"We must continue to strive and struggle for equality no matter how tired or successful we are ourselves, to help all our brothers and sisters... we must pick up and finish the work that others have died for trying to get our rights."

Myrlie Evers, African American Activist, as quoted during her campus visit on Jan. 8, 1973, *The Mustang Daily*, Cal Poly
Presented through the pages of The Mustang Daily, Strive and Struggle: Documenting the Civil Rights Movement at Cal Poly, 1967–1975 explores our campus’ reactions, struggles, and triumphs during the Civil Rights years, as well as the efforts to establish Ethnic Studies courses, recruit black faculty, and combat racial prejudice in our community. In collaboration with University Archives, Kennedy Library staff, Graphic Design student assistants, and History Department graduate students, this exhibition honors those who committed themselves to seeing change here in San Luis Obispo.

Though the peak of the Civil Rights Era fell between 1955 and 1968, the struggle continued long after this period. This exhibition focuses on the height of the Civil Rights Movement on the Cal Poly campus during these latter years. National black leaders who visited Cal Poly’s campus during this period are also highlighted. Visitors included political leaders, sports legends, comedians, musicians, educators, and civil rights activists. These men and women shared their experiences combating racism, encouraged cooperation, and discouraged apathy. Finally, this exhibition documents the achievements of black leaders who have advanced the causes of African Americans by attaining unprecedented levels of political power and achieving important “firsts.”

“We must continue to strive and struggle for equality no matter how tired or successful we are ourselves, to help all our brothers and sisters...we must pick up and finish the work that others have died for trying to get our rights.”

Myrlie Evers, African American Activist, as quoted during her campus visit on Jan. 8, 1973. The Mustang Daily, Cal Poly.
The struggle for equality at Cal Poly reflected and diverged from events at other campuses throughout California and the United States. African American students at Cal Poly, represented by the Black Student Union, demanded concessions from the university in order to create a more positive and welcoming learning environment. Students—particularly representatives from the Black Student Union—called for the recruitment and hiring of black faculty, the adoption of an Ethnic Studies program, increased financial aid, and more equitable treatment. Students participated in meetings with the administration, organized demonstrations against racism and prejudice, voiced their concerns through the Black Student Union, Third World Liberation Front, Students for New Action Politics, and the United Mexican American Students, which came together to promote cultural understanding through the Ethnic Programming Board.

The willingness of the administration at the time to address concerns of the students and the strength of the student leadership fostered a peaceful and cordial attempt to address the problems of the campus community. African American leaders at other CSU campuses shared the concerns of students at Cal Poly: discrimination, inadequate financial aid, and apathy. The struggle for Civil Rights differed significantly from protest actions elsewhere. At the University of South Carolina, Orange-Burg, Howard, and Bowie State, civil rights protests were met with violent repression from local police; the struggle for equality at Cal Poly remained non-violent throughout its most challenging years.

2009–2010
CSU-Wide African American Student Enrollment

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<tr>
<th>Institution</th>
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<td>Cal Poly</td>
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<tr>
<td>CSU Chico</td>
<td>3%</td>
<td></td>
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<tr>
<td>Sonoma State</td>
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<tr>
<td>San Marcos</td>
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<tr>
<td>Channel Islands</td>
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<td>Pomona</td>
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<tr>
<td>Northridge</td>
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<td></td>
</tr>
<tr>
<td>Dominguez Hills</td>
<td>37%</td>
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Source: www.collegeboard.com/student/csearch/index.html

“Athere’s going to be continued protests. What form these protests take will depend on the results of past demonstrations.”
Blacks, whites seek unity

by Nina Zuccato
Staff Writer

A cry rang out Tuesday night. It echoed from the older generation to the younger generation with a ring of concern.

"If there are discriminatory problems occurring, let us hear about them. We can do something unless the trouble is reported."

This was the message that came through as some 150 to 180 people attended the third in a series of speeches dealing with "Black Pride in America" talked among themselves.

Of those in attendance, approximately 25 were black. The rest were representative white leaders in the San Luis Obispo community, college representatives and interested students and community members.

Normally the class, taught by Daiyiln Bland, an electronic engineering and social science junior, is held in the office of the Pacific Telephone Company on Mill Street. Normally it is held with the usual classroom format.

But Tuesday night's meeting took place at City Hall, because of the expanded audience. It was a time when members of the city and college power structures, and others of the non-student generation could come together with those that are questioning the methods of the power structure, to create a dialogue.

During the discussion a number of points were made, and arguments aired:

-Job recruitment. Black in the city and with institutions on campus, aren't there more blacks? And are there openings for black employment?

-Armond Wilson, administrative vice-president, said, "effort is being made, particularly in the last two to three years, to recruit qualified black instructors."

-Counselor Donald Q. Miller said, "black people are welcomed in city jobs such as police and fire departments. A town this size doesn't have many new openings, but when they do we'd be glad to have black people be there already."

-There are two openings in the police department right now.

-The South Side Park. A grassy project, which is still in the planning was discussed by Miller in answer to a question of what is being done in the community. A 9.3 acre park for children will be constructed at South and Marlow streets. However the land was not yet been secured.

-Foreign student Cey Abayo said "it is a great problem of the housing on campus. He asked Wilson why the African students are always placed in the temporary dorms (known as the cardboard jungles) on their arrival here. Not himself in charge of housing. Wilson urged Abayo to see him and they would find an answer.

-Abayo also brought up the Actron's student problems of being housed in the dormitories. "We don't know where we are going and where we can't go, and if we go the wrong place we don't know how to defend ourselves."

-Police chief Erwin Rodgers said his jurisdiction did not include the college campus, but if problems occurred in the city he urged Abayo and others to come see him.

-Selective Recruitment. Ruth Worsnop reminded the audience that it problems did arise they should be brought to the committee. "You don't need a lawyer, just come to the community. Nothing to fear in San Luis Obispo because problems are not brought forward," she said.

-This was reiterated in the closing remarks of a former member of the human relations committee, who said: "The committee was not just a committee of inquiry. They were coming forward to give opinions on the committee. They were investigating, they were not answering the questions."

然而，有些人提出疑问，这些组织的成员是否真正关心这个问题。他们认为，这些组织的成员并不关心这个问题，而只是在追求自己的利益。这导致了这些组织的成员之间的矛盾和冲突，进一步加剧了问题的复杂性。

Technical students here more open-minded

by Nina Zuccato
Staff Writer

"I wonder if this is really happening?" asked Raul, a third-year student.

"Yes, it is," said Walter, a second-year student.

"I think it is," added John, a fourth-year student.

"Black Pride in America" is an open forum in which students are encouraged to discuss issues of racism and discrimination.

This is the third meeting in the series and it was held in the City Hall auditorium. The attendees were a mix of students, faculty, and community members.

The discussion centered around the need for more open-mindedness among technical students.

"I think we need to be more open-minded," said Raul. "We need to understand that there is no such thing as 'racism' or 'discrimination'. There are no inherent differences between races."

Walter agreed, adding, "I think we need to stop thinking in terms of race. We need to think in terms of individual differences."

John concurred, saying, "I think we need to be more understanding of each other. We need to be willing to listen and learn from each other."

The discussion concluded with a call for more open-mindedness and understanding among technical students. The next meeting is scheduled for February 15th.
“One of the main problems that exists is the raping of the black man’s culture so that he is not able to function in this society. One of the examples of this would be the name Negro—having no relationship to our past culture it serves to cut us off from it. The other problem is the covert and overt institutional racism which does not allow the black man to receive power.”

“Looking at the total picture in black America, I see it as impossible for blacks to gain power unless our struggle is intensified and united with the struggles of black people all around the world.”

—Darryl Bandy
SAU APOLIGIZES

Blacks demand action

by MARK COLEMAN

Stopping racial tension between blacks and whites on this campus was partially accomplished Wednesday night when the Student Affairs Council rejected a complaint written by five black students who claimed that they were being discriminated against at the University Union.

P. Johnson, who resides at a room in the university dormitory where he is an administrative assistant and research assistant, said that although there may be a problem of discrimination, it should be handled at the university union level. He added that a black student organization should not be involved in such matters.

McGhee: ‘Impossible for blacks to gain power’

by MALCOLM STONE

Doyle McGhee has got it together. McGhee, president of the Black Students Union here, has struggled with the “movement” ever since his birth in a Welby, Oklahoma.

By all Black town, was established in the Civil War by blacks who hoped that it would some day become a black run until January. He is an organizer and coordinator of the BSI program, and a representative on the State BSI Council.

McGhee said one of the main problems that exists in the coping of the black man’s culture is that he is not able to function in this society.”

Thursday, January 18, 1973

Another is the black student’s need for more relevance toward the black community in his education, because the training he receives in college is not adequte to deal with unique problems that the black person faces in a community.”

Doyle said one of the main problems areas the BSI has been actively working toward-subject is the recruiting of black faculty.

He said the BSI is working to change the image of the Black community in its relationship to society, and to create a better working relationship with the community. This includes relating to black prisoners in the penal system that, he says, to 40 per cent black.

“One of the fews this will be the most aggressive thing we can do in a decade of the BSI movement, is the recruiting of black faculty.”

McGhee said said those errors were destroyed by whites. McGhee, as a result of this background, has very positive opinions about the work of black people in the United States.”

“Learning at the total picture in black America, I see it as impossible for blacks to gain power unless our struggle is intensified and united with the struggles of other people all around the world,” he said.

Because of laws like the Civil Rights Act and the King

Armed Plan which seek to eliminate black people, we must league a better offense against the institutions that suppress black people.”

McGhee has been a member of the BSI since it was organized in the fall of 1967. His term of office

Thursday, August 19, 1971

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“We’re tired of waiting for answers, and if some changes don’t soon take place, we black students intend to make some changes of our own.”

Established in the fall of 1968, Cal Poly’s Black Student Union served as a site of leadership and activism in the school’s struggle for equality. Cal Poly’s most prominent black student leaders were particularly active in heading the Union, using the organization as a means of legitimately working toward racial equality. During periods of tense relations between students, or the community at large, the members of the Union worked with campus leaders and officials to ease tension and promote a more progressive form of education. Like the national leaders of the Civil Rights Movement, the leaders of the Black Student Union exhibited leadership in seeking means to end racial prejudice and create a more diverse and equal learning environment.

“The BSU does represent the majority of the American Blacks on campus, and we are open to any opposing views—as long as they are presented by Black students on campus. We have never come to the administration with clenched fists, but with creative and productive ideas to improve race relations at Cal Poly, and to eradicate the inequities of race relations that prevail on this campus and every other public-supported campus in California.”

“As far as some of the “substantiated deeds” of the BSU are concerned: a tutorial program has been started in the community; the setting up of an Ethnic Studies minor here at Cal Poly; the furthering of attempts to recruit black teachers.”

Richard Jenkins, Member of the Executive Committee of the Black Student Union
Quoted from Letter to Editor in The Mustang Daily, Friday, April 18, 1969.
# BSU aids Administration in recruitment

No Black instructors available to take vacant positions here

*by Mike Dennis

Nearly two years ago, a panel of white educators and administrators decided that the BSU's administration needed to fill several vacant faculty positions with qualified Black instructors.

But the panel was met with resistance from the administration, which argued that there were no qualified Black candidates available.

In response, the panel created a database of qualified Black instructors from across the country, but the administration refused to consider them.

As a result, the panel had to rely on other sources to fill the positions, such as other private colleges and universities.

The panel's efforts were ultimately unsuccessful, and the administration was left to fill the positions with non-Black instructors.

The panel is now calling for the administration to reconsider its stance and work towards increasing the number of qualified Black instructors at the BSU.

*No Black instructors available to take vacant positions here*
The minority population at Cal Poly San Luis Obispo, represented by several student organizations including the Black Student Union, Students for New Action Politics, the Third World Liberation Front, and the United Mexican American Students, persistently advocated for the adoption of an Ethnic Studies program in the late 1960s. Ethnic Studies first appeared at San Francisco State University in 1968 and spread across the country in response to protests from students and faculty who believed that the democratic promises of the United States had not been fulfilled. Ethnic Studies challenged the dominant and limited Eurocentric perspective by combining increasing knowledge of ethnic communities with more culturally relevant perspectives, attempting to alleviate prejudice and discrimination.

“One fact remains: there are 237 additional instructors needed next Fall, and the chances of one being black are doubtful.”

Mike Daniels, Mustang Daily staff writer, commenting on the difficulty of hiring African American instructors at Cal Poly.

“The universities in this country should teach black history and black culture. Black voices should share in planning the curriculum.”

Are you Negro or Afro-American?

by Ray Morawski
Staff Writer

During the registration periods for this quarter, students were asked to indicate, on one of the numerous cards they filled out, if they were Caucasian, African-American, Mexican, Negro, etc. Approximately 28 black students on this campus indicated they were African-Americans. Another 19 referred to themselves as Negroes.

"These... are Negroes are the mixed individuals we are trying to reach," said Darryl Bandy, black instructor of a newly organized class referred to as Pride and Black Heritage.

This class, which deals with black culture, is sponsored by campus members of the Black Student Alliance (B.S.A.), and the Pacific Business Telephone Office of San Luis Obispo, where the class meets every Tuesday evening at 8 p.m. The class has been meeting for approximately one month.

"The purpose of this class is to give us (black students) a chance to know our history, something we are denied in a white man's history book," said Bandy. "We must have something to identify ourselves with and this is one of the major goals of the class."

Bandy refers to himself and his people as either black or Afro-American, not as a Negro. He feels that a white man uses the word Negro in a derogatory manner. As he expresses it, "When referring to black people by whites, if done with the word Negro, it is only their polite way of calling us niggers!"

The talented track athlete feels that the black people, Negroes, are the ones his class is directly aimed at helping.

"If they knew the history of the black man they would find their real identity and not refer to themselves as negroes, a supposedly derogatory white man's term. These mixed individuals are urged to come and find out who they are," he stated.

The neatly dressed instructor, wearing a George Wallace button on his blue-green sweater, had the following statements to make about the early history of this nation, "We black people are the ones who built America, from the sweat off our backs. Furthermore, we brought farming to this country, and showed the white man how to do farming. Early Europeans didn't know how to make use of American soil and therefore they tried to get help from the Indians."

Although his classes are open to all, Bandy warns that curiosity seekers are not wanted. "There are primarily two groups that have been attending these meetings. First there are those who feel they are proving something to black people when they attend, the meeting, and secondly, those who come only as curiosity-seekers. We can do without either type," said Bandy.

"If the white is sincere about the meeting, he is coming to be aware of what's happening, and takes an active part in class discussions. From these discussions, the whites should then return to their white racist friends and change their attitudes toward the black man.

The goals of the class are to inform people of black contemporary problems on a community, national and worldwide level. "Our problem in this nation is not a civil rights matter, but a human rights problem!" exclaimed Bandy. "As long as this is referred to as a civil rights problem, instead of a human rights struggle, nothing will ever be accomplished."

"We black students are fed up with some of the treatment we receive from the administration. Most important is the fact that we can never get straightforward answers from the administration about questions and problems confronting us.

"Were tired of waiting for answers, and if some changes don't soon take place, we black students intend to make some changes of our own," Bandy added.
During the 1960s and 1970s, Cal Poly's campus administration made a concerted effort to maintain peaceful relations with students as universities across the nation struggled with violent protests opposing the Vietnam War and racial discrimination. However, tense confrontations occurred between student groups on campus during a time of political upheaval and national unrest. Cal Poly President Robert E. Kennedy and Dean of Students Everett Chandler remained at the forefront of the administration's interactions with students.

Following the assassination of Martin Luther King Jr., Cal Poly President Robert E. Kennedy met growing tension on campus with a university memorial service and a message to all members of the campus recognizing the importance of Dr. King's efforts. Dean of Students Everett Chandler formed a Committee on Bias to provide students with a forum for their grievances against the university. Chandler and Kennedy also held several meetings with Black Student Union leaders at their off-campus headquarters to address the needs of the African American community on campus. In conjunction with the Black Student Union, Chandler and Kennedy also began an effort to recruit black faculty members for Cal Poly. The university embraced continued efforts to work with minority students to improve curriculum and relations between students. Together, they developed an emerging discipline of Ethnic Studies to form courses relevant to discussions of diversity.

“I am confident that earnest efforts to develop and maintain open communication with minority groups will be recognized by all as the only way to solve the problems which lack of understanding and lack of communication bring about. I appreciate the interest of the Mustang Daily and all students in urging open communication.”

Robert E. Kennedy, Cal Poly President, as quoted in the Mustang Daily, 10 February 1969.

“I certainly hope that this campus is not headed for trouble. I believe that Ethnic Studies are part of the answer to problems involving black/white relationships. However, time and education, culture and identification may solve the others, but I know that if our country is to survive, co-existence and understanding is most important.”

Everett Chandler, Dean of Students, as quoted in the Mustang Daily, 2 April 1969.

“...time and education, culture and identification may solve the others, but I know that if our country is to survive, co-existence and understanding is most important...”
Administration meets BSU

More meetings slated with off-campus group

by Matt Thompson

Black Student Union leaders Dr. Robert E. Kennedy and Daryl Bandy, white campus leaders, met with black students on California State Polytechnic University’s campus in this meeting. It was the fourth meeting for black and white leaders since Kenneth Taylor, who runs the BSU, began meeting with the group.

In previous meetings, the group agreed to hold a meeting with a black student to discuss the possibility of further meetings.

The meeting was held in the administration building and was attended by university officials and representatives.

Dr. Robert E. Kennedy

Daryl Bandy

Monday, February 10, 1969

Chandler: Start de-escalation now

Meeting called to avoid further showing incidents

To the Resident Student Advisor, the BSU meetings have been peaceful and cordial, but the BSU leaders want to avoid any further showing incidents.

The meeting was called by Mr. Clark, the resident student advisor, and attended by all members of the administration.

INTERESTED SPECTATORS: These members of the Black Student Union and some faculty members have attended meetings with the administration.

Monday, April 14, 1969

Dr. Robert E. Kennedy

Daryl Bandy

INTERESTED SPECTATORS: These members of the Black Student Union and some faculty members have attended meetings with the administration.

Monday, April 14, 1969
The Discrimination Committee, headed by Dean of Students Everett Chandler, investigated allegations of discrimination based on sex, religion, class, and ethnicity. This effort came at a time when tension and unrest had spread across the nation's college campuses. After 1967, student activists began to employ increasingly violent measures in their protests against the Vietnam War and racial injustice. Some students reacted against the increase in violence by employing non-violent protest to achieve their goals.

In an attempt to alleviate feelings of unrest, particularly in the African American community, Cal Poly's Committee held open meetings and forums for students to present their complaints throughout 1968. Upon receiving a complaint, the Committee investigated the case to determine the extent of the discrimination and to take action against it. The committee members were optimistic about their potential for success in alleviating bias; however, few students brought forward complaints to the panel.

“A number of surveys have been made and the results show that racial prejudice does exist on this campus. About 50 percent of the students contacted by a Mustang Daily staffer admittedly discriminate because of race, religion, and national origin.”

C.E. Jackson, staff writer, Mustang Daily, 2 Apr. 1969: 1.
Committee on bias awaits complaints

by Ben Zucaro

Staff Writer

The trouble with discrimination is that it's people's "unconscious" thinking. It's hard to combat with their problems if they don't know they have one.

This is the starting link in the very first statement that the Committee on Bias must work upon.

"Not many problems were voiced before last year, but now for some time people in our society realize that the campus is not a vacuum," said Don A. Chandler, staff editor of the Committee on Bias.

The 12-member committee which was formed last year consisting of 12 members representing students and faculty members of the entire campus, all religious and ethnic groups, and the entire administrative staff is looking for ways to further combat the cause of bias among the students.

It is hoped that this and other efforts to end the problem of discrimination will be continued and that we will not have to face the same fate as the other universities that have faced the same issue of discrimination.

The athletic council's staff here says that there is no discrimination against any students under the Alabama Division's jurisdiction.

"There absolutely no discrimination against any athletic programs," said Dr. Robert H. Mott, athletic director of the University of Alabama. The council has rejected the idea of a solution to the problem in the student body.

"It is a real problem," said Mr. Mott. "It is a real problem, and we must work on solving it."
Martin Luther King Jr. championed the cause of African American Civil Rights in the United States. His first prominent civil rights action began in 1955. In Montgomery Alabama, Rosa Parks refused to give up her bus seat to a white passenger, prompting the Montgomery bus boycott. Following their successful campaign against discrimination on the Montgomery buses, Martin Luther King Jr. and Ralph Abernathy formed the Southern Christian Leadership Conference, which focused on attaining desegregation and racial equality through non-violent means. By 1964, King had received the Nobel Peace Prize for his non-violent struggle against racial discrimination and inequality. His death by an assassin’s bullet on April 4, 1968, shocked the nation and sparked violent responses across the country. Riots engulfed 110 cities across the country and leaders began to doubt the realization of King’s dream of a peaceful struggle against inequality.

At Cal Poly, students, though shocked and angered, responded non-violently to the assassination of Martin Luther King. Many students believed that he was “the last hope for a peaceful means of resolving the civil rights question.” Members of the African American student population participated in a city-wide march from the Springfield Baptist Church to Cal Poly. Unlike the experiences of other campuses and cities across the nation, no violence marred the expressions of grief at Cal Poly. On Monday, April 8, the University staged a memorial service for Dr. King on campus which included a keynote address from Rev. Dr. C. Robert Hansen, Martin Luther King’s West Coast representative. Cal Poly President Robert E. Kennedy encouraged students to maintain a peaceful atmosphere on campus and provide an example to other universities. Black Student Union president Preston Dixon lamented the role of apathy and racism in the death of Dr. King and called for better communication between blacks and whites.

In the wake of the Martin Luther King Jr. assassination, the African American student population at Cal Poly, sharing the grief and anger of the entire nation, began to organize efforts to promote racial equality on campus. The Black Student Union, working with the Cal Poly administration, led these efforts on behalf of the African American student body. These efforts resulted in numerous forums debating the adoption of Ethnic Studies programs, an attempt by President Robert E. Kennedy to recruit African American faculty from other universities, and the creation of the Discrimination Committee to evaluate student complaints of unequal treatment.
James Farmer

James Farmer was one of the most widely known and respected African American civil rights activists of the 1950s and 1960s. Born in 1920 in Georgia, he became an active organizer in the early stages of the civil rights movement. Farmer was a key figure in the Student Nonviolent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC). He played a significant role in the Civil Rights Movement, particularly in the Southern states, and was active in the Montgomery Bus Boycott and the Selma to Montgomery marches. Farmer was also a co-founder of the Congress of Racial Equality (CORE) and worked as an organizer for the National Association for the Advancement of Colored People (NAACP). His efforts focused on the education of low-income families and he was eventually named to the Department of Public Instruction's Office of Urban Education. Upon moving to Washington, D.C., to become the Assistant Superintendent of Public Instruction, he worked on improving minority education and opportunity. In 1974, Dymally became the Assembly. In 1963, Mervyn Dymally was elected to the State Assembly and concluded his latest term in January of 2009. He served as chairperson of the NAACP and was the first African American to hold such a position. He has been a vocal advocate for civil rights organizations and remains an outspoken social and political commentator today.

Mervyn Dymally

Mervyn Dymally was a prominent African American leader and public figure in the United States. Born in 1927 in Los Angeles, California, he became active in the Civil Rights Movement and played a significant role in the fight for civil rights and equality. Dymally served as a California senator from 1967 to 1975, focusing his legislative efforts on improving minority education and opportunity. In 1967, he met with President Lyndon B. Johnson and the president's Urban Education Task Forces convened by Lyndon Johnson and Richard Nixon. During his time in Congress, Dymally worked to improve educational opportunities for African Americans and advocated for policies that supported minority education. He was a strong advocate for the rights of minority students and worked to ensure that schools provided equal educational opportunities. Dymally was known for his passion and dedication to improving education for all students, particularly those from low-income families. He was a co-founder of the Black Panther Party, which focused on acquiring equality through active non-violence. Dymally was a dedicated advocate for civil rights and the liberation of oppressed people, and he continued to speak out on these issues throughout his career. His legacy is a testament to his commitment to justice and equality, and his contributions continue to inspire those fighting for social justice today.

Wilson Riles

Wilson Riles was the first African American elected to the post of Lieutenant Governor in Virginia. Riles focused on early childhood education and as increased funding for schools. Riles began his career in the field as a lawyer and a teacher at an all-black school on a reservation. Riles then became a lawyer for the California State Department of Education. Upon becoming a politician, he became the Superintendent of the Department of Public Instruction in California. His efforts focused on the education of low-income families and he also worked to enhance teacher training and improve educational opportunities for African Americans. Riles was a vocal advocate for civil rights and was an important fund raiser for civil rights organizations. He served as chairperson of the NAACP and was the first African American to hold such a position. Riles has been a vocal advocate for civil rights organizations and remains an outspoken social and political commentator today.
The Civil Rights Movement at Cal Poly has left us with an ambiguous legacy. In a 1973 letter to the editor of the Mustang Daily, student Eugene Matsumura wrote, "Maybe people are gradually learning that human beings, no matter their race, creed, or color, can live together in harmony. Yet, it's going to take more than a lifetime." The concerted efforts of Cal Poly students, faculty, and administration to respond to the events of the Civil Rights Movement resulted in important changes for all students. The formation of the Black Student Union organized the voice of the African American student body and persistently advocated on their behalf. The Union's efforts, with the support of the administration and other student organizations, resulted in the adoption of an Ethnic Studies program and efforts to recruit African American faculty. The continued success of these achievements are with us today. The Concerned Black Community, established in 1979, focused on the recruitment of black faculty and students and is succeeded by the Cal Poly Black Faculty & Staff Association, which is still an active part of our campus community.

However, as Matsumura asked: "Are our views about racial compatibility changing? Why is there still racial turbulence when nice, quiet events like 'An evening with Johnny Mathis,' Ramsey Lewis, and Dick Gregory are enjoyed without any problems of racial disturbance?" These prescient questions are relevant to our current struggles as a campus community, state, and nation today.
RESOURCES

Mustang Daily Articles

Los Angeles Times 5 Apr. 1968, Friday morning ed.: 1+.

El Rodeo


Unpublished Letters


Books

We gratefully acknowledge the struggle and accomplishments of former Cal Poly students and administrators whose passion sparked this exhibition.

Everett Chandler, Cal Poly Dean of Students: 1950–1978

The student leaders, 1967–1975: Bob Bonds, Preston Dixon, Fred Johnson, Darryl Bandy, Roger Jones, and Doyle McGhee. Many of these students continued with their activism and interest in Civil Rights after graduation.

Campus Support: Donna Davis, Renoda Campbell, and Walter Harris.

Kennedy Library Staff Members: Judy Drake, and Laura Sorvetti.

Project Curator: Catherine Trujillo

Special Thanks To

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Student Designer: Bryn Hobson (2014)

The Cal Poly Ethnic Studies Department: We are especially appreciative for the guidance of professors Denise Isom, Jane Lehr, Grace Yeh, and Victor Valle.

The Mustang Daily: The reporters from the 1960s and ‘70s as well as our current campus reporters.