

II. INITIAL ACTION RECOMMENDED

- A. Identify key personnel responsible for dealing with dissent. These include:
 - 1. City Chief of Police
 - 2. Campus Security Chief
 - 3. Campus administrative officials
 - 4. Mayor
 - 5. Mississippi Highway Patrol Commander
 - 6. Legal advisers
- B. Set up a meeting when all of these key people can be present.
- C. At initial meeting, obtain full agreement on mission: prevention and control of student dissent.

- D. At initial meeting, draft skeleton plan to carry out the mission.
- E. At initial meeting, be sure each person present delegates to a specific individual or individuals any responsibility for future planning and coordination he does not choose to retain directly for himself.

III. BARRIERS AFFECTING THE PLANNING PROCESS

- A. Manpower and training
- B. Mutual assistance
- C. Riot equipment
- D. Communications
- E. Intelligence
- F. Social factor
- G. Transportation and jail or detention facilities
- H. Identification and arrest procedures

IV. RESOURCES WHICH CAN BE DRAWN UPON TO IMPLEMENT THE PLAN

- A. City police department
- B. Campus security force
- C. State Highway Patrol
- D. Sheriff's Department
- E. Utilities departments
- F. Medical personnel
- G. Student government
- H. College faculty and staff
- I. Students who want quiet on campus

- J. Community leaders and businessmen
- K. Nearest large city police department
- L. National Guard

V. PRIORITIES

- A. Intelligence
- B. Training and equipping campus security force
- C. Mutual assistance
 - 1. City police department
 - 2. Sheriff's department
 - 3. State Highway Patrol
- D. Training and equipping city police department and Sheriff's department
- E. Communications
- F. Transportation of prisoners; arrest, identification and detention procedures
- G. Prevention activities within the city
- H. Coordination and planning with utility company and medical people

VI. STEPS TO AID IN ACCOMPLISHING PREVENTION

- A. Identify problem leaders
- B. Meet with dissident leaders to discuss:
 - 1. Their grievances
 - 2. City ordinances
 - 3. Working solutions

- C. Divert their activities into constructive channels if possible
- D. Injunctions as required
- E. Meeting with Student Government leaders

VII. READINESS ACTIONS REQUIRED

- A. Intelligence
 - 1. Command center
 - 2. Central processing and dissemination
 - 3. Legal advisor
 - 4. Communications
 - 5. Release policy: press and other news media
- B. Human resources
 - 1. Mutual assistance
 - a. Manpower
 - b. Equipment
 - c. Training
- C. Command and control arrangements
 - 1. Campus Security Chief: Commander-in-Chief
 - 2. Chiefs of Departments involved in mutual assistance: Assistant Commanders
 - 3. Definite and detailed chain of command, including succession list in event of illness or absence.
- D. Logistics
 - 1. Housing for mutual assistance group
 - a. Central location all agencies (Command Center?)
 - b. Meals
 - c. Etc.

2. Transportation for mutual assistance group
 - a. Cars
 - b. Buses
 - c. Trucks
3. Communications for mutual assistance group and command post
 - a. Radio net
 - b. Phone:
 - (1) Primary
 - (2) Secondary
4. Emergency electropower for command post
5. Equipment
 - a. Weapons and ammunition
 - b. Tear gas
 - c. Protective equipment
 - d. Radio equipment
- E. Transportation and housing for those arrested
 1. Central location
 2. Processing
 3. Legal counsel
 4. Temporary court facility
 5. Sleeping facilities
 - a. Rest rooms: male and female
 - b. Quarters: male, female and juvenile
 - c. Hygiene: showers; personal items; medicine

6. Medical assistance
 - a. Doctors
 - b. Dentists
 - c. Nurses
7. Custodial staff
 - a. Matrons
 - b. Officers
 - c. Trustees
8. Transportation
 - a. Cars
 - b. Trucks
 - c. Buses
 - d. Ambulances
- F. Utilities Group (will provide own security and maintenance of services)
 1. Light and electropower
 2. Gas
 3. Water
 4. Telephone
- G. Fire Department
- H. Civil Defense

Small Group C presented this prototype action plan:

I. SETTING

- A. A medium-sized city in Mississippi containing one medium-sized college; student body is 75% black, 25% white.

- B. City police department consists of a uniformed force of 25-50 men.
- C. A city of equal or larger size is located 50 miles away.
- D. Minor disorder occurred during last academic year.
- E. Intelligence indicates more serious disorders are possible.

II. INITIAL ACTIONS RECOMMENDED

A. Prevention

1. Identify the problem
2. Identify leaders of past disorders and potential future ones
3. Meet with these leaders
 - a. Find out what their real grievances are
 - b. Discuss city ordinances and state laws with them
 - c. Attempt to resolve problems
4. Plan to divert or divide dissident leaders
5. Review events of last year's disorders
6. Consider court injunction
7. Consider obtaining assistance from businessmen

B. Readiness

1. Mayor and his legal advisors meet; decide Chief of Police (or his assistant) will be in charge of inter-agency activities to prevent or control dissent.
2. Hold planning meeting with representatives from police department, sanitation department, college, Mississippi Highway Patrol, and National Guard present. Announce afterwards that the meeting was held to plan for dealing with dissent.
3. Hold meeting with medical advisors. Decide and announce that all injured will be taken to the health department, with those suffering major injuries to be taken to the hospital.

4. Fire departments: campus and city fire department personnel will be escorted by police department units
5. Mississippi Power and Light Company will maintain power services
6. Local water department will secure and maintain water supply
7. Telephone company will keep hot line open.

C. Command Post

1. Will be located at City Hall
2. Will have six phone lines (3 unlisted numbers)
3. City police department will man and operate command post.

D. Arrest Procedure

1. All arrested will be held at city stadium
2. City judge and attorney will be there to make bonds for those released
3. City bus company will transport all arrested to the stadium

E. Relations with press

1. Maintain good relations
2. Hold press conferences before and after any mass arrests

F. Housing and feeding of control personnel

1. College dorms and cafeteria when feasible
2. Alternatives: City gym or National Guard Armory

G. Control plans

1. Close all schools
2. Prohibit sale of liquor, guns and gas in containers
3. Mayor will announce curfew (6 PM to 7 AM)

H. Manpower allocations for control force

1. 30 men from local police department
2. 10 men from college administration
3. 2 men from sanitation department
4. 15 men from city police department 50 miles away
5. 20 men from Mississippi Highway Patrol (alerted and able to be on spot within two hours)
6. 50 additional men from Mississippi Highway Patrol (alerted and able to be on spot within four hours)
7. Last resort reserves: Call up National Guard.

Small Group D presented this prototype action plan:

I. SETTING

- A. A larger city in Mississippi containing one large college campus and two other colleges. At the larger college, the student body is 75% white; 25% black.
- B. City police department has a strength of 125 uniformed men.
- C. The larger college has a campus security department of 15-25 men.
- D. Each of the two smaller colleges has a few campus security personnel.
- E. Several small cities are located within a 15 to 25-mile radius.

II. INITIAL ACTION RECOMMENDED

- A. Hold meeting with Chief of Police, three Chiefs of campus security, three college presidents, and mayor present.
- B. Attempt to gain approval of plan for jointly shared and obtained intelligence.

1. Campus A: Assign 3 white and 1 black intelligence officers
2. Campus B: Assign 2 white intelligence officers
3. Campus C: Assign 2 black intelligence officers
4. Intelligence data to be reported to campus security chiefs and channeled by them to all others present at initial meeting or their clearly designated and authorized personal representatives.

III. POSSIBLE ESCALATION SCENARIO

- A. Intelligence arrangement has been approved and is operating.
- B. Intelligence system reports a disruption on Campus "A" during a national convention of Black Panthers. 30 black hard core militants and 10 white "hippies" are involved.
- C. Intelligence suggests situation on Campus "A" may escalate quickly, involving 1,500 to 2,000 students.
- D. No indication at this time of trouble on Campuses "B" and "C".

IV. READINESS ACTIONS REQUIRED AND TAKEN

- A. Consult legal advisors for campus administrations and city
 1. Mayor has authority to: prohibit sale of alcohol, gasoline in containers, and firearms; put curfew into effect
 2. Judge will be available to issue order for transfer of those arrested to Parchman State Prison to await court appearances
 3. Key officials now awaiting results of request for research and clarification of state laws pertaining to civil disorders
- B. Contact all supporting law enforcement agencies
 1. Brief all agencies on possible disorder
 2. Towns 1, 2, and 3 nearby agree to furnish 10 men each to supplement traffic enforcement capability in threatened city
 3. Sheriff agrees to furnish 25 men for booking, processing, photographing and transporting those arrested. (Law enforcement officers from threatened city will have to accompany those arrested and remain with them at Parchman.)

4. Chiefs of Police in adjoining towns report city officials there will make available 5 buses for transporting arrestees. Offer accepted.
 5. Campus "A" security force will furnish 18 men.
 6. City police department will furnish 80 men.
 7. State Highway Patrol will make available 100 men.
 8. National Guard alerted and will be available.
- C. Contact all medical services
1. University and county hospitals available
 2. County medical association will cooperate 100%
 3. Ambulance service established
 4. First aid at the scene to be provided by County health department.
- D. Inventory and alert fire fighting capability
1. All equipment on Campus "A" will be available
 2. Two pumpers and men from city fire department can go to campus as back-up if needed
 3. Two pumpers and men from adjoining towns can go to campus as back-up on 20-minute notice if needed
- E. Arrange housing and feeding of control force personnel
1. 130 officers in Campus "A" Alumni House
 2. All officers to be fed in Alumni cafeteria on Campus "A"; bill to be paid by the school.
- F. Choose as command post Campus "A" security office
1. Secure command post, radio tower and emergency power unit
 2. Establish radio communications with all supporting units
 3. Stock ample supply of ammunition and tear gas
 4. Check out command post telephones: four incoming lines plus two unlisted numbers

5. Request all agencies involved to send representatives for duty in command post
 6. Check out coordinated command procedures
- G. Establish arrest procedure
1. When state laws are violated, arrests will be made
 2. Officers will fire: on command; in defense of own life; in defense of the life of a fellow officer

V. PREVENTION ACTIONS REQUIRED AND TAKEN

- A. Meet with student leaders and groups, especially on Campus A
- B. Meet with representatives from faculty and staff, especially on Campus A
- C. Identify and meet with campus militants, and ascertain their grievances; especially on Campus A
- D. Attempt to continue meeting with above groups
- E. Set location and guidelines for possible demonstrations by students
- F. Plan in detail an attempt to weaken or divert illegal assemblies
- G. Secure injunctions or counter-injunctions to assure orderly demonstrations
- H. Facts and rumors:
 1. Set up guidelines for news media contacts
 2. Establish group to counteract rumors and convey facts

VI. RE-ASSESSMENT AND REVIEW

- A. Hold meeting, with representatives of all affected agencies present
- B. Review latest intelligence
- C. Decide how well prevention measures are working
- D. Review and revise readiness plan, introducing refinements where necessary.

These four prototype plans served to show in concrete terms how vital it was for law enforcement officials, campus administrators, and mayors and city managers to work closely together in developing any operational plan for preventing and controlling student dissent. There was considerable discussion, and use of this technique was enthusiastically endorsed by all present.

Next, the plenary session heard reports from each of the four small groups into which the mayors and campus administrators had been divided that afternoon. Conference Director Pomeroy introduced, in turn, the reporters for each of these Small Groups A, B, C, and D. These reporters then presented the findings arrived at by their respective groups during work on the problem of isolating the most important things mayors and campus administrators need to know in order to carry out their responsibilities in dealing with dissent. The findings of these small groups are summarized next.

Small Group A presented its findings in the form of a chart:

Figure 5: FINDINGS OF CAMPUS ADMINISTRATOR/MAYOR SMALL GROUP A

PREVENTION

Mayors need to know:

-- From campus administrators:

- Campus activities which might cause disorder to flare
- Evaluation of the potential magnitude of the disorder

-- From law enforcement officials:

- That plans have been developed for both prevention and control of disorders
- That all required coordination has been accomplished: with other city government entities and with campus entities

Campus administrators need to know:

-- From mayors:

- Attitude of city residents and leaders towards the campus: its administration, faculty, and student body

-- From law enforcement officials:

- Degree of involvement they are prepared to undertake in event of disorder on campus
- Assurance that outside agencies will not come to the campus unless summoned

CONTROL

Mayors need to know:

-- From campus administrators:

- Severity of the situation
- Resources available to these administrators from the campus community

-- From law enforcement officials:

- What resources will be made available to effect control in a professional manner
- What provisions exist for communication between all affected agencies and the Mayor's office

Campus administrators need to know:

-- From mayors:

- Whom to contact for help
- Order of precedence--contact whom first, second, etc.

-- From law enforcement officials:

- Whom to contact within each available organization
- What assurances can be given that, if called, law enforcement personnel will use the minimum force necessary to effect control

Campus Administrator/Mayor Small Group B differed somewhat in composition from its counterparts, and therefore approached the problem somewhat differently. Because they could not leave their home posts earlier in the week, a chief of campus security and a chief of police had begun to participate initially in the deliberations at the same time as the campus administrators and mayors. They were assigned to Small Group B, along with four campus administrators. Small Group B therefore decided to address the problem of what campus administrators need to know from law enforcement officials and vice versa. This group reported it had found that the most pressing needs of both professions coincided, insofar as meeting their responsibilities for dealing with dissent were concerned. Small Group B's findings, then, like those implicit in Small Group A's report, reinforced the general impression of those who had deliberated similar problems throughout the week: there must be close interaction between campus administrators, law enforcement officials, and city government officials at all phases of plans and actions for preventing and controlling student dissent.

More specifically, Small Group B reported it had found that the most pressing needs of both law enforcement officials and campus administrators were to learn what the other profession had been doing about:

- Outlining steps to be taken if a requirement to quiet a crowd arose;
- Establishing clear-cut command and control arrangements at all echelons;
- Determining specific assignments for personnel under their direction if disorder should occur; and

- Assuring adequate procedures and equipment for communications:

- # Among members of their own staff
- # With members of the counterpart staff
- # With members of the State Highway Patrol
- # With members of the National Guard.

These findings, Small Group B felt, highlighted the need for jointly developing action plans and having these plans endorsed in advance of an incident by all affected entities.

Mayor/Campus Administrator Small Group C similarly found that joint planning in advance of an incident would seem to be the best way to assure that all affected officials worked together to prevent and control student dissent. Like Small Group B, Small Group C found that in an ideal situation campus administrators, mayors, and law enforcement officials all would be interacting and obtaining the same information.

More specifically, Small Group C reported that, in the opinion of the campus administrators and mayors who had deliberated together during its work, any plan for dealing with dissent should, at minimum, include specific attention to:

- Manpower: enumerate number of police and back-up control forces available
- Procedures for communication with citizens
- A good intelligence setup
- Achieving 100% cooperation between all responsible entities: on campus and off

- Provisions for making sure that a legal advisor trained in local, state, and federal laws relating to civil disorder would be quickly and readily available when needed
- Delineation of all grounds for requesting an injunction
- Precis of all relevant state laws: available for rapid, authoritative reference use by all affected decision-makers
- Plans for sealing off a troubled area
- Plans for permitting those unwittingly or inadvertently caught in the midst of a civil disorder to escape physically and/or psychologically
- Checklist of delegated authorities and chain of command (Who would contact whom on what aspect in event of an incident)
- Processing procedures for those arrested agreed upon in advance and designed to speed processing after mass arrests
- Inventory of facilities and equipment available in event of an incident: from city resources and from campus resources
- Riot control training programs for law enforcement officials
- Procedures worked out in advance for identifying "genuine" dissenters, their leaders, and their causes
- Plans prior to the event covering dual demonstrations (simultaneous unrest on campus and in the nearby city).

Mayor/Campus Administrator Small Group D reported its members, too, had found it difficult--if not impossible--to separate the most important things a mayor needed to know from those his counterparts on campus needed to know, and vice-versa. The group reported that, in its opinion, "... the cooperation of both mayors and campus administrators

with law enforcement officials⁷, reinforced by mutual understanding of the other group's problems and responsibilities, is essential if campus disorder is to be effectively controlled."

Small Group D also reported these findings:

- The days of independent operation in dealing with student dissent are over, at least in Mississippi
- Mutual trust and cooperative working agreements involving all affected agencies have become a must
- A requirement exists to establish a plan of operation which clearly defines areas of responsibility:
 - # Such a plan should delineate the roles to be played by city officials, local and state law enforcement agencies, campus security forces, campus administrators, students and faculty
 - # Such a plan should establish a clear-cut line of command and control and designate one person to serve as spokesman for all with the news media
 - # Such a plan should provide for establishment of a command center
 - # Such a plan should inventory and allocate available equipment--particularly communications equipment--and manpower
 - # Such a plan should make provisions for training personnel to handle their responsibilities in this highly specialized, new field
- A requirement exists for campus administrators, mayors, city managers, and law enforcement officials continually to work together to develop positive attitudes toward the community on campus and positive attitudes toward the campus within the community.

After these four sets of findings derived from campus administrator/mayor small group deliberations had been presented, additional discussion ensued. There was general agreement that significant progress

had been made: virtually everyone now participating in the deliberations, whatever his role or profession, agreed that dealing effectively with student dissent required intensive, joint contingency planning and regular joint re-evaluation and review of initial basic plans.

The plenary session adjourned because of the lateness of the hour.

FRIDAY, September 4, 1970

PLENARY SESSION: EXCHANGE OF INFORMATION ON KEY CONCERNS
RELEVANT TO DEALING WITH DISSENT

When the morning plenary session convened, all participants--mayors, campus administrators, and law enforcement officials--again were together to continue the joint work begun the evening before.

Conference Director Pomeroy began by summarizing in behalf of the law enforcement officials the key concerns they had isolated for presentation to mayors and campus administrators.* Subsequently, he summarized in behalf of mayors and campus administrators the key concerns they had isolated for presentation to law enforcement officials.**

After brief discussion, it was agreed that the group could most usefully spend the short time remaining by undertaking another small group assignment. This time, mayors and campus administrators would join Small Groups A, B, C, and D created by law enforcement officials early in the week. Which small group a mayor or a campus administrator would join would be decided by the opportunities afforded for communication with law enforcement officials from his own jurisdiction. In

*These have been presented already, in the summary of proceedings of the Thursday afternoon session of law enforcement officials in which they were decided upon. It is unnecessary to repeat them here.

**These also have been presented already. See the summary of proceedings of the Thursday afternoon session of mayors and campus administrators, above.

other words, mayors and campus administrators joined the small group in which the law enforcement decision-makers from their respective jurisdictions had been working prior to their arrival at the conference. This afforded opportunities to work together on a problem in an informal setting and away from the pressures and interruptions everyone experienced when on duty in their home jurisdictions.

Small Groups A, B, C, and D all were to work on the same assignment:

- Determine how we (as law enforcement officials, mayors, and campus administrators) can begin to work out some of our concerns and solve some of our problems
- List some action steps which can be taken for dealing jointly and more effectively with student dissent, stipulating timing as to who communicates what to whom to start specific actions.

The plenary session adjourned to permit Small Groups A, B, C, and D to re-convene and work on this assignment. Findings were to be reported back when the entire group re-gathered for another plenary session prior to lunch.

- # Assign and accept responsibility for joint action
 - Inventory equipment and other combined resources
 - Spell out arrangements for security measures
 - Provide for riot control training
 - Delegate responsibility for fire protection and protection of vital installations
 - Set time table for completing joint planning actions, taking into account intelligence on likelihood of unrest, etc.

Small Group C reported that in the limited time available it had concentrated on working out ways to achieve two objectives:

- Better communication between all decision-makers
 - # From bottom to top
 - # From top to bottom
 - # Of accurate and reliable information
- Continuous, active cooperation

Small Group C had arrived at these suggested steps for achieving the two objectives:

- Divide responsibility for immediate preparatory work and begin this work at once:
 - # Campus administrators follow up on intelligence reports
 - # Campus and city law enforcement officials handle law violations
 - # Mayors, campus administrators, and their advisors review relevant laws and campus regulations: arrange to revise or discard those which no longer meet a real need

- Once this preparatory work had been done, jointly develop within three months a written, detailed cooperative plan for emergency procedures to be applied in event of disorder, with the plan subdivided as required to cover incidents on each campus within a jurisdiction.

Small Group B reported that the results of its deliberations had led to these suggestions:

- Immediately work together within each jurisdiction to institute a program of prevention, with campus administrators leading all affected decision-makers during this activity
- Inaugurate, as soon as feasible, these prevention steps:
 - # Explain problems to faculty members; gain their support
 - # Find a way to assure open communications from top to bottom with a student body
 - # Open communications with militants and attempt to direct their energies into constructive projects
 - # Review all campus rules and regulations, replacing outmoded ones with new ones
 - # Identify relevant state laws and orient students and faculty to their provisions
- Simultaneously begin to work out a joint plan for control
 - # Gather and disseminate to all affected agencies accurate intelligence
 - # Utilize undercover agents as well as other methods
 - # Intensify training of all law enforcement personnel: both in riot control actions and in basic police work
- After these steps had been taken, review the situation and proceed to work out more comprehensive plans and action steps.

Small Group A reported that its deliberations had led to these suggestions:

- That the Governor of the State of Mississippi be requested to charge each college and university president in the State to call a meeting within sixty days to establish a coordinated plan for handling disorders should they arise on his campus. Each meeting should involve officials from these agencies:
 - # Campus security force
 - # City police
 - # State Highway Patrol
 - # Utility companies
 - # Sheriff's office
 - # Mayor
 - # FBI
 - # Police departments in neighboring cities
 - # National Guard
 - # Fire departments
 - # Legal counsellors
- That during the first two months of the new academic year each campus conduct an orientation program designed to acquaint all administrators and faculty members with their responsibilities in dealing with dissent. If feasible, orientation should include written guidelines for campus personnel
- That during the same two months, each law enforcement agency conduct a closely related orientation program for its personnel, designed to familiarize them with their roles and responsibilities in preventing and controlling student dissent and disorder

- That campus administrators immediately begin a concurrent effort to take certain preventive steps:

- # Review campus rules and regulations and make an effort to eliminate, before the student handbook for the new academic year was published, any unenforceable or provocative provisions
- # Involve student government personnel in this review
- # During orientation for new students, emphasize opening up communications with the administration and include an explanation of due process and other relevant issues.

During the discussion which followed presentation of these reports, the conferees agreed that some of the points which had been made in each small group report should be used as a basis for a resolution from the conference to the Governor of the State of Mississippi. A committee was elected to draft the resolution for presentation to, and approval by, the final plenary session scheduled to convene after lunch.

The session then adjourned.

FRIDAY, September 4, 1970

FINAL PLENARY SESSION: ADOPTION OF RESOLUTION FOR
THE GOVERNOR; PRESENTATION OF CERTIFICATES

When the final plenary session of the "Days of Dissent" Conference convened after lunch, Conference Administrator Kenneth W. Fairly conveyed, in behalf of all conferees, heartfelt thanks to the Conference Director, Process Director, Resource Leaders, and conference staff for their respective roles in making the meeting productive and stimulating series of sessions it had turned out to be.

The Committee appointed to draft a resolution to the Governor then reported. After some discussion, the resolution was unanimously adopted.* In behalf of all present, the Conference Administrator expressed his thanks to the Resolution Committee for the fine work it had done in a very short period of time.

Mr. Fairly then presented certificates to each person who had participated in the work of the conference. There was general consensus that a good beginning had been made on dealing more effectively with student dissent in the State of Mississippi. Many present expressed a hope that follow-on work would be continuous and equally positive.

The final session of the conference then adjourned.

*The text of this resolution is given in Part III of this report, below.

PART III
TOWARD THE FUTURE

RESOLUTION FOR THE GOVERNOR, STATE OF MISSISSIPPI, PASSED AT THE CLOSING
SESSION OF THE "DAYS OF DISSENT" CONFERENCE

DAYS OF DISSENT CONFERENCE
AUGUST 30-SEPTEMBER 4, 1970
UNIVERSITY OF MISSISSIPPI CONTINUING EDUCATION CENTER
UNIVERSITY, MISSISSIPPI

R E S O L U T I O N

WHEREAS, campus unrest is a major concern of college administrators,
law enforcement officials and the public in general; and,

WHEREAS, prevention and control of campus disorder is not confined
to a single social, political or government agency; and,

WHEREAS, mayors, law enforcement officers and college officials
from throughout the state have met in a conference sponsored by the
Mississippi Division of Law Enforcement Assistance at the University of
Mississippi to consider plans of action for the prevention, containment
and control of disruptive activity; and,

WHEREAS, we are cognizant of the need to continue the meaningful
dialogue begun at this conference between parties primarily responsible
for campus order.

NOW, THEREFORE, BE IT RESOLVED by this Conference in session the 4th day of September 1970, that:

The Honorable Governor of the State of Mississippi, John Bell Williams, request that the appropriate regulatory board of each institution of higher learning in the State of Mississippi encourage each institution to develop a comprehensive plan for the prevention and control of campus unrest.

BE IT FURTHER RESOLVED that a copy of this Conference Report be forwarded to the head of each Institution of Higher Learning in Mississippi.

Dr. Kenneth Wooten
Director of Admissions and Records
University of Mississippi

Travis Palmer
Mayor -- City of Starkville
Starkville, Mississippi

H. C. Slay
Chief Inspector
Mississippi Highway Patrol
Meridian, Mississippi

Dr. Floyd Elkins
Dean of Admissions
Hinds Junior College
Raymond, Mississippi

Walter Stepney
Director of Security
Mississippi Valley State College
Itta Bena, Mississippi

CONFERENCE COMMITTEE

THE GOVERNOR'S INITIAL RESPONSE

Upon receipt of the conferees resolution, The Honorable John Bell Williams, Governor of the State of Mississippi, took careful note of its recommendations. Having pondered carefully how best to meet his responsibilities for dealing with student dissent in the State of Mississippi, Governor Williams decided to request the Executive Secretary of the Board of Trustees of Institutions of Higher Learning within the State to initiate concrete action to assure that comprehensive plans for dealing with dissent on each campus, should it arise, were formulated. Governor William's letter of November 18, 1970 to Dr. E. E. Thrash is reprinted in its entirety on the next page. Governor Williams' progressive approach to the problem is indicated by his suggestion to Dr. Thrash that "... student leaders should be involved in the planning process. . . ."

STATE OF MISSISSIPPI
Executive Department
Jackson

John Bell Williams
Governor

November 18, 1970

Dr. E. E. Thrash
Executive Secretary
Board of Trustees
Institutions of Higher Learning
P. O. Box 2336
Jackson, Mississippi 39211

Dear Dr. Thrash:

The Mississippi Division of Law Enforcement Assistance sponsored the "Days of Dissent Conference" at the University of Mississippi from August 30 through September 4, 1970.

At that Conference, a resolution was passed which expressed the need for the coordination of the various institutions of higher learning and of the local and state law enforcement officials because of the possibility of campus disorder in various areas of our state. A copy of the resolution is enclosed for your reference.

Experience has shown that there is a definite need to coordinate the resources of the concerned institution and of the affected community to join forces in an effort to restore the peace as quickly and as effectively as possible. I believe that the development of contingency plans both to prevent and to control a disruption through a joint effort of the campus and the community would be of paramount benefit to the students, the institutions, and the community. Further, I feel that student leaders should be involved in the planning process for development of a contingency plan for each university or college campus.

Therefore, I respectfully request that consideration be given as to how such contingency plans can be developed and as to the most expeditious manner the plans can be put into operation.

If this suggestion meets with the approval of the Board, I offer the full cooperation of those agencies under my direction.

With warmest regards, I am

Sincerely yours,

/s/ JOHN BELL WILLIAMS

Governor

Enclosure

cc: Commissioner of Public Safety
The Adjutant General
Division of Law Enforcement Assistance
The Attorney General

PRESS RELEASE CONCERNING THE GOVERNOR'S INITIAL ACTION

With the permission of the Governor, the Division of Law Enforcement Assistance, Office of the Governor, State of Mississippi, a few days afterward issued a press release concerning the "Days of Dissent" Conference and the Governor's initial action. This press release was used as the basis for front-page stories in newspapers in Jackson and other Mississippi cities, and the story also was carried by some out-of-state newspapers.

All involved in the conference had, at one time or another during its sessions, expressed a hope that it would result in actions within the State which could serve as prototypes for decision-makers elsewhere in the nation--decision-makers also responsible for dealing with campus dissent. By mid-November, 1970, this hope was beginning to become a reality.

The text of the press release is reproduced on the next pages.

Division of Law Enforcement Assistance
345 North Mart Plaza
Jackson, Mississippi 39206

Direct Queries to: (601) 354-6591

Gov. John Bell Williams has requested the State College Board to develop comprehensive plans for the prevention and control of campus unrest and recommended student leadership involvement, as well as community and law enforcement, in planning.

The request was made to College Board Executive Secretary Dr. E. E. Thrash last week.

Gov. Williams, noting that a recent Law Enforcement Assistance Division-sponsored conference of law enforcement officials and campus administrators had strongly recommended such action, pledged the full cooperation of state agencies under his direction in plan preparations.

"I believe that the development of contingency plans, both to prevent and to control a disruption through a joint effort of the campus and the community, would be of paramount benefit to the students, the institutions and the community," Gov. Williams said, adding that he also felt "student leaders should be involved in the planning process. . . for each university and college campus."

Approximately 60 mayors, law enforcement officials, campus administrators and campus security chiefs from throughout Mississippi who attended a one-week "Days of Dissent" Conference last September at the University of Mississippi dealing with campus disorders had sought the governor's unprecedented request.

The conference marked the first occasion many of the officials had sat down together to discuss mutual civil disorder prevention and control problems. The conference found that only one major institution of higher learning presently has a "Plan," drafted in written form, for dealing with student disorder and even it is of limited scope.

Throughout the conference, both law enforcement officials and college administrators cited a need for established, coordinated lines of communication between the police agencies and colleges.

It was felt this comprehensive planning should be initiated by college and university heads of each Institution of Higher Learning with localized involvement of state and local law enforcement agencies and community at all stages of planning and with command and operational control procedures for law enforcement agency involvement to be determined in advance of future campus disruptions.

"I respectfully request that consideration be given as to how such contingency plans can be developed and as to the most expeditious manner the plans can be put into operation," Gov. Williams stated in last week's letter to Dr. Thrash.

A copy of the conference resolution underscoring the need "to continue meaningful dialogue" begun by the recent conference and expressing the conference consensus that university and college heads should initiate comprehensive planning for prevention and control of student disorders was attached.

APPENDIX

THUMBNAIL BIOGRAPHIES: CONFERENCE LEADERS AND STAFF

KENNETH W. FAIRLY
CONFERENCE ADMINISTRATOR

Kenneth W. Fairly graduated from Hazelhurst High School, Hazelhurst, Mississippi in 1945 and subsequently attended Mississippi College in Clinton, Mississippi.

During the Korean War, he graduated from Military Intelligence School as an Intelligence Analyst. After serving with the First Cavalry Division in Korea, holding the rank of Sergeant, he was transferred from the combat area to division headquarters in Japan and assigned to organize, staff and edit a weekly newspaper. For this work, he received a commendation from both the Department of the Army and the Commanding General, First Cavalry Division. After release from active duty, he accepted a Reserve Officer's Commission as a Lieutenant, Military Police Corps, Mississippi National Guard.

Mr. Fairly's career has furnished opportunities to serve in various capacities related to law enforcement. In 1969, he joined the Division of Law Enforcement Assistance, Office of the Governor, State of Mississippi as a Public Programs Specialist. Later that year, he was promoted to the position of Executive Director, and continues to serve in that capacity.

Earlier, he held positions including: Deputy State Fire Marshal, Jackson, Mississippi; Criminal Investigator, Alcohol and Tobacco Tax Division, U.S. Department of the Treasury; Criminal Investigator, Mississippi Highway Patrol; Chief Investigator, Jackson, Mississippi Police Department; and Deputy Sheriff, Hinds County, Mississippi. Mr. Fairly also gained considerable experience in public information at other phases of his career, when his positions included: Managing Editor, Delta-Democrat Times, Greenville, Mississippi and Feature Columnist for the Clarion-Ledger, Jackson, Mississippi.

He has attended many special training schools, including training in homicide work at Harvard Medical School, Boston, Massachusetts; in riot control and civil disturbances at the Jackson, Mississippi Police Department; in criminal investigation at the U.S. Treasury Law Enforcement Officers' Training School, Washington, D.C.; and in law enforcement at the University of Mississippi.

Mr. Fairly has received numerous honors and awards throughout his career. He is a member of Harvard Associates in Police Science; Mississippi Law Enforcement Officers Association; Mississippi-Tennessee Sheriffs and Peace Officers Association; American Legion; Sigma Delta Chi (National Journalism Society); Servian Club of Jackson, Mississippi; International Association of Chiefs of Police; and several other professional organizations.

He is married and has two children.

WILLIAM B. INMAN, Jr.
ASSISTANT TO THE CONFERENCE DIRECTOR

William B. Inman, Jr., was born on July 30, 1944. In 1964, he attended the U.S. Army Military Police Academy, and has attended classes and seminars at the Jackson, Mississippi Police Department Training Center. Currently, he is completing his work in the Law Enforcement Program, University of Mississippi.

During the summer of 1970, Mr. Inman served as a Research Assistant in the Law Enforcement Assistance Division, Office of the Governor, State of Mississippi. From 1966 to 1970 he was a police officer with the Jackson, Mississippi Police Department. In 1964, he served as a Military Policeman at Fort Gordon, Georgia. He also served six years with the 113th M.P. Company, Mississippi National Guard. At the time of his honorable discharge, he held the rank of sergeant and the position of platoon sergeant. His current military status is as an inactive reservist.

HENRY E. LUX
CONTROL RESOURCE LEADER

Henry E. Lux, born November 8, 1922, is a native Memphian. He attended and graduated from Memphis-Shelby County Schools and served in the Air Force as an Engineer on B-24 bombers during World War II.

He was appointed to the Memphis, Tennessee Police Department as a Patrolman in December 1945, and has served in every bureau of the Police Department. In 1949 he was promoted to Lieutenant; 1956 to Captain; 1960 to Inspector; 1961 to Assistant Chief; and July 1, 1968 was appointed Chief of Police, Memphis Police Department. He continues to serve in that capacity. When Dr. Martin Luther King was assassinated in Memphis, he was directly involved in dealing with the dissent and unrest which followed.

Chief Lux is a graduate of the FBI National Academy in Washington, D.C. He attended the Management Institute for Police Chiefs at Harvard University, Michigan State, Memphis State University, and the Traffic Institute of Northwestern University. He has also attended special schools at Fort Gordon, Georgia and Los Angeles, California.

Chief Lux is on the Executive Board of the International Association of Chiefs of Police and is Chairman of their Arson Committee. He is also President of the Tennessee Association of Chiefs of Police.

He has received the Civitan Award for Outstanding Public Service for Police, Church and Club Activities. He is a Mason and past President of the Tennessee Law Enforcement Association. He resides with his wife and three children at 4721 Willow Road, Memphis. They attend Aldersgate Methodist Church. He has won many trophies, and was a member of the foursome which won the Pro-Am Trophy preceding the Colonial Golf Tourney in 1966.

WESLEY A. POMEROY
CONFERENCE DIRECTOR

Wesley A. Pomeroy was born in Burbank, California. He holds LL.B and D.J. degrees from San Francisco Law School and attended San Francisco Junior College and Pacific Union College, Angwin, California. During World War II, he served in the U.S. Marine Corps.

Mr. Pomeroy is President and founder of Pomeroy Associates, Incorporated, a consulting firm seeking to apply innovative approaches, practical experience, interdisciplinary research and advanced conference techniques to help solve problems of dealing with dissent and improving our criminal justice system at all jurisdictional levels.

From October, 1968 to June, 1969, Mr. Pomeroy served as Associate Administrator, Law Enforcement Assistance Administration, U.S. Department of Justice, Washington, D.C. For the year prior to that, he was a Special Assistant to the Attorney General, U.S. Department of Justice, Washington, D.C. In this capacity, his duties included: developing and implementing plans and procedures for protecting all government buildings in the Nation's capital during demonstrations and civil disorders; coordinating the Federal presence at both 1968 national political conventions; serving as liaison for the Federal Riot Task Force sent to Chicago in April, 1968 following the assassination of Dr. Martin Luther King in Memphis; and planning and helping conduct "after action" studies in cities where riots occurred during 1968. From 1960 until his resignation to join the U.S. Department of Justice, Mr. Pomeroy was Undersheriff of San Mateo County, California. Earlier, he held various ranks and duties within the San Mateo County Sheriff's Department, receiving regular promotions. He began his law enforcement career in 1942 with the California Highway Patrol.

Mr. Pomeroy has received various honors and awards throughout his career, and has served as a consultant to many governmental and private groups, including the President's Crime Commission (1966-1967). Among other professional groups, he is a member of the State Bar of California, the American Bar Association, the California State Sheriff's Association, and the International Association of Chiefs of Police.

He is married and has four children.

RAY POPE
PLANNING RESOURCE LEADER

Ray Pope was born in Elba, Alabama. He received a degree in Criminal Justice from South Georgia College and has attended the University of Georgia. He is also a graduate of the Southern Police Institute and numerous other police training courses.

He began his career in law enforcement in 1939, when he was appointed to the Georgia State Patrol. Subsequently he gained varied experience serving within the law enforcement field. From 1961 to mid-1969, he served as Chief of Police, Waycross, Georgia. In August 1969, he resigned to join the Law Enforcement Assistance Administration, U.S. Department of Justice.

Mr. Pope is presently a Senior Program Specialist with the Law Enforcement Assistance Administration in the Atlanta Regional Office. His prime responsibilities are to maintain liaison with four states: Alabama, Georgia, Kentucky, and Mississippi. He also has responsibilities as Police Specialist for eight southern states.

He has received numerous honors throughout his career, among them President of the Peace Officers Association of Georgia, President of the Georgia Association of Chiefs of Police, Chairman of the Georgia Municipal Association Police Division, President of the Georgia Exchange Clubs, Vice-chairman of the Governor's Commission on Crime and Justice, and most recently, Chairman of the State of Georgia Law Enforcement Planning Agency Supervisory Board.

Mr. Pope is married and has four children. Currently, he resides in Waycross, Georgia.

DREXEL A. SPRECHER
PROCESS DIRECTOR

Dr. Drexel A. Sprecher is Senior Vice President and one of three founders of Leadership Resources, Inc., a national consulting and training organization with headquarters in Washington, D. C.

He received his B.A. degree from the University of Wisconsin, did graduate work at the University of London, and later received his J.D. from Harvard Law School. He has been associated with the George Washington University as an Associate Professorial Lecturer teaching a graduate course in "Behavior in Organizations."

Dr. Sprecher formerly served as a government trial and staff attorney with such positions as Division Chief and Deputy Chief Counsel, Office of Chief of Counsel for War Crimes /Nuremberg, Germany/; Associate Chief Counsel, Salary Stabilization Board; and Assistant Counsel, House Small Business Committee. He has had executive and management experience as Assistant Administrator, Small Defense Plants Administration, during the latter part of the Korean War, and as President of the Potomac Construction Company, a real estate development company in Maryland.

During World War II, Dr. Sprecher enlisted as private in 1942 and was discharged in 1946 as a Captain, serving with the Inspector General's Department, the Office of Strategic Services, and the Office of the U.S. Chief of Counsel for War Crimes.

Dr. Sprecher was editor-in-chief of the fifteen official volumes on the Nuremberg Trial entitled Trials of War Criminals Before the Nuremberg Military Tribunals.

He has completed a number of training programs of the National Training Laboratories /including Management of Conflict, Consultation Skills, and the Organization-Intern Course/, and he has served as a staff member of NTL's Management Work Conference. He has been Program Chairman for the D.C. Chapter of the American Society for Training and Development.

Dr. Sprecher is married, has three teenage children and resides at Bethesda, Maryland.

JUSTUS M. TUCKER
PREVENTION RESOURCE LEADER

Justus M. Tucker was born in Winston-Salem, North Carolina and graduated from Glade Valley High School, Glade Valley, North Carolina.

He was appointed to the Winston-Salem Police Department on March 1, 1936. He was promoted to a Detective in July, 1939, and to the position of Lieutenant in December, 1945. On January 1, 1948, he was promoted to Captain of Records & Identification Division, where he remained until being appointed Chief of Police on July 1, 1963, a position he has held ever since.

Chief Tucker is a member of the International Association of Chiefs of Police, F.B.I. National Academy Associates, the International Association for Identification, North Carolina Police Executives Association, and several other police organizations. He is a graduate of the F.B.I. National Academy and has attended courses at Northwestern University, Evanston, Illinois and the Institute of Government, Chapel Hill, North Carolina.

He is an active member of the Exchange Club and Sertoma Club of Winston-Salem and an Elder at the Parkway Presbyterian Church. Chief Tucker also serves on the Board of Trustees of Glade Valley School, which is sponsored and supported by the Presbyterian Church.

In the winter of 1968, Chief Tucker was one of twenty-four law enforcement executives from various parts of the United States who worked in Washington, D.C. as a consultant to the newly-created Law Enforcement Assistance Administration, U.S. Department of Justice. In this capacity, he helped to organize and conduct some of the fifty regional conferences held throughout the United States to acquaint local law enforcement officials with the implications for their work of the passage of the Federal Omnibus Crime Control and Safe Streets Act of 1968.

His other activities include: the Twin-City Toastmaster's Club, Board of Directors of Friendship House, Board of Directors of Salvation Army Boys' Club, Board of Directors Alcoholism Program of Forsyth County, presently serving as President of the Northwest Chapter Easter Seal Society for Crippled Children and Adults, past chairman Police Department and City Employees United Fund.

Chief Tucker is married and has one son who is with the Governor's Committee on Law and Order, Raleigh, North Carolina.

END