

THE UNIVERSITY OF HOUSTON

Inter-Office Memorandum

TO Mr. Ebert FROM Farris Block
DEPT. UH Plant DATE 2 March 1966
SUBJECT Support of March 11 Ceremony

In connection with the visit of Secretary of Commerce Connor to our campus on March 11, we will need the following assistance and help from your office:

1. 300 folding chairs - to be in place by 12 noon
2. Portable lectern - to be moved from Cullen Auditorium stage
3. Police of area beforhand by building and grounds people
4. Two hooks attached to rope on flag pole for raising of "E" pennant.

Letter Head

1954

Mr. [Name]

To

3 March 1954

1954

Dear Sir

Subject

Support of March 11 Ceremony

In connection with the visit of Secretary of Commerce Connor to our campus on March 11, we will need the following assistance and help from your office:

1. 200 folding chairs - to be in place by 12 noon
2. Portable lectern - to be moved from Cullen Auditorium stage
3. Police of area belted by building and grounds people
4. Two books attached to rope on flag pole for raising of "E" pennant.

TO: History Department
FROM: Committee on Better Race Relations
SUGJECT: Initiation of course in Afro-American
History
DATE: May 4, 1967

Be ause we feel that the Afro-American has made many significant contributions to the development of our present society-its culture, tradition, and its history-and because there is presently no course that treats this subject thoroughly enough and that is available to lower classmen, we are petitioning your department for the initiation of a course in the history of the Afro-American.

The present course in American History (231-232) mentions the Afro-American as a slave and then as a small part of Reconstruction. Brief mention is usually given in class to Toussaint L'Overture and the Great Booker T. Washington. (It must be noted here that these two men may even be left out of the lecture). The course leaves out altogether that, for instance, the first Spanish farmer was Este Banico-a Negro who came with the first of the Spanish explorers; it does not say that the first American to die in the War for Independence in 1770 was Crispus Attucks, an Afro-American who was a leader of the Boston Massacre; nor does it mention the fact that when the nation's capitol was moved from Washington to New York, the man who laid the plans for the entire city was Benjamin Banneker, also an Afro-American. The influence of the Afro-American on the course of the United States' history can therefore be easily established and must be recognized.

A large part of this injustice is due to the systematic practice of omission and distortion that effectively subordinates the Afro-American culture and contributions. The textbooks that are used in this course are prime examples of the racism that writers and interpreters

TA-KOR-MA
BOND
MINED BOND

XERO COPY XERO COPY XERO COPY XERO COPY

of history have practiced in the United States since the advent of the Afro-American in white American society. Though the textbook is supplementary to the lecture period, a large part of the course work is found in the books where the slave-contented, happy and water-melon eating- is always depicted. More important are the specific eras of the development of this country's history where Afro-Americans are completely left out. One remedy that might be suggested would be for the instructor to put more emphasis on the Afro-American.

Yet, we recognize it is up to the individual instructor where he will place emphasis, where he will spend the most time and which events he will more thoroughly analyze. This stress is very rarely focused on the contributions of the Afro-American. Secondly, this course is only a survey course and many of the important points must be considered in perspective to the broad base of the course's purposes so that specialization is virtually impossible.

The initiation of the course would be a strategic step in the liberal direction that other academically growing universities have already taken to provide a wider range of specialized courses on the freshman and sophomore level.

Though it is up to the discretion of the department to make the ultimate decision of whom to hire to teach the course, we have noticed that no department of the faculty is yet integrated and as of yet no professor has expressed a desire to teach this course. This situation would therefore provide an opportunity to hire one of the many qualified Afro-Americans in this part of the state to teach the course.

May 8, 1967

Mr. Gene Locke
Chairman
Committee on Better Race Relations
University of Houston
Houston, Texas

Dear Mr. Locke:

I received the memo of May 4 addressed to the History Department from your organization, and outlining your reasons for the introduction of a new course in the History Department concerning the history of the Afro-American.

As I explained in our conference a few weeks ago, plans have already been completed for course offerings and course changes for next year. We also have completed all arrangements for our teaching staff for the year 1967-68. For this reason, I do not believe that it would serve any purpose to consider this proposal at this time.

I shall, however, be glad to bring the petition and the proposal before the department (through the Executive Committee) early next fall. We generally make all plans for staff and course changes during the fall semester for the next academic year. I have discussed this matter with Professor James Tinsley who will become Chairman of the department next September, and he agrees with me that it should be considered next fall. I feel sure that he will be glad to discuss the matter with you at any time.

Sincerely yours,

Allen J. Going
Chairman

AJG:ls

FA-101-12
MIMEO BOND

REPRESSION!

24 March 1967

The University of Houston Administration has initiated writs of injunction restraining Mark Rudd and Margie Haile, a former SDS regional traveler who has been actively working around the Black Demands at the University, from coming on campus. The Administration has also taken steps towards cancelling official recognition of SDS as an on-campus organization.

These futile attempts of repression against a part of the movement on this campus immediately followed Rudd's speaking, in violation of administrative decree, at the SDS sponsored rally last Thursday.

The "present situation on campus" and the "fear for Mark Rudd's life" were the reasons originally given by the Administration for their desired prevention of Rudd's speaking. It is clear that the "present situation" they so earnestly refer to is that powerful movement -- black and white -- at this university which has ensued in response to the oppression resulting from institutional racism and white supremacy. Yet, it is this same Administration, by not adequately responding to the 10 Black Demands, which must assume direct responsibility for the existing "present situation." It is also evident that it was their power to control, not Mark Rudd's life, that they were, and still are, concerned with.

Too, we must consider the question of the nature of the university and its relationship to the people of this society. It is imperative that we understand that the university does not serve the people -- it serves those who rule the corporations. And for the Administration to label those "non-students" who actively fight against racism and white supremacy on this campus as "outsiders" is a totally absurd cop-out to questions (racism and white supremacy) which have no institutional boundaries. This meaningless rhetoric issued forth by the Administration is obviously an attempt to split the movement on this campus. The university has established institutional walls which deny the resources of the university to the people, particularly black people, while at the same time maintaining the university open to the corporations who are, in effect, the real outsiders -- outside the interests of the people.

We must judge the ideas and programs put forth here on their merit alone, not on personalities or status -- whether student or non-student.

Students and faculty must act now to support the growing movement for social justice at this university and see the struggle as one which in fact is a world wide fight against oppression.

SDS will meet in an open, action session tomorrow, Tuesday the 25th, at 4:00 pm, in the University Center Ll Paso Room. Be there!

FIGHT RACISM

SUPPORT THE 10 BLACK DEMANDS

2007/11/11

STATEMENT: UNIVERSITY FREEDOM AND STUDENT LIFE POLICIES

The University of Houston has established policies which seek to provide reasonable order in the life of the University community. These policies serve as a basis for students-faculty-staff to live in an atmosphere of freedom and order; they seek as well to reinforce and maintain student confidence in the University. The policies assure all members of the campus community the opportunity to attain their educational objectives by protecting health and safety, maintaining and protecting property, and insuring the opportunity for students to participate in activities outside the classroom. Therefore, the University embraces particular interests and purposes, the preservation and implementation of which are essential to its life. Further, as all citizens are expected to respect the laws of the land ... students, as citizens, have all the rights and obligations of citizenship. The University's relationship with public law enforcement agencies is maintained to safeguard the interests of the campus community and of society at large.

Inasmuch as the University must respect the right of each member of the campus community to be free from coercion and harassment, it cannot condone extralegal actions or yield to threats of violence. These include blocking access to the campus or its facilities, disruption of operations and events, and damage to or destruction of property.

The Student Life Council, comprised of representatives of students, faculty and staff, establishes out-of-class policies. Certain of these policies specify that which is necessary to provide reasonable order, and reflect the following principles:

- * The enforcement of Student Life Policies is carefully distinguished from the enforcement of public law, which is the responsibility of public officials. The University's Student Life Policies serve its educational goals rather than duplicating general police and court functions.
- * The University's approach to student relationships within the campus community emphasizes the personal freedom, maturity and responsibility of students.
- * Students are expected to comply with Student Life Policies as well as Public Law or be subject to enforcement action through existing University processes or referral to public authorities having jurisdiction.

The University must provide an opportunity for members of the campus community to attain their educational objectives in a free and responsible academic atmosphere. It is within this setting that Student Life Policies have been developed and are implemented.

October 29, 1968

Wekoosa

XEROCOPY

100% PAPER

EXISTING PUBLISHED POLICIES WHICH DEAL WITH MAINTENANCE OF CAMPUS ORDER

UNIVERSITY OF NOTTINGHAM - DIVISION OF STUDENT LIFE

A. General Statement Concerning Student Life Policies

1. All citizens are expected to respect the laws of the land. Students, as citizens, have all the rights and obligations of citizenship. Those students and recognized student organizations who fail to comply with public law may also subject themselves to University action. In the case of felonious, or other serious acts against the University, referral may be made to public authorities having jurisdiction.
2. The University's policies seek to provide the opportunity for all members of the University community to attain their educational objectives by protecting health and safety, maintaining and protecting property, and insuring the opportunity for students to participate in activities outside the classroom. Enforcement action may be taken when these principles are directly and significantly abused.

B. Loitering

Protracted loitering by any person will be grounds for investigation by the University and/or referral to the proper local authorities.

C. Property Rights of Others

Students shall not take, use, possess, damage or destroy the property of others unless authorized to do so.

D. Reporting at Request of Personnel Deans

A request to meet with the Dean of Students or those designated by him shall be heeded by the student at the time and place set and shall have priority over other duties unless other arrangements are made because of extraordinary circumstances.

E. Status of Students Suspended for Disciplinary Reasons

Students under disciplinary suspension are required to disassociate themselves from the University except for appointments that have been made under counseling.

F. Disruption of University Operations and Events

1. Students shall not gather in such a manner as to disrupt the operation and functioning of the University. Officials of the University shall have the authority to determine when the above conditions prevail and shall have the authority to order the assembly to disperse.
2. Those who attend a campus event sponsored by the University or University-related organizations shall not obstruct the event, and the University shall protect the right to listen or participate.

October 29, 1968

EXISTING PUBLISHED POLICIES WHICH DEAL WITH MAINTENANCE OF CAMPUS ORDER

A. General Statement Concerning Student Life Policies

1. All citizens are expected to respect the laws of the land. Citizens, as citizens, have all the rights and obligations of citizenship. Those students and recognized student organizations who fail to comply with public law may also expect themselves to University action. In the case of felonies, or other serious acts against the University, referral may be made to public authorities having jurisdiction.
2. The University's policies seek to provide the opportunity for all members of the University community to attain their educational objectives by protecting health and safety, maintaining and protecting property, and insuring the opportunity for students to participate in activities outside the classroom. Enforcement action may be taken when these objectives are directly and significantly affected.

B. Offenses

1. Protected activities by any person will be granted for investigation by the University and/or referred to the proper local authorities.
2. Property rights of others:
Students shall not take, use, possess, damage or destroy the property of others unless authorized to do so.
3. Interference with University Business:
A student who interferes with the work of students or those designated by him shall be subject to the same and shall have priority over other duties unless other responsibilities are held because of extraordinary circumstances.
4. Status of Students Suspended for Disciplinary Reasons:
Students under disciplinary suspension are required to discontinue themselves from the University except for appointments that have been made under counseling.
5. Disruption of University Operations and Events:
Students shall not engage in such a manner as to disrupt the operation and functioning of the University. Officers of the University shall have the authority to determine when the above conditions exist and shall have the authority to order the campus to disperse.
6. These are stated as general events sponsored by the University or University-related organizations shall not obstruct the event, and the University shall protect the right to future participants.

UNIVERSITY OF HOUSTON--DIVISION OF STUDENT LIFE

1968-69

PRINCIPLES AND PROCEDURES FOR ACTION IN DISTURBING AND/OR

EMERGENCY TYPE SITUATIONS e.g., DEMONSTRATIONS, RIOTS, ALTERCATIONS

- A. The University will uphold public law, University policy, and practices which insure the ongoing educational processes.
- B. Where there is a question as to whether or not a specific action actually disturbs University order or tests public law, the tolerance level should be at a maximum.
- C. If University personnel cannot maintain control, a senior administrative officer will make the decision whether or not to seek off-campus assistance.
- D. In any situation when life, limb, or property are at stake, emergency action should be taken by the University representative present.
- E. In student-oriented situations, the Vice President for Student Life will be administratively responsible.

If the group is composed of Residence Hall students, the Residence Hall Director has primary responsibility but relates with the Vice President for Student Life.

- F. In non-student situations, the Senior Vice President is administratively responsible.
ext. 283 or 748-5758 (at night)
Sterling Baker home + office - 748-6188
- G. Notification Process: The person who first becomes aware of a developing situation contacts the Campus Security Office which will call any of the following who are to be involved:

HOME

Vice President for Student Life
W. A. Yardley

Director of Housing
Bruce Gurd

Associate Dean of Students
James B. Whitehead

Assistant Dean of Students
Barrie Wight

Assistant Dean of Students
Chester Bratton

UNIVERSITY OF HOUSTON--DIVISION OF STUDENT LIFE

1968-69

PRINCIPLES AND PROCEDURES FOR ACTION IN DISTURBING AND/OR

EMERGENCY TYPE SITUATIONS e.g., DEMONSTRATIONS, RIOTS, ALTERCATIONS

- 1. The University will uphold public law, University policy, and practices which insure the ongoing educational process.
- 2. Where there is a question as to whether or not a specific action actually disturbs University order or tests public law, the tolerance level should be set at a maximum.
- 3. If University personnel cannot maintain control, a senior administrative officer will make the decision whether or not to seek off-campus assistance.
- 4. In any situation when life, limb, or property are at stake, emergency action should be taken by the University representative present.
- 5. In student-oriented situations, the Vice President for Student Life will be administratively responsible.
- 6. If the group is composed of Residence Hall students, the Residence Hall Director has primary responsibility but consults with the Vice President for Student Life.
- 7. In non-student situations, the Senior Vice President is administratively responsible.
- 8. Notification Process: The person who first becomes aware of a developing situation contacts the Campus Security Office which will call any of the following who are to be involved:

Office of Student Life
 404.232 or 772-2700 (ext. 232)
 Office of Public Safety
 404.232 or 772-2700 (ext. 232)

NOTE

Vice President for Student Life
W. A. Taylor

Director of Housing
Bruce Ford

Associate Dean of Students
James A. Whitted

Assistant Dean of Students
Barrie Wight

Assistant Dean of Students
Chester Keaton

HOME

Dean of Women
Bessie Ebaugh

Senior Vice President
C. F. McElhinney

Director, Office of Information
Farris Block

Student Association President
Richard Poston

Dormitories Inc.
Ted Hendricks

City Police

- H. The procedure to be followed in situations involving students will be:
1. Request student leaders, including student athletic leaders, to assist in dispersing the individuals involved. A list of the student leaders will be supplied by the Student Association President at the beginning of each semester.
 2. The individual taking charge will request that the crowd disperse. He will work through the student leaders, who will be requested to become a part of the crowd. These leaders will individually ask for cooperation of the students involved.
 3. If the crowd does not disperse, and cooperation does not appear evident, the crowd will be advised that the individuals will face disciplinary action.
 4. Students will be asked to show their I.D. cards. Safety and Security personnel will ask non-students to leave the University premises or face charges for disturbing the peace.
 5. Leaders of the disturbance will be identified.
 6. Pictures of those refusing to disperse will be taken.

748-6600

XXXX

Dean of Women
Peggie Gough

Senior Vice President
C. F. McElhinney

Director, Office of Information
Forris Block

Student Association President
Richard Boston

Donations Inc.
Ted Winkler

City Police

The procedure to be followed in situations involving students will be:

1. Request student leaders, including student athletic leaders, to assist in dispersing the individuals involved. A list of the student leaders will be supplied by the Student Association President at the beginning of each semester.
2. The individual taking charge will request that the crowd disperse. He will work through the student leaders, who will be requested to become a part of the crowd. These leaders will individually ask for cooperation of the students involved.
3. If the crowd does not disperse, and cooperation does not appear evident, the crowd will be advised that the individuals will face disciplinary action.
4. Students will be asked to show their I.D. cards. Safety and Security personnel will ask students to leave the University grounds or face charges for disturbing the peace.
5. Leaders of the disturbance will be identified.
6. Pictures of those refusing to disperse will be taken.

ATTACHMENT FOR...

PRINCIPLES AND PROCEDURES FOR ACTION IN DISTURBING AND/OR
EMERGENCY TYPE SITUATIONS e.g., DEMONSTRATIONS, RIOTS, ALTERCATIONS

Following is a list of the names of student leaders ... to which reference is made in point H, I of the above-mentioned paper.

	<u>HOME</u>	<u>OFFICE</u>
Richard Poston		
Steve Jackson		
Dwight Allen		
Tony Flores		
Farley Wall		
Johnny Jones		
Joe Svec		
Bobby Brownstein		
Bob Hall		
Vern Lewis		
Kenny Spain		
Ken Bailey		
James William Strong		

Handwritten notes at the top of the page, including the word "Notes" and some illegible scribbles.

ATTACHMENT FOR...

PRINCIPLES AND PROCEDURES FOR ACTION IN DISTURBING AND/OR EMERGENCY TYPE SITUATIONS e.g., DEMONSTRATIONS, RIOTS, ALTERCATIONS

Following is a list of the names of student leaders ... to which reference is made in point # 1 of the above-mentioned paper.

OFFICE

HOME

- Richard Poston
- Steve Jackson
- Dwight Allen
- Tony Flores
- Barney Wolf
- Tommy Jones
- Jim Lee
- Bobby Brownstein
- Sam Wolf
- Yara Wolf
- Tommy Wolf
- Ken Bellay
- James William Strong

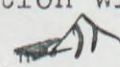
Handwritten notes at the bottom of the page, including the word "Notes" and some illegible scribbles.

2/7/67

Dr. Hoffman:

One of our journalism students, Jesse Brown, has been requested by the New York Times to do a story on the new student newspaper, The Harpoed. As part of the story, Brown would like to have a reaction from you.

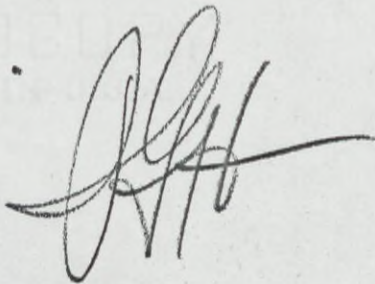
Possibly, you might consider making some kind of innocuous statement along the following lines:

"Students, I find, are continually enterprising and looking for new ways to do something better. This publication, which I am not too familiar with, appears to represent this type of student endeavor. To the extent that it measures up to its announced goals of "furthering jounalism at this University" and a commitment "to the highest standards and ethics of professional journalism," the publication will have an opportunity to pass, or fail on its own merits." 

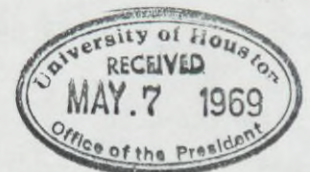
And, possibly, you will wish not to say anything.

However, I will have to reply to the young man's request before 5 p.m. today.

*Prefer to make no
comment*



Bloch



6/17/16

Dr. Hoffman:

One of our journalism students, Jesse Brown, has been requested by the New York Times to do a story on the new student newspaper, The Harpoon. As part of the story, Brown would like to have a reaction from you.

Possibly, you might consider making some kind of innocuous statement along the following lines:

"Students, I find, are continually enterprising and looking for new ways to do something better. This publication, which is not too familiar with, appears to represent this type of student endeavor. To the extent that it measures up to its announced goals of 'furthering journalism at this University' and a commitment to the highest standards and ethics of professional journalism,' the publication will have an opportunity to pass, or fail on its own merits."

And, possibly, you will wish not to say anything. However, I will have to reply to the young man's request before

3 p.m. today.

Black

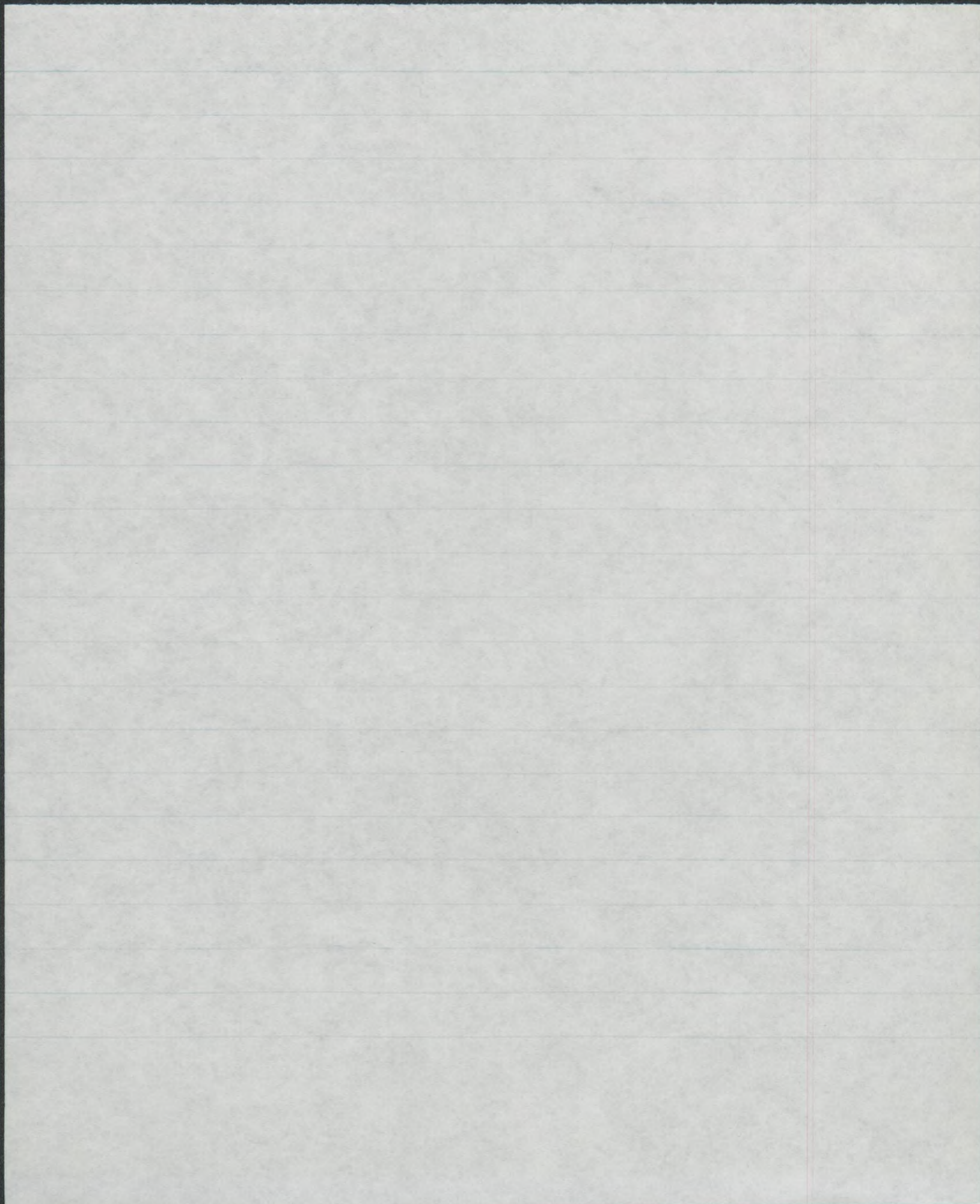
*Refer to make us
Commitment*

[Handwritten signature]



Chronology of Events Connected
with AABL matter at UoH
6 March 1969

- 7 Feb 1969 - A group of students, some 75 in number representing the Afro-Americans for Black Liberation, a UH organization of Black students, appeared unannounced in the office of the president of the University of Houston late in the afternoon and presented a statement which included 10 "demands." The group was told by the president that their requests would be carefully studied and a reply would be forthcoming.
- 9-12 Feb - A special task force representing all elements of the University community was named to review the AABL demands and recommend appropriate responses. This task was performed and the findings were given to the president.
- In the meantime representatives of



3

14 Feb - The administration had met informally with representatives of AABL and reached an understanding that the AABL statement would not be made public until such time as Dr. Hoffman had made his reply.

12 Feb - After a fragmented version of the AABL statement appeared in the COUGAR, student daily, AABL called a press conference and released their complete statement to the press.

- After Dr. Hoffman completed the AABL was notified that Dr. Hoffman would accept their invitation to appear at a meeting of their organization on Friday, February 14, at 2:15 p.m. It was understood at this point that Dr. Hoffman would be accompanied by the Vice President, Student Life, Dr. William Yardley.

students and other observers outside the meeting room, proceeded to pick up the thrown-out copies.

The administration had not previously
with reference to ABL and
reached an understanding that the
ABL statement would not be made
public until such time as Dr. Hoffman
had made his reply.

12 Feb - After a further review of the
ABL statement prepared in the CDUSA
statement dated ABL called a press
conference and released the complete
statement to the press.

- ABL was notified that Dr. Hoffman
would accept their invitation to
appear at a meeting of the
Commission on February 14
at 2:15 pm. It was understood that
his point that Dr. Hoffman would
be accompanied by the Vice President
of the FBI, Dr. William French

3

14 Feb - Shortly, before the scheduled meeting, Dr. Gandy was informed that he could not accompany Dr. Hoffman to the session. After an unexplained delay of some 20 minutes, Dr. Hoffman was permitted to enter the AABL meeting where he read a prepared 10-page statement, which represented a reply to the 10 "demands" of AABL. In his prepared text he explained that he would not respond at this time orally to questions

- After Dr. Hoffman completed the reading of his statement, he left the meeting. Copies of Dr. Hoffman's statement, which had been requested by AABL representatives prior to the meeting, were then given to the AABL representatives at the door. A few moments later the copies were thrown into the hallway, where students and other observers outside the meeting room, proceeded to pick up the thrown-out copies.

If Feb - 2 would be for the scheduled meeting
 Dr. Berger was informed that he could
 not accompany Dr. Bottoman to the session.
 After an unexplained delay of some
 30 minutes, Dr. Bottoman was permitted
 to enter the ABL meeting where
 we read a prepared 10 - page statement
 which requested a reply to the 10
 "demands" of ABL. In his prepared
 text we explained that we would not
 respond at this time only to questions

- After Dr. Bottoman completed the
 reading of his statement, he left
 the meeting. Copies of Dr. Bottoman's
 statement which had been requested
 by ABL representatives prior to the
 meeting, were then given to the
 ABL representatives at the door. A
 few moments later the copies were
 thrown into the hallway, where
 students and other observers outside
 the meeting room, proceeded to pick
 up the thrown-out copies.

4

17-21 Feb - In the meantime various representatives of the print and electronic news media were standing by in the hall awaiting the outcome of Dr. Hoffman's session with the students. They

19 Feb - Witnessed and took note via cameras of the incidents that has transpired.

- While AABL was still in session and about one hour after Dr. Hoffman's departure, the director of information at the University responded to persistent inquiries by the media representatives and made arrangements for Dr. Gardley to answer their questions. The whole flavor of Dr. Gardley's responses was "to cool things off" and to make a response on the "Open Housing" issue.

- The AABL meeting broke up around 5 pm.

- In the meantime various representatives of the print and electronic media were standing by in the hall waiting the outcome of Dr. Hottel's reaction with the students. They entered and took note via cameras of the incident that had transpired.

- While AABL was still in session and about one hour after Dr. Hottel's departure, the director of information of the University responded to a persistent inquiry by the media representatives and made arrangements for Dr. Gardner to answer their questions. The whole affair at Dr. Gardner's response was "to cool things off" and to make a response on the "Open House" issue.

- The AABL meeting broke up around 2 p.m.

5

- 17-21 Feb - A series of "rap" sessions and press conferences were conducted almost daily by AABL in the University center. He spared any difficulties, but that the institution was prepared to take.
- 19 Feb - Because of mounting tensions on campus and in the community ^{and} because of ~~the~~ inflammatory statements being ^{made} publicly by AABL representatives, the administration felt compelled to make a public statement in regard to its position on the AABL. In a news release of this date, Dr. Hoffman indicated a willingness to meet again with AABL and other Black students of the University at ^{question and answer} a meeting of his calling on Friday, February 21. He also stated his willingness to meet at any time with representatives of AABL. 5:15 pm. Late and
- 21 Feb - But the main thrust of this news release was to state long-standing University policies in regard to the

6

20 Feb maintenance of "law and order" on the University campus. In summary, he stated his hope that the University would be spared any difficulties, but that the institution was prepared to take any appropriate measures ^{needed} to prevent any major disruption of the normal educational processes at the University.

26 Feb

21 Feb - AABL accepted Dr. Hoffman's invitation to a closed meeting at 3pm. in Cullen auditorium on this date. Dr. Hoffman met with some 125 Black students in an atmosphere that can only be described as tense. For over two hours, Dr. Hoffman engaged in a spirited question and answer session, which was terminated by AABL representatives at about 5:15 pm. Later word from AABL indicated that they were still not satisfied with the President's responses to their original 10 "demands"

was known as "I am no more"
 on the University campus. The University
 has stated his name that the University
 would be used and distributed, but
 that the initiator was prepared to take
 any appropriate measures to prevent
 any further distribution of the material
 and that the University of the University.

31 Feb - AABL accepted by Hoffman's
 institution for a closed meeting at 8pm
 in (Lillian) auditorium on this date.
 Dr. Hoffman met with some 150
 Black students in an atmosphere
 that was very depressed as four
 for over four hours, Dr. Hoffman
 ended in a quiet discussion
 and answer session, which was
 terminated by 10:30pm (approx)
 at about 2:12 pm. Later word
 from AABL indicated that they
 were still not satisfied with the
 President's response to their original
 "demand".

7

24-28 Feb - AABL resumes its "rap" sessions in the University Center primarily for the white community at the University. Also, AABL representatives had made a number of personal appearances on radio and television to explain their case.

26 Feb - After receiving an invitation from the Faculty Senate, the official governing body of the UH faculty, Dr. Hoffman addressed a general faculty meeting ^{at 12 noon} in Liberal Arts Auditorium No. 2. Over 300 faculty members heard Dr. Hoffman describe the events connected with the AABL situation.

- At 2 p.m. on the same date, AABL conducted an open meeting in Cullen auditorium where their representatives discussed their 10 "demands" with some 400 students and faculty of the University.

24-28 Feb - AABL returned the "top" session in the University Center building for the white community of the University. Also, AABL representatives had made a number of personal appearances in radio and television to explain their case.

26 Feb - After receiving an invitation from the Faculty Senate, the official governing body of the University, Dr. [Name] addressed a general faculty meeting in the [Building] at 8:00. A number of members heard Dr. [Name] describe the events connected with the AABL situation.

- At a given on the same date, AABL conducted an open meeting in [Location] and representatives of the [Organization] were present. This is "open" in the sense that students and faculty of the University

8
27 Feb - Dr. Hoffman announced through a news release the appointment of a 10-member Task Force, made up of representatives of student, faculty and administration, to seek solutions and to recommend actions in relation to ethnic problems at the University. He suggested that the group's first priority, should be to make proposals concerning the establishment of Afro-American Studies at the University.

28 Feb - Dr. Hoffman announced through a news release the appointment of a 10-member committee, made up of representatives of student, faculty and administration, to review and recommend appropriate actions concerning the education and special problems of Black students at the University.

27 Feb - Dr. Boffman announced through a
 news release the appointment of
 a 10-member Task Force, made up
 of representatives of student faculty
 and administrators, to seek
 solutions and to recommend
 in relation to ethnic problems at
 the University. The report that
 the group's first priority should
 be to make a proposal concerning
 the establishment of a Black Studies
 Center at the University.

28 Feb - Dr. Boffman announced through a
 news release the appointment of
 a 10-member committee, made up
 of representatives of student faculty
 and administrators, to review and
 recommend appropriate actions
 concerning the curriculum and special
 problems of Black students at the
 University.

9

3-7 March - AABL continued a series of "rap" sessions in University Center. They indicated conditional acceptance of Dr. Hoffman's appointment of the Task Force.

4 March - AABL sends "open letter" to Dr. Hoffman inviting him and selected members of the University staff to attend an "informational" meeting on March 6 in the University Center.

5 March - Dr. Hoffman replies to AABL invitation by proposing a general "informational" meeting which would be planned by representatives of the student body, faculty and administration.

2

3-7 March - AABL continued a series of "open" sessions in University Center. They indicated conditional acceptance of Dr. Bottman's appointment of the Talk Force.

4 March - AABL sends "open letter" to Dr. Bottman inviting him and selected members of the University staff to attend an "interim" meeting on the 10th in the University Center.

7 March - Dr. Bottman replies to AABL invitation of proposing a general "interim" meeting which would be planned by representatives of the student body, faculty and administration.

INTRODUCTION

Since the first Afro-American students entered the University of Houston in 1963, we have been subjected to most of the racial evils that pervade American society. Through overt and covert acts of individual and institutional racism, black students have been relegated to a position of alienated inferiority. Now that we are fully cognizant of the University of Houston's intention to eliminate racism, let it be understood that we are no longer concerned about the intent of the University of Houston's policies but the social effect of those policies. As far as we are concerned, the University of Houston has done nothing worthy of mention that is even tangentially progressive for blacks. What we are saying is that we reject the past policies of the University.

Reproduction of the AABL
Statement
Presented to Dr. Hoffman

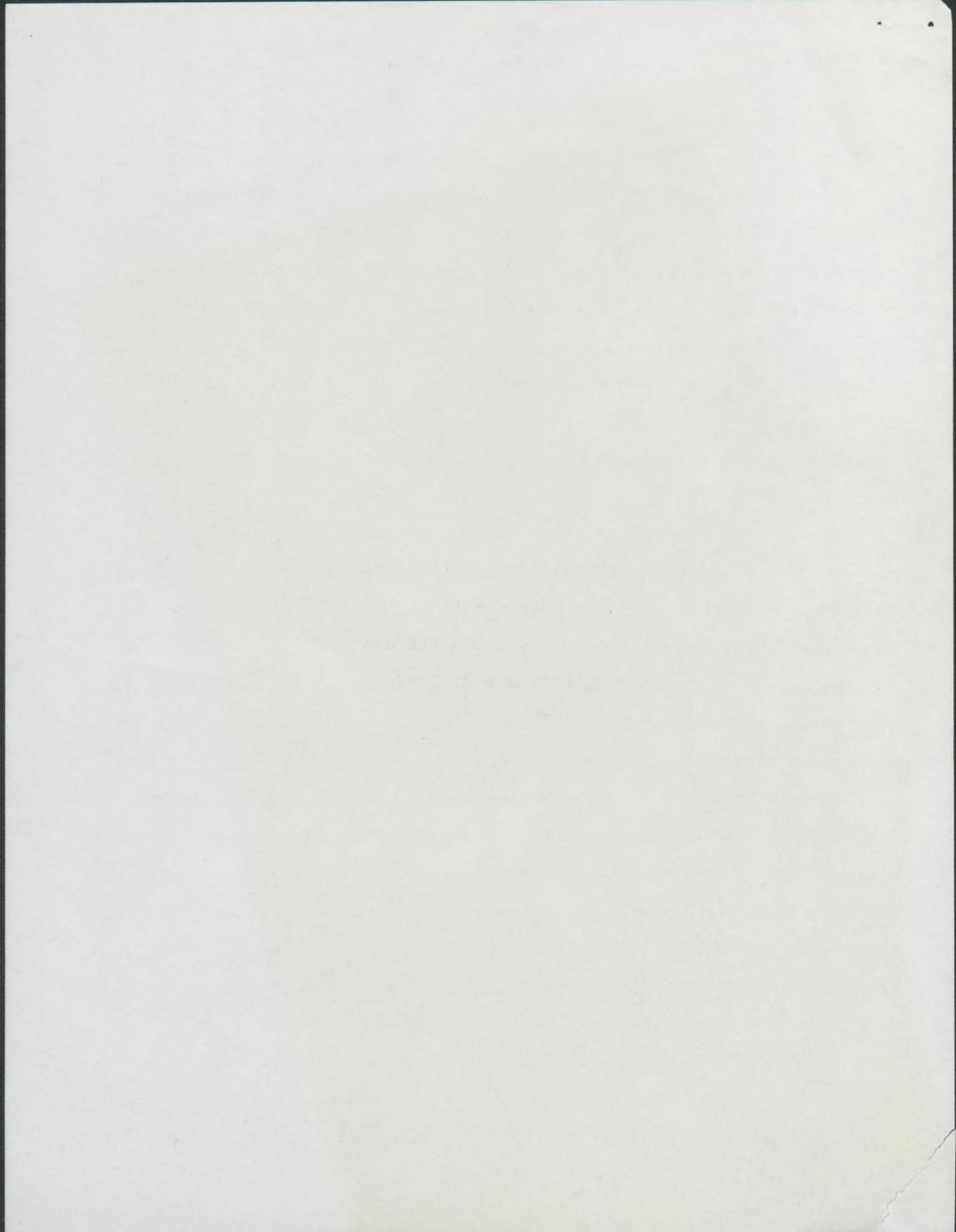
on February 7, 1969

Through our eyes, we see the University maintaining the racist society as large. Black Houston is a white Anglo-Saxon Protestant institution.

We cannot, as the United Negro College Fund would have us believe, ignore an educational system that treats blacks as an afterthought and indifferent to racial oppression.

It is ironic that black students should speak to this liberal institution about racism in a year that whites have made "bachelors" such a fashionable subject. The President's Commission on Civil Disorders has said that white institutions "mistake, condone, and excuse" institutionalized racism. Consequently we are the victims that suffer and the University of Houston is the criminal that refuses to reform. The greatest part of our lives have been reinforced and confirmed through legislation.

History is filled with instances of institutions that have become obsolete through their rigidities in the face of change. As a black people struggling for survival in a racist society with economic control over



INTRODUCTION

Since the first Afro-American students entered the University of Houston in 1963, we have been subjected to most of the racial evils that prevade American society. Through overt and covert acts of individual and institutional racism, black students have been relegated to a position of alienated inferiority. Now that we are fully cognizant of the University of Houston's inaction to eliminate racism, let it be understood that we are no longer concerned about the intent of the University of Houston's policies but the social effect of those policies. As far as we can see, the University of Houston has done nothing worthy of mention that is meaningfully progressive for Blacks. What we are saying is that we reject the past tokenism of the University.

Through our eyepiece, we see the University imitating the racist society at large. Black students are the victims of "refined racism". Plainly stated, we feel that the University of Houston is a White Anglo-Saxon Protestant institution.

We cannot, as the University of Houston seems to expect, form to an educational system that teaches blacks to be complacent and indifferent to racist oppression.

It is ironic that black students should speak to this liberal institution about racism in a year that whites have made "racism" such a fashionable subject. The President's Commission on Civil Disorders has said that white institutions "maintain, condone, and create" institutionalized racism. Consequently we are the victims that suffer and the University of Houston is the criminal that refuses to reform. The manifest patterns have been reinforced and confirmed through irresoluteness.

History is filled with instances of institutions that have become instinct because they rigidified in the face of change. We as a black people struggling for survival in a racist country must exercise control over

INTRODUCTION

Since the first Afro-American students entered the University of Houston in 1963, we have been subjected to most of the racial evils that pervade American society. Through overt and covert acts of individual and institutional racism, black students have been relegated to a position of alienated inferiority. Now that we are fully cognizant of the University of Houston's inaction as a national racism, let it be understood that we are no longer concerned about the intent of the University of Houston's policies but the social effect of these policies. As far as we can see, the University of Houston has done nothing worthy of mention that is manfully progressive for blacks. What we are saying is that we reject the past behavior of the University.

Through our speeches, we see the University interacting the racial society at large. Black students are the victims of "refined racism". Plainly stated, we feel that the University of Houston is a white Anglo-Saxon Protestant institution.

We cannot, as the University of Houston seems to expect, look to an educational system that teaches blacks to be complacent and indifferent to racial oppression.

It is ironic that black students would agree to this liberal education about racism in a year that white have made "racism" such a fashion able subject. The President's Commission on Civil Disorders has said that white institutions "maintain, condone, and excuse" institutionalized racism. Consequently we see the victims that suffer and the University of Houston is the criminal that refuses to reform. The consistent pattern has been reinforced and continued through generations.

History is filled with instances of institutions that have become intractable because they rigidified in the face of change. We as a black people struggling for survival in a racist society must exercise control over

political, economic, social, spiritual, and physical aspects of our lives. To achieve this, we must be prepared educationally to meet the needs of our community. We cannot allow our minds to be enslaved.

On the following pages are ten demands calling for immediate attention to alleviate the facets of institutionalized attitudinal and behavioral racism at the University of Houston. Please try to understand this. The content of the following pages are not recommendations nor are they requests. They are unequivocal assertions of a firm and resolute desire for self-determination.

The demands outlined in this presentation are merely a beginning. We acknowledge that before you can walk, you must crawl. Through research, we have analyzed the most acute problem areas and have given you a blueprint as a foundation on which to build a house.

Finally, we can never apologize for our desire to obtain these demands because we have defined the problems and recommended positive and creative means of resolving them. As Fredrick Douglas, the beautiful black statesman once said, "Find out just what people will submit to and you have found out the exact amount of injustices and wrong which will be imposed upon them". "The limits of tyrants are prescribed by the endurance of those they oppress."

University of Houston, we say to you, OUR ENDURANCE IS EXHAUSTED!

The Third World or College of Ethnic Studies. The Department of Afro-American Studies would be a component of this college. The concept of a College of the Third World encourages the teaching of modern civilization along with the teaching of the conditions of oppressed people in western society. It is the University's responsibility to begin immediately to lay the groundwork for a College of the Third World.

We firmly believe that our education must be relevant to our present and future problems. Because our needs are vastly different, we cannot afford to be treated in the same manner as white students. Our education must be significantly related to the history, institutions, values, and problems of

political, economic, social, spiritual, and physical aspects of our lives. To achieve this, we must be prepared educationally to meet the needs of our country. We cannot allow our minds to be enslaved.

On the following pages are ten demands calling for immediate attention to alleviate the factors of institutionalized structural and behavioral racism at the University of Houston. Please try to understand this. The content of the following pages are not recommendations nor are they requests. They are unequivocal assertions of a firm and resolute desire for self-determination.

The demands outlined in this presentation are merely a beginning. We acknowledge that before you can walk, you must crawl. Through research, we have analyzed the most acute problem areas and have given you a blueprint as a foundation on which to build a house.

Finally, we can never apologize for our desire to obtain these demands because we have defined the problem and recommended positive and creative means of resolving them. As Frederick Douglass, the beautiful black statesman once said, "Find out just what people will submit to and you have found out the exact amount of injustice and wrong which will be imposed upon them." The limits of injustice are prescribed by the endurance of those they oppress.

University of Houston, we say to you, OUR ENDURANCE IS EXHAUSTED!

1. The University of Houston must establish a comprehensive Department of Afro-American Studies.

To a large degree, our education at the University of Houston has been tragically irrevelent and vulgarly whitewashed. We reconize and deplore the blatant ethnocentrism (white nationalism) of many instructors in their analysis of nonwhite peoples, institutions, and values. We reject the present cirriculum that teaches all aspects of western civilization and dismisses the Afro-American contributions with one course of Negro History. At present, our education does not equip us with the essentials necessary to combat the particular problems of black people. Therefore we uncompromisingly demand the immediate establishment of a Department of Afro-American Studies.

The proposal presented to the College of Arts and Sciences by AABL in January, 1969, should serve only as a foundation from which to build a complete, comprehensive department on an equal status with the other departments. With this department, a student could major in Afro-American Studies just as he majors in English or Political Science. Black students also feel that we should have the final word in the selection of this department head.

The ultimate goal, obviously, is the establishment of a College of th the Third World or College of Ethnic Studies. The Department of Afro-American Studies would be a component of this college. The concept of a College of the Third World encourages the teaching of eastern civilazation along with the teaching of the conditions of oppressed peoples in western society. It is the University's responsibility to begin immediately to lay the grcundwork for a College of the Third World.

We firmly believe that our education must be relevant to our particu- lar problems. Because our needs are vastly different, we cannot afford to be trained in the same manner as white students. Our education must be sig- nificantly related to the history, institutions, values, and problems of

The University of Houston must establish a comprehensive Department of Afro-American Studies.

To a large degree, our education at the University of Houston has been tragically irrelevant and vulgarly whitewashed. We recognize and deplore the blatant ethnocentrism (white nationalism) of many instructors in their analysis of nonwhite peoples, institutions, and values. We reject the present curriculum that teaches all aspects of western civilization and dismisses the Afro-American contributions with one course of Negro History. At present, our education does not equip us with the essentials necessary to combat the particular problems of black people. Therefore we unequivocally demand the immediate establishment of a Department of Afro-American Studies.

The proposal presented to the College of Arts and Sciences by AABU in January, 1969, should serve only as a foundation from which to build a complete, comprehensive department on an equal status with the other departments. With this department, a student could major in Afro-American Studies just as he majors in English or Political Science. Black students also feel that we should have the final word in the selection of this department head.

The ultimate goal, obviously, is the establishment of a College of the Third World or College of Ethnic Studies. The Department of Afro-American Studies would be a component of this college. The concept of a College of the Third World nurtures the teaching of eastern civilization along with the teaching of the conditions of oppressed peoples in western society. It is the University's responsibility to begin immediately to lay the groundwork for a College of the Third World.

We firmly believe that our education must be relevant to our particular problems. Because our needs are vastly different, we cannot afford to be trained in the same manner as white students. Our education must be significantly related to the history, institutions, values, and problems of

1. The University of Houston must create a special recruitment and admission program for the Afro-American community. We will Never compromise on our right to obtain a meaningful education.

2. The University of Houston must hire more black administrators, faculty members and a black counselor.

The faculty and administrators of a university in many ways reflect the attitudes and policies of that university. We view the near absence of Black faculty members and administrators as a reflection of the racism of the University of Houston. The University's explanation for a lily white faculty, the alleged lack of qualified black personnel, is very ludicrous and would appear representative of the University's outmoded attitude toward blacks in general. We assert that no fewer than twenty black faculty members by September, 1969, will be satisfactory..

Futhermore, we demand that the University of Houston hire a black counselor by June, 1969. Afro-American students have particular problems to which white counselors cannot adequately relate. The need of guidance and counseling for black students is tremendous and can only be satisfactorily met by a black counselor who through personal experience is thoroughly familiar with the black situation.

the Afro-American community. We will never compromise on our right to obtain a meaningful education.

2. The University of Houston must hire more black administrators, faculty members and a black counselor.

The faculty and administrators of a university in many ways reflect the attitudes and policies of that university. We view the near absence of black faculty members and administrators as a reflection of the racism

of the University of Houston. The University's explanation for a lack of black faculty, the alleged lack of qualified black personnel, is very incorrect and would appear representative of the University's outmoded attitudes toward blacks in general. We assert that no fewer than twenty

black faculty members by September, 1969, will be satisfactory. Furthermore, we demand that the University of Houston hire a black

counselor by June, 1969. Afro-American students have particular problems to which white counselors cannot adequately relate. The need of guidance and counseling for black students is tremendous and can only be satisfactorily met by a black counselor who through personal experience is thoroughly familiar with the black situation.

3. The University of Houston must create a special recruitment and admissions programs for Afro-American students.

The University of Houston must recognize that there is a reinforcing cycle between prejudice and racism that tends to make the victims into criminals and to excuse the structures that are really responsible. We are concerned with these structures that are responsible, and providing effective, compensatory programs to break this cycle. Very plainly, the problem of educational under achievement does not lie with individuals, but rather with the system.

For example, whites send blacks to inferior schools with inferior facilities and teachers. Whites devise racially and culturally biased tests of intelligence and administer to Afro-American students. Here, we specifically refer to the Scholastic Aptitude Test (SAT), they are "shown" to be inferior.

Furthermore, we have noticed that our state supported "urban" university exists in a city community of which Afro-Americans compose twenty-five per cent of the population.

The exorbitant fee, presented by the Student Life Department, to attend the University of Houston, vastly surpasses the actual fee of \$110.00 per semester. This giant differential is given as "living expenses", i. e. housing, clothing, personal items, etc. These expenses are based on middle class living modes. For an urban university to point out such a bleak financial picture of itself to individuals whose primary concern is monetary is not conducive to increase black enrollment. We do not believe these examples are undersighted.

While the University of Houston maintains no sufficient records of minority groups population, our spring survey shows less than five per cent of the students enrollment to be black. In a city where the inner-school system is thirty-five percent black, there is a tremendous leakage of eligible black high school graduates. We therefore demand that begin-

mission program for Afro-American students.

The University of Houston must recognize that there is a reinforcing cycle between prejudice and racism that tends to make the victims into criminals and to excuse the structures that are really responsible. We are concerned with these structures that are responsible, and providing alternative, compensatory programs to break this cycle. Very plainly, the problem of educational under achievement does not lie with individuals, but rather with the system.

For example, whites send blacks to inferior schools with inferior facilities and teachers. Whites devise socially and culturally biased tests of intelligence and administer to Afro-American students. Here, we specifically refer to the Scholastic Aptitude Test (SAT), they are "supposed" to be inferior.

Furthermore, we have noticed that our state supported "minor" university exists in a city community of which Afro-Americans compose twenty-five per cent of the population.

The enrollment fee, presented by the Student Life Department, to attend the University of Houston, vastly surpasses the actual fee of \$110.00 per semester. This great differential is given as "living expenses", i.e. housing, clothing, personal items, etc. These expenses are based on middle class living costs. For an urban university to point out such a class differential picture of itself to individuals whose primary concern is survival is not conducive to increased black enrollment. We do not believe these examples are understated.

While the University of Houston retains no excellent records of minority group population, our special survey shows less than five per cent of the students enrollment to be black. In a city where the inner school system is thirty-five percent black, there is a tremendous leakage of eligible black high school graduates. We therefore demand that begin

ning in September, 1969, thirty-five percent of the freshmen class must be black, with twenty-five percent of these coming from the inner city. Since the University is so particular about quotas in relation to black people (instructors, athletes) we demand that each proceeding fall freshman class shall fulfill our above quotas. Also, we recommend that an educational Recruitment Committee be initiated to deal with the University's deliberate neglect of Afro-American taxpayers. We further demand that the members of this committee be acceptable to the political organ of the black student body.

A. Furthermore, we recognize the extremely crucial issue of admissions. The office of admissions must sensitize itself to the abilities of the so-called disadvantaged students. By utilizing such criteria as letters of recommendation, personal letters, and interviews, a sensitive admissions office can bring low SAT scoring students who are capable of satisfactory educational attainment. By traditional estimates these students could not succeed, and yet because of equalities other than past performance such as motivation, creativity, resilience and strong personality they will soon perform as well as the average regularly admitted student.

It is not our duty to tell the University how to carry out its responsibility, but it is our inherent obligation to point out what must be done. The University of Houston must keep in mind that compensatory programs involving "high risk" students have amazingly successful at other universities. At the University's request, we will be glad to provide a list of universities that have such programs.

B. Of course the University will have to make up for the deficiencies of prior education and the handicaps of a disadvantaged social and economic environment. We therefore demand that the Student Opportunity Services Program be expanded and become effective in meeting the needs of "disadvantaged" students. To put the program in its proper perspective, we believe that energetic black leadership is essential.

...in September, 1959, thirty-five percent of the freshmen class were
black, with twenty-five percent of those coming from the inner city.
Since the University is so particular about quotas in relation to black
people (Instructors, advisors) we demand that each proceeding fall through
and class shall fulfill our above quota. Also, we recommend that an ad-
vocational Recruitment Committee be initiated to deal with the University's
deliberate neglect of Afro-American taxpayers. We further demand that the
members of this committee be acceptable to the political organs of the
black student body.

A. Furthermore, we recognize the extremely critical issue of ad-
mission. The office of admissions must exercise itself to the activities
of the so-called "blackboard" students, by utilizing such criteria as
letters of recommendation, personal letters, and interviews, a sensitive
admissions office can bring in the best students who are capable of
satisfactory educational attainment. By traditional estimates these stu-
dents could not succeed, and yet because of specialities other than just
talents such as motivation, creativity, tenacity and strong personality
they will soon perform as well as the average normally admitted student.
It is not our duty to tell the University how to carry out its re-
sponsibility, but it is our inherent obligation to point out what must be
done. The University of Boston must keep in mind that responsibility for
granting involving "high risk" students have naturally successful to other
universities. As the University's request, we will be glad to provide a
list of universities that have such programs.

B. Of course the University will have to make up for the de-
ficiencies of prior education and the background of a disadvantaged social
and economic environment. We therefore demand that the student opportunity
program be expanded and become effective in meeting the needs of
"disadvantaged" students. In fact the program be the proper progressive
we believe that superior black leadership is essential.

The new government talent search agency CEFVET sent letters to all colleges and universities in the United States, urging them to comply with the 1964 Civil Rights Act, anti-discriminatory clauses, not only by removing discriminatory policies, but also by adopting "positive programs of taking less than qualified students and bringing them up to standard through tutoring and counseling", mark the start of even greater federal involvement.

Evidently the University of Houston has not received this letter or the University is taking a page from other intransigent southern racist institutions. In actuality, the University functions as a partner in reinforcing the society's vicious cycle of prejudice and racism.

... that discrimination according to race, creed or color.

We recognize the Human Relation Council's recommendations to Bruce Card as regards to campus housing: (1) that the picture requirements be removed from the application for admission and (2) that room assignments are being made according to date of application. However, despite the repeated requests for alleviation of this situation dating from September 1960, and including a formal presentation of documented cases of discrimination in off campus facilities to Vice-President Bentley in the summer of 1961, the situation remains unchanged. It is time for the University to take guilt and assume responsibility.

The new government talent search agency CEPVET sent letters to all colleges and universities in the United States, urging them to comply with the 1964 Civil Rights Act, anti-discriminatory clauses, not only by removing discriminatory policies, but also by adopting "positive programs of taking less than qualified students and bringing them up to standard through tutoring and counseling", mark the start of even greater federal involvement.

Evidently the University of Houston has not received this letter or the University is taking a page from other intransigent southern racist institutions. In actuality, the University functions as a partner in reinforcing the society's vicious cycle of prejudice and racism.

4. The University of Houston must provide "adequate" housing for all black students in close proximity to the university. The University furthermore must issue an Open Housing Policy.

We strongly assert the right of every student of the University to adequate housing within the confines of his own economic resources. However, discriminatory practices of the University of Houston and off campus housing authorities have seriously impaired this right. Therefore it is necessary that the University assume the responsibility of finding adequate housing for all black students who are accepted for admissions.

We demand that the University of Houston issue and put into practice an Open Housing policy denying university sanction to any housing facilities that discriminates according to race, creed or color.

We recognize the Human Relation Council's recommendations to Bruce Gard as regards to campus housing: (1) that the picture requirements be removed from the application for admission and (2) that room assignments are being made according to date of application. However, despite the repeated requests for alleviation of this situation dating from September 1966, and including a formal presentation of documented cases of discrimination in off campus facilities to Vice-President Yardley in the summer of 1968, the situation remains unchanged. It is time for the University to admit guilt and assume responsibility.

4. The University of Houston must provide "adequate" housing for all black students in close proximity to the university. The University furtherance must issue an Open Housing Policy.

We strongly assert the right of every student of the University to adequate housing within the confines of his own economic resources. However, discriminatory practices of the University of Houston and off-campus housing authorities have seriously impaired this right. Therefore it is necessary that the University assume the responsibility of finding adequate housing for all black students who are accepted for admission. We demand that the University of Houston issue and put into practice an Open Housing Policy denying university sanction to any housing facilities that discriminate according to race, creed or color.

We recognize the Human Relations Council's recommendations regarding campus housing: (1) that the picture requirements be removed from the application for admission and (2) that room assignments are being made according to date of application. However, despite the reported requests for alleviation of this situation dating from September 1968, and including a formal presentation of documented cases of discrimination in off-campus facilities to Vice-President Yardley in the summer of 1968, the situation remains unchanged. It is time for the University to admit guilt and assume responsibility.

5. The University of Houston must offer and make available more financial aid to black students.

The University supposedly makes available financial aid to disadvantaged students regardless of race, creed, color, social class, or parentage. We know that procedural barriers exist---subtle discriminatory barriers which may have the effect of rendering inaccessible badly needed financial assistance to the poor, the educationally handicapped and others lacking the necessary "savvy" to cope with an Anglo-Saxon bureaucratic system.

A. More and more the world has become so technical that manual labor is not needed and education has become increasingly more essential to the living necessities of American people. We are cognizant that black people are the poorest people in the richest country. Therefore, we feel that due to the income status of black people and the importance of education in this country, a special fund should be set up for needy blacks who want to attain higher education at this University. We strongly feel that the University should not set up special academic requirement on this special fund because of the inferior education forced upon blacks in our public schools. It is the University's responsibility to find means to set up this special fund.

B. Existing loans and scholarships are not really accessible to fullest extent to black students.

(1) When recruiting black students for admission the University should make it known to all interested students all existing loans and scholarships which are available. Black students entering college for the first time are not always fully aware of all existing loans and scholarships.

(2) Black students are not "qualified" (tests scores, class standing) according to the University standards for many existing scholarships. Therefore, we want "special" requirements set up for black student because of the vast numbers of blacks who cannot afford college finances.

2. The University of Houston must offer and make available more financial aid to black students.

The University supposedly makes available financial aid to disadvantaged students regardless of race, creed, color, social class, or percentage. We know that procedural barriers exist--subtle discrimination barriers which may have the effect of rendering inaccessible badly needed financial assistance to the poor, the educationally handicapped and others lacking the necessary "savvy" to cope with an Anglo-Saxon bureaucratic system.

At home and here the world has become so technical that manual labor is not needed and education has become increasingly more essential to the living necessities of American people. We are cognizant that black people are the poorest people in the richest country. Therefore we feel that due to the income status of black people and the importance of education in this country, a special fund should be set up for needy blacks who want to attain higher education at this University. We strongly feel that the University should not set up special academic requirements on this special fund because of the inferior education forced upon blacks in our public schools. It is the University's responsibility to fund means to set up this special fund.

3. Existing loans and scholarships are not really accessible to fellow students to black students.

(1) When reviewing black students for admission the College staff should make it known to all interested students all existing loans and scholarships which are available. Black students entering college for the first time are not always fully aware of all existing loans and scholarships.

(2) Black students are not "qualified" (race, social class, academic standing) according to the University standards for many existing scholarships. Therefore, we want "special" requirements set up for black students because of the vast number of blacks who cannot afford college financial

Despite educational and cultural deprivements the students, of course, must show considerable potential for average college performance.

6. The University of Houston must take steps to elevate the wage scale of its janitorial, maintenance, and cafeteria employees to \$2.00 per hour.

The present wage level for janitorial, and maintenance, and cafeteria employees is simply ridiculous and disgraceful to the University. A recent survey by AABL shows that these employees support an average of five dependents and earn less than the federal minimum wage. Therefore, we demand that the University elevate the wages of these employees to at least \$2.00 per hour.

Though we realize the University does not pay its cafeteria employees directly, it must accept responsibility for their welfare. Therefore, the University must begin to negotiate with ARA for higher wages and overall, better compensation for the employees working in the cafeterias. If this fails, the University should consider another catering service.

We refuse to compromise on this issue. With the recent rise of inflation, it is a ludicrous assumption on the part of ARA and the University to expect people to rear families adequately on the present salaries of these University employees.

The University must also pay for overtime in addition to the demanded \$2.00 per hour minimum wage.

Despite educational and cultural deprivations the students, of course, must show considerable potential for average college performance.

6. The University of Houston must take steps to elevate the wage scale of its janitorial, maintenance, and cafeteria employees to \$2.00 per hour.

The present wage level for janitorial, and maintenance, and cafeteria employees is simply ridiculous and disgraceful to the University. A recent survey by ABA shows that these employees support an average of five dependents and earn less than the federal minimum wage. Therefore, we demand that the University elevate the wages of these employees to at least \$2.00 per hour.

Though we realize the University does not pay its cafeteria employees directly, it must accept responsibility for their welfare. Therefore, the University must begin to negotiate with ABA for higher wages and overall better compensation for the employees working in the cafeterias. If this fails, the University should consider another catering service. We refuse to compromise on this issue, with the recent rise of inflation, it is a ludicrous assumption on the part of ABA and the University to expect people to reap facilities adequately on the present salaries of these University employees.

The University must also pay for overtime in addition to the demanded \$2.00 per hour minimum wage.

7. The University of Houston must deal effectively with the situation of the black athlete and must hire an Afro-American coach for football.

The University must be more concerned; first, with the education of its black athletes, and second, with the special problems of the black athletes. The athletic department should take positive steps in this direction immediately.

This demand grows out of the many complaints from black athletes about unfair treatment and discrimination. There should be a committee of representatives from the athletic department, Human Relations Council, and students who will investigate the problems.

We have had a confrontation with Harry Fauke and Guy Lewis, which has proven fruitless. They must show now that they will begin to move in the right direction to promote better communication between black athletes and their coaches. Moreover the athletes who choose to air their grievances must be protected against racist tactics which could be used by the coaches to deny them scholarships or playing positions.

The need for a black coach is obvious. Black athletes have excelled well for the benefit of the University. Due to latent hostilities and inhibitions inherent in the racially tense society of which we are all a part, black athletes could communicate and function with greater ease if they were represented on their respective coaching staffs. Furthermore it stands to reason that if the University of Houston can produce four black All-Americans in two years, it can certainly produce one black coach.

We demand also that the ultra-racist who now serves as baseball coach should be removed immediately. In an era when black players dominate the super-star ranks of the major leagues, racism has prohibited the acceptance of Afro-Americans as baseball players for the University of Houston. Very overtly, Coach Hill has demonstrated racism and discrimination at many levels.

The University of Houston must deal effectively with the situation of the black athlete and must hire an Afro-American coach for football. The University must be more concerned; first, with the education of its black athletes, and second, with the special problems of the black athlete. The athletic department should take positive steps in this direction immediately.

This demand grows out of the many complaints from black athletes about unfair treatment and discrimination. There should be a committee of representatives from the athletic department, Human Relations Council, and students who will investigate the problem.

We have had a consultation with Harry Parks and Guy Lewis, which has proven fruitful. They must show now that they will begin to move in the right direction to promote better communication between black athletes and their coaches. Moreover the athletes who choose to air their grievances must be protected against racist tactics which could be used by the coaches to deny them scholarships or playing positions.

The need for a black coach is obvious. Black athletes have excelled well for the benefit of the University. Due to latent hostilities and inhibitions inherent in the racially tense society of which we are all a part, black athletes could communicate and function with greater ease if they were represented on their respective coaching staffs. Furthermore it stands to reason that if the University of Houston can produce four black Afro-Americans in two years, it can certainly produce one black coach.

It should also be noted that the Afro-coach who now serves as baseball coach should be removed immediately. In an era when black players dominate the super-star ranks of the major leagues, racism has prohibited the acceptance of Afro-Americans as baseball players for the University of Houston. Very overtly, Coach Hill has encouraged racism and discrimination at many levels.

8. The University of Houston must establish a committee to alleviate racist practices in instruction and grading.

Since intergration in 1963, Afro-American students have persistently complained about unfair grades and suppression of ideas.

It is time to rid the University of Houston of all racists and bigots. We recommend the establishment of a standing committee of administrators, faculty members, and students to deal with this problem. This committee will have the purpose of hearing and evaluating student grievances concerning blatant racist and ethnocentric attitudes, narrowmindedness, and suppression of ideas on the part of the instructors, particularly in the area of social sciences.

A. The committee shall consist of two administrators, two instructors from the department of the professor in question, and three students. One administrator, one instructor, one student, must be selected from the respective lists submitted by AABL.

B. This committee shall have the power to effect a change in the grade of the student who presents sufficient evidence of (1) his competence in the subject matter and / or (2) intentionally slanted grading practices.

C. This committee shall be able to recommend the immediate release of faculty members against whom two or more charges are registered.

2. The University of Houston must establish a committee to alleviate racial practices in instruction and grading.

Since instruction in 1963, Afro-American students have persistently complained about unfair grades and suppression of ideas.

It is time to rid the University of Houston of all racism and bigotry. We recommend the establishment of a standing committee of administrators,

faculty members, and students to deal with this problem. This committee will have the purpose of hearing and evaluating student grievances con-

cerning unfair grades and ethnocentric attitudes, narrow-mindedness, and suppression of ideas on the part of the instructors, particularly in the

area of social sciences. A. The committee shall consist of two administrators, two in-

structors from the department of the professor in question; and three students. One administrator, one instructor, one student, must be selec-

ted from the respective lists submitted by AABU. B. This committee shall have the power to effect a change in

the grade of the student who presents sufficient evidence of (1) his con-
duct in the subject matter and (2) intentionally slanted grading

practices. C. This committee shall be able to recommend the immediate re-
lease of faculty members against whom two or more charges are registered.

9. The University of Houston must establish a Black Student Union which can effectively serve the needs of Afro-American students.

Black students on this campus have found the University Of Houston Student Association an unreliable source of representation. This is partly due to the first fact that it is comprised mostly of white students who cannot or will not understand the black students's problems. Furthermore too few black representatives will be elected to ensure the welfare of black students.

Therefore, it is necessary that a Black Student Union be formed and funded for the concerns of the black student which will not be met by the monolithic student association. These funds must be controlled by the Black Student Union and put in the custody of the Black Student Union's treasury. Each year the Black Student Union (a coalition of all black organizations and students) will submit an annual fiscal report on the amount of money and programs needed. The minimum annual budget for the Black Student Union should not be less than twenty-five thousand dollars.

Furthermore, we demand that the University of Houston Tutorial Program shall be controlled by the Black Student Union. The history of the black man has for too long been one in which he has been acted upon instead of doing the acting. Often the forces which were affecting him have been ignorant to his needs and welfare. It is evident to the black students on this campus that the tutorial program must be black run in order to effectively and beneficially cope with the problems of the black tutee. The best interest of the black child could be served by a staff picked by a black student union. This is not to exclude white students from the tutorial program, but rather to assert that black students will have the right to determine which white students will work and in what capacity they can be most effective to the program.

9. The University of Houston must establish a Black Student Union which can effectively serve the needs of Afro-American students. Black students on this campus have found the University Of Houston Student Association an unreliable source of representation. This is partly due to the fact that it is comprised mostly of white students who cannot or will not understand the black student's problems. Furthermore, the few black representatives will be elected to ensure the welfare of black students.

Therefore, it is necessary that a Black Student Union be formed and funded for the concerns of the black student which will not be met by the non-racial student association. These funds must be controlled by the Black Student Union and put in the custody of the Black Student Union's treasury. Each year the Black Student Union (a coalition of all black organizations and students) will submit an annual fiscal report on the amount of money and programs needed. The minimum annual budget for the Black Student Union should not be less than twenty-five thousand dollars.

Furthermore, we demand that the University of Houston Tutorial Program shall be controlled by the Black Student Union. The history of the black man has for too long been one in which he has been acted upon instead of doing the acting. Often the forces which were affecting him have been ignorant to his needs and welfare. It is evident to the black students on this campus that the tutorial program must be black run in order to effectively and beneficially cope with the problem of the black student. The best interest of the black child could be served by a well planned black student union. This is not to exclude white students from the tutorial program, but rather to assure that black students will have the right to determine which white students will work and in what capacity they can be most effective to the program.

10. The University of Houston must arrange for student ghetto workers to receive three semester hours credit for their work in the community.

We assert that sociology as it is taught within the vacuum of the classroom merely perpetuates white nationalism and is irrelevant to black students. Black students who would go into the ghetto would be educated first hand about the political, social, and economic society of this country.

We also assert that black students would provide an atmosphere of compassion and understanding for the people of the ghetto that they could never receive from a white social worker who feels as though he is taking up the "white man's burden". Black students would also give the people a sense of identity and pride in themselves and their people. Pride in one's people brings about pride in one's self.

We make a fiat to the University that is not only to grant the aforementioned credit hours, but allocate a written statement attached to the transcript of each ghetto worker that he has completed at least one year in sociological and political-research. This course, designed to be part of the Afro-American Studies Department must be taught by a black man who has done work within the community. We suggest the Rev. Earl Allen of Hope Development, to instruct the course.

10. The University of Houston must arrange for student ghetto workers to receive three semester hours credit for their work in the community. We assert that sociology as it is taught within the vacuum of the classroom rarely perpetuates white nationalism and is irrelevant to black students. Black students who would go into the ghetto would be educated first hand about the political, social, and economic reality of this community.

We also assert that black students would provide an atmosphere of compassion and understanding for the people of the ghetto that they could never receive from a white social worker who feels as though he is taking up the "white man's burden". Black students would also give the people a sense of identity and pride in themselves and their people. This is one area where people bring about pride in one's self.

We make a list to the University that is not only to grant the above mentioned credit hours, but likewise a written statement attached to the transcript of each ghetto worker that he has completed at least one year in sociological and political-research. This course, designed to be part of the Afro-American Studies Department must be taught by a black man who has done work within the community. We suggest the Rev. Earl Allen of Hope Development, to instruct the course.

INTRODUCTION

Since the first Afro-American students entered the University of Houston in 1963, we have been subjected to most of the racial evils that pervade American society. Through overt and covert acts of individual and institutional racism, Black students have been relegated to a position of alienated inferiority. Now that we are fully cognizant of the University of Houston's intention to eliminate racism, let it be understood that we are no longer concerned about the intent of the University of Houston's policies but the social effect of those policies. As far as we can see, the University of Houston has done nothing worthy of mention that is meaningfully progressive for Blacks. What we are saying is that we reject the past relevance of the University.

Through our eyes, we see the University inheriting the racist society as large. Black students, through our eyes, we see the University as a white Anglo-Saxon Protestant institution. We see the University as a white Anglo-Saxon Protestant institution.

**Reproduction of the AABL
Statement
Presented to Dr. Hoffman
on February 7, 1969**

We demand, as the Black community, that the University of Houston be held accountable for its role in the perpetuation of racism. We demand that the University of Houston be held accountable for its role in the perpetuation of racism.

It is ironic that Black students should speak on this liberal-democratic nation about racism in a year that whites have made "racism" such a fashionable subject. The President's Commission on Civil Disorders has said that white institutions "maintain, condone, and create" institutionalized racism. Consequently we are the victims that suffer and the University of Houston is the criminal that refuses to reform. The worst patterns have been maintained and confirmed through institutionalization.

History is filled with instances of institutions that have become inflexible because they crystallized in the face of change. We as a Black people struggling for survival in a system that we have no control over

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5800 S. UNIVERSITY AVENUE
CHICAGO, ILLINOIS 60637

INTRODUCTION

Since the first Afro-American students entered the University of Houston in 1963, we have been subjected to most of the racial evils that prevade American society. Through overt and covert acts of individual and institutional racism, black students have been relegated to a position of alienated inferiority. Now that we are fully cognizant of the University of Houston's inaction to eliminate racism, let it be understood that we are no longer concerned about the intent of the University of Houston's policies but the social effect of those policies. As far as we can see, the University of Houston has done nothing worthy of mention that is meaningfully progressive for Blacks. What we are saying is that we reject the past tokenism of the University.

Through our eyepiece, we see the University imitating the racist society at large. Black students are the victims of "refined racism". Plainly stated, we feel that the University of Houston is a White Anglo-Saxon Protestant institution.

We cannot, as the University of Houston seems to expect, form to an educational system that teaches blacks to be complacent and indifferent to racist oppression.

It is ironic that black students should speak to this liberal institution about racism in a year that whites have made "racism" such a fashionable subject. The President's Commission on Civil Disorders has said that white institutions "maintain, condone, and create" institutionalized racism. Consequently we are the victims that suffer and the University of Houston is the criminal that refuses to reform. The manifest patterns have been reinforced and confirmed through irresoluteness.

History is filled with instances of institutions that have become instinct because they rigidified in the face of change. We as a black people struggling for survival in a racist country must exercise control over

INTRODUCTION

Since the first Afro-American students entered the University of Houston in 1957, we have been subjected to most of the racial evils that pervade American society. Through overt and covert acts of individual and institutional racism, black students have been relegated to a position of alienated inferiority. Now that we are fully cognizant of the University of Houston's inaction to eliminate racism, let it be understood that we are no longer concerned about the intent of the University of Houston's policies but the social effect of these policies. As far as we can see, the University of Houston has done nothing worthy of mention that is meaningfully progressive for blacks. What we are saying is that we reject the past behavior of the University.

Through our speeches, we see the University inflicting the racial injury on large black students and the victims of "refined racism". Plainly stated, we feel that the University of Houston is a white Anglo-Saxon Protestant institution.

We cannot, as the University of Houston seems to expect, look to an educational system that teaches blacks to be complacent and indifferent to racial oppression.

It is ironic that black students should speak to this liberal institution about racism in a year that whites have made "racism" such a fashionable subject. The President's Commission on Civil Disorders has said that white institutions "maintain, condone, and create" institutionalized racism.

Consequently we are the victims that suffer and the University of Houston is the criminal that refuses to reform. The nearest persons that have been vindicated and comforted through institutionalism.

History is filled with instances of institutions that have become inactive because they rigidified in the face of change. As a black people struggling for survival in a racist country with complete control over

political, economic, social, spiritual, and physical aspects of our lives. To achieve this, we must be prepared educationally to meet the needs of our community. We cannot allow our minds to be enslaved.

On the following pages are ten demands calling for immediate attention to alleviate the facets of institutionalized attitudinal and behavioral racism at the University of Houston. Please try to understand this. The content of the following pages are not recommendations nor are they requests. They are unequivocal assertions of a firm and resolute desire for self-determination.

The demands outlined in this presentation are merely a beginning. We acknowledge that before you can walk, you must crawl. Through research, we have analyzed the most acute problem areas and have given you a blueprint as a foundation on which to build a house.

Finally, we can Never apologize for our desire to obtain these demand because we have defined the problems and recommended positive and creative means of resolving them. As Fredrick Douglas, the beautiful black statesman once said, "Find out just what people will submit to and you have found out the exact amount of injustices and wrong which will be imposed upon them". "The limits of tyrants are prescribed by the endurance of those they oppress."

University of Houston, we say to you, **OUR ENDURANCE IS EXHAUSTED!**

political, economic, social, spiritual, and physical aspects of our lives. To achieve this, we must be prepared educationally to meet the needs of our community. We cannot allow our minds to be enslaved.

On the following pages are the demands calling for immediate attention to alleviate the factors of institutionalized racial and behavioral racism at the University of Houston. Please try to understand this. The content of the following pages are not recommendations nor are they requests. They are unapologetic assertions of a firm and resolute desire for self-determination.

The demands outlined in this presentation are merely a beginning. We acknowledge that before you can walk, you must crawl. Through research, we have analyzed the most acute problem areas and have given you a blueprint as a foundation on which to build a house.

Finally, we can never apologize for our desire to obtain these demands because we have defined the problems and recommended positive and creative means of resolving them. As Frederick Douglass, the beautiful black statesman once said, "Find out just what people will submit to and you have found out the exact amount of injustices and wrong which will be imposed upon them." The limits of tyrants are prescribed by the endurance of those they oppress."

University of Houston, we say to you, OUR FUTURE IS EXHAUSTED!

1. The University of Houston must establish a comprehensive Department of Afro-American Studies.

To a large degree, our education at the University of Houston has been tragically irrelevant and vulgarly whitewashed. We recognize and deplore the blatant ethnocentrism (white nationalism) of many instructors in their analysis of nonwhite peoples, institutions, and values. We reject the present curriculum that teaches all aspects of western civilization and dismisses the Afro-American contributions with one course of Negro History. At present, our education does not equip us with the essentials necessary to combat the particular problems of black people. Therefore we uncompromisingly demand the immediate establishment of a Department of Afro-American Studies.

The proposal presented to the College of Arts and Sciences by AABL in January, 1969, should serve only as a foundation from which to build a complete, comprehensive department on an equal status with the other departments. With this department, a student could major in Afro-American Studies just as he majors in English or Political Science. Black students also feel that we should have the final word in the selection of this department head.

The ultimate goal, obviously, is the establishment of a College of the Third World or College of Ethnic Studies. The Department of Afro-American Studies would be a component of this college. The concept of a College of the Third World encourages the teaching of eastern civilization along with the teaching of the conditions of oppressed peoples in western society. It is the University's responsibility to begin immediately to lay the groundwork for a College of the Third World.

We firmly believe that our education must be relevant to our particular problems. Because our needs are vastly different, we cannot afford to be trained in the same manner as white students. Our education must be significantly related to the history, institutions, values, and problems of

The University of Houston must establish a comprehensive Department of Afro-American Studies. To a large degree, our education at the University of Houston has been tragically irrelevant and vulgarly whitewashed. We recognize and deplore the historic ethnicities (white nationalists) of many instructors in their analysis of nonwhite peoples, institutions, and values. We reject the present curriculum that teaches all aspects of western civilization and distorts the Afro-American contributions with one course of Negro History. At present, our education does not equip us with the essentials necessary to combat the particular problems of black people. Therefore we unequivocally demand the immediate establishment of a Department of Afro-American Studies.

The proposal presented to the College of Arts and Sciences by AASU in January, 1969, should serve only as a foundation from which to build a complete, comprehensive department on an equal basis with the other departments. With this department, a student could major in Afro-American Studies just as he major in English or Political Science. Black students also feel that we should have the final word in the selection of this department head.

The ultimate goal, obviously, is the establishment of a College of the Third World or College of Ethnic Studies. The Department of Afro-American Studies would be a component of this college. The concept of a College of the Third World encourages the teaching of western civilizations along with the teaching of the conditions of oppressed peoples in western society. It is the University's responsibility to begin immediately to lay the groundwork for a College of the Third World.

We firmly believe that our education must be relevant to our people. Because our needs are vastly different, we cannot afford to be treated in the same manner as white students. Our education must be significantly related to the history, institutions, values, and problems of

1. The University of Houston must create a special recruitment and admission program for the Afro-American community. We will Never compromise on our right to obtain a meaningful education.

2. The University of Houston must hire more black administrators, faculty members and a black counselor.

The faculty and administrators of a university in many ways reflect the attitudes and policies of that university. We view the near absence of Black faculty members and administrators as a reflection of the racism of the University of Houston. The University's explanation for a lily white faculty, the alleged lack of qualified black personnel, is very ludicrous and would appear representative of the University's outmoded attitude toward blacks in general. We assert that no fewer than twenty black faculty members by September, 1969, will be satisfactory..

Futhermore, we demand that the University of Houston hire a black counselor by June, 1969. Afro-American students have particular problems to which white counselors cannot adequately relate. The need of guidance and counseling for black students is tremendous and can only be satisfactorily met by a black counselor who through personal experience is thoroughly familiar with the black situation.

The Afro-American community. We will never compromise on our right to obtain a meaningful education.

2. The University of Houston must hire more black administrators, faculty members and a black counselor.

The faculty and administrators of a university in any way reflect the attitudes and policies of that university. We view the near absence of black faculty members and administrators as a reflection of the racism of the University of Houston. The University's expansion for a long

time has been in very un-
discriminatory and would appear representative of the University's outdated at-
titudes toward blacks in general. We assert that no fewer than twenty

black faculty members by September, 1969, will be satisfactory.

Furthermore, we demand that the University of Houston hire a black counselor by June, 1969. Afro-American students have particular problems to which white counselors cannot adequately relate. The need of guidance and counseling for black students is tremendous and can only be satisfactorily met by a black counselor who through personal experience is throughly familiar with the black situation.

3. The University of Houston must create a special recruitment and admissions programs for Afro-American students.

The University of Houston must recognize that there is a reinforcing cycle between prejudice and racism that tends to make the victims into criminals and to excuse the structures that are really responsible. We are concerned with these structures that are responsible, and providing effective, compensatory programs to break this cycle. Very plainly, the problem of educational under achievement does not lie with individuals, but rather with the system.

For example, whites send blacks to inferior schools with inferior facilities and teachers. Whites devise racially and culturally biased tests of intelligence and administer to Afro-American students. Here, we specifically refer to the Scholastic Aptitude Test (SAT), they are "shown" to be inferior.

Futhermore, we have noticed that our state supported "urban" university exists in a city community of which Afro-Americans compose twenty-five per cent of the population.

The exorbitant fee, presented by the Student Life Department, to attend the University of Houston, vastly surpasses the actual fee of \$110.00 per semester. This giant defferential is given as "living expenses", i. e housing, clothing, personal items, etc. These expenses are based on middle class living modes. For an urban university to point out such a bleak financial picture of itself to individuals whose primary concern is monetary is not conductive to increase black enrollment. We do not believe these examples are undersighted.

While the University of Houston maintains no sufficient records of minority groups population, our spring survey shows less than five per cent of the students enrollment to be black. In a city where the inner-school system is thirty-five percent black, there is a tremendous leakage of eligible black high school graduates. We therefore demand that begin-

... in September, 1969, thirty-five percent of the freshmen class must be black, with twenty-five percent of those coming from the inner city. Since the University is so particular about quotas in relation to black people (instructors, athletes) we demand that each proceeding fall through and class shall fulfill our above program. Also, we recommend that an ad- ventional Recruitment Committee be initiated to deal with the University's deliberate neglect of Afro-American students. We further demand that the members of this committee be acceptable to the political organ of the

black student body.

A. Furthermore, we recognize the extremely crucial issue of ad- mission. The office of admissions must recognize itself to the abilities of the so-called disadvantaged students. By utilizing such criteria as factors of recommendation, personal factors, and interviews, a sensitive admissions office can bring low SAT scoring students who are capable of satisfactory educational attainment. By traditional estimates these stu- dents could not succeed, and yet because of equalities other than test per- formance such as motivation, creativity, resilience and strong personality they will excel as well as the average regularly admitted student. It is not our duty to tell the University how to carry out its re- sponsibility, but it is our inherent obligation to point out what must be done. The University of Houston must keep in mind that competency pro- grams involving high test students have amazingly successful re- sults. As the University's request, we will be glad to provide a list of universities that have such programs.

B. Of course the University will have to make up for the de- ficiencies of prior education and the handicap of a disadvantaged social and economic environment. We therefore demand that the student opportunity program be expanded and become effective in meeting the needs of "disadvantaged" students. To put the program in its proper perspective, we believe that energetic black leadership is essential.

The new government talent search agency CEFVET sent letters to all colleges and universities in the United States, urging them to comply with the 1964 Civil Rights Act, anti-discriminatory clauses, not only by removing discriminatory policies, but also by adopting "positive programs of taking less than qualified students and bringing them up to standard through tutoring and counseling", mark the start of even greater federal involvement.

Evidently the University of Houston has not received this letter or the University is taking a page from other intransigent southern racist institutions. In actuality, the University functions as a partner in reinforcing the society's vicious cycle of prejudice and racism.

... facilities that discriminates according to race, creed or color.

We recognize the Human Relation Council's recommendations to Bruce Gerd as regards to campus housing: (1) that the picture requirements be removed from the application for admission and (2) that room assignments are being made according to date of application. However, despite the repeated requests for alleviation of this situation dating from September 1965, and including a formal presentation of documented cases of discrimination to off-campus facilities to Vice-President Yardley in the summer of 1967, the situation remains unchanged. It is time for the University to admit guilt and assume responsibility.

The new government talent search agency (CEVET) sent letters to all colleges and universities in the United States, urging them to comply with the 1964 Civil Rights Act, anti-discrimination clauses, not only by removing discriminatory policies, but also by adopting "positive programs of taking less than qualified students and bringing them up to standard through tutoring and counseling", mark the start of even greater federal involvement.

Evidently the University of Houston has not received this letter or the University is taking a page from other institutions southern racist institutions. In actuality, the University functions as a partner in reinforcing the society's vicious cycle of prejudice and racism.

4. The University of Houston must provide "adequate" housing for all black students in close proximity to the university. The University furthermore must issue an Open Housing Policy.

We strongly assert the right of every student of the University to adequate housing within the confines of his own economic resources. However, discriminatory practices of the University of Houston and off campus housing authorities have seriously impaired this right. Therefore it is necessary that the University assume the responsibility of finding adequate housing for all black students who are accepted for admissions.

We demand that the University of Houston issue and put into practice an Open Housing policy denying university sanction to any housing facilities that discriminates according to race, creed or color.

We recognize the Human Relation Council's recommendations to Bruce Gard as regards to campus housing: (1) that the picture requirements be removed from the application for admission and (2) that room assignments are being made according to date of application. However, despite the repeated requests for alleviation of this situation dating from September 1966, and including a formal presentation of documented cases of discrimination in off campus facilities to Vice-President Yardley in the summer of 1968, the situation remains unchanged. It is time for the University to admit guilt and assume responsibility.

8

4. The University of Houston must provide "adequate" housing for all black students in close proximity to the university. The University furthermore must issue an Open Housing Policy.

We strongly assert the right of every student of the University to adequate housing within the confines of his own economic resources. However, discriminatory practices of the University of Houston and off-campus housing authorities have seriously impeded this right. Therefore it is necessary that the University assume the responsibility of finding adequate housing for all black students who are accepted for admission. We demand that the University of Houston issue and put into practice an Open Housing Policy denying university sanction to any housing facilities that discriminate according to race, creed or color.

We recognize the Human Relation Council's recommendations to Bruce Gold as regards to campus housing: (1) that the picture requirements be removed from the application for admission and (2) that room assignments are being made according to date of application. However, despite the repeated requests for alleviation of this situation dating from September 1966, and including a formal presentation of documented cases of discrimination in off-campus facilities to Vice-President Yardley in the summer of 1968, the situation remains unchanged. It is time for the University to admit guilt and assume responsibility.

5. The University of Houston must offer and make available more financial aid to black students.

The University supposedly makes available financial aid to disadvantaged students regardless of race, creed, color, social class, or parentage. We know that procedural barriers exist---subtle discriminatory barriers which may have the effect of rendering inaccessible badly needed financial assistance to the poor, the educationally handicapped and others lacking the necessary "savvy" to cope with an Anglo-Saxon bureaucratic system.

A. More and more the world has become so technical that manual labor is not needed and education has become increasingly more essential to the living necessities of American people. We are cognizant that black people are the poorest people in the richest country. Therefore, we feel that due to the income status of black people and the importance of education in this country, a special fund should be set up for needy blacks who want to attain higher education at this University. We strongly feel that the University should not set up special academic requirement on this special fund because of the inferior education forced upon blacks in our public schools. It is the University's responsibility to find means to set up this special fund.

B. Existing loans and scholarships are not really accessible to fullest extent to black students.

(1) When recruiting black students for admission the University should make it known to all interested students all existing loans and scholarships which are available. Black students entering college for the first time are not always fully aware of all existing loans and scholarships.

(2) Black students are not "qualified" (tests scores, class standing) according to the University standards for many existing scholarships. Therefore, we want "special" requirements set up for black student because of the vast numbers of blacks who cannot afford college finances.

2. The University of Houston must offer and make available more financial aid to black students.

The University supposedly makes available financial aid to disadvantaged students regardless of race, creed, color, social class, or background. We know that procedural barriers exist--subtle discrimination barriers which may have the effect of rendering inaccessible badly needed financial assistance to the poor, the educationally handicapped and others lacking the necessary "savvy" to cope with an Anglo-Saxon bureaucratic system.

A. Here and now the world has become so technical that manual labor is not needed and education has become increasingly more essential to the living necessities of American people. We are convinced that black people are the poorest people in the richest country. Therefore we feel that due to the income status of black people and the importance of education in this country, a special fund should be set up for needy blacks who want to attain higher education at this University. We strongly feel that the University should set up special academic requirements on this special fund because of the inferior education forced upon blacks in our public schools. It is the University's responsibility to first meet to set up this special fund.

B. Existing loans and scholarships are not really accessible to black students.

(1) When recruiting black students for admission the University should make it known to all interested students all existing loans and scholarships which are available. Black students attending college for the first time are not always fully aware of all existing loans and scholarships.

(2) Black students are not "qualified" (earn scores, class standing) according to the University standards for many existing scholarships. Therefore, we want "special" requirements set up for black students because of the vast numbers of blacks who cannot attend college because

Despite educational and cultural deprivements the students, of course, must show considerable potential for average college performance.

6. The University of Houston must take steps to elevate the wage scale of its janitorial, maintenance, and cafeteria employees to \$2.00 per hour.

The present wage level for janitorial, and maintenance, and cafeteria employees is simply ridiculous and disgraceful to the University. A recent survey by AABL shows that these employees support an average of five dependents and earn less than the federal minimum wage. Therefore, we demand that the University elevate the wages of these employees to at least \$2.00 per hour.

Though we realize the University does not pay its cafeteria employees directly, it must accept responsibility for their welfare. Therefore, the University must begin to negotiate with ARA for higher wages and overall, better compensation for the employees working in the cafeterias. If this fails, the University should consider another catering service.

We refuse to compromise on this issue. With the recent rise of inflation, it is a ludicrous assumption on the part of ARA and the University to expect people to rear families adequately on the present salaries of these University employees.

The University must also pay for overtime in addition to the demanded \$2.00 per hour minimum wage.

Despite educational and cultural achievements the students, of course, must show considerable potential for average college performance.

6. The University of Houston must take steps to elevate the wage scale of its janitorial, maintenance, and cafeteria employees to \$5.00 per hour.

The present wage level for janitorial, and maintenance, and cafeteria employees is simply ridiculous and disgraceful to the University. A recent survey by AAL shows that these employees support an average of five dependents and earn less than the federal minimum wage. Therefore, we demand that the University elevate the wages of these employees to at least \$5.00 per hour.

Though we realize the University does not pay its cafeteria employees directly, it still accepts responsibility for their welfare. Therefore, the University must begin to negotiate with AIA for higher wages and overall better compensation for the employees working in the cafeteria. If this fails, the University should consider another catering service.

We cannot compromise on this issue. With the recent rise of inflation, it is a ludicrous situation on the part of AIA and the University to expect people to work facilities adequately on the present salaries of these University employees. The University must also pay for overtime in addition to the demanded \$5.00 per hour minimum wage.

7. The University of Houston must deal effectively with the situation of the black athlete and must hire an Afro-American coach for football.

The University must be more concerned; first, with the education of its black athletes, and second, with the special problems of the black athletes. The athletic department should take positive steps in this direction immediately.

This demand grows out of the many complaints from black athletes about unfair treatment and discrimination. There should be a committee of representatives from the athletic department, Human Relations Council, and students who will investigate the problems.

We have had a confrontation with Harry Fauke and Guy Lewis, which has proven fruitless. They must show now that they will begin to move in the right direction to promote better communication between black athletes and their coaches. Moreover the athletes who choose to air their grievances must be protected against racist tactics which could be used by the coaches to deny them scholarships or playing positions.

The need for a black coach is obvious. Black athletes have excelled well for the benefit of the University. Due to latent hostilities and inhibitions inherent in the racially tense society of which we are all a part, black athletes could communicate and function with greater ease if they were represented on their respective coaching staffs. Furthermore it stands to reason that if the University of Houston can produce four black All-Americans in two years, it can certainly produce one black coach.

We demand also that the ultra-racist who now serves as baseball coach should be removed immediately. In an era when black players dominate the super-star ranks of the major leagues, racism has prohibited the acceptance of Afro-Americans as baseball players for the University of Houston. Very overtly, Coach Hill has demonstrated racism and discrimination at many levels.

The University of Houston must deal effectively with the situation of the black athlete and must hire an Afro-American coach for football. The University must be more concerned; first, with the education of its black athletes, and second, with the special problems of the black athlete. The athletic department should take positive steps in this direction immediately.

This demand grows out of the many complaints from black athletes about unfair treatment and discrimination. There should be a committee of representatives from the athletic department, Human Relations Council, and students who will investigate the problems.

We have had a conversation with Harry Parks and Guy Lewis, which has proven fruitful. They must show now that they will begin to move in the right direction to promote better communication between black athletes and their coaches. Moreover the athletes who choose to sit their grievances must be protected against racial tactics which could be used by the coaches to deny them scholarships or playing positions.

The need for a black coach is obvious. Black athletes have excelled well for the benefit of the University. Due to latent hostilities and inhibitions inherent in the racially tense society of which we are all part, black athletes could communicate and function with greater ease if they were represented on their respective coaching staffs. Furthermore it stands to reason that if the University of Houston can produce four black All-Americans in two years, it can certainly produce one black coach.

We demand also that the Afro-American who now serves as baseball coach should be removed immediately. In an era when black players dominate the super-star ranks of the major leagues, racism has prohibited the acceptance of Afro-Americans as baseball players for the University of Houston. Very evidently, Coach Hill has demonstrated racism and discrimination at many levels.

8. The University of Houston must establish a committee to alleviate racist practices in instruction and grading.

Since intergration in 1963, Afro-American students have persistently complained about unfair grades and suppression of ideas.

It is time to rid the University of Houston of all racists and bigots. We recommend the establishment of a standing committee of administrators, faculty members, and students to deal with this problem. This committee will have the purpose of hearing and evaluating student grievances concerning blatant racist and ethnocentric attitudes, narrowmindedness, and suppression of ideas on the part of the instructors, particularly in the area of social sciences.

A. The committee shall consist of two administrators, two instructors from the department of the professor in question, and three students. One administrator, one instructor, one student, must be selected from the respective lists submitted by AABL.

B. This committee shall have the power to effect a change in the grade of the student who presents sufficient evidence of (1) his competence in the subject matter and / or (2) intentionally slanted grading practices.

C. This committee shall be able to recommend the immediate release of faculty members against whom two or more charges are registered.

8. The University of Houston must establish a committee to investigate

racial practices in instruction and grading.

Since integration in 1963, Afro-American students have persistently

complained about unfair grades and suppression of ideas.

It is time to rid the University of Houston of all racism and bigotry.

We recommend the establishment of a standing committee of administrators,

faculty members, and students to deal with this problem. This committee

will have the purpose of hearing and evaluating student grievances con-

cerning biased racial and ethnic attitudes, narrow-mindedness, and

suppression of ideas on the part of the instructors, particularly in the

area of social sciences.

A. The committee shall consist of two administrators, two in-

structors from the department of the professor in question, and three

students. One administrator, one instructor, one student, must be selected

and from the respective lists submitted by AABU.

B. This committee shall have the power to effect a change in

the grade of the student who presents sufficient evidence of (1) his non-

presence in the subject matter and (2) intentionally slanted grading

practices.

C. This committee shall be able to recommend the immediate re-

lease of faculty members against whom two or more charges are registered.

9. The University of Houston must establish a Black Student Union which can effectively serve the needs of Afro-American students.

Black students on this campus have found the University Of Houston Student Association an unreliable source of representation. This is partly due to the first fact that it is comprised mostly of white students who cannot or will not understand the black students's problems. Furthermore too few black representatives will be elected to ensure the welfare of black students.

Therefore, it is necessary that a Black Student Union be formed and funded for the concerns of the black student which will not be met by the monolithic student association. These funds must be controlled by the Black Student Union and put in the custody of the Black Student Union's treasury. Each year the Black Student Union (a coalition of all black organizations and students) will submit an annual fiscal report on the amount of money and programs needed. The minimum annual budget for the Black Student Union should not be less than twenty-five thousand dollars.

Furthermore, we demand that the University of Houston Tutorial Program shall be controlled by the Black Student Union. The history of the black man has for too long been one in which he has been acted upon instead of doing the acting. Often the forces which were affecting him have been ignorant to his needs and welfare. It is evident to the black students on this campus that the tutorial program must be black run in order to effectively and beneficently cope with the problems of the black tutee. The best interest of the black child could be served by a staff picked by a black student union. This is not to exclude white students from the tutorial program, but rather to assert that black students will have the right to determine which white students will work and in what capacity they can be most effective to the program.

3. The University of Houston may establish a Black Student Union which can effectively serve the needs of Afro-American students. Black students on this campus have found the University of Houston Student Association an unsatisfactory source of representation. This is partly due to the fact that it is composed mostly of white students who cannot or will not understand the black student's problems. Furthermore, too few black representatives will be elected to ensure the welfare of black students.

Therefore, it is necessary that a Black Student Union be formed and funded for the concerns of the black student which will not be met by the non-racial student association. These funds must be controlled by the Black Student Union and put in the custody of the Black Student Union's treasury. Each year the Black Student Union (a coalition of all black organizations and students) will submit an annual fiscal report on the amount of money and program needed. The minimum annual budget for the Black Student Union should not be less than twenty-five thousand dollars. Furthermore, we demand that the University of Houston furnish the program shall be controlled by the Black Student Union. The history of the black man has for too long been one in which he has been asked upon instead of doing the asking. Other the forces which were allocating him have been ignorant to his needs and wishes. It is evident to the black students on this campus that the tutorial program must be black run in order to effectively and basically cope with the problems of the black man. The best interest of the black child could be served by a staff picked by a black student union. This is not to exclude white students from the tutorial program, but rather to assure that black students will have the right to determine which white students will work and in what capacity they can be most effective in the program.

10. The University of Houston must arrange for student ghetto workers to receive three semester hours credit for their work in the community.

We assert that sociology as it is taught within the vacuum of the classroom merely perpetuates white nationalism and is irrelevant to black students. Black students who would go into the ghetto would be educated first hand about the political, social, and economic society of this country.

We also assert that black students would provide an atmosphere of compassion and understanding for the people of the ghetto that they could never receive from a white social worker who feels as though he is taking up the "white man's burden". Black students would also give the people a sense of identity and pride in themselves and their people. Pride in one's people brings about pride in one's self.

We make a fiat to the University that is not only to grant the aforementioned credit hours, but allocate a written statement attached to the transcript of each ghetto worker that he has completed at least one year in sociological and political-research. This course, designed to be part of the Afro-American Studies Department must be taught by a black man who has done work within the community. We suggest the Rev. Earl Allen of Hope Development, to instruct the course.

10. The University of Houston must arrange for student ghetto workers to receive three semester hours credit for their work in the community. We assert that sociology as it is taught within the vacuum of the classroom merely perpetuates white nationalism and is irrelevant to black students. Black students who would go into the ghetto would be educated first hand about the political, social, and economic reality of this country.

We also assert that black students would provide an atmosphere of compassion and understanding for the people of the ghetto that they could never receive from a white social worker who looks at things as if taking up the "white man's burden". Black students would also give the people a sense of identity and pride in themselves and their people. White in one's own's people brings about pride in one's self.

We make a list to the University that is not only to grant the aforementioned credit hours, but allocate a written statement attached to the transcript of each ghetto worker that he has completed at least one year in sociological and political research. This course, designed to be part of the Afro-American Studies Department must be taught by a black man who has done work within the community. We suggest the Rev. Earl Allen of Hope Development, to instruct the course.

INTRODUCTION

Since the first Afro-American students entered the University of Houston in 1963, we have been subjected to most of the racial evils that pervade American society. Through overt and covert acts of individual and institutional racism, black students have been relegated to a position of alienated inferiority. Now that we are fully cognizant of the University of Houston's inaction to eliminate racism, let it be understood that we are no longer concerned about the intent of the University of Houston's policies but the social effect of those policies. As far as we can see, the University of Houston has done nothing worthy of mention that is meaningfully progressive for Blacks. What we are saying is that we reject the past takeness of the University.

Through our eyes, we see the University imitating the racist society at large. Black students are being taught "refined racism". Plainly stated, we feel that the University of Houston is a white Anglo-Saxon Protestant institution. We cannot, as the University would have us repeat, form an educational system that teaches blacks to be complacent and indifferent to racist oppression.

It is ironic that black students should speak to this liberal institution about racism in a year that whites have made "racism" such a fashionable subject. The President's Commission on Civil Disorders has said that white institutions "maintain, condone, and create" institutionalized racism. Consequently we are the victims that suffer and the University of Houston is the criminal that refuses to reform. The manifest patterns have been reinforced and confirmed through irresoluteness.

History is filled with instances of institutions that have become extinct because they rigidified in the face of change. As a black people struggling for survival in a racist country must exercise control over

Reproduction of the AABL

Statement

Presented to Dr. Hoffman

on February 7, 1969

1911

1912

1913

INTRODUCTION

Since the first Afro-American students entered the University of Houston in 1963, we have been subjected to most of the racial evils that prevade American society. Through overt and covert acts of individual and institutional racism, black students have been relagated to a position of alienated inferiority. Now that we are fully cognizant of the University of Houston's inaction to eliminate racism, let it be understood that we are no longer concerned about the intent of the University of Houston's policies but the social effect of those policies. As far as we can see, the University of Houston has done nothing worthy of mention that is meaningfully progressive for Blacks. What we are saying is that we reject the past tokenism of the University.

Through our eyepiece, we see the University imitating the racist society at large. Black students are the victims of "refined racism". Plainly stated, we feel that the University of Houston is a White Anglo-Saxon Protestant institution.

We cannot, as the University of Houston seems to expect, form to an educational system that teaches blacks to be complacent and indifferent to racist oppression.

It is ironic that black students should speak to this liberal institution about racism in a year that whites have made "racism" such a fasionable subject. The President's Commission on Civil Disorders has said that white institutions "maintain, condone, and create" institutionalized racism. Consequently we are the victims that suffer and the University of Houston is the criminal that refuses to reform. The manifest patterns have been reinforced and confirmed through irresoluteness.

History is filled with instances of institutions that have become instinct because they rigidified in the face of change. We as a black people struggling for survival in a racist country must exercise control over

INTRODUCTION

Since the first Afro-American students entered the University of Houston in 1901, we have been subjected to most of the racial evils that provide American society. Through overt and covert acts of individual and institutional racism, black students have been relegated to a position of alienated inferiority. Now that we are fully cognizant of the University of Houston's inaction to eliminate racism, let it be understood that we are no longer concerned about the intent of the University of Houston's policies but the actual effect of those policies. As far as we can see, the University of Houston has done nothing worthy of mention that is meaningfully progressive for blacks. What we are saying is that we reject the past behavior of the University.

Through our speeches, we see the University initiating the racial class at large. Black students are the victims of "retarded racism". Plainly stated, we feel that the University of Houston is a white Anglo-Saxon Protestant institution.

We demand that the University of Houston cease to expect, look to an educational system that teaches blacks to be compliant and obedient to racial oppression.

It is ironic that black students should speak to this liberal university about racism in a year that white men were "banned" such a racial subject. The President's Commission on Civil Disorders has said that white institutions "maintain, condone, and even 'facilitate' racial

class. Consequently we are the victims that suffer and the University of Houston is the criminal that refuses to reform. The national government has

have been rejected and continued through institutional racism. History is filled with instances of institutions that have become inflexible because they rigidified in the face of change, as in a black people struggling for survival in a racist country with excessive control over

political, economic, social, spiritual, and physical aspects of our lives. To achieve this, we must be prepared educationally to meet the needs of our community. We cannot allow our minds to be enslaved.

On the following pages are ten demands calling for immediate attention to alleviate the facets of institutionalized attitudinal and behavioral racism at the University of Houston. Please try to understand this. The content of the following pages are not recommendations nor are they requests. They are unequivocal assertions of a firm and resolute desire for self-determination.

The demands outlined in this presentation are merely a beginning. We acknowledge that before you can walk, you must crawl. Through research, we have analyzed the most acute problem areas and have given you a blueprint as a foundation on which to build a house.

Finally, we can never apologize for our desire to obtain these demands because we have defined the problems and recommended positive and creative means of resolving them. As Fredrick Douglas, the beautiful black statesman once said, "Find out just what people will submit to and you have found out the exact amount of injustices and wrong which will be imposed upon them". "The limits of tyrants are prescribed by the endurance of those they oppress."

University of Houston, we say to you, OUR ENDURANCE IS EXHAUSTED!

political, economic, social, spiritual, and physical aspects of our lives.

To achieve this, we must be prepared educationally to meet the needs of

our country. We cannot allow our minds to be enslaved.

On the following pages are demands calling for immediate action

to alleviate the factors of institutionalized racial and ethnic

discrimination at the University of Houston. Please try to understand this

The content of the following pages are not recommendations nor are they

requests. They are unequivocal assertions of a firm and resolute desire

for self-determination.

The demands outlined in this presentation are merely a beginning. As

knowledge that before you can walk, you must crawl. Through research, we

have analyzed the most acute problem areas and have given you a blueprint

as a foundation on which to build a house.

Finally, we can never apologize for our desire to obtain these demands

because we have defined the problems and recommended positive and creative

means of resolving them. As Frederick Douglass, the beautiful black orator

has once said, "Find out just what people will submit to and you have

found out the exact amount of injustice and wrong which will be imposed

upon them." The limits of tolerance are prescribed by the endurance of

those they oppress."

University of Houston, we say to you, OUR DEMANDS ARE EXHAUSTIVE!

1. The University of Houston must establish a comprehensive Department of Afro-American Studies.

To a large degree, our education at the University of Houston has been tragically irrevelent and vulgarly whitewashed. We reconize and deplore the blatant ethnocentrism (white nationalism) of many instructors in their analysis of nonwhite peoples, institutions, and values. We reject the present cirriculum that teaches all aspects of western civilization and dismisses the Afro-American contributions with one course of Negro History. At present, our education does not equip us with the essentials necessary to combat the particular problems of black people. Therefore we uncompromisingly demand the immediate establishment of a Department of Afro-American Studies.

The proposal presented to the College of Arts and Sciences by AABL in January, 1969, should serve only as a foundation from which to build a complete, comprehensive department on an equal status with the other departments. With this department, a student could major in Afro-American Studies just as he majors in English or Political Science. Black students also feel that we should have the final word in the selection of this department head.

The ultimate goal, obviously, is the establishment of a College of th the Third World or College of Ethnic Studies. The Department of Afro-American Studies would be a component of this college. The concept of a College of the Third World encourages the teaching of eastern civilazation along with the teaching of the conditions of oppressed peoples in western society. It is the University's responsibility to begin immediately to lay the grcundwork for a College of the Third World.

We firmly believe that our education must be relevant to our particular problems. Because our needs are vastly different, we cannot afford to be trained in the same manner as white students. Our education must be significantly related to the history, institutions, values, and problems of

1. The University of Houston must establish a comprehensive Department of Afro-American Studies. To a large degree, our education at the University of Houston has been tragically incomplete and vulgarly whitewashed. We recognize and deplore the blatant ethnocentrism (white nationalism) of many instructors in their analysis of nonwhite peoples, institutions, and values. We reject the present curriculum that teaches all aspects of western civilization and dismisses the Afro-American contributions with one course of Negro History. At present, our education does not equip us with the essentials necessary to combat the particular problems of black people. Therefore we unequivocally demand the immediate establishment of a Department of Afro-American Studies.

The proposal presented to the College of Arts and Sciences by AAAS in January, 1969, should serve only as a foundation from which to build a complete, comprehensive Department on an equal status with the other departments. With this Department, a student could major in Afro-American Studies just as he major in English or Political Science. Black students also feel that we should have the final word in the selection of this department head.

The ultimate goal, obviously, is the establishment of a College of the Third World or College of Ethnic Studies. The Department of Afro-American Studies would be a component of this college. The concept of a College of the Third World encourages the teaching of eastern civilizations along with the teaching of the conditions of oppressed peoples in western society. It is the University's responsibility to begin immediately to lay the groundwork for a College of the Third World.

We firmly believe that our education must be relevant to our particular problems. Because our needs are vastly different, we cannot afford to be trained in the same manner as white students. Our education must be significantly related to the history, institutions, values, and problems of

3. The University of Houston must create a special recruitment and ad-
the Afro-American community. We will Never compromise on our right to
obtain a meaningful education.

2. The University of Houston must hire more black administrators, facul-
ty members and a black counselor.

The faculty and administrators of a university in many ways reflect
the attitudes and policies of that university. We view the near absence
of Black faculty members and administrators as a reflection of the racism
of the University of Houston. The University's explanation for a lily
white faculty, the alleged lack of qualified black personnel, is very lu-
dicrous and would appear representative of the University's outmoded at-
titude toward blacks in general. We assert that no fewer than twenty
black faculty members by September, 1969, will be satisfactory..

Futhermore, we demand that the University of Houston hire a black
counselor by June, 1969. Afro-American students have paticular problems
to which white counselors cannot adequately relate. The need of guidance
and counseling for black students is tremendous and can only be satisfac-
torily met by a black counselor who through personal experience is through-
ly familiar with the black situation.

the Afro-American community. We will never compromise on our right to obtain a meaningful education.

2. The University of Houston must hire more black administrators, faculty members and a black counselor.

The faculty and administrators of a university in many ways reflect the attitudes and policies of that university. We view the near absence of Black faculty members and administrators as a reflection of the racism of the University of Houston. The University's explanation for a lack

of Black faculty, the alleged lack of qualified Black personnel, is very in-
dignous and would appear representative of the University's outdated ac-

cept of Black people in general. We assert that no fewer than twenty
Black faculty members by September, 1969, will be satisfactory.

Furthermore, we demand that the University of Houston hire a Black
counselor by June, 1969. Afro-American students have particular problems
to which white counselors cannot adequately relate. The need of guidance
and counseling for Black students is tremendous and can only be satisfac-
torily met by a Black counselor who through personal experience is through-
ly familiar with the Black situation.

3. The University of Houston must create a special recruitment and admissions programs for Afro-American students.

The University of Houston must recognize that there is a reinforcing cycle between prejudice and racism that tends to make the victims into criminals and to excuse the structures that are really responsible. We are concerned with these structures that are responsible, and providing effective, compensatory programs to break this cycle. Very plainly, the problem of educational under achievement does not lie with individuals, but rather with the system.

For example, whites send blacks to inferior schools with inferior facilities and teachers. Whites devise racially and culturally biased tests of intelligence and administer to Afro-American students. Here, we specifically refer to the Scholastic Aptitude Test (SAT), they are "shown" to be inferior.

Futhermore, we have noticed that our state supported "urban" university exists in a city community of which Afro-Americans compose twenty-five per cent of the population.

The exorbitant fee, presented by the Student Life Department, to attend the University of Houston, vastly surpasses the actual fee of \$110.00 per semester. This giant defferential is given as "living expenses", i. e housing, clothing, personal items, etc. These expenses are based on middle class living modes. For an urban university to point out such a bleak financial picture of itself to individuals whose primary concern is monetary is not conductive to increase black enrollment. We do not believe these examples are undersighted.

While the University of Houston maintains no sufficient records of minority groups population, our spring survey shows less than five per cent of the students enrollment to be black. In a city where the inner-school system is thirty-five percent black, there is a tremendous leakage of eligible black high school graduates. We therefore demand that begin-

3. The University of Houston must create a special recruitment and admission program for Afro-American students.

The University of Houston must recognize that there is a relationship exists between prejudice and racism that tends to make the victims into victims and to excuse the structures that are really responsible. We are concerned with these structures that are responsible, and providing effective, compensatory programs to break this cycle. Very plainly, the problem of educational underachievement does not lie with individuals, but rather with the system.

For example, whites send blacks to inferior schools with inferior facilities and teachers. Whites have racially and culturally biased tests of intelligence and administer to Afro-American students. Here, we specifically refer to the Scholastic Aptitude Test (SAT), they are "open" to be inferior.

Furthermore, we have noticed that our state supported "urban" universities exist in a city community of which Afro-Americans compose twenty-five per cent of the population.

The expenditure for, presented by the Student Life Department, to attend the University of Houston, mostly surpasses the actual fee of \$110.00 per semester. This kind of differential is given as "living expenses", housing, clothing, personal items, etc. These expenses are based on middle class living costs. For an urban university to point out such a differential places of itself to individuals whose primary concern is money. It is not conducive to increase black enrollment. We do not believe there are examples are warranted.

While the University of Houston maintains an excellent record of minority groups participation, our spring survey shows less than five per cent of the students enrollment to be black. In a city where the inner-city school system is thirty-five percent black, there is a tremendous leakage of eligible black high school graduates. We therefore demand that

ning in September, 1969, thirty-five percent of the freshmen class must be black, with twenty-five percent of these coming from the inner city. Since the University is so particular about quotas in relation to black people (instructors, athletes) we demand that each proceeding fall freshman class shall fulfill our above quotas. Also, we recommend that an educational Recruitment Committee be initiated to deal with the University's deliberate neglect of Afro-American taxpayers. We further demand that the members of this committee be acceptable to the political organ of the black student body.

A. Furthermore, we recognize the extremely crucial issue of admissions. The office of admissions must sensitize itself to the abilities of the so-called disadvantaged students. By utilizing such criteria as letters of recommendation, personal letters, and interviews, a sensitive admissions office can bring low SAT scoring students who are capable of satisfactory educational attainment. By traditional estimates these students could not succeed, and yet because of equalities other than past performance such as motivation, creativity, resilience and strong personality they will soon perform as well as the average regularly admitted student.

It is not our duty to tell the University how to carry out its responsibility, but it is our inherent obligation to point out what must be done. The University of Houston must keep in mind that compensatory programs involving "high risk" students have amazingly successful at other universities. At the University's request, we will be glad to provide a list of universities that have such programs.

B. Of course the University will have to make up for the deficiencies of prior education and the handicaps of a disadvantaged social and economic environment. We therefore demand that the Student Opportunity Services Program be expanded and become effective in meeting the needs of "disadvantaged" students. To put the program in its proper perspective, we believe that energetic black leadership is essential.

ning in September, 1989, thirty-five percent of the freshmen class must be black, with twenty-five percent of those coming from the inner city. Since the University is so particular about quotas in relation to black people (instructors, scholars) we demand that each proceeding fall under the same class shall fulfill our above quotas. Also, we recommend that an ad-hoc committee be initiated to deal with the University's deliberate neglect of Afro-American taxpayers. We further demand that the members of this committee be acceptable to the political organ of the black student body.

A. Furthermore, we recognize the extremely crucial issue of admission. The office of admission must recognize itself as the architect of the so-called disadvantaged students. By utilizing such criteria as factors of recommendation, personal letters, and interviews, a sensitive admissions office can bring low SAT scoring students who are capable of satisfactory educational attainment. By traditional estimates these students could not succeed, and yet because of specialism other than past performance such as motivation, creativity, tenacity, and strong personality they will soon perform as well as the average regularly admitted student. It is not our duty to tell the University how to carry out its responsibility, but it is our inherent obligation to point out what must be done. The University of Houston must keep in mind that compensatory programs involving "high risk" students have amazingly successful at other universities. At the University's request, we will be glad to provide a list of universities that have such programs.

B. Of course the University will have to make up for the deficiencies of prior education and the hardships of a disadvantaged social and economic environment. We therefore demand that the Student Support Services Program be expanded and become effective in meeting the needs of "disadvantaged" students. To put the program in its proper perspective, we believe that magnetic black leadership is essential.

The new government talent search agency CEFVET sent letters to all colleges and universities in the United States, urging them to comply with the 1964 Civil Rights Act, anti-discriminatory clauses, not only by removing discriminatory policies, but also by adopting "positive programs of taking less than qualified students and bringing them up to standard through tutoring and counseling", mark the start of even greater federal involvement.

Evidently the University of Houston has not recieved this letter or the University is taking a page from other intransigent southern racist institutions. In actuality, the University functions as a partner in reinforcing the society's vicious cycle of prejudice and racism.

The new government talent search agency CEVET sent letters to all colleges and universities in the United States, urging them to comply with the 1964 Civil Rights Act, anti-discrimination clauses, not only by removing discriminatory policies, but also by adopting "positive programs of taking less than qualified students and bringing them up to standard through tutoring and counseling", with the goal of even greater federal involvement.

Evidently the University of Houston has not received this letter or the University is taking a page from other international southern states in its actions. In actuality, the University functions as a partner in reinforcing the society's vicious cycle of prejudice and racism.

4. The University of Houston must provide "adequate" housing for all black students in close proximity to the university. The University furthermore must issue an Open Housing Policy.

We strongly assert the right of every student of the University to adequate housing within the confines of his own economic resources. However, discriminatory practices of the University of Houston and off campus housing authorities have seriously impaired this right. Therefore it is necessary that the University assume the responsibility of finding adequate housing for all black students who are accepted for admissions.

We demand that the University of Houston issue and put into practice an Open Housing policy denying university sanction to any housing facilities that discriminates according to race, creed or color.

We recognize the Human Relation Council's recommendations to Bruce Gard as regards to campus housing: (1) that the picture requirements be removed from the application for admission and (2) that room assignments are being made according to date of application. However, despite the repeated requests for alleviation of this situation dating from September 1966, and including a formal presentation of documented cases of discrimination in off campus facilities to Vice-President Yardley in the summer of 1968, the situation remains unchanged. It is time for the University to admit guilt and assume responsibility.

(1) When recruiting black students for admission the University should make it known to all interested students all existing loans and scholarships which are available. Black students entering college for the first time are not always fully aware of all existing loans and scholarships.

(2) Black students are not "qualified" (test scores, class standing) according to the University standards for many existing scholarships. Therefore, we want "special" requirements set up for black students because of the vast numbers of blacks who cannot afford college expenses.

4. The University of Houston must provide "adequate" housing for all black students in close proximity to the university. The University further must issue an Open Housing Policy.

We strongly assert the right of every student of the University to adequate housing within the confines of his own economic resources. However, discriminatory practices of the University of Houston and off-campus housing authorities have seriously impaired this right. Therefore it is necessary that the University assume the responsibility of finding adequate housing for all black students who are accepted for admission. We demand that the University of Houston issue and put into practice an Open Housing policy denying university sanction to any housing facilities that discriminates according to race, creed or color.

We recognize the Human Relations Council's recommendations to Bruce Gard as regards to campus housing: (1) that the picture requirements be removed from the application for admission and (2) that room assignments are being made according to date of application. However, despite the reported requests for alleviation of this situation dating from September 1966, and including a formal presentation of documented cases of discrimination in off-campus facilities to Vice-President Yardley in the summer of 1968, the situation remains unchanged. It is time for the University to admit guilt and assume responsibility.

5. The University of Houston must offer and make available more financial aid to black students.

The University supposedly makes available financial aid to disadvantaged students regardless of race, creed, color, social class, or parentage. We know that procedural barriers exist---subtle discriminatory barriers which may have the effect of rendering inaccessible badly needed financial assistance to the poor, the educationally handicapped and others lacking the necessary "savvy" to cope with an Anglo-Saxon bureaucratic system.

A. More and more the world has become so technical that manual labor is not needed and education has become increasingly more essential to the living necessities of American people. We are cognizant that black people are the poorest people in the richest country. Therefore, we feel that due to the income status of black people and the importance of education in this country, a special fund should be set up for needy blacks who want to attain higher education at this University. We strongly feel that the University should not set up special academic requirement on this special fund because of the inferior education forced upon blacks in our public schools. It is the University's responsibility to find means to set up this special fund.

B. Existing loans and scholarships are not really accessible to fullest extent to black students.

(1) When recruiting black students for admission the University should make it known to all interested students all existing loans and scholarships which are available. Black students entering college for the first time are not always fully aware of all existing loans and scholarships.

(2) Black students are not "qualified" (tests scores, class standing) according to the University standards for many existing scholarships. Therefore, we want "special" requirements set up for black student because of the vast numbers of blacks who cannot afford college finances.

2. The University of Houston must offer and make available more financial aid to black students.

The University supposedly makes available financial aid to disadvantaged students regardless of race, creed, color, social class, or background. We know that procedural barriers exist--subtle discrimination barriers which may have the effect of rendering inaccessible the aid (financial assistance to the poor, the academically handicapped and others lacking the necessary "savvy" to cope with an Anglo-dominant bureaucratic system.

A. Both and more the world has become as technical that manual labor is not needed and education has become increasingly more essential to the living necessities of American people. As we recognize that black people are the poorest people in the richest country. Therefore, we feel that due to the income level of black people and the importance of education in this country, a special fund should be set up for needy blacks who want to attain higher education at this University. We strongly feel that the University should set up special academic requirements on this special fund because of the laborer education forced upon blacks in our public schools. It is the University's responsibility to find ways to set up this special fund.

B. Existing loans and scholarships are not really accessible to fellow student to black students.

(1) When restricting black students for admission the University should make it known to all interested students all existing loans and scholarships which are available. Black students entering college for the first time are not always fully aware of all existing loans and scholarships.

(2) Black students are not "qualified" (many scores, class standing) according to the University standards for many existing scholarships. Therefore, we want "special" requirements set up for black students because of the vast number of blacks who cannot afford college education.

Despite educational and cultural deprivements the students, of course, must show considerable potential for average college performance.

6. The University of Houston must take steps to elevate the wage scale of its janitorial, maintenance, and cafeteria employees to \$2.00 per hour.

The present wage level for janitorial, and maintenance, and cafeteria employees is simply ridiculous and disgraceful to the University. A recent survey by AABL shows that these employees support an average of five dependents and earn less than the federal minimum wage. Therefore, we demand that the University elevate the wages of these employees to at least \$2.00 per hour.

Though we realize the University does not pay its cafeteria employees directly, it must accept responsibility for their welfare. Therefore, the University must begin to negotiate with ARA for higher wages and overall, better compensation for the employees working in the cafeterias. If this fails, the University should consider another catering service.

We refuse to compromise on this issue. With the recent rise of inflation, it is a ludicrous assumption on the part of ARA and the University to expect people to rear families adequately on the present salaries of these University employees.

The University must also pay for overtime in addition to the demanded \$2.00 per hour minimum wage.

Despite educational and cultural deprivations the students, of course, must show considerable potential for average college performance.

6. The University of Houston must take steps to elevate the wage scale of its janitorial, maintenance, and cafeteria employees to \$5.00 per hour.

The present wage level for janitorial, and maintenance, and cafeteria employees is simply ridiculous and disgraceful to the University. A recent survey by AAEI shows that these employees support an average of five dependents and earn less than the federal minimum wage. Therefore, we demand that the University elevate the wages of these employees to at least \$5.00 per hour.

Though we realize the University does not pay its cafeteria employees directly, it must accept responsibility for their welfare. Therefore, the University must begin to negotiate with AAEI for higher wages and overall better compensation for the employees working in the cafeteria. If this fails, the University should consider another catering service.

We refuse to negotiate on this issue. With the recent rise of inflation, it is a ludicrous assumption on the part of AAEI and the University to expect people to work facilities adequately on the present salaries of these University employees.

The University must also pay for overtime in addition to the demanded \$5.00 per hour minimum wage.

7. The University of Houston must deal effectively with the situation of the black athlete and must hire an Afro-American coach for football.

The University must be more concerned; first, with the education of its black athletes, and second, with the special problems of the black athletes. The athletic department should take positive steps in this direction immediately.

This demand grows out of the many complaints from black athletes about unfair treatment and discrimination. There should be a committee of representatives from the athletic department, Human Relations Council, and students who will investigate the problems.

We have had a confrontation with Harry Fauke and Guy Lewis, which has proven fruitless. They must show now that they will begin to move in the right direction to promote better communication between black athletes and their coaches. Moreover the athletes who choose to air their grievances must be protected against racist tactics which could be used by the coaches to deny them scholarships or playing positions.

The need for a black coach is obvious. Black athletes have excelled well for the benefit of the University. Due to latent hostilities and inhibitions inherent in the racially tense society of which we are all a part, black athletes could communicate and function with greater ease if they were represented on their respective coaching staffs. Furthermore it stands to reason that if the University of Houston can produce four black All-Americans in two years, it can certainly produce one black coach.

We demand also that the ultra-racist who now serves as baseball coach should be removed immediately. In an era when black players dominate the super-star ranks of the major leagues, racism has prohibited the acceptance of Afro-Americans as baseball players for the University of Houston. Very overtly, Coach Hill has demonstrated racism and discrimination at many levels.

The University of Houston must deal effectively with the situation of the black athlete and must hire an Afro-American coach for football. The University must be more concerned; first, with the education of its black athletes, and second, with the special problems of the black athlete. The athletic department should take positive steps in this direction immediately.

This demand grows out of the many complaints from black athletes about unfair treatment and discrimination. There should be a committee of representatives from the athletic department, Human Relations Council, and students who will investigate the problem.

We have had a conversation with Harry Parks and Guy Lewis, which has proven fruitful. They must show now that they will begin to move in the right direction to promote better communication between black athletes and their coaches. However, the athletes who choose to sit their lips and not be provoked against racial tactics which could be used by the coaches to deny them scholarships or playing positions.

The need for a black coach is obvious. Black athletes have excelled well for the benefit of the University. Due to latent hostilities and imbalances inherent in the racially tense society of which we are all a part, black athletes could communicate and function with greater ease if they were represented on their respective coaching staffs. Furthermore, it stands to reason that if the University of Houston can produce four black All-Americans in two years, it can certainly produce one black coach.

We demand also that our vice-president who now serves as baseball coach should be removed immediately. In an era when black players demand the super-star status of the major leagues, racism has prohibited the acceptance of Afro-Americans as baseball players for the University of Houston. Very frankly, Coach Hill has demonstrated racism and discrimination at many levels.

8. The University of Houston must establish a committee to alleviate racist practices in instruction and grading.

Since intergration in 1963, Afro-American students have persistantly complained about unfair grades and suppression of ideas.

It is time to rid the University of Houston of all racists and bigots. We recommend the establishment of a standing committee of administrators, faculty members, and students to deal with this problem. This committee will have the purpose of hearing and evaluating student grievances concerning blatant racist and ethnocentric attitudes, narrowmindedness, and suppression of ideas on the part of the instructors, particularly in the area of social sciences.

A. The committee shall consist of two administrators, two instructors from the department of the professor in question, and three students. One administrator, one instructor, one student, must be selected from the respective lists submitted by AABL.

B. This committee shall have the power to effect a change in the grade of the student who presents sufficient evidence of (1) his competence in the subject matter and / or (2) intentionally slanted grading practices.

C. This committee shall be able to recommend the immediate release of faculty members against whom two or more charges are registered.

3. The University of Houston must establish a committee to eliminate

racist practices in instruction and grading.

Since instruction in 1967, Afro-American students have persistently

complained about unfair grades and suppression of ideas.

It is the policy of the University of Houston of all racism and bigotry.

We recommend the establishment of a standing committee of administrators,

faculty members, and students to deal with this problem. This committee

will have the purpose of hearing and evaluating student grievances con-

cerning biased racist and ethnocentric attitudes, narrow-mindedness, and

suppression of ideas on the part of the instructors, particularly in the

area of social sciences.

A. The committee shall consist of two administrators, two in-

structors from the department of the professor in question, and three

students. One administrator, one instructor, one student, must be repre-

sent from the respective lists submitted by each.

B. This committee shall have the power to effect a change in

the grade of the student who presents sufficient evidence of (1) his con-

ductance in the subject matter and (2) intentionally slanted grading

practices.

C. This committee shall be able to recommend the immediate re-

moval of faculty members against whom two or more charges are registered.

9. The University of Houston must establish a Black Student Union which can effectively serve the needs of Afro-American students.

Black students on this campus have found the University Of Houston Student Association an unreliable source of representation. This is partly due to the first fact that it is comprised mostly of white students who cannot or will not understand the black students's problems. Furthermore too few black representatives will be elected to ensure the welfare of black students.

Therefore, it is necessary that a Black Student Union be formed and funded for the concerns of the black student which will not be met by the monolithic student association. These funds must be controlled by the Black Student Union and put in the custody of the Black Student Union's treasury. Each year the Black Student Union (a coalition of all black organizations and students) will submit an annual fiscal report on the amount of money and programs needed. The minimum annual budget for the Black Student Union should not be less than twenty-five thousand dollars.

Furthermore, we demand that the University of Houston Tutorial Program shall be controlled by the Black Student Union. The history of the black man has for too long been one in which he has been acted upon instead of doing the acting. Often the forces which were affecting him have been ignorant to his needs and welfare. It is evident to the black students on this campus that the tutorial program must be black run in order to effectively and beneficently cope with the problems of the black tutee. The best interest of the black child could be served by a staff picked by a black student union. This is not to exclude white students from the tutorial program, but rather to assert that black students will have the right to determine which white students will work and in what capacity they can be most effective to the program.

The University of Houston must establish a Black Student Union which can effectively serve the needs of Afro-American students. Black students on this campus have found the University Of Houston Student Association an unreliable source of representation. This is partly due to the fact that it is comprised mostly of white students who cannot or will not understand the black student's problems. Furthermore, too few black representatives will be elected to ensure the welfare of black students. Therefore, it is necessary that a Black Student Union be formed and funded for the concern of the black students which will not be met by the non-racial student association. These funds must be controlled by the Black Student Union and put in the custody of the Black Student Union's treasury. Each year the Black Student Union (a coalition of all black organizations and students) will submit an annual fiscal report on the amount of money and programs needed. The minimum annual budget for the Black Student Union should not be less than twenty-five thousand dollars. Furthermore, we demand that the University of Houston furnish the sum shall be controlled by the Black Student Union. The history of the Black Union has for too long been one in which he has been acted upon instead of doing the acting. Often the forces which were attacking him have been innocent to his needs and welfare. It is evident to the black students on this campus that the essential program must be black run in order to effectively and beneficially cope with the problems of the black student. The best interest of the black child could be served by a well picked by a black student union. This is not to exclude white students from the local program, but rather to assert that black students will have the right to determine which white students will work and in what capacity they can be most effective in the program.

10. The University of Houston must arrange for student ghetto workers to receive three semester hours credit for their work in the community.

We assert that sociology as it is taught within the vacuum of the classroom merely perpetuates white nationalism and is irrelevant to black students. Black students who would go into the ghetto would be educated first hand about the political, social, and economic society of this country.

We also assert that black students would provide an atmosphere of compassion and understanding for the people of the ghetto that they could never receive from a white social worker who feels as though he is taking up the "white man's burden". Black students would also give the people a sense of identity and pride in themselves and their people. Pride in one's people brings about pride in one's self.

We make a fiat to the University that is not only to grant the aforementioned credit hours, but allocate a written statement attached to the transcript of each ghetto worker that he has completed at least one year in sociological and political-research. This course, designed to be part of the Afro-American Studies Department must be taught by a black man who has done work within the community. We suggest the Rev. Earl Allen of Hope Development, to instruct the course.

The University of Houston must arrange for student ghetto workers to receive three semester hours credit for that work in the community. We assert that sociology as it is taught within the vacuum of the classroom merely perpetuates white nationalism and is irrelevant to black students. Black students who would go into the ghetto would be educated first hand about the political, social, and economic reality of this country.

We also assert that black students would provide an atmosphere of cooperation and understanding for the people of the ghetto that they could never receive from a white social worker who feels as though he is taking up the "white man's burden". Black students would also give the people a sense of identity and pride in themselves and their people. It is in one's people brings about pride in one's self.

We make a list to the University that is not only to grant the above mentioned credit hours, but also to a written statement attached to the transcript of each ghetto worker that he has completed at least one year in sociological and political research. This course, designed to be part of the Afro-American Studies Department must be taught by a black man who has done work within the community. We suggest the Rev. Earl Allen of Hope Development, to instruct the course.

10. The University of Houston must arrange for student ghetto workers to receive three semester hours credit for that work in the community. We assert that sociology as it is taught within the vacuum of the classroom merely perpetuates white nationalism and is irrelevant to black students. Black students who would go into the ghetto would be educated first hand about the political, social, and economic reality of this country.

We also assert that black students would provide an atmosphere of compassion and understanding for the people of the ghetto that they could never receive from a white social worker who feels as though he is taking up the "white man's burden". Black students would also give the people a sense of identity and pride in themselves and their people. It is in one's people that one's pride is found.

We make a list to the University that is not only to grant the above mentioned credit hours, but also to have a written statement attached to the transcript of each ghetto worker that he has completed at least one year in sociological and political research. This course, designed to be part of the Afro-American Studies Department must be taught by a black man who has done work within the community. We suggest the Rev. Earl Allen of Hope Development, to instruct the course.

41

INTRODUCTION

Since the first Afro-American students entered the University of Houston in 1963, we have been subjected to most of the racial evils that pervade American society. Through overt and covert acts of individual and institutional racism, black students have been relegated to a position of alienated inferiority. Now that we are fully cognizant of the University of Houston's inaction to eliminate racism, let it be understood that we are no longer concerned about the intent of the University of Houston's policies but the social effect of those policies. As far as we can see, the University of Houston has done nothing worthy of mention that is meaningfully progressive for Blacks. What we are saying is that we reject the past tokenism of the University.

Through our eyes, we see the University mirroring the racist society at large. Black students are being educated in a system that teaches blacks to be complacent and indifferent to racist oppression. We cannot, as the United States is expected, form to an educational system that teaches blacks to be complacent and indifferent to racist oppression.

Reproduction of the AABL
Statement
Presented to Dr. Hoffman
on February 7, 1969

It is ironic that black students should speak to this liberal institution about racism in a year that whites have made "racism" such a fashionable subject. The President's Commission on Civil Disorders has said that white institutions "maintain, condone, and even" institutionalized racism. Subsequently we are the victims that suffer and the University of Houston is the criminal that refuses to reform. The racist patterns have been reinforced and confirmed through intransigence.

History is filled with instances of institutions that have become extinct because they rigidified in the face of change. So as a black people struggling for survival in a racist country must exertive control over

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

5712 S. UNIVERSITY AVENUE

CHICAGO, ILLINOIS 60637

INTRODUCTION

Since the first Afro-American students entered the University of Houston in 1963, we have been subjected to most of the racial evils that prevade American society. Through overt and covert acts of individual and institutional racism, black students have been relegated to a position of alienated inferiority. Now that we are fully cognizant of the University of Houston's inaction to eliminate racism, let it be understood that we are no longer concerned about the intent of the University of Houston's policies but the social effect of those policies. As far as we can see, the University of Houston has done nothing worthy of mention that is meaningfully progressive for Blacks. What we are saying is that we reject the past tokenism of the University.

Through our eyepiece, we see the University imitating the racist society at large. Black students are the victims of "refined racism". Plainly stated, we feel that the University of Houston is a White Anglo-Saxon Protestant institution.

We cannot, as the University of Houston seems to expect, form to an educational system that teaches blacks to be complacent and indifferent to racist oppression.

It is ironic that black students should speak to this liberal institution about racism in a year that whites have made "racism" such a fashionable subject. The President's Commission on Civil Disorders has said that white institutions "maintain, condone, and create" institutionalized racism. Consequently we are the victims that suffer and the University of Houston is the criminal that refuses to reform. The manifest patterns have been reinforced and confirmed through irresoluteness.

History is filled with instances of institutions that have become instinct because they rigidified in the face of change. We as a black people struggling for survival in a racist country must exercise control over

INTRODUCTION

Since the first Afro-American students entered the University of Houston in 1963, we have been subjected to most of the racial evils that pervade American society. Through overt and covert acts of individual and institutional racism, black students have been relegated to a position of alienated inferiority. Now that we are fully cognizant of the University of Houston's inaction to eliminate racism, let it be understood that we are no longer concerned about the intent of the University of Houston's policies but the social effect of those policies. As far as we can see, the University of Houston has done nothing worthy of mention that is meaningfully progressive for blacks. What we are saying is that we reject the past policies of the University.

Through our eyes, we see the University insisting the racial equality is false. Black students are the victims of "refined racism". Plainly stated, we feel that the University of Houston is a White Anglo-Saxon Protestant institution.

We cannot, as the University of Houston seems to expect, look to an educational system that treats blacks to be conspicuous and indifferent to racial oppression.

It is ironic that black students should speak to this liberal institution about racism in a year that whites have made "racism" such a fashionable subject. The President's Commission on Civil Disorders has said that white institutions "maintain, condone, and create" institutionalized racism. Consequently we are the victims that suffer and the University of Houston is the criminal that refuses to reform. The needless patterns that have been followed and continued through Texas.

History is filled with instances of institutions that have become so unattractive that they resulted in the face of change. We as a black people struggling for survival in a racist society must exercise control over

political, economic, social, spiritual, and physical aspects of our lives. To achieve this, we must be prepared educationally to meet the needs of our community. We cannot allow our minds to be enslaved.

On the following pages are ten demands calling for immediate attention to alleviate the facets of institutionalized attitudinal and behavioral racism at the University of Houston. Please try to understand this. The content of the following pages are not recommendations nor are they requests. They are unequivocal assertions of a firm and resolute desire for self-determination.

The demands outlined in this presentation are merely a beginning. We acknowledge that before you can walk, you must crawl. Through research, we have analyzed the most acute problem areas and have given you a blueprint as a foundation on which to build a house.

Finally, we can never apologize for our desire to obtain these demands because we have defined the problems and recommended positive and creative means of resolving them. As Fredrick Douglas, the beautiful black statesman once said, "Find out just what people will submit to and you have found out the exact amount of injustices and wrong which will be imposed upon them". "The limits of tyrants are prescribed by the endurance of those they oppress."

University of Houston, we say to you, OUR ENDURANCE IS EXHAUSTED!

the Third World or College of Ethnic Studies. The Department of Afro-American Studies would be a component of this college. The concept of a College of the Third World encourages the teaching of eastern civilization along with the teaching of the conditions of oppressed peoples in western society. It is the University's responsibility to begin immediately to lay the groundwork for a College of the Third World.

We firmly believe that our education must be relevant to our particular problems. Because our needs are vastly different, we cannot afford to be trained in the same manner as white students. Our education must be significantly related to the history, institutions, values, and problems of

political, economic, social, spiritual, and physical aspects of our lives. To achieve this, we must be prepared educationally to meet the needs of our community. We cannot allow our minds to be enslaved.

On the following pages are the demands calling for immediate action to alleviate the facets of institutionalized attitudes and behaviors that exist at the University of Houston. Please try to understand this. The content of the following pages are not recommendations nor are they requests. They are unequivocal assertions of a firm and resolute desire for self-determination.

The demands outlined in this presentation are merely a beginning. We acknowledge that before you can walk, you must crawl. Through research, we have analyzed the most acute problem areas and have given you a blueprint as a foundation on which to build a house.

Finally, we can never apologize for our desire to obtain these demands because we have defined the problems and recommended positive and creative means of resolving them. As Frederick Douglass, the beautiful black statesman once said, "Find out just what people will submit to and you have found out the exact amount of injustice and wrong which will be imposed upon them." The list of demands are prescribed by the existence of those they oppose.

University of Houston, we say to you, OUR ENLIGHTENMENT IS EXISTING!

1. The University of Houston must establish a comprehensive Department of Afro-American Studies.

To a large degree, our education at the University of Houston has been tragically irrevelent and vulgarly whitewashed. We reconize and deplore the blatant ethnocentrism (white nationalism) of many instructors in their analysis of nonwhite peoples, institutions, and values. We reject the present cirriculum that teaches all aspects of western civilization and dismisses the Afro-American contributions with one course of Negro History. At present, our education does not equip us with the essentials necessary to combat the particular problems of black people. Therefore we uncompromisingly demand the immediate establishment of a Department of Afro-American Studies.

The proposal presented to the College of Arts and Sciences by AABL in January, 1969, should serve only as a foundation from which to build a complete, comprehensive department on an equal status with the other departments. With this department, a student could major in Afro-American Studies just as he majors in English or Political Science. Black students also feel that we should have the final word in the selection of this department head.

The ultimate goal, obviously, is the establishment of a College of th the Third World or College of Ethnic Studies. The Department of Afro-American Studies would be a component of this college. The concept of a College of the Third World encourages the teaching of eastern civilazation along with the teaching of the conditions of oppressed peoples in western society. It is the University's responsibility to begin immediately to lay the grcundwork for a College of the Third World.

We firmly believe that our education must be relevant to our particular problems. Because our needs are vastly different, we cannot afford to be trained in the same manner as white students. Our education must be significantly related to the history, institutions, values, and problems of

1. The University of Houston must establish a comprehensive Department of Afro-American Studies.

To a large degree, our education at the University of Houston has been tragically irrelevant and vulgarly whitewashed. We recognize and deplore the blatant ethnocentrism (white nationalism) of many instructors in their analysis of nonwhite peoples, institutions, and values. We reject the present curriculum that teaches all aspects of western civilization and dilutes the Afro-American contributions with one course of Negro History. At present, our education has not equipt us with the essentials necessary to combat the particular problem of black people. Therefore we uncompromisingly demand the immediate establishment of a Department of Afro-American Studies.

The proposal presented to the College of Arts and Sciences by AABU in January, 1968, should serve only as a foundation from which to build a complete, comprehensive department on an equal status with the other departments. With this department, a student could major in Afro-American Studies just as he could in English or Political Science. Black students also feel that we should have the final word in the selection of this department head.

The ultimate goal, obviously, is the establishment of a College of the Third World or College of Ethnic Studies. The Department of Afro-American Studies would be a component of this college. The concept of a College of the Third World encourages the teaching of western civilization along with the teaching of the conditions of oppressed peoples in western society. It is the University's responsibility to begin immediately to lay the groundwork for a College of the Third World.

We firmly believe that our education must be relevant to our particular problems. Because our needs are vastly different, we cannot afford to be trained in the same manner as white students. Our education must be significantly related to the history, institutions, values, and problems of

1. The University of Houston must create a special recruitment and of-
the Afro-American community. We will Never compromise on our right to
obtain a meaningful education.

2. The University of Houston must hire more black administrators, facul-
ty members and a black counselor.

The faculty and administrators of a university in many ways reflect
the attitudes and policies of that university. We view the near absence
of Black faculty members and administrators as a reflection of the racism
of the University of Houston. The University's explanation for a lily
white faculty, the alleged lack of qualified black personnel, is very lu-
dicrous and would appear representative of the University's outmoded at-
titude toward blacks in general. We assert that no fewer than twenty
black faculty members by September, 1969, will be satisfactory..

Futhermore, we demand that the University of Houston hire a black
counselor by June, 1969. Afro-American students have paticular problems
to which white counselors cannot adequately relate. The need of guidance
and counseling for black students is tremendous and can only be satisfac-
torily met by a black counselor who through personal experience is through-
ly familiar with the black situation.

the Afro-American community. We will never compromise on our right to obtain a meaningful education.

2. The University of Houston must hire more black administrators, faculty members and a black counselor.

The faculty and administrators of a university in many ways reflect the attitudes and policies of that university. We view the near absence of black faculty members and administrators as a reflection of the racism of the University of Houston. The University's explanation for a lily

white faculty, the alleged lack of qualified black personnel, is very ridiculous and would appear representative of the University's outdated attitudes toward blacks in general. We assert that no fewer than twenty

black faculty members by September, 1969, will be satisfactory.

Furthermore, we demand that the University of Houston hire a black counselor by June, 1967. Afro-American students have particular problems to which white counselors cannot adequately relate. The need of guidance and counseling for black students is tremendous and can only be satisfied by a black counselor who through personal experience is thoroughly familiar with the black situation.

3. The University of Houston must create a special recruitment and admissions programs for Afro-American students.

The University of Houston must recognize that there is a reinforcing cycle between prejudice and racism that tends to make the victims into criminals and to excuse the structures that are really responsible. We are concerned with these structures that are responsible, and providing effective, compensatory programs to break this cycle. Very plainly, the problem of educational under achievement does not lie with individuals, but rather with the system.

For example, whites send blacks to inferior schools with inferior facilities and teachers. Whites devise racially and culturally biased tests of intelligence and administer to Afro-American students. Here, we specifically refer to the Scholastic Aptitude Test (SAT), they are "shown" to be inferior.

Furthermore, we have noticed that our state supported "urban" university exists in a city community of which Afro-Americans compose twenty-five per cent of the population.

The exorbitant fee, presented by the Student Life Department, to attend the University of Houston, vastly surpasses the actual fee of \$110.00 per semester. This giant differential is given as "living expenses", i. e. housing, clothing, personal items, etc. These expenses are based on middle class living modes. For an urban university to point out such a bleak financial picture of itself to individuals whose primary concern is monetary is not conducive to increase black enrollment. We do not believe these examples are undersighted.

While the University of Houston maintains no sufficient records of minority groups population, our spring survey shows less than five per cent of the students enrollment to be black. In a city where the inner-school system is thirty-five percent black, there is a tremendous leakage of eligible black high school graduates. We therefore demand that begin-

3. The University of Houston must create a special recruitment and ad-

mission program for Afro-American students.

The University of Houston must recognize that there is a reinforcing cycle between prejudice and racism that tends to make the victims into cri-

minals and to excuse the structures that are really responsible. We are

concerned with these structures that are responsible, and providing ef-

fective, compensatory programs to break this cycle. Very plainly, the pro-

blem of educational underachievement does not lie with individuals, but

rather with the system. For example, whites send blacks to inferior la-
boratories and teachers, whites devise racially and culturally biased tests
of intelligence and administer to Afro-American students. Here, we speci-

fically refer to the Scholastic Aptitude Test (SAT), they are "shown" to
be inferior. Furthermore, we have noticed that our state supported "minor" univer-

sity exists in a city community of which Afro-American compose twenty-
five per cent of the population. The enrollment fee, presented by the Student Life Department, to at-

tend the University of Houston, vastly surpasses the actual fee of \$10.00
per semester. This giant differential is given as "living expenses", i. e.
housing, clothing, personal items, etc. These expenses are based on mid-

dle class living costs. For an urban university to point out such a black
financial picture of itself to individuals whose primary concern is how
they is not conducive to increase black enrollment. We do not believe

these examples are unrepresentative. While the University of Houston maintains an excellent records of
minority groups population, our spring survey shows that five per
cent of the students enrollment is black. In a city where the inner-

school system is thirty-five percent black, there is a tremendous leakage
of eligible black high school graduates. We therefore demand that begin

ning in September, 1969, thirty-five percent of the freshmen class must be black, with twenty-five percent of these coming from the inner city. Since the University is so particular about quotas in relation to black people (instructors, athletes) we demand that each proceeding fall freshman class shall fulfill our above quotas. Also, we recommend that an educational Recruitment Committee be initiated to deal with the University's deliberate neglect of Afro-American taxpayers. We further demand that the members of this committee be acceptable to the political organ of the black student body.

A. Furthermore, we recognize the extremely crucial issue of admissions. The office of admissions must sensitize itself to the abilities of the so-called disadvantaged students. By utilizing such criteria as letters of recommendation, personal letters, and interviews, a sensitive admissions office can bring low SAT scoring students who are capable of satisfactory educational attainment. By traditional estimates these students could not succeed, and yet because of equalities other than past performance such as motivation, creativity, resilience and strong personality they will soon perform as well as the average regularly admitted student.

It is not our duty to tell the University how to carry out its responsibility, but it is our inherent obligation to point out what must be done. The University of Houston must keep in mind that compensatory programs involving "high risk" students have amazingly successful at other universities. At the University's request, we will be glad to provide a list of universities that have such programs.

B. Of course the University will have to make up for the deficiencies of prior education and the handicaps of a disadvantaged social and economic environment. We therefore demand that the Student Opportunity Services Program be expanded and become effective in meeting the needs of "disadvantaged" students. To put the program in its proper perspective, we believe that energetic black leadership is essential.

ing in September, 1969, thirty-five percent of the freshmen class must be black, with twenty-five percent of those coming from the inner city. Since the University is so particular about quotas in relation to black people (teachers, athletes) we demand that each proceeding fall through and also shall fulfill our above quotas. Also, we recommend that an ad-hoc recruitment committee be initiated to deal with the University's deliberate neglect of Afro-American students. We further demand that the members of this committee be accountable to the political organ of the black student body.

A. Furthermore, we recognize the extremely crucial issue of admissions. The office of admissions must recognize itself as the abolition of the so-called disadvantaged students. By utilizing such criteria as factors of recommendation, personal letters, and interviews, a sensitive admission office can bring in SAT scoring students who are capable of satisfactory educational achievement. By traditional criteria these students could not succeed, and yet because of equalization other than past performance such as motivation, creativity, tenacity, and strong personality they will excel as well as the average regularly admitted student. It is our duty to tell the University how to carry out its responsibility, but it is our inherent obligation to point out what must be done. The University of Houston must keep in mind that competency programs involving "high risk" students have been successfully implemented at other universities. As the University's response, we will be glad to provide a list of universities that have such programs.

B. Of course the University will have to make up for the deficiencies of prior education and the heritage of a disadvantaged social and economic environment. We therefore demand that the Student University Services Program be expanded and become effective in meeting the needs of "disadvantaged" students. To get the program in the proper perspective, we believe that targeted black leadership is essential.

The new government talent search agency CEFVET sent letters to all colleges and universities in the United States, urging them to comply with the 1964 Civil Rights Act, anti-discriminatory clauses, not only by removing discriminatory policies, but also by adopting "positive programs of taking less than qualified students and bringing them up to standard through tutoring and counseling", mark the start of even greater federal involvement.

Evidently the University of Houston has not received this letter or the University is taking a page from other intransigent southern racist institutions. In actuality, the University functions as a partner in reinforcing the society's vicious cycle of prejudice and racism.

We recognize the Human Relations Council's recommendations to Bruce Card as regards to campus housing: (1) that the picture requirements be removed from the application for admission and (2) that room assignments are being made according to date of application. However, despite the repeated requests for alleviation of this situation dating from September 1966, and including a formal presentation of documented cases of discrimination in off-campus facilities to Vice-President Yordley in the summer of 1968, the situation remains unchanged. It is time for the University to admit guilt and assume responsibility.

The new government talent search agency CEPVET sent letters to all colleges and universities in the United States, urging them to comply with the 1964 Civil Rights Act, anti-discrimination clauses, not only by removing discriminatory policies, but also by adopting "positive programs of taking less than qualified students and bringing them up to standard through tutoring and counseling", mark the start of even greater federal involvement.

Evidently the University of Houston has not received this letter or the University is taking a page from other intransigent southern racist institutions. In actuality, the University functions as a partner in reinforcing the society's vicious cycle of prejudice and racism.

4. The University of Houston must provide "adequate" housing for all black students in close proximity to the university. The University furthermore must issue an Open Housing Policy.

We strongly assert the right of every student of the University to adequate housing within the confines of his own economic resources. However, discriminatory practices of the University of Houston and off campus housing authorities have seriously impaired this right. Therefore it is necessary that the University assume the responsibility of finding adequate housing for all black students who are accepted for admissions.

We demand that the University of Houston issue and put into practice an Open Housing policy denying university sanction to any housing facilities that discriminates according to race, creed or color.

We recognize the Human Relation Council's recommendations to Bruce Gard as regards to campus housing: (1) that the picture requirements be removed from the application for admission and (2) that room assignments are being made according to date of application. However, despite the repeated requests for alleviation of this situation dating from September 1966, and including a formal presentation of documented cases of discrimination in off campus facilities to Vice-President Yardley in the summer of 1968, the situation remains unchanged. It is time for the University to admit guilt and assume responsibility.

4. The University of Houston must provide "adequate" housing for all black students in close proximity to the university. The University furthermore must issue an Open Housing Policy.

We strongly assert the right of every student of the University to adequate housing within the confines of his own economic resources. However, discriminatory practices of the University of Houston and off-campus housing authorities have seriously impaired this right. Therefore it is necessary that the University assume the responsibility of finding adequate housing for all black students who are accepted for admission. We demand that the University of Houston issue and put into practice an Open Housing Policy denying university sanction to any housing facilities that discriminate according to race, creed or color.

We recognize the Human Relations Council's recommendations to Bruce Gard as regards to campus housing: (1) that the picture requirements be removed from the application for admission and (2) that room assignments are being made according to date of application. However, despite the repeated requests for alleviation of this situation dating from September 1966, and including a formal presentation of documented cases of discrimination in off-campus facilities to Vice-President Yardley in the summer of 1968, the situation remains unchanged. It is time for the University to admit guilt and assume responsibility.

5. The University of Houston must offer and make available more financial aid to black students.

The University supposedly makes available financial aid to disadvantaged students regardless of race, creed, color, social class, or parentage. We know that procedural barriers exist---subtle discriminatory barriers which may have the effect of rendering inaccessible badly needed financial assistance to the poor, the educationally handicapped and others lacking the necessary "savvy" to cope with an Anglo-Saxon bureaucratic system.

A. More and more the world has become so technical that manual labor is not needed and education has become increasingly more essential to the living necessities of American people. We are cognizant that black people are the poorest people in the richest country. Therefore, we feel that due to the income status of black people and the importance of education in this country, a special fund should be set up for needy blacks who want to attain higher education at this University. We strongly feel that the University should not set up special academic requirement on this special fund because of the inferior education forced upon blacks in our public schools. It is the University's responsibility to find means to set up this special fund.

B. Existing loans and scholarships are not really accessible to fullest extent to black students.

(1) When recruiting black students for admission the University should make it known to all interested students all existing loans and scholarships which are available. Black students entering college for the first time are not always fully aware of all existing loans and scholarships.

(2) Black students are not "qualified" (tests scores, class standing) according to the University standards for many existing scholarships. Therefore, we want "special" requirements set up for black student because of the vast numbers of blacks who cannot afford college finances.

2. The University of Houston must offer and make available more financial aid to black students.

The University supposedly makes available financial aid to disadvantaged students regardless of race, creed, color, social class, or percentage. We know that procedural barriers exist--subtle discrimination barriers which may have the effect of rendering inaccessible badly needed financial assistance to the poor, the educationally handicapped and others lacking the necessary "savvy" to cope with an Anglo-dominant academic system.

A. Note and note the world has become so technical that manual labor is not needed and education has become increasingly more essential to the living necessities of American people. We are cognizant that black people are the poorest people in the richest country. Therefore, we feel that due to the income status of black people and the importance of education in this country, a special fund should be set up for needy black students who want to attain higher education at this University. We strongly feel that the University should not set up special academic requirements on this special fund because of the inferior education forced upon blacks in our public schools. It is the University's responsibility to find means to set up this special fund.

B. Existing loans and scholarships are not really accessible to fullest extent to black students.

(1) When restricting black students for admission the University should make it known to all interested students all existing loans and scholarships which are available. Black students entering college for the first time are not always fully aware of all existing loans and scholarships.

(2) Black students are not "qualified" (same scores, class standing) according to the University standards for many existing scholarships. Therefore, we want "special" requirements set up for black students because of the vast numbers of blacks who cannot attend college financially.

7. The University of Houston must deal effectively with the situation of
Despite educational and cultural deprivements the students, of course,
must show considerable potential for average college performance.

6. The University of Houston must take steps to elevate the wage scale
of its janitorial, maintenance, and cafeteria employees to \$2.00 per
hour.

The present wage level for janitorial, and maintenance, and cafeteria
employees is simply ridiculous and disgraceful to the University. A re-
cent survey by AABL shows that these employees support an average of five
dependents and earn less than the federal minimum wage. Therefore, we de-
mand that the University elevate the wages of these employees to at least
\$2.00 per hour.

Though we realize the University does not pay its cafeteria employees
directly, it must accept responsibility for their welfare. Therefore, the
University must begin to negotiate with ARA for higher wages and overall,
better compensation for the employees working in the cafeterias. If this
fails, the University should consider another catering service.

We refuse to compromise on this issue. With the recent rise of in-
flation, it is a ludicrous assumption on the part of ARA and the Univer-
sity to expect people to rear families adequately on the present salaries
of these University employees.

The University must also pay for overtime in addition to the demanded
\$2.00 per hour minimum wage.

Despite educational and cultural deprivations the students, of course, must show considerable potential for average college performance.

6. The University of Houston must take steps to elevate the wage scale of its janitorial, maintenance, and cafeteria employees to \$2.00 per hour.

The present wage level for janitorial, and maintenance, and cafeteria employees is simply ridiculous and disgraceful to the University. A recent survey by AAL shows that these employees support an average of five dependents and earn less than the federal minimum wage. Therefore, we demand that the University elevate the wages of these employees to at least \$2.00 per hour.

Though we realize the University does not pay its cafeteria employees directly, it must accept responsibility for their welfare. Therefore, the University must begin to negotiate with ARA for higher wages and overall better compensation for the employees working in the cafeteria. If this fails, the University should consider another catering service.

We refuse to cooperate on this issue. With the recent rise of inflation, it is a ludicrous assumption on the part of ARA and the University to expect people to meet families adequately on the present salaries of these University employees. The University must also pay for overtime in addition to the demanded \$2.00 per hour minimum wage.

7. The University of Houston must deal effectively with the situation of the black athlete and must hire an Afro-American coach for football.

The University must be more concerned; first, with the education of its black athletes, and second, with the special problems of the black athletes. The athletic department should take positive steps in this direction immediately.

This demand grows out of the many complaints from black athletes about unfair treatment and discrimination. There should be a committee of representatives from the athletic department, Human Relations Council, and students who will investigate the problems.

We have had a confrontation with Harry Fauke and Guy Lewis, which has proven fruitless. They must show now that they will begin to move in the right direction to promote better communication between black athletes and their coaches. Moreover the athletes who choose to air their grievances must be protected against racist tactics which could be used by the coaches to deny them scholarships or playing positions.

The need for a black coach is obvious. Black athletes have excelled well for the benefit of the University. Due to latent hostilities and inhibitions inherent in the racially tense society of which we are all a part, black athletes could communicate and function with greater ease if they were represented on their respective coaching staffs. Furthermore it stands to reason that if the University of Houston can produce four black All-Americans in two years, it can certainly produce one black coach.

We demand also that the ultra-racist who now serves as baseball coach should be removed immediately. In an era when black players dominate the super-star ranks of the major leagues, racism has prohibited the acceptance of Afro-Americans as baseball players for the University of Houston. Very overtly, Coach Hill has demonstrated racism and discrimination at many levels.

7. The University of Houston must deal effectively with the situation of the black athletes and must hire an Afro-American coach for football. The University must be more concerned; first, with the education of the black athletes, and second, with the special problems of the black athletes. The athletic department should take positive steps in this direction immediately.

This demand grows out of the many complaints from black athletes about unfair treatment and discrimination. There should be a committee of representatives from the athletic department, Human Relations Council, and students who will investigate the problems.

We have had a consultation with Harry Parks and Guy Lewis, which has proven fruitful. They must show now that they will begin to move in the right direction to promote better communication between black athletes and their coaches. However, the athletes who choose to sit their grievances must be protected against racist tactics which could be used by the coaches to deny them scholarships or playing positions.

The need for a black coach is obvious. Black athletes have excelled well for the benefit of the University. Due to latent hostilities and invidious treatment in the racially tense society of which we are all a part, black athletes could communicate and function with greater ease if they were represented on their respective coaching staffs. Furthermore, it stands to reason that if the University of Houston can produce four black All-Americans in two years, it can certainly produce one black coach.

It is demanded also that the vice-president who now serves as baseball coach should be removed immediately. In an era when black players desire the super-star status of the major leagues, racism has beset the acceptance of Afro-Americans as baseball players for the University of Houston. Very overtly, Coach Hill has demonstrated racism and discrimination at many levels.

8. The University of Houston must establish a committee to alleviate racist practices in instruction and grading.

Since intergration in 1963, Afro-American students have persistently complained about unfair grades and suppression of ideas.

It is time to rid the University of Houston of all racists and bigots. We recommend the establishment of a standing committee of administrators, faculty members, and students to deal with this problem. This committee will have the purpose of hearing and evaluating student grievances concerning blatant racist and ethnocentric attitudes, narrowmindedness, and suppression of ideas on the part of the instructors, particularly in the area of social sciences.

A. The committee shall consist of two administrators, two instructors from the department of the professor in question, and three students. One administrator, one instructor, one student, must be selected from the respective lists submitted by AABL.

B. This committee shall have the power to effect a change in the grade of the student who presents sufficient evidence of (1) his competence in the subject matter and / or (2) intentionally slanted grading practices.

C. This committee shall be able to recommend the immediate release of faculty members against whom two or more charges are registered.

8. The University of Houston must establish a committee to alleviate

racist practices in instruction and grading.

Since instruction in 1967, Afro-American students have persistently

complained about unfair grades and suppression of ideas.

It is the policy of the University of Houston of all racists and bigots.

We recommend the establishment of a standing committee of administrators,

faculty members, and students to deal with this problem. This committee

will have the purpose of hearing and evaluating student grievances con-

cerning biased racist and ethnocentric attitudes, narrow-mindedness, and

suppression of ideas on the part of the instructors, particularly in the

area of social sciences.

A. The committee shall consist of two administrators, two in-

structors from the department of the professor in question, and three

students. One administrator, one instructor, one student, must be select-

ed from the respective lists submitted by AASH.

B. This committee shall have the power to effect a change in

the grade of the student who presents sufficient evidence of (1) his con-

duct in the subject matter and (2) intentionally slanted grading

practices.

C. This committee shall be able to recommend the immediate re-

lease of faculty members against whom two or more charges are registered.

9. The University of Houston must establish a Black Student Union which can effectively serve the needs of Afro-American students.

Black students on this campus have found the University Of Houston Student Association an unreliable source of representation. This is partly due to the first fact that it is comprised mostly of white students who cannot or will not understand the black studnts's problems. Furthermore too few black representatives will be elected to ensure the welfare of black students.

Therefore, it is necessary that a Black Student Union be formed and funded for the concerns of the black student which will not be met by the monolithic student association. These funds must be controalled by the Black Student Union and put in the custody of the Black Student Union's treasury. Each year the Black Student Union (a coalition of all black organizations and students) will submit an annual fiscal report on the amoun amount of money and programs needed. The minimum annual budget for the Black Student Union should not be less than twenty-five thousand dollars.

Furthermore, we demand that the University of H_uston Tutorial Program shall be controlled by the Black Student Union. The history of the black man has for too long been one in which he has been acted upon instead of doing the acting. Often the forces which were affecting him have been ignorant to his needs and welfare. It is evident to the black students on this campus that the tutorial program must be black run in order to effectively and beneficently cope with the problems of the black tutee. The best interest of the black child could be served by a staff picked by a black student union. This is not to exclude white students from the tutorial program, but rather to assert that black students will have the right to determine which white students will work and in what capacity they can be most effective to the program.

The University of Houston must establish a Black Student Union which can effectively serve the needs of Afro-American students. Black students on this campus have found the University Of Houston Student Association an unreliable source of representation. This is partly due to the fact that it is composed mostly of white students who cannot or will not understand the black student's problems. Furthermore, the few black representatives will be elected to ensure the welfare of black students.

Therefore, it is necessary that a Black Student Union be formed and funded for the concerns of the black student which will not be met by the non-racial student association. These funds must be controlled by the Black Student Union and put in the custody of the Black Student Union's treasury. Each year the Black Student Union (a coalition of all black organizations and students) will submit an annual fiscal report on the amount of money and program needed. The minimum annual budget for the Black Student Union should not be less than twenty-five thousand dollars.

Furthermore, we demand that the University of Houston discontinue its program which is controlled by the Black Student Union. The history of the black student has for the long time now in which he has been asked upon instead of being the center. Given the forces which were affecting him have been ignorant to his needs and welfare. It is evident to the black students on this campus that the essential program must be black run in order to effectively and beneficially cope with the problems of the black student.

The best interest of the black child could be served by a staff picked by a black student union. This is not to exclude white students from the total program, but rather to assure that black students will have the right to determine which white students will work and in what capacity they can be most effective in the program.

10. The University of Houston must arrange for student ghetto workers to receive three semester hours credit for their work in the community.

We assert that sociology as it is taught within the vacuum of the classroom merely perpetuates white nationalism and is irrelevant to black students. Black students who would go into the ghetto would be educated first hand about the political, social, and economic society of this country.

We also assert that black students would provide an atmosphere of compassion and understanding for the people of the ghetto that they could never receive from a white social worker who feels as though he is taking up the "white man's burden". Black students would also give the people a sense of identity and pride in themselves and their people. Pride in one's people brings about pride in one's self.

We make a fiat to the University that is not only to grant the aforementioned credit hours, but allocate a written statement attached to the transcript of each ghetto worker that he has completed at least one year in sociological and political-research. This course, designed to be part of the Afro-American Studies Department must be taught by a black man who has done work within the community. We suggest the Rev. Earl Allen of Hope Development, to instruct the course.

The University of Houston must arrange for student ghetto workers to receive three semester hours credit for their work in the community. We assert that sociology as it is taught within the vacuum of the classroom merely perpetuates white nationalism and is irrelevant to black students. Black students who would go into the ghetto would be educated first hand about the political, social, and economic reality of this country.

We also assert that black students would provide an atmosphere of cooperation and understanding for the people of the ghetto that they could never receive from a white social worker who feels as though he is trying up the "white man's burden". Black students would also give the people a sense of identity and pride in themselves and their people. It is one's people brings about pride in one's self.

We take a list to the University that is not only to grant the above mentioned credit hours, but allocate a written statement attached to the transcript of each ghetto worker that he has completed at least one year in sociological and political research. This course, designed to be part of the Afro-American Studies Department must be taught by a black man who has done work within the community. We suggest the Rev. Earl Allen of Hope Development, to instruct the course.