Received version brought over by Dr Gates

AABL
3800 Cullen Blvd.
March 4, 1969

Dr. Phillip Hoffman
University Of Houston

Dear Dr. Hoffman:

This letter is to extend a personal invitation to you to clarify your position on our ten demands. We feel this method of direct contact is more effective than secondary communication. If you accept you are to come to El Paso San Antonia Rooms in the U. C. at II:30 Thursday morning.

Since we do not feel we have had any definite answers to any of our demands,except the first one, we can not begin to negotiate, nor can we wholeheartedly accept any of the other vague suggestions in your reply to us. We must remind you it has been your official communication at the level we desire.

Though you appeared before us to answer questions, we do not accept your appearance as final, nor as satisfactory.

There are to be IO persons from AABL who have been designated as panel members to gather questions from the group. You are free to invite any university official or employee to assist you in answering questions. The reason for this is that your previous meeting with us has shown us that you are not aware of the practices we have strongest grievances about ___ for example athletics, financial aid, and instructor qualifications. You are familiar enough with our demands to know the areas they encompass and thus will be able to invite the appropriate people. We suggest:

Alfred Neumann
Joe Schitzer
Raymond Vitulli
Harry Fouke
Richard Poston
Dr. Dyer
Doug Mc Clain or J. H. Wilson
C. F. Mc Ilhenney

The meeting will be open to all interested students, faculty, and the press.

The purpose is to establish a clear understanding of:

I. The way certain things are done on campus i.e. hiring of teachers, counselors and changing of grades.
2. The university's position on our demands.

We must stress that the information we are asking for can not be found in the Cougar Paw, Arts and Sciences Catalogues or the General Information Bulletin.

A copy of this letter is being sent to the news media. We must remind you that the issue of " trouble " at U. H. is old bat to some tn the Houston community and some in the U.H. community --- the issue is still unresolved and "Red Hot" to us. Our desires are just as strong today as they were when we first invited you.

Your reply should be sent via telegram to Gene Locke. Any communication with us should be directly through him. We will regard any other news as rumors or malicious gossip.

Respectfully,
AABL

3/3/69 - 5:15 p.m.

Dr. Peavy called up the above information:

AABL held emergency meeting this afternoon, probably in response to this weekend's meeting.

AABL is going to send 2 representatives to a Presbyterian Church in town (the one attended by Ruth Schnitzen) and present their demands, probably with the idea in mind of winning sympathy of the community

The petition which we have received was made up of a Coalition group started by SDS and AABL. LOMAS has not joined up with them yet; it was a LOMAS member who told Dr. Peavy about it. He said LOMAS did not want to be associated with SDS. All minority groups are being solicited to join in this coalition.

P.S. You asked Dr. Peavy to talk to someone about something; he did shortly after he left here, and as he predicted, got nowhere at all.

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University of Houston

Inter-Office Memorandum

To	Dr. Hoffman	**From**	Farris Block
Dept.	President	**Dept.**	4 March 1969
Subject	KXYZ Radio Appearance	**Date**	

Joe Coffer, news director of radio station KXYZ, has invited someone from the UH administration to appear on an hour-long program to state the University's side in the discussions with AABL. Two representatives of AABL, Dwight Allen and Butch Malone, appeared Sunday night and presented their case. Need your reaction to the invitation.

Farris Block

No recommendation; discuss with Dr. H.

AABL Coalition Petition

March 3, 1969

Philip G. Hoffman
President, University of Houston
Houston, Texas

We, the undersigned students hereby present this petition to you as president of the University of Houston, in order to declare our interest and concern for the welfare of our University community. This petition was organized and signed by some 370 WHITE students. These names were obtained in less than four hours. Had we felt it necessary, more student as well as falculty names could have easily beem obtained.

This petition was initiated because we felt it was our duty to indicate to you our feelings on the matter of racial in justice. We felt a sense of obligation to ourselves and our fellow students to voice our opinion. We refused to counted among those that are apathetic and unconcerned. BE

We feel that the Afro Americans for Black Liberation have presented you a list of valid demands. We further feel that the demands are a result of considerable effort and research. In this respect, we feel that you should have given more and favorable consideration to the demands. We feel that the ad ministration should make a proportionate effort to explore the possibilities of immediate implementation.

The presence of the black student on our campus can not be denied. His rights are the same as ours. Therefore, we the undersigned students of this petition stongly urge you, as president of the University of Houston, to take immediate action to rid our campus of the racial injustice that is so evident. By taking the responsible initiative and effort we feel that a better university community will be created for all students concerned.

Students for the Eradication
of Racial Injustice

University of Houston

A copy of this letter has been sent to the following parties.

W. B. Bates; Chairman, Board of Regents
George S. Hawn, Board of Regents
William P. Hpbby Jr., Board of Regents
Edward D. Manion, Board of Regents
James T. Duke, Board of Regents
J. A. Elkins Jr., Board of Regents.
Bishop John L. Morkovsky; Diocese, Galveston Houston
Loius Welch; Mayor, City of Houston
Preston Smith; Govenor, State of Texas
Attorney General, State of Texas
Chief Justice, Texas Supreme Court
Senate, State of Texas
House of Representatives, State of Texas
John Tower, United States Senator
Richard M. Nixon; President, United States of America
Rick Young; Editor, The Southern Tissue
City Editor, The Houston Chronicle
City Editor, The Houston Post
KTRK-TV, News Department
KHOU-TV, News Department
KPRC, News Department
KHTV, News Department
KNUZ Radio, News Department
KILT Radio, News Radio Department
KIKK Radio; News Department
KXYZ Radio, News Department
KODA Radio, News Department
Houston Council on Human Relations
Housing Authority The City of Houston
Houston Inter City Council
Houston Bar Association
Houston Board of Realtors
Houston Apartment Association
Houston Chamber of Commerce
Houston City Council

WE THE UNDERSIGNED STUDENTS OF THE UNIVERSITY OF HOUSTON RECOGNIZE THE PROBLEMS OF THE MINORITY STUDENTS ON CAMPUS. WE ALSO RECOGNIZE AND ACKNOWLEDGE THE FACT THAT THESE PROBLEMS MUST BE DEALT WITH ON AN INTELLECTUAL BASIS AND MUST BE SOLVED. WE THEREFORE <u>STRONGLY</u> <u>URGE</u> THAT THE ADMINISTRATION OF THE UNIVERSITY OF HOUSTON GIVE FURTHER AND MORE FAVORABLE CONSIDERATION TO THE PROBLEMS OF THE MINORITY STUDENTS ON CAMPUS.

BY SIGNING THIS PETITION WE HEREBY DECLARE OUR INTEREST IN OUR UNIVERSITY. WE FERVENTLY HOPE THAT THE ADMINISTRATION WILL ACCEPT THIS PETITION AND WILL REALIZE THAT ONLY BY CONFRONTING THESE PROBLEMS, AND SOLVING THEM CAN A BETTER UNIVERSITY BE ESTABLISHED FOR ALL STUDENTS CONCERNED.

We the undersigned students of the University of Houston recognize the problems of the minority students on campus. We also recognize and acknowledge the fact that these problems must be dealt with on an intellectual basis and must be solved. We therefore <u>strongly urge</u> that the administration of the University of Houston give further and more favorable consideration to the problems of the minority students on campus.

By signing this petition we hereby declare our interest in our university. We fervently hope that the administration will accept this petition and will realize that only by confronting these problems and solving them can a better University be established for all students concerned.

NAME	Student Number
1 Paul H. Clarke	
2 Richard Lallier	
3 Jerry Drones	
4 Jimmie Barrett	
5 Toni F. Hunter	
6 Jeff Nachamie	
7 Liam Jennings	
8 Marc R. Kaufman	
9 Ricky Selmet	
10 Winston Estremadoiro	
11 Bruce Gifford	
12 Jim Kapp	
13 Ed Mattingly	
14 George Musser	
15 Tom McAden	
16 Lee W. Tunes	
17 Richard R. Kold	

	NAME	Student #
18	~~Christopher~~ Flores	
19	R Sleroy	
20	Jackie Fitzwilliam	
21	Chris Collins	
22	Charles Pennington	
23	Brant Ellison Jr	
24	Pete Vroff	
25	Tony Marcuson	
26	Eff Clausoff	
27	Robert Bailes	
28	Charles Wansley	
29	Connie Shultz	
30	Robert C. Lazar	
31	Clark L. Shannon	
32	John P. Hiber	
33	Geo. A. Forsyth	
34	Elise Udatko	
35	Homer Hammer	

NAME	STUDENT #
36 Ronald Avery	
37 Virgil E. Long	
38 Jackie Calhoun	
39 Mandy Godwin	
40 ~~Steve~~ Toon	
41 DeNita Logan	
42 MARK R. TURNER	
43 Paula Leples	
44 Marie Higginson	
45 Sherry Hermel	
46 Dalis Allen	
47 Ron Waters	
48 Dana Gann	
49 Leonard Coleman	
50 Marva Walker	
51 Lana Lemons	
52 Linda Higgins	
53 J. R. Apes Jr	
54 S. McNiece	

NAME

STUDENT #

55 C. M. Butler

56 Frank J. Weaver

57 Beverly Dee

58 Gerald L. Broussard

59 James J. Lawrence

60 James P. Head

61 Tiberio Cortez J

62 Robert M. Smith

63 William Greenleaf

63 Russell McFarland

64 John W. Sayer

65 Richard Whitmore

66 Tim Sill

67 Olga L. Rodriguez

68 Mike Smith

69 Sharon Miller

Name	Student #.
70 Charles E. Soffar	
71 Dennis Delafuente	
72 Robt. Nilson	
73 Allen Norris	
74 Barry Pulliam	
75 Ben Adkins	
76 David Zdeo	
77 Jerry H. Pierce	
78 Colin O'Neal	
79 Pat. Evans	
80 William Easter	
81 Pat Harlan	
82 Stephen Rogan	
83 Robert Sale	
84 Mahinder Singh	
85 Michael Elder	
86 Melvin A. Dismuke	

Name | Student No

Ann MacNaughton

88 Roderick G. Johnson

89 Bob Kapka

90 Jenie Gillis

91 Edward K Beauchamp

92 Mimi Scott

93 [illegible] Ramsey

94 A. S. Gilbert

95 Edward Bryant

96 Adele Boudreau

97 Minnie Wilson

98 Virgie Lemond

99 [illegible]

100 Lawrence Gardner

101 Velita Whitaker

102 Albert A Ray

103 Ricky Dolbre

104 M.H. Shunk

105 Pete Juarez

106 Ray W. Johnson

107 Bettie Lusine

108 Julia Sanders

109 Jane Kleve

110 Betsy Schear

111 Marie Manna

112 George R Skaggs Jr.

113 Benny Gothard

114 Lyle Martin

115 Mary Martinez

116 Glen Andrews

117 Allen Bare

118 Gene Martin

119 James M. Nies

Name

120 Douglas Upshaw

121 Lamont Gary

122 Nidal Sukhtian

K. Chapman

C. L. Taylor

Billy Dunn

D. Anderson

B. Harris

Pius Lopher

Benny Mayo

Dennis A Rhodes

Lynda Thornton

Raymond Bailey

Peter Jones

Paul Colbert

Don Goodman

Mike Barth

Name	Student Number
123 Al Zwan Jr.	
124 R. Chapman	
125 C. L. Taylor	
126 Buddy Dunn	
127 D. Anderson	
128 B. Harris	
129 Pinky Lingher	
130 Benny Mazzeo	
131 Dennis A Rotondo	
132 Lynda Thornton	
133 Raymond Washington	
134 Steve Favor	
135 Paul Colbert	
136 Don Grundhomme	
137 Mike Battin	

Name Student Number

NAME	STUDENT #
138 Margot Pipin	
139 Janie Mynar	
140 K.F. Hanigan	
141 Jackie Wilson	
142 Robert Watson	
143 Donald Fogle	
144 Cheryl Mazzy	
145 Jane Lupher	
146 Robin Bly	
147 Norman Marcotte Jr	
148 Don Johnson	
149 Larry Triolo	
150 Dave Fowler	
151 Gary Hodges	
152 John Vasile	

NAME

Student #

Dennis Baldwin 153
Reinhard Rönneback
155 Linda Ramirez
156 Mary Reyes
157 Linda Bohn
158 Gary Driskell
159 Sam Fontana
160 A. R. WATSON
161 Myrl Lucy Jones
162 Julia Mazow
163 Robert De La Santa
164 Gra Quintanilla
165 A. L. Polanos
166 George Gee
167 Sharon Lieb

NAME	STUDENT NO.
A.L. Holt 168	
169 Felix Salinas Jr	
170 Gene Chow	
171 Scott Alexander	
172 Nancy Tillman	
173 Albert Palacios	
174 Bobby Lozano	
175 M. Salhaat	
176 Ray Blick	
177 Elizabeth Rodriguez	
178 Michael Beckman	
178 John Buckman	
179 Micah Daugher	
180 J.L. Moss	
181 George H. Godwin	

NAME

STUDENT NO.

Name | Student #

182 Daniel P. Hoyton
183 Peggy A. Engram
184 Jim Mozola
185 Kevin O'Neil
186 Ramson Trowan
187 Tim Fleck
188 Katie Brown
190 Helen Marie Britton
191 Harry Decker
192 Thomas Shumate
193 David Kirkpatrick
194 Clyde Hough
195 Mark Dwyer
196 Barbara Roberts
197 Karen L. Schauer
198 John A. Crouchet

Name	Student No.	
Joe Muller 199		
Joe Lamb 200		
201 Roy Simmons III		
202 Carol Fristen		
203 Roger A. Rider		
204 [illegible]		Honors Program Exch.
205 Richard F. Green		
206 Larry LeCompte		
207 Robert W. Lupo		
208 Marianne Parker		
209 James Johnson		
210 Frank Johnson		
211 Terry Kirkpatrick		
212 David Jones		

Name

Student No.

NAME	STUDENT NO.
213 Fayetta Shepherd	[illegible]
214 Lee Garrison	[illegible]
215 Vesteria Hopey	
216 Frank Tiggs	
217 Shawn Smith	
218 Brenda Haynes	
219 Sidney Jordan	
220 R. Chupa Longwa	
221 Allen Lewis	
222 Jim Saunders	[illegible]
223 Gary L. French	[illegible]
~~[illegible]~~	[illegible]
224 Kathy Norris	[illegible]
225 Donna Schneider	[illegible]

NAME	STUDENT NO.
Reginald Hand	226
Dolores Morales	227
Johnny Lanahey	228
Rafael Acosta	229
Brenda Chapman	230
Wanda Harlan	231
Marilyn Lloyd	232
Linda Lemond	233

NAME

STUDENT NO.

NAME	STUDENT NUMBER
Ben R. Wallace	234
Paul Berkowitz	235
Rebecca Evans	236
Theresa A. Flora	237
[illegible]	
Joan J. Garza	238
Ed Bruckstein	239
Pat [illegible] Kill	240
Peggy Barr	241
Michael P. Appleweite	242
George R. Sweeney	243
Peggy Connors	244
Joseph H. Stowell, Jr.	245
Patti Hawkins	246
Steve Katz	247
Dennis Scheaf	248

NAME	STUDENT NO.
Kenneth Robertson	249
Jim Single	250
[illegible]	251
Mario Cantu	257
Garner Lee Foley	258
Ruta Hilliker	259
Mary Rose Steets	260
Jean Roberts	261
Brenda Sterling	262
James B. Layle III	263
James Bonnell	264
David Martinez	265
Roy Castillo	266
Bob Alexander	267
Jerry L. Cavner	268
Helen Hackett	269

NAME

STUDENT NO.

NAME	STUDENT NO.
Richard C. Kirkpatrick	270
George Rangel	271
Jim Horwitz	272
Lowell Morgan	273
Eddie Claxton	274
gail heckel	275
Bill McElwain	276
Gloria Salinas	277
John Oro'	278
Neil Leibowitz	279
Fay E. Callen	280
Dale Barton	281
Danny Itoshia	282
Barry Hughes	283
Ralph Harrison	284

1

NAME	STUDENT NO.
Betty Williams	284
Deloyd Parker	285
Ronald E Dyson	286
John Ramsey	287
Linda King	288
Rob Mills	289
Norman Meador, Jr.	290
Summer Lu Rhoden	291
Jewell W. Price	292
David Barrytill	293
Richard Wedgartner	294
Hubert R Thompson	295
Robert J Rogers, Jr.	296
Moses Willmore	297

NAME STUDENT NO.

NAME	STUDENT #
Tim Ashton	298
Juanita Mitchell	299
James J. Travis	300
Clifford Johnson	301
Mike James	302
Doreen Kalina	303
Karen Amdur	304
Robert Gran	305
Ken Shapiro	306
[illegible]	307
Donald McCoy	308
James W. Cole	309
Filiberto Can Jr.	310
Richard Lloyd	311
Carlos Irevino	312
Melvin F. Miller	313

Student	Student No.
Rosa Castillo	314
J. Nogueol	315
D. Laguasla	316
J Craig Youmeflood	317
Candy Cortes	318
Mike Bran	319
Thomas Proctor	320
Dave Amidon	321
Deola J. Rue	322
Silvia Villagómez	323
Gail Collins	324
Anthony Zan	325
Mike McArdle	326
Mike Shungut	327
Dan Erama	328
Alan Roer	329
Claire Donohue	330

Hubert L. Williams 331

Will Ross 332

MARY BROUSSARD 333

Thomas Krenek 334

Logan Willis 335

Don Dindall 336

Mary E. Hicks. 337

Noelle Tipton (cat) 338

Sylvia C. Nokes 339

Joe Meyer 340

Susan Scarborough 341

John J Helaska Jr 342

Janie Taylor 343

Kenneth Castillo 344

Tim Hennigan 345

Wesley Bramble 346

MARK P. BUSBIB 347 HELL YES!

Sylvia Griffith 348

William R. 349

Don Cox 350

Jon Tanner

Martha Goldsmith 349

M. J. Bertucki 352

Frank Cocke 353

Nikki Boyles 354

Karen Friedman 355

Buster Peek 356

Tom Curley 357

Jim Strong 358

Marvin L. Brown 359

Logan Chamberlin 360

Mike Zandy 361

Clyde Middleton 362

Sandy Powell 363

Bob Manning 364

Tamira A. Jamal 365

David Jones 366

Barb Townsley 367

Mike Driscoll 368

Transfer Student

Jon Turner

AABL
3800 Cullen Blvd.
Houston, Texas
March 4, 1969

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University of Houston
Houston, Texas 77004

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Basic points of policy intended by the attached:

1. Avoid the assumption that there is any policy certain of avoiding disruptive confrontation. Make policy in light of the total situation with intent of salvaging as many values as possible on all sides.

2. Find points on which to say "no" emphatically.

3. At this point act generously and talk tough.

4. Avoid the development of two situations designed to support black power: 1) A large number of academically unqualified students on the campus. 2) A black controlled ethnic studies unit. Application of academic standards can avoid this.

5. Give special attention to retaining the support of the faculty. Make a speech which talks both hard and soft.

Copy to Mr. McEl
3/5/69
✓ ✓ Dr. Nicholson
3/5/69

President Hoffman

Attached are two things

NOTES ON POLICY

DRAFT OF PROPOSED ADDRESS TO FACULTY

Between these two pieces I have attempted to define an approach and a policy. Both things are defective because I thoughtI should hurry through with them in case you might be able to use them in some way on Monday. I hope they may provide some helpful suggestions.

The "Notes" are intended only for your eyes and those of your most trusted advisors. You will find the essence of my recommendations here in items 11 and 12. The rest is argument in which I have continuously imagined an opposing voice.

As to the "Draft" I know you like to write your own speeches, but possibly under the present pressures you may be able to use all or some part of this. At least it is something to work on.

MK

President Hoffman

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NOTES ON POLICY

1. Racial agitation on the campus at this time manifests two aspects:

1) A body of demands which are exaggerated but understandable, which have some measure of practical justification, and which in so far as they are reasonable should be responded to by sincere effort such as now characterizes the course of University action.

2) Procedures characterized by style and method which, against the background of national experience and the general tenor of racial militancy, may represent forces which no amount of concession in itself can placate.

2. In dealing with black demands it is necessary to consider separately the merits of the demands in themselves and the character of the student leadership supporting them. Under present circumstances, student leaders may be rapidly transformed into professional militants and practical politicians for whose ends any particular set of demands may be essentially instrumental.

3. Militant leadership must demand more than can be granted and cannot cease from its demands for the following reasons:

a. Militants are explicitly committed to "taking"---acquiring by force---rather than "being given."

b. Militant leaders are impelled by the force of an exhilarating psychic liberation engendered by their activities.

c. Militant campus leaders perceive possibilities of enormous practical political power and successful political careers resulting from campus activity.

d. The backlog of historical injustice to Negroes is so great that it cannot be corrected for decades to come, and the militant's protest on any point becomes a symbolic act against the injustices suffered by a majority of his people. Symbolic acts are not susceptible to rational negotiation.

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4. A large part of the middle-class Negro population, people of potentially great influence among the Negro people, are opposed to black power extremism and understand its dangers, but their resistance is vitiated by the following circumstances:

a. They are intimidated by the militants and their potentially violent power.

b. They have compassionate sympathy for the psychic liberation which militancy grants their children.

c. They are deprived of a position alternative to militancy because militancy has been unquestionably productive and by a strong tendency on the part of white society to concede everything that militancy demands.

5. The moderate element of the Negro population desperately needs the support of an acceptable position vigorously defended by white leadership.

6. A tremendous segment of the white population, a segment which has considered itself liberal and which has supported such ameliorative measures as civil rights legislation, has been deeply shaken by the rising cry of violent militancy and, like the moderate Negroes, needs a new, clearly defined position of decency.

7. A smaller but particularly excitable and vocal number of white liberals reacts only to the passion in the militant's cry, longs wistfully to join the crusade, and tends to see in all resistance to militant demands the shades of the the Klu Klux Klan. Some of these people, too, can benefit from a decent position vigorously enunciated.

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8. Black militancy is now characterized by a rising note of separatism which is the basic intelligible objective of aggressive hostility expressed in deepening tones of violence and evolving a mood which is correctly characterized as "black racism." This is a cause of increasing concern to people in this country, as is illustrated by Stewart Alsop's article in Newsweek, March 3, 1969, entitled "'The Coming Holocaust'". (The title of this article is somewhat more alarming than its content, but the article also expresses deep concern and indicates the cause.) The issue of separatism provides the basis for the formulation by the University of a clear and coherent policy with which to confront student demands.

9. I am told that reaction expressed in discussion and organizational action has already begun in at least one group on, or closely associated with, this campus. There is a danger that the character of this reaction will take on some of the aggressive hostility expressed in black militancy and that it may result in grave exacerbation of racial relationships on this campus. This movement involves some people who in some contexts support liberal causes. It must be acknowledged that this movement is motivated in part by a sense of exasperation which may be in some measure allayed by a firm official position.

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10. Increasing public impatience with student disturbances and a stiffening of official attitudes generally would seem to indicate that the time is right for the University to announce a clear and firm policy inspired by justice and rationality, vigorously responsive to reasonable demands, and establishing clear limitations to tolerance of irrational and irresponsible behavior.

11. In so far as the character of black student leaders may be evaluated in separation from the measure of justice embodied in their demands and in so far as they may be thus distinguished as political practitioners, response to student demands should be conditioned and accompanied by appropriate political strategy. Such strategy must recognize antagonistic needs, objectives, and methods:---

a. Black leaders need followers and their support by black students is limited by divisions of opinion and interest. If the university takes the initiative and adopts a position of firmness, the effect will be to confirm doubts which now divide the potential black following.

b. Black leaders need the exhilirating effect of a vista of unlimited power, which can be encouraged by an impression that the University is running scared. Initiative and a firm position will tend to dispell this illusion.

c. Black leaders need victims, and vulnerability must be avoided.

d. Concessions to black leaders may provide them with a position to which they can retire from the headlong impulse of their movement, and, both for this reason and in the service of justice, the University should make generous concessions while making clear the limits of its acquiescence. It is desirable at this point that the University talk tough and act with generosity.

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12. Eventually there is only one definite position availabilety to a university. It is a position which assumes that the conduct of human affairs must be based on rationality and good will. It is a position committed to justice as a goal which is capable of rational formulations and which can be served eventually only by rational methods and rational communication. It recognizes that passion and violence may serve to illuminate injustice, but that they are inimical to the conditions which it is the purpose of a university to maintain, that they are fundamentally disruptive of the methods available to the university as a university, and that in the face of passion and irrationality in disruptive magnitude the university must defer confrontation to other instrumentalities of society until rationality and at least the hope of achieving good will can be restored.

Above all, the university must maintain the integrity of its internal commitment to justice, rationality, and good will. This commitment has specific implications, among which are the following:

a. The university will not institutionalize instruments of passion and violence, instruments which tend inevitably to the disruption of institutions.

b. The university will modify its standards, structures, methods, and procedures only in ways which do not jeopardize the conditions of rationality and good will.

c. The university will insist that its affairs are conducted in an atmosphere conducive to rationality and good will.

d. The university will reject as demagoguery the hypothesis of such a barrier to communication as the existence of both a black logic and a white logic incapable of mutual communication. If there is a black logic and a white logic, then both are partly confused and distorted realms of discourse and can be corrected only by the effort of rational communication.

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e. The university will recognize that academic materials will have different meaning and value for different people and will attempt to honor those differences, but it will reject emphatically the notion that there is such a thing as academic material valid for one student and invalid for another student, and it will refuse to institutionalize methods, standards, structures, and procedures which support the racist implications of separatism and subvert the conditions of rationality and good will essential to the life of a university.

APOL

DRAFT OF PROPOSED ADDRESS TO FACULTY

Some days ago I informed you of the course of events having to do with demands of black students on this campus. At that time you expressed your confidence in the ability of the administration, the faculty, and the students of this university to arrive at workable conclusions and achieve justice in the resolution of the problems of the University. You expressed this in a way which was deeply gratifying to me, deeply heartening and strengthening to me in the admittedly difficult function which I am called upon to fulfill at a time of serious division in university life. Since that time only a few days ago I have taken further actions which are in accord with my own conviction and which seem to me to be in harmony with the principles and ideals of the great majority of the faculty in these matters.

I wish today to report to you further on action taken and to submit for your consideration some resulting proposals. I also wish to do more than that. I am increasingly convinced that possible courses of events on the campus may be perceived with sufficient clarity for the University to define firmly and clearly its position as it would relate to diverse contingencies. I believe you will agree that in so far as the University is able to define a clear, firm, and just position in these matters, it has an obligation to do so and may thus serve the best insterests of all concerned, both students and faculty and the larger community---and equally blacks and whites both on and off the campus.

Copy to Mr. Dr. El
3/5/69
Dr. R.

I am convinced that in the absence of a clearly defined position on the part of faculty and administration, black student leaders may be left to search by trial and error for the limits of their power, sometimes blundering, perhaps even forced by totally unplanned and fortuitous events, into extremes which can be lamentably disruptive of university life and which can seriously retard the progress of justice on this campus. Therefore, after reporting to you specific action which has been initiated and new action which has been proposed, I will go on to discuss aspects of a general position which I think should guide the University as it continues to address itself to these important matters.

(Report of committee activities and proposals as modified, if necessary, by the administration. Following paragraphs would have to be adjusted to what appears here.)

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(Report of committee activities and proposals as modified, if necessary, by the administration. Following paragraphs would have to be adjusted to what appears here.)

I feel that the measures taken and proposed as described in the foregoing will constitute an important step toward the achievement of what is right and just on this campus. We should not assume, however, that the question is now closed. New needs will develope, new demands will be made, some of them justified and some of them exaggerated, and, hopefully, new resources will be acquired which will permit the University widened action for the enrichment of life for black as well as for white students.

I would now like to discuss some of the general principles involved in the question of the role of black students in the University and the responsibility of the University to those students.

The matter of fundamental importance is exhaustive equality of treatment in positively all matters over which the University has any control at all. I am sure that the overwhelming majority of you share satisfaction in the confidence that this has been generally achieved. I am confident, for instance, that the members of this faculty generally treat their black students just as they treat all other students and often with special courtesy to the black students. I am confident that most of you either grade the black student by the same standards applied to other students and that often you treat the black student with special generosity, which, within some limitations, I think commendable. Nevertheless, it is not improbable that there are exceptions in which individuals are responsible for prejudiced and unequal treatment of black students. It think it morally imperative that the University act positively to correct such injustices.

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We are all aware, however, that equality of treatment is inadequate restitution for the historical injustices which have been suffered by the Negro people. Wide areas of governmental action are inspired by recognition of this principle, and so are programs of this University initiated in the past and others planned for the near future. Having recognized and taken action in accord with this principle, we must also recognize that possibilities of action on this principle are restricted by unmistakable limitations. When we devote University personnel and funds to special training for weaker students, we are using resources which could otherwise be used for upgrading the general performance of the University. We may grant that such sacrifice is historically justified, and I will warmly agree while insisting that our circumstances set obvious limits to such diversion of resources.

We will attempt to find means of broadening the basis of our admission requirements in such a way as to take cognizance of cultural differences which may conceal essential ability for successful University studies. By such means, coupled with an expanded program for recruitment of qualified black students, we may expect to increase the number of qualified black students attending the University of Houston. There is a feeling in some parts that we can do more than this and that we can afford to admit to the University students, possibly in substantial numbers, who by every known measurement can be expected to fail in university study. I submit that such action would be unjust and irresponsible. I feel that such students would be doomed to bitter disappointment and deep frustration which the University, for its own benefit and for theirs, should not inflict upon them.

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Definition of the University's position on the needs of black students must be based on clear recognition of what the University can and cannot do. I hope that there will be general faculty agreement of the validity of one very special function which the University can perform for the black students as well as for white students to the benefit, I believe, of society as a whole. The University can make the accomplishments of the Negro race and of black culture available as part of their heritage to both black and white students alike. Possession of this heritage on the part of white students will strengthen the realism of their conceptions of black citizens. For black students it will strengthen the realism of their conceptions of themselves and provide them a justifiable source of pride. Here is a responsibility of society to its black citizens, fulfillment of which is especially appropriate to the function of universities.

While acknowledging the value of ethnic studies as being of genuine cultural value, we are also aware that they serve what may accurately be described as a need for psychic liberation. Awareness of this need arises from a vigorous sense of history and justice. This awareness on the part of the thoughtful white people of this country has deeply influenced attitudes toward racial phenomena of social change. Because of this awarness thoughtful people have refused to permit their sympathy and understanding to be diminished by some of the aspects of black militancy which has been at times exaggerated, in bad taste, and unquestionably disturbing. The capacity for this generous feeling is one of the truly great achievements of civilization and it must

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be preserved and sustained. We do well in this connection to acknowledge also that black militancy has thus far served a purpose in this country both by its effectiveness in calling attention to injustices and by contributing to the growth of pride among black people.

Having said this, I must emphasize, however, that it would be foolish in considering the course of social relationships on this campus not to take into consideration experience elsewhere in the nation. The experience of other universities tells us that student demands tend to escalate. Furthermore, a new and rising note in black militancy indicates clearly a point of limitation in the acceptability of possible demands. This rising note of black militancy is the bitter cry of separatism. We may hear in it the cry of psychic liberation and we may understand, with sympathy, its historical sources. But we cannot ignore that this issue has caused deep divisions within the black community nationally and that the doctrine of black separatism is redolent of hatred which can gravely compromise the enormous gains in racial relationships which have been realized in recent decades by the effort of citizens of good will, both white and black.

I wish to affirm that the freedom of black militancy on this campus will be limited only by respect for the laws of the land and the regulations of the University and by reasonable restraints in respect of the health of this institution. But I wish also to make it clear that I will vigorously reject any adaptation of the structure, methods, standards, and procedures of this university in ways which may deepen and embitter divisions in the life of this campus and this country.

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I am aware that some of you may not find acceptable all that I have said, but I have hope that the general tenor of my remarks will be acceptable to a majority of you and I think it of importance that faculty and administration join in a clear, generous, and firm position in these matters.

Eventually there is only one definite position available to a university. It is a position which assumes that the conduct of human affairs must be based upon rationality and good will. It is a position committed to justice as a goal which is capable of rational formulations and which can be served only by rational communication and rational methods.

I do not think that the university should acquiesce to insistence that any of its affairs be conducted in an atmosphere of passion and group ~~assignment~~ excitement the keynote of which is verbal violence and the threat of violence, and I urge the black leadership of this campus to join in a commitment to rationality, justice, and good will as the basis for a continuing dialogue having as its purpose to make the administration and the faculty continuously aware of the needs and aspirations of black students.

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CHRONOLOGY OF EVENTS CONNECTED

WITH AABL MATTER AT UNIVERSITY OF HOUSTON

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.

The spokesman said they must have answer at their 2:00 P.M. meeting next Friday "or else".

The president received the demands.

9 Feb. -
12 Feb. 1969 - 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 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. 1969 - After a fragmented version of the AABL statement appeared in the COUGAR, student daily newspaper, AABL called a press conference and released their complete statement to the Press.

- AABL was notified that Dr. Hoffman would accept their invitation to appear at a meeting of their organization

- more -

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.

14 Feb. 1969 - Shortly, before the scheduled meeting, Dr. Yardley was informed by AABL that he ~~could~~ should 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.
- 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 witnessed and took note via cameras of the incidents that had transpired.
- While AABL was still in session and about one hour after Dr. Hoffman's departure, the director of information at

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the University responded to persistent inquiries by the media representatives and made arrangements for Dr. Yardley to answer their questions. The whole flavor of Dr. Yardley's responses was "to cool things off" and to make a response on the "Open Housing" issue.

- The AABL meeting broke up around 5 p.m.

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21 Feb. 1969 - A series of "rap" sessions and press conferences were conducted almost daily by AABL in the University center.

19 Feb. 1969 - Because of mounting tensions on campus and in the community, and because of inflamatory 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 a question and answer meeting of his calling on Friday, February 21. He also stated his willingness to meet at at any time with representatives of AABL.

- But the main thrust of this news release was to state long-standing University policies in regard to the 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.

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24 Feb.-
28 Feb. 1969 - 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. 1969 - After receiving an invitation from the Faculty Senate, the official governing body of the UH faculty, Dr. Hoffman addressed the assembly of the ~~a general~~ faculty at a meeting at 12 noon in Liberal Arts Auditorium II. 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.

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27 Feb. 1969 - 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. 1969 - 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 athletes at the University.

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7 Mar. 1969 - AABL continued a series of "rap" sessions in the University Center. They indicated conditional acceptance of Dr. Hoffman's appointment of the Task Force.

4 Mar. 1969 - 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 Mar. 1969 - 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.

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4 Mar. 1969 - 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 Mar. 1969 - 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.

6 Mar. 1969 - Establishment of an Afro-American Studies Program at the University was recommended by a Task Force recently appointed by President Hoffman to seek solutions and to recommend actions in relation to ethnic problems at the University.

7 Mar. 1969 - Some 600 University students attended a noon rally called on campus by AABL to show support for the 10 "demands." The rally ended about 1:30 p.m. and some 200 students marched in a body to the Ezekiel Cullen Building. They gathered for about five minutes outside the entrance to President Hoffman's office. Leaders of the group informed a University official that they wished to meet with Dr. Hoffman. After being assured that Dr. Hoffman was not in his office, the group moved to the steps of the main entrance of the building where they conducted a spirited rally for about 20 minutes. Dr. Hoffman later sent word to the group that he was willing to meet with three delegated representatives of the group. AABL leaders declined the invitation.

8 Mar. 1969 - An information team made up of four administrators and faculty members and the president of the student body was named by the president. The purpose of the team was to meet with all elements of the University community to present and discuss a progress report on minority questions and the AABL "demands."

9 Mar. 1969 - Dr. Hoffman released to the press a policy statement in regard to University reaction to threatened disruption and violence on the campus.

11 Mar. 1969 - Dr. Frank Worley, chairman of the Faculty Senate, called an assembly of the faculty at 2:30 p.m. in Cullen Auditorium to hear a progress report from the information committee and to conduct a question and answer session. Some 400 faculty members attended.

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10-14 Mar. 1969 - Numerous meetings were conducted by various student groups on campus to discuss various aspects of the 10 AABL "demands."

13 Mar. 1969 - Richard Poston, president of the student association, called a meeting of students for 1:30 p.m. in the Houston Room to hear a progress report from the information committee. Only 25 students showed up for the meeting.

17 Mar. 1969 - One of the AABL leaders, Gene Locke, reported that he was assaulted at about 9:15 a.m. near a UH parking lot by three unidentified white males. Locke sustained minor cuts and bruises and was treated and released by the UH Medical Center.

- At approximately 11:30 a.m. a minor disturbance involving both white and Black students took place in Cougar Den of the University Center. There were several minor altercations and about $200 in damages was done in the Den.
- At 1 p.m. AABL conducted a rally in front of the University Center to protest the attack on Gene Locke. Many in attendance then marched to the UH Safety and Security Office where they confronted Sterling Baker, director of Safety and Security, and demanded immediate action on the Locke case.
- At approximately 1:40 p.m. some of the students, both white and Black (estimates vary from 25 to 40) left the Safety and Security Office and went to Cougar Den where a disruption took place. The students overturned tables and chairs, broke dishes, destroyed food, and broke out four glass windows. Upon dispersing from the Den at the urging of Gene Locke and Dwight Allen, a smaller number (10 to 12) broke into the Bookstore and damaged property. No one was seriously injured in the incidents and the extent of property damaged was estimated at $2,000.

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18 Mar. 1969 - The Student Life Division and the Safety and Security Office were charged with the responsibility of conducting the investigations that Dr. Hoffman called for on March 17.

19 Mar. 1969 - The University announced that the scheduled speaking engagement of Mark Rudd for March 20 had been cancelled because of recent incidents on the campus and because of threatened violence if Rudd appeared.

20 Mar. 1969 - SDS announced that Rudd would speak on campus at 12 noon at the University Center. Shortly before the appointed time a University official spoke to Doug Bernhardt, a campus SDS leader, and then to Rudd and requested that Rudd not speak. Rudd spoke to an estimated crowd of 1,000. After the speech, the University announced that it was initiating actions against the campus chapter of SDS because of violations of University policy and against Rudd because he failed to comply with a request of a University official.

- The University announced that it would seek a restraining order against Rudd to prevent future appearance on campus.

21 Mar. 1969 - A temporary restraining order was granted by Judge Wilmer Hunt to prevent Rudd from returning to the University campus.

- Also, a restraining order was granted against Marjorie Ellen Davis Haile, a regional representative of SDS, prohibiting her from coming on the University campus.

22 Mar. 1969 - A University of Houston part-time instructor and two former UH students were charged by Houston police with the armed robbery of a Memorial Drive

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liquor store. Chief of Police Herman Short made the statement that those charged were involved in "revolutionary type" activities and were taking money to be used for the purchase of arms.

UNIVERSITY OF HOUSTON

OFFICE OF THE

VICE-PRESIDENT FOR STUDENT LIFE

AHBW

3-4-69

DATE

Memo to: PGH

- ☐ Please take charge of this.
- ☐ Please note and return.
- ☐ Please prepare reply for my signature.
- ☐ Please note and see me.
- ☐ Please note and file.
- ☐ Please furnish data for my reply.
- ☐ Please answer, sending me a copy.
- ☐ Please route to appropriate staff.
- ☐ For your recommendation.
- ☑ For your information ~~and return~~. if interested.
- ☐ For your approval.
- ☐ For your signature.

Wad

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UNIVERSITY OF CINCINNATI
CINCINNATI, OHIO 45221

OFFICE OF THE PRESIDENT

May 27, 1968

Dear Colleague,

You may be interested in the following items:

1. A copy of my letter of May 23, 1968, to the UBA.

2. A copy of a background press release sent out by me on May 24.

3. Council of Deans' letter.

4. Letter from Chairman and Secretary of the Faculty.

5. AAUP Board of Directors' letter.

6. Letter from Student Officers.

7. Press release regarding meeting with students on May 24.

8. A copy of my letter of May 27, 1968, to the UBA.

Cordially yours,

Walter C. Langsam

Walter C. Langsam
President

UNIVERSITY OF CINCINNATI
CINCINNATI, OHIO 45221

OFFICE OF THE PRESIDENT

May 23, 1968

Mr. Dwight Tillery, President
United Black Association

Dear Mr. Tillery,

Since our helpful discussion of last Thursday, I have had opportunity to consult both administrative and faculty officers concerning the recommendations made by you and your associates to broaden the educational experience of Black students on our campus.

I am glad to be able to tell you that the responses have been uniformly positive and that my colleagues appreciate the opportunity to describe the steps already being taken to provide a satisfying educational environment for all students. Indeed, so far as your specific recommendations are concerned, I believe you will find, as you read this letter, that many already are in effect, are planned for the near future, or are readily attainable through normal university channels; and, in some instances, the departments concerned have gone beyond your recommendation. All my colleagues are eager to discuss these matters with you and to engage in dialogue on how to provide at UC a superior environment for Black and White students alike.

Before turning to specific responses, I want to tell you how much I respect your positive and cooperative approach to the problems mentioned in your letter. It is significant that, unlike other Black student groups across the nation who demand Black professors, a course in Black history or literature, and action on off-campus housing, you have recommended more Black professors, more sections of Black history and literature, and enforcement of present policy on off-campus housing. This is a measure of the progress that has been made at UC through student-faculty-administration cooperation, and of the rapid pace at which we are moving. We have done these things -- and will continue to do them -- because they are right educationally and morally and not because of social or student pressures.

The University, moreover, will continue to move as swiftly and effectively as possible in meeting any grievances or concerns that are called to our attention in an orderly way. I know that you join me in approving this policy and in expecting that all items will be dealt with promptly and sympathetically by the appropriate faculty, student, or administrative body, as in the present instance. I invite you -- and other student and faculty groups -- to champion the "Cincinnati Idea" that neither coercion nor apathy in the matter of student grievances is appropriate on this campus; instead, the University pledges prompt and sympathetic consideration of all viewpoints through regular University channels.

Now, with regard to the specific recommendations in your letter of May 15, 1968:

I. Housing

A. Firm reminders have been given to all offices concerned with off-campus housing that, under University policy, unmarried undergraduates under 21 years of age may live only in housing units whose landlords have signed a pledge of non-discrimination.

B. The special committee on off-campus housing, under the chairmanship of Mr. William Jenike, will be given strong University support and publicity in its efforts to establish a registry of non-discriminatory housing sufficient to house all students requiring such housing in the autumn of 1968.

C. If recommended by the Jenike Committee (on which UBA is represented), the University will establish an off-campus housing office which, among other responsibilities, will "receive, evaluate, and deal with complaints."

II. Faculty and Graduate Students

A. Active recruitment of Black administrators, faculty members, and counselors will continue.

B. The number of Black faculty members in 1967-1968, which is double that of 1966-1967, will be further augmented next fall by the addition of a full professor of law (Dr. Harry Groves), an associate professor of community planning in charge of city plans for the Queensgate II project (Mr. Thomas Jenkins), a Black basketball coach, and a number of other appointments at various ranks; some of these anticipated appointments are still in negotiation.

C. A Black lecturer has accepted appointment to teach a course in Black history in the Evening College.

D. The Head of the English Department, which has some 75 members, has appointed an assistant, one of whose duties it will be to recruit Black instructors and teaching assistants for the beginning courses in English, as well as the courses in Black literature.

E. The Vice Provost for Graduate Studies has assured me that there exists no departmental discrimination against Black students through the use of culturally biased tests. He is ready to act on any specific complaints.

III. Black Courses

A. Black Literature

1. The Department of English is extending the Black literature course to three quarters, with the further provision that each quarter of the course may be

taken independently. If there is sufficient enrolment, additional sections will be created, this being the normal procedure. A section of the course is under consideration for the Evening College.

2. The Department of English is engaged in revising its requirements and will consider the UBA suggestion concerning voluntary substitution of the course in Black literature, where appropriate, for the ones in American Traditions and World Literature.

3. The Department of English will recommend the course in Black Literature, wherever appropriate, to undergraduate majors in the Department. It will count toward the major requirement. The Department hopes that "the course will be so well taught and offer such good reading that students will want to take it."

4. The present Black Literature course is inappropriate for graduate students, but the Department is considering the addition of a graduate seminar in Black Literature as a constructive expansion of present offerings. The Department is actively seeking a qualified Black specialist to direct research at the graduate level.

5. The Department of English believes that the course in Black Literature would be helpful to teachers in preparation for today's classrooms, and will recommend to the faculty of the College of Education its inclusion in the appropriate curricula. (Each college faculty has responsibility for its own curriculum.)

6. The Department of English is glad to accept the suggestion that the present title of the course be changed to Black Poetry, Prose and Drama. It will be changed in 1969, since the 1968-1969 catalogue already has been published.

7. Although this is not included in the UBA's recommendations, the Department already has planned to place considerably more emphasis on Black Literature in the American Literature and other departmental surveys. Such a procedure will be far more significant in reaching large numbers of students than the Black literature course.

8. The Head of the English Department has stated that "The Department welcomes the interest of the United Black Association in our Black literature offerings. What we propose for next year is simply a beginning, but it is one to be proud of, for only Howard and Fisk Universities, so far as we can tell from a survey of college catalogues, presently offer such a full year course. We intend to recruit Black experts in Black and African literature."

B. Black History

1. The Department of History, in a memorandum dated May 21, 1968, states that it "is pleased that the members of the United Black Association care enough about the importance of historical study to recommend added instruction in this discipline."

2. By unanimous vote, the Department has approved the creation of an additional course entitled Survey of Black History, open primarily to freshmen and sophomores, to begin in the fall of 1968. This course will run for three quarters, will be acceptable for fulfillment of the appropriate sequence of the College of Arts and Sciences requirement (subject to approval of the faculty of that College), and may be elected to fulfill in part the requirements of the Department of History for undergraduate majors. The addition of this course will enable the Department to offer five quarter hours of instruction in Black History, probably more than any other University in the United States.

3. The present course entitled Black History in America will be offered as scheduled during the autumn and winter quarters of 1968-1969 (Wednesdays 4:00 to 6:30 p.m.) in order to make available advanced instruction in Black history at a time convenient for school teachers in the Greater Cincinnati area. This upper division course also is open to graduate students.

4. Beginning in September, 1968, an Evening College course in Black history for credit will be offered by The Reverend Tecumseh X. Graham, an experienced college teacher who offered such work previously at Portland State College in Oregon. In addition, a non-credit course in Black history, open to the general public, has been scheduled in the Evening College during 1968-1969.

5. The Department of History will recommend the courses in Black history, wherever appropriate, to undergraduate majors in the Department.

6. In the case of graduate students, American history majors have long been required to demonstrate a comprehensive knowledge of Black history in the principal degree examinations. Accordingly, the Department has and will continue to urge every graduate student majoring in American history to enroll in the advanced course in Black history, if he has not already taken such a course.

7. The Department of History has recommended to the faculty of the College of Education that exposure to formal instruction in Black history be included in the programs of its students.

8. The Department of History, wherever possible, will include material relating to Black history in all its courses. The Department feels it is important, for the long run, to insure that effective coverage of Black history appears in all courses where such material is pertinent, quite apart from the availability of specialized instruction in Black history. The Department further wishes to indicate that it welcomes consultation between the professor or professors responsible for the teaching of its Black history courses and any concerned students, as well as student consultation on a continuing basis concerning its curriculum -- through the Department's relevant curriculum committees, which include student representatives.

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9. On recommendation of the Department of History, the University Librarian has agreed to establish a collection devoted to Black American life and culture and to supplement existing library collections with books, magazines and journals, photographs, films and recordings by and about Black Americans.

10. Authorization and financial support have been requested from the Federal Government for the establishment of a summer institute on Black Americans in Modern America. This would be one of a series of teacher-training institutes designed to provide in-service instruction for teachers of history and social studies from the Tri-state area during the summer of 1969.

11. The third annual teachers conference jointly sponsored by the American Historical Association and the Department of History, already scheduled for November, 1968, will deal with the teaching of Black history and be directed specifically to the needs of teachers in the Tri-state area.

C. Social Studies

1. The Department of Sociology and Anthropology will make available on a regular basis a course in Race and Race Relations. So far this course has been taught only occasionally, but beginning in 1968-1969 it will be a regular offering of the Department. The course number has been lowered to the freshman-sophomore level, so as to make it available to a larger group of students.

2. The Departments of Psychology and of Sociology and Anthropology will recommend that the courses in Race Relations and in the Psychology of Prejudice be taken, wherever appropriate, by graduate and undergraduate students majoring in these disciplines.

D. African Studies

1. A course already is being given by Professor Wolf Roder, of the Department of Geography, that deals largely with African culture and African studies. Additional courses are given in other departments, especially the Department of Sociology and Anthropology, and a course in African History is offered by the History Department.

2. A committee has been appointed to consider the introduction of an African Studies Program. The chairman is Professor Roder, and Mr. Ronald Temple, a doctoral student in African History, will be among those asked to serve on the committee.

3. A course in Swahili, which is spoken by millions of Africans, will be offered if there is sufficient demand to warrant its development. Indeed, if the course is given, I myself may be one of the first registrants.

IV. Student Participation

A. The Undergraduate Advisory Council to the Vice Provost for Undergraduate Affairs will include Black faculty members and students. The faculty of University College already has elected Cornelius Van Jordan as its representative on the Council, and Dr. H. David Lipsich will appoint a standing committee of the Council to concern itself with non-Western and minority-group studies at UC. He will ask the UBA to nominate two members to serve on this standing committee.

B. Before the appointments for 1968-1969 membership on the Committee on Inter-Group Communications are made, the UBA and other appropriate student organizations will be asked to suggest nominees for membership.

V. Community Affairs

A. The University already is committed to an enlarged program of community service and programs.

B. Dr. Richard Baker, Director of Community Relations, will appoint an advisory committee to work with him in this area. The UBA will be asked to nominate one or more members of this committee.

C. The committee will discuss staff needs in the area of community service and then make its recommendations to me.

D. The University has taken and will continue to take a positive stand on issues that concern both the University and the community, and will give wide publicity to its positions.

VI. Black Cultural Center

A. On May 8, 1968, I appointed a committee of University Vice Presidents to work with interested community and student groups in an effort to establish a museum of Black culture. Vice President Kenneth Settle, chairman of the committee, requested the UBA to nominate two members of this important committee, which held its first meeting yesterday afternoon.

VII. Official Quarters for the UBA

A. Apparently the UBA already has submitted an application through the usual student government channels for office space in the University Center. There should be no difficulty in meeting this request.

Again, with appreciation of your concern, help, and commitment, I am,

Sincerely yours,

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President

WCL:er

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Walter C. Jamieson
President

WCJ:er

May 24, 1968

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In my actual discussions with the students, and in the letter, it was clear that we were giving serious consideration to a number of valid recommendations, some of which already were in process of implementation.

The letter also indicates that, in most cases, there will be changes made because of sympathetic study of the students' recommendations by various departments and divisions. The departments, indeed, were gratified that students cared enough about their academic work to suggest modifications and additions. The letter also specifically states that the University was agreeing to certain things because these things are educationally and morally right.

Moreover, I cannot help but point out that many of those people who may wonder at our willingness to offer work in African and Black American history never seemed to be disturbed over the fact that we long have taught, for example, Korean history. Similarly, if, like some universities, we offered Sanskrit, which is spoken by no one, this probably would not result in even one raised eyebrow; why, then, should there be concern over a proposal to teach, for example, Swahili, which is spoken by millions in Eastern and Central Africa.

In a rapidly changing world, a great University and all its departments must and will give continuing attention to recommendations made by the UBA or any other responsible student group -- provided these recommendations are aimed at creating a satisfying educational environment for all students.

Walter C. Langsam

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UNIVERSITY OF CINCINNATI
COLLEGE OF BUSINESS ADMINISTRATION
CINCINNATI, OHIO 45221

OFFICE OF THE DEAN

May 24, 1968

Dr. Walter C. Langsam
President
University of Cincinnati
Cincinnati, Ohio 45221

Dear Dr. Langsam:

The purpose of this statement is to indicate the full and positive support of the Council of Deans for your recent and concise statement concerning the broadening of the educational experiences available to both Black and White students at the University.

It is the faculty's responsibility to determine course and curricular structures, and you are to be commended for your leadership and support of the decisions which they have made. In times such as these, it should be refreshing for our public to note that the University of Cincinnati has, over a continuing period of time, encouraged and maintained invaluable communications with all groups of our student body. The public should also take note of the fact that you, as President, have not yielded to any decision which opposes a sound academic approach or which reaches beyond the normal procedures followed in the determination of such actions. It is through this approach, which you have taken, that impulsive decisions are not made which ultimately would be regrettable in reaching the educational objectives of the University.

The University of Cincinnati is, and should be, proud of the leading role it has taken in designing the "Cincinnati Idea." The impact of this unique approach to educational policy will give positive direction to all institutions of higher learning throughout the United States.

Sincerely yours,

Kenneth Wilson

Kenneth Wilson, Dean
Chairman-Executive Council

KW/mk
cc: Provost Thomas N. Bonner
Richard Baker
Frank Heck

UNIVERSITY OF CINCINNATI
COLLEGE OF BUSINESS ADMINISTRATION
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Dear Dr. Langsam:

The purpose of this statement is to indicate the full and positive support of the Council of Deans for your recent and concise statement concerning the broadening of the educational experiences available to both Black and White students at the University.

It is the faculty's responsibility to determine course and curricular structures, and you are to be commended for your leadership and support of the decisions which they have made. In times such as these, it should be refreshing for our public to note that the University of Cincinnati has, over a continuing period of time, encouraged and maintained invaluable communications with all groups of our student body. The public should also take note of the fact that you, as President, have not yielded to any decision which opposes a sound academic approach or which reaches beyond the normal procedures followed in the determination of such actions. It is through this approach, which you have taken, that impulsive decisions are not made which ultimately would be regrettable in reaching the educational objectives of the University.

The University of Cincinnati is, and should be, proud of the leading role it has taken in designing the "Cincinnati Idea." The impact of this unique approach to educational policy will give positive direction to all institutions of higher learning throughout the United States.

Sincerely yours,

Kenneth Wilson, Dean
Chairman-Executive Council

KW/mk
cc: Provost Thomas H. Bonner
Richard Baker
Frank Beck

UNIVERSITY OF CINCINNATI

May 24, 1968

To President Walter C. Langsam

From Louis M. Laushey, Chairman
Carl H. Osterbrock, Secretary
Executive Committee of the Faculty

The faculty believes that the public has not been informed that many of the recommendations for academic changes made by the UBA in their letter of May 15 were being implemented before the recent requests were received. These changes represent definite improvements to our educational programs.

You can be assured that the University Faculty strongly supports the "Cincinnati Idea" of cooperation which you and the UBA have demonstrated, and which you frequently have expressed, namely, that "neither coercion nor apathy in the matter of student grievances is appropriate on this campus; instead, the University pledges prompt and sympathetic consideration of all viewpoints through regular University channels."

May we compliment you for anticipating and providing for academic changes needed by our changing society long before the recent student requests were made, as well as for being responsive to student views.

Louis M. Laushey
Chrm, University Faculty

Carl H Osterbrock
Secretary, University Faculty

UNIVERSITY OF CINCINNATI

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Louis M. Lansbey
Chm., University Faculty

Carl H. Osborbeck
Secretary, University Faculty

May 24, 1968

The Board of Directors of Cincinnati Chapter of American Association of University Professors is highly pleased with the excellent consideration and disposition by President Langsam of the recent requests of the United Black Association. Dr. Langsam revealed his competence as a University President by dividing the subjects into academic and administrative. The academic matters were considered through consultation with the Departments involved and their responses were channelled to Provost Bonner, Chief Academic Officer of the University. The President received aid and support from his administrative staff and their responses were forwarded to him.

The Board is also pleased to note that the leaders of the United Black Association presented their requests in a rational and deliberate manner. Hence, all around these discussions were held in stark and favorable contrast to what we have seen on many campuses. The American Association of University Professors is constantly interested in high academic standards and the betterment of the University of Cincinnati. The right thing was done.

UNIVERSITY OF CINCINNATI
CINCINNATI, OHIO 45221

May 24, 1968

Dr. Walter C. Langsam, President
University of Cincinnati
Cincinnati, Ohio 45221

Dear Dr. Langsam:

On behalf of the Student Body of the University of Cincinnati, the members of the Executive Committee of the Student Senate would like to express our support of the "Cincinnati Idea". We recognize that only with such a cooperative effort, as exemplified by your leadership, that student government can hope to join the faculty and administration in creating a positive atmosphere for the intellectual development of all students. We would also like to express our sincere appreciation for your prompt and sympathetic response to the recommendations submitted by the United Black Association, and furthermore we hope that cooperative student efforts will facilitate the realization of programs which we feel are relevant to the best interests of the entire campus community.

Sincerely yours,

Glen Weissenberger

Glen Weissenberger, Student Body President

Robert D. Collins

Robert Collins, Vice President

Gary Hirschfeld

Gary Hirschfeld, Recording Secretary

Charles Littleton

Charles Littleton, Treasurer

May 24, 1968

In our discussion this morning, the students expressed appreciation of the consideration shown by the University and its departments as indicated in the letter of May 23. They offered to be helpful in future efforts to provide a satisfying educational program for all students. And they asked for further clarification of some items in my letter of May 23, 1968. This I plan to give them next week.

Walter C. Langsam

UNIVERSITY OF CINCINNATI
CINCINNATI, OHIO 45221

OFFICE OF THE PRESIDENT

May 27, 1968

Mr. Dwight Tillery, President
United Black Association

Dear Mr. Tillery,

This is to acknowledge, with thanks, your letter of May 24, 1968. It is gratifying to know that the UBA joins other campus groups in championing the "Cincinnati Idea" of cooperation.

I shall be glad to clarify some of my earlier comments on your initial recommendations. Then, although I shall continue to follow each step with close attention, I suggest that further discussion of these and related matters be conducted through the appropriate academic and administrative channels. Please note also that I have issued an official directive on the duties of the four Vice Provosts, which contains these words: "They are to supervise the enforcement, in all areas, of the University's policy of non-discrimination."

Further, and more specifically, the University has pursued and will continue to pursue a policy of active recruitment of Black personnel whenever vacancies have occurred or will occur in administrative, faculty, and counseling positions. Some offers to Black candidates in each of these categories now are awaiting their reply, and other offers will be made whenever qualified candidates are available for specific vacancies.

It is educationally unsound and physically impossible to predict how many appointees of any background can be made in each category in a given period of time. Nor can we publicly identify ahead of time every single office to which we hope to appoint a Black -- lest he or she later feel hurt in the thought that the appointment was based on his color rather than on his qualifications and ability.

We are, however, hopeful of soon making additional appointments of Blacks to several important administrative posts, to several instructorships and assistant professorships, and to more than a dozen teaching assistantships. Obviously, no Black has to accept our offer of appointment, and this is another reason why, even with the best of intentions, it is impossible to give guarantees of specific numbers.

In the matter of courses, the Department of English has notified me of its decision to offer additional sections of the Black Literature course in the evening and on Tuesdays and Thursdays at eleven in the morning. The College of Education already has made the course in Race Relations a requirement for students majoring in the Social Studies.

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The faculty members involved already are taking steps to provide a lower-division, interdisciplinary course on African Studies, while existing courses on Africa are being more closely coordinated. The Department of History has expressed a readiness to discuss with you the details of the material on Black history to be included in the other history courses.

A Committee on Community Relations, with UBA representation, will be appointed by Dr. Richard B. Baker today. The appropriate agency of Student Government already has notified me that office space in the University Center has been provided for the UBA beginning this summer. And, as you perhaps know, the UBA is represented on an advisory committee appointed by the Student Senate to follow the continuing implementation of plans to make the total educational experience at UC most meaningful for all students.

With best wishes to you and your fellow-students for a pleasant and profitable summer, I am,

Cordially yours,

Walter C. Langsam

Walter C. Langsam
President

WCL:ja

University of Cincinnati

Cincinnati, Ohio 45221

OFFICE OF THE PROVOST
FOR ACADEMIC AFFAIRS

January 30, 1969

Mr. Dwight Tillery, President
United Black Association
Campus

Dear Mr. Tillery:

Last spring President Langsam wrote you about the efforts that were being made or were planned to broaden the academic experience of Black students on our campus. It is the objective of the University, as you know, to do everything in our power to provide a superior environment for Black and White students alike. I believe that it would be helpful for us to meet soon to discuss the progress that has been made, as well as future plans for change. Perhaps the entire Executive Committee of the United Black Association should be included in our discussions.

In preparation for such a meeting, may I briefly summarize the steps that have been taken as well as some possible plans for the future?

In carrying out the recommendations in the President's letter of May 23, 1968, the following steps haven been taken:

(1) An off-campus housing office has been established to develop a registry of non-discriminatory housing. Mr. Hershel Hardy, the Director, is working with a committee on which UBA is represented to make this registry as complete as possible and to play a major role in ending discrimination in housing used by University students.

(2) As you know, the number of Black administrators, faculty members and counselors was increased this year. In addition to such outstanding fulltime appointments as Professors Harry Groves, Thomas Jenkins, Eugene Cash, Doris Clement, and John Bryant, a number of adjunct and part-time appointments have been made throughout the University. These include the Reverend Tecumseh Graham, who is teaching several courses in the Evening College on Black History. In addition to Mr. Hardy, Marjorie Wells and Warren Talmadge have taken administrative positions in the Dean of Women's and Admission Offices, respectively.

(3) All of the recommendations with respect to Black Literature and Black History have been carried out. As students in my large introductory course in American History know, I have made a concerted effort to include lectures, books, and films that deal with the Black role in American history.

The Fall Conference for high school teachers sponsored by the Department of History dealt with the teaching of Black History and was attended by more than one hundred and fifty persons. In addition, the new courses in Race Relations, Modern Africa, and Swahili that were asked for last spring have all now been started.

(4) Black faculty members and students are included in the Undergraduate Advisory Council, as recommended in the President's letter.

(5) Involvement of the University in community service and programs has grown appreciably. UBA was represented on the Advisory Committee to Dr. Richard Baker which led to the appointment of Mr. Paul Henry to an important post in representing the University in these programs.

(6) The committee studying the possibility of establishing a Museum of Black Culture has made progress. UBA representatives on this committee are aware of the committee's work, the visits to other museums, and the efforts to acquire funding for the museum.

(7) There was, of course, no difficulty in finding office space for the UBA in the University Center.

In addition to these specific recommendations that have been carried out, a number of other important developments affecting Black and White students have taken place since last May. You are familiar, of course, with the new series of lectures on Afro-American Affairs; the exhibit of African art; the forthcoming Sesquicentennial lectures of John Hope Franklin, Darwin Turner, and still others being planned by the UBA with support from the University; the inauguration of Project for Youth; and the establishment of the Martin Luther King scholarship. Plans are now being developed to expand the Project for Youth and to place new emphasis on the opportunities for minority group students in Engineering, Business, and other professional fields. The College of Law, for example, will sponsor an institute this summer for thirty to forty disadvantaged students to assist them in preparing for entrance into law schools in this region. Other efforts are being directed toward increasing the number of Black faculty members, especially in the fields of English and History.

I would welcome the opportunity to discuss these and other plans with you and the Executive Committee. I should like your reaction, for example, to the idea of establishing specific fellowships for graduate students in the fields of Black history and Black literature. This would be very helpful in training and recruiting Black as well as White professors. Your reaction would also be welcome to an idea proposed by the Department of History to create an Archive in Black History, particularly relating to the Cincinnati area. In the Archive would be housed manuscripts, records, books, and other materials relating to the history of Blacks in this region. Finally, I should like to discuss with you and the Committee plans

January 30, 1969

for establishing an Afro-American Studies degree program at the University of Cincinnati. A committee will begin work soon in the College of Arts and Sciences on this possibility and I expect, of course, that UBA students will be represented on the committee. But it would be helpful to me to discuss the whole concept in a general way with you and the Executive Committee before the committee begins its work.

I am confident that the University, with your cooperation and support, can continue the forward movement that was reflected in President Langsam's letter last spring. I shall appreciate your reactions to this letter and especially to the suggestion that a dialogue between us would be mutually helpful at this point in time.

Sincerely yours,

Thomas N. Bonner
Provost for Academic Affairs

TNB:j
cc: Members, UBA Executive Committee

Photo by Tom Colburn, Chronicle Staff

NEGRO LEADER EUGENE LOCKE ADDRESSES UH STUDENT RALLY
Rally Held After Students Marche d on the Administration Building

UH Negro Students Planning Next Move in Fight for Black Demands

BY KEN SHEETS
Chronicle Reporter

Negro students at the University of Houston are planning their next move today after marching on the administration building to get UH President Dr. Philip Hoffman to submit to a list of 10 demands.

The list includes demands for an Afro-American studies program, the hiring of 20 Negro professors, the firing of baseball coach Lovette Hill and that 35 percent of the freshman class be Negro.

Hoffman has submitted to several demands, the latest being the forming of a degree-granting Afro-American studies program by June.

Hoffman was off campus Friday when about 300 chanting Negro and white students, marched from a rally at the University Center to Hoffman's office.

After being assured Hoffman was not there, the students held another rally in front of the administration building where Eugene Locke, leader on the Afro-Americans for Black Liberation, said:

"We're going into another planning stage and we'll come up with something bigger and better and more effective."

"The reason we didn't occupy the administration building today was that it would not have been effective."

He told the students to be available Monday morning. "Something is coming," he added.

Upon returning to the campus, Hoffman agreed to meet with three AABL leaders but they refused.

John Sayer, an independent candidate for president of the student body, told students at the rally he supports the AABL demands and pledged to work to implement them if elected.

Sayer is facing Robert Ulmer, candidate of the Representative Government Party, in a runoff election Wednesday. Ulmer has said he opposes some AABL demands.

AABL also has the support of the Students for a Democratic Society, the Young Democrats and the Committee on Better Race Relations.

The Young American Inde pendents and the Young Amer icans for Freedom, conserva tive youth groups, are circulat ing a petition urging the UH ad ministration not to bow t AABL demands. Ron Keller, YA president, said about 600 stu dents had signed the petition Fri day.

At the rally at the Universit Center, Negro students urge white students to join them i their efforts to rid the univer sity of "racism."

Locke told the rally: "We'r here to de-honkitize this insti tute. If the university can't giv us freedom, we'll tear it up."

The crowd chanted: "N more brothers in jail, the pig are going to catch hell." (Mili tant Negroes call policeme pigs.)

Sue Green, a freshman Negr student, said at the rally:

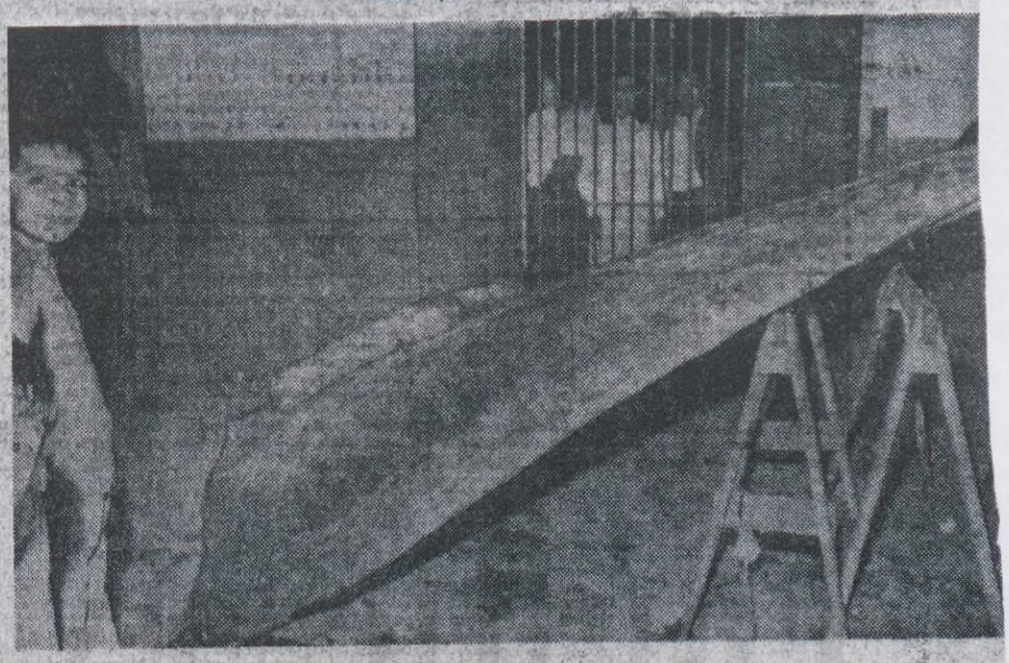
"We're going to be up o these buildings killing honkies i you don't give us our rights.'

The crowd reacted with laugh ter when she added: "I am n militant."

Dwight Allen, chairman o AABL, explained the meanin of "Take Ten," a new sloga used by militant Negroes."

"It means take 10 whites wit you before you are killed," h said.

A speaker representing th Young Democrats told th crowd "there is no middl ground here. Either you are fo racism or you are against it an if you are against racism yo are for AABL's demands."



VILLAGERS AT TECOLULA, MEXICO, EXAMINE TUSK O
'Monster' Was First Thought To Be 'Sea Dinosaur,' Proved

Black Power Chants, Threats

300 UH Students in March

By NANCY VAN CLEAVE
Post Reporter

More than 300 University of Houston students marched into the university's administration building Friday and demanded to speak to President Philip Hoffman.

The students were told that Dr Hoffman was not in the building and made an orderly exit. They regrouped on the front steps of the Ezekiel Cullen Building for a 15 minute rally.

THE IDEA OF the march to Hoffman's office originated at a noon rally in front of the University Center. About 700 students attended the rally. It was called by Afro-Americans for Black Liberation, a Negro student organization, to show support for 10 demands the students made of the administration.

Dwight Allen, chairman of A-ABL was the main speaker at the noon rally. He asked students "how many of you feel like going over to Hoffman's office right now, peacefully, and letting the man know how we feel?"

More than 300 Negro and white students followed a banner which read "fight racism," from the University Center to the Ezekiel Cullen Building.

"WE DID NOT come here today to occupy this building," Gene Locke, political science senior told students after they left the building. "It would not have been effective today.

"We might come back when it is effective and do something else to that building," he said.

Dr Hoffman later offered to meet with three representatives of A-ABL. His offer was refused.

John Sayer, who is in a runoff election this week for Student Association president, said "If I lose the election today I don't really give a damn. I am here to show that I fully support your demands and that if I win I'll do everything in my power to see that they are met."

SAYER AND HIS running mate, Ransome Foreman, addressed the students on the steps of the administration building after they had marched to Hoffman's office.

The rally was characterized by singing and chants for black power, and students carrying signs which read "The University Must Shape Up Or Shut Down."

Dwight Allen promised "This institution is going to be relevant to black and minority students by any means necessary. I'm not talking about we shall overcome but we shall overthrow. We are a generaction distined to raise hell," Allen said.

Obscene language and vulgarities were heard at both rallies, particularly at the first one.

THE STUDENTS are demanding that the university:

- Establish a department of Afro-American studies.
- Hire 20 Negro faculty members by September, a Negro counselor and a Negro athletic coach.
- Fire Lovette Hill, baseball coach.
- Have 35 per cent of admissions each semester allocated to Negro students.
- Establish a separate student association for Negroes.
- **GIVE ACADEMIC** credit for work done in ghettos.
- Establish a $2 minimum wage per hour for custodial, grounds and food service employees.
- Must provide "adequate" housing for all Negro students.
- Make available more financial aid to Negro students.
- Establish a committee to "alleviate racist practices in instruction and grading."

President Hoffman could not be reached for comment.

Send to b/l today

AABL

OFFICE OF INFORMATION
CULLEN BLVD. HOUSTON, TEXAS 77004 TELEPHONE 748-6600 EXT. 248

STATEMENT BY PHILIP G. HOFFMAN
PRESIDENT, UNIVERSITY OF HOUSTON

For release: Monday, March 10, 1969

About four weeks ago, the campus organization Afro-Americans for Black Liberation presented a list of 10 demands, the contents of which have been widely publicized. Since that time, I have twice met with the total membership of AABL. I have also made repeated offers to meet with the leadership of AABL in a small-group situation; these invitations have been declined.

In addition, a special task force on ethnic problems and a committee on the education and special problems of black athletes have been appointed and are hard at work. The task force on ethnic problems has already submitted its first report containing recommendations for Afro-American studies. This was immediately forwarded by me to the Academic Committee, which will consider the report at its meeting of Monday, March 10.

Furthermore, a University information team has just been named and is available to AABL or to any other student organization to provide factual information and to deal with communication problems.

Some of the demands made by AABL on February 7 are reasonable, and substantial progress has been made toward achieving their objectives. Others are not reasonable and cannot be granted.

(more)

Add 1----President Hoffman's statement

The evidence to date suggests that AABL may often be more concerned with being in a continued posture of defiance and threatened violence than one of recognizing what has been accomplished and working toward continued meaningful progress.

It is within the context of this threatened violence and force that I feel I must speak out at this time. In so doing, I have every reason to believe that I am voicing the prevailing sentiments of the overwhelming majority of the students and faculty of the University of Houston, and the citizens of this city, state and nation. The policies I state also represent the unanimous viewpoint of the Board of Regents of this University.

I feel it especially incumbent upon me to speak for, and to, the vast majority of our students and their parents who join with me in abhorrence of the threats of violence and of the disruption of classes which reached new heights of irresponsibility on our campus last Friday.

I also speak to the relatively small number of other students who may not fully understand the position of this institution as expressed in existing, published policies and as reiterated by me in a policy statement on February 19. This statement was at that time fully reported in the media and reproduced verbatim in the DAILY COUGAR.

Although the February 19 statement must be clear to anyone desiring to understand it, I now wish to elaborate upon it for the benefit of anyone of reluctant comprehension or anyone who may have missed it when the statement originally appeared.

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add 2-----President Hoffman's statement

Although the University has a record of high tolerance for peaceful and non-disruptive manifestations of dissent, it must be clearly understood that this institution will not accept any major disruption of its normal educational program or threat to life or property.

Specifically, this means that any occupation of buildings, classrooms, offices, laboratories, or other University facilities, in such a way as to interfere with their normal use, will not be tolerated; nor will blocking of access to those facilities be allowed. Destruction of property or threat to safety or life, above all, will not be tolerated. Continued intimidation, it should be noted, can be interpreted as a threat to life and property and as a disruption of the orderly academic process.

In the event it is determined that major disruption has occurred, a University spokesman will declare that such condition exists, and will request all participants to cease, desist and withdraw. Persons failing to comply will be subject to University disciplinary action, as well as civil arrest and prosecution. Any persons involved who are not students will also be subject to civil arrest and prosecution.

In order that everyone may understand the seriousness of this situation, I am advised by counsel that penalties for the varieties of disruption, threats or intimidation referred to above can run to a fine of $2,000 or two years in prison. It would be tragic indeed, if any student were to be led into such actions without an awareness of the potential penalties.

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We emphatically reaffirm that the governing principle of this or any other university worthy of the name must be the rule of reason rather than the rule of force.

To AABL we say, "A number of your objectives are reasonable and valid and we would like to work with you to achieve them. We reject force as an instrument of achieving these gains and believe that little can be accomplished in a continuing atmosphere with overtones of violence. On the other hand, we believe that your valid objectives can be accomplished in an atmosphere of mutual cooperation. The choice is yours."

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It is within the context of this threatened violence and force that I feel I must speak out at this time. In so doing, I have every reason to believe that I am voicing the prevailing sentiments of the overwhelming majority of the students and faculty of the University of Houston, and the citizens of this city, state and nation. The policies I state also represent the unanimous viewpoint of the Board of Regents of this University.

I feel it especially important upon me to speak for, and to, the vast majority of our students and their parents who join with me in abhorrence of the threats of violence and of the disruption of classes which reached new heights of irresponsibility on our campus last Friday.

I also speak to the relatively small number of other students who may not fully understand the position of this institution as expressed in existing, published policies and as reiterated by me in a policy statement on February 19. This statement was at that time fully reported in the media and reproduced verbatim in the DAILY CROUGH.

Although the technology 19 statement must be clear to anyone desiring to understand it, I now wish to elaborate upon it for the benefit of anyone of reluctant comprehension or anyone who may have misread it when the statement originally appeared.

(more)

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Although the University has a record of high tolerance for peaceful and non-disruptive manifestations of dissent, it must be clearly understood that this institution will not accept any major disruption of its normal educational program or threat to life or property.

Specifically, this means that any occupation of buildings, classrooms, offices, laboratories, or other University facilities, in such a way as to interfere with their normal use, will not be tolerated; nor will blocking of access to those facilities be allowed. Destruction of property or threat to safety or life, above all, will not be tolerated. Continued intimidation, it should be noted, can be interpreted as a threat to life and property and as a disruption of the orderly academic process.

In the event it is determined that major disruption has occurred, a University spokesman will declare that such condition exists, and will request all participants to cease, desist and withdraw. Persons failing to comply will be subject to University disciplinary action, as well as civil arrest and prosecution. Any persons involved who are not students will also be subject to civil arrest and prosecution.

In order that everyone may understand the seriousness of this situation, I am advised by counsel that penalties for the varieties of disruption, threats or intimidation referred to above can run to a fine of $2,000 or two years in prison. It would be tragic indeed, if any student were to be led into such actions without an awareness of the potential penalties.

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I have spelled out this position because I believe it is vital for everyone to understand that the University is determined to preserve conditions under which its students and faculty can effectively pursue their academic objectives. I am convinced the overwhelming majority correctly view this as our obligation.

We emphatically reaffirm that the governing principle of this or any other university worthy of the name must be the rule of reason rather than the rule of force.

To AABL we say, "A number of your objectives are reasonable and valid and we would like to work with you to achieve them. We reject force as an instrument of achieving these gains and believe that little can be accomplished in a continuing atmosphere with overtones of violence. On the other hand, we believe that your valid objectives can be accomplished in an atmosphere of mutual cooperation. The choice is yours."

STATEMENT BY PHILIP G. HOFFMAN

PRESIDENT, UNIVERSITY OF HOUSTON

For release: Monday, March 10, 1969

About four weeks ago, the campus organization Afro-Americans for Black Liberation presented a list of 10 demands, the contents of which have been widely publicized. Since that time, I have twice met with the total membership of AABL. I have also made repeated offers to meet with the leadership of AABL in a small-group situation; these invitations have been declined.

In addition, a special task force on ethnic problems and a committee on the education and special problems of black athletes have been appointed and are hard at work. The task force on ethnic problems has already submitted its first report containing recommendations for Afro-American studies. This was immediately forwarded by me to the Academic Committee, which will consider the report at its meeting of Monday, March 10.

Furthermore, a University information team has just been named and is available to AABL or to any other student organization to provide factual information and to deal with communication problems.

Some of the demands made by AABL on February 7 are reasonable, and substantial progress has been made toward achieving their objectives. Others are not reasonable and cannot be granted.

(more)

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The evidence to date suggests that AABL may often be more concerned with being in a continued posture of defiance and threatened violence than one of recognizing what has been accomplished and working toward continued meaningful progress.

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AAB2

UNIVERSITY OF HOUSTON
HOUSTON, TEXAS 77004

OFFICE OF THE PRESIDENT

March 11, 1969

Mr. John B. Van Ness
President
Alumni Federation Board
University of Houston

Dear John:

I regret that I have been somewhat delayed in expressing my warm appreciation for the thoughtful resolution of February 20, which was issued by the Alumni Federation Board.

This action was a most considerate gesture which is much appreciated by me. I wish you to know that the endorsement of the Federation Board as it represents the Houston Alumni Federation means a great deal to me.

Very sincerely yours,

Philip G. Hoffman
President

PGH:lg

John B. Van Ness
President of the Board

For immediate release February 20, 1969

The Board of Directors of the University of Houston Alumni Federation and the Organization of Past Presidents of the Alumni Federation and Ex-Students Association, representing some 40,000 Harris county alumni and ex-students, in a meeting today unanimously endorsed the position taken by the University of Houston as presented by President Philip G. Hoffman.

This is the position in which the President stated that "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."

"Spelled out, this policy means that the University of Houston will not accept any major disruption of its normal educational program, or threat to life or porperty, and we would take any appropriate action at our disposal to prevent, or stop, any acts that would contribute in any way to such a disruption or threat."

EXECUTIVE OFFICES / 3801 CULLEN BOULEVARD / HOUSTON, TEXAS 77004 / FA 3-2921

To Dr. Hoffman

Date 3-13 Time 4:50

Name Alfred Wilson

Of

Phone No.

	Telephoned		Please Call
	Called To See You		Will Call Again
	Waiting To See You		Ret'd Your Call
	Wants To See You		Rush

Message

Have 283

By MH

UNIVERSITY OF HOUSTON
OFFICE OF THE PRESIDENT

File

3/11/69
DATE

Memo to: VP Alice

- [ ] Please take charge of this.
- [ ] Please note and return.
- [ ] Please prepare reply for my signature.
- [ ] Please note and see me.
- [ ] Please note and file.
- [ ] Please furnish data for my reply.
- [ ] Please answer, sending me a copy.
- [ ] Please route to appropriate staff.
- [ ] For your recommendation.
- [x] For your information and return.
- [ ] For your approval.
- [ ] For your signature.

RECEIVED
MAR 11 1969
SR. VICE PRES. & TREASURER

Houston, Texas 77004
March 6th, 1969

Dear Sir:

On March 6th, 1969, at 6:30 p.m. I was caught by an unknown offercer who knew me before on the campus. He had taken me off campus before for not attending the University of Houston. Nevertheless, last Thursday night I was caught sitting in the cafeteria drinking a grape soda when the same officer walked to me and asked if I was attending school there. I quote and said "No I am not but, I have attending it before at University of Houston Down Town School. Where I took the course of political science. I also said that I had attended the South Texas Junior College Down Town, on North Main Street. So he said and I quote "Finish drinking the soda and come with me." So I did. I got up and walk ahead of him not for the other students to realize what was happening. Because if they would, they wouldn't have felt good about it at all. I let it show that the offercer was "excouting" (escorting) me off campus. Up to the second floor we went, on the stair way, of course. I opened the door again acting as if the officer was still excouting one. He opened the right side of the car door where I sat while he drive. We traveled around the Domatory, around the whole of University of Houston to Cullen Street then turn right to another street on campus. On the right hand side of me, I could see five students, walking following us to see just what was going on. Nevertheless we got at the station and he told me to get out. I got out and there were two other officers there arriving from the seen (scene). I tole them hello and we went on in the building. The officer that picked me up serched me and said and I quote "I have never caught him with anything yet in his pocket but, I'll search you anyway to be sure he doesn't have a knife or anything else." I said and quote "Don't you trust my words?" He said nothing. There was this young

officer I admired very much, very itteligent (intelligent). He stood there and said open the door and take him in the office. So the unknown officer did. He told me to sit down and I did. There were another older officer who sat down at the desk and, the unknown officer who picked me up told him that I was back again on campus. That I was sitting down in the cafeteria alone, without anybody around me. He also stated that he saw me Sunday or Monday on the campus but, quote, "It was too late for me to catch he got away." So the other officer asked me what was I doing back on campus when I was told not to come back. I said and quote "You have not harm or do me anything wrong not for me to come back. And I don't attending stop coming on campus as long as I exist because, I like the University of Houston and, I admired the students there. They the most intelligent people I have ever seen. I have known some of the students there all my life. Therefore there is nothing that can keep me from going on that ground if I want to just be there." I have stated to them once that I could not affort to pay to come to the University of Houston that, my Mother would not approved for a loan because she was affraid of something to happened that she would have to pay for the money. I also stated that I was on that campus yesterday because I was asked by certain student at a Sunday School meeting that I was welcome to come any time that I feel like to their meetings when ever they were having them. I told her, I don't want to end up in jail because I was theating (threatened) to be even killed if I was to come back on the campus by the unknown. But I learn that a long time ago that fear was only fear himself through happeniss. In other words I could not fear no body that speaks the correct language that I speaks all the time. The officer that sit/(at) the desk called someone else and told him that I was on campus again. Then everdenty (evidently) told him to excoute (escort) me off campus. I tried to explain again why I was on campus the unknown offercer pushed me and said shute up and listening about why I was on campus.

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Yours truly

Alfred V. Wilson

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So I am here to find out just what is all of this about Reid.

Yours truly,
Alfred V. Wilson

I do not know how I find
words for that, my only
care about Dead.

Your truly
Gabriel Dillon

RETURN IN FIVE DAYS TO

Alfred Victoria Wilson

Houston, Texas 77004

ZIP CODE

HOUSTON, TX 78
AM
10 MAR
1969

To: President Huffman
3801 Cullen Blvd
Houston, Texas

To President Hoffman

Date _____ Time _____

Name _____

Of _____

Phone No. _____

	Telephoned		Please Call
	Called To See You		Will Call Again
	Waiting To See You		Ret'd Your Call
	Wants To See You		Rush

Message I thought you might be interested in these.

By Chuck

AABL

UNIVERSITY OF HOUSTON
CULLEN BOULEVARD
HOUSTON 4, TEXAS

COLLEGE OF BUSINESS ADMINISTRATION

March 12, 1969

Dr. Charles Peavy
Dr. Frank Worley

Gentlemen:

Many good things were tried at yesterday's meeting of the Faculty Assembly and some may have succeeded in what I am sure was a well-intentioned effort to preserve peace on the campus.

However, I feel that the two of you have obtained any good that may have resulted has been purchased at a very high cost which tends to discredit faculty government, impugn faculty independence, deprive faculty of a mediating role in the current crisis, and infringe upon the rights and freedoms of your colleagues.

As individuals you are, of course, free to act as spokesman for the President anytime he and you find this mutually agreeable. I do not believe, however, that Prof. Worley can act as an individual so long as he serves as head of the faculty senate. I believe he must choose between these two roles -- spokesman for the administration and spokesman for the faculty. We have not authorized him, in the latter role, to speak for us on the issues raised by AABL nor do I think he should usurp this role. Dr. Peavy has greater freedom and, I know, as an individual has been working diligently to understand and communicate understanding of the AABL viewpoint. However, I do not believe that any man can speak for another as well as that man can speak for himself, particularly if Dr. Peavy's cooperation prevents AABL from gaining a hearing. We have had enough of white liberals, like Dr. Peavy and myself, acting as spokesmen for Black men; that, indeed, is at the core of the current crisis.

If Dr. Peavy intends to continue to act as a spokesman for the administration, then I believe he should make this perfectly clear on every appearance he makes or statement he signs.

As you know, I feel Dr. Worley's behavior, in the two meetings of the assembly which he has called, is most unscholarly. I feel that his participation on the Information Committee, which is by the nature of its appointment and by its exclusion of representatives of AABL, is unscholarly and that, indeed, the committee might better be renamed "Administrative Spokesman" or "Propaganda Committee."

To mention specific objections to the report that was made may diminish the impact of my basic objection. Please do not allow that to happen. But I believe that there are ways in which the report should have been improved, not all of which were brought out at the meeting.

1. The reasons for a department being preferred to a program by AABL were not brought out at the meeting by the committee, even in response to a direct question. It is hard to believe that a committee which has worked hard and listened to AABL and is familiar with university government could be unaware of the importance of this point.

2. Another central AABL concern is the distinction between "intentions" and performance -- yet the Committee never did respond to the question as to whether "urgings" are sufficient when past directives from the President were ignored. Mr. Yardley's response is ingenuous or a confession of incompetence when he says he has no knowledge of allegations that the President ordered

applicants' pictures removed from dormitory applications even though, as I recall, this is flatly stated as an accomplished fact in the President's original statement to the faculty -- a statement Mr. Yardley is popularly supposed to have cooperated in writing.

3. Usually academicians try to put figures in context and perspective. How big is the need -- and how much of it will $53,000 meet? Trivial responses to massive and urgent needs will be seen as insulting and should be. Similarly I figure that $1.60 an hour (page 3) for a 40-hour week and a 50-week year amounts to $3,200 before taxes. Isn't this a relevant matter that would be mentioned in a scholarly, as distinguished from a propagandistic, report?

4. The report admits that present standards are being questioned; in view of widespread testimony by psychologists on the cultural bias in existing intelligence tests it would be hard not to question them. But your report fails to point out that the University plans to continue to use faulty and discriminatory admission criteria until some other method proves itself. Would it not be more scholarly to propose a test of present methods against alternatives, or even against a free-admission policy?

5. The University forces students to pay fees, and then turns over the spending of such fees to student organizations. "Under existing policies," we are told, the funds cannot be given to any group except the UH Student Association. Obviously this is not responsive to the AABL questions, since it has asked for a change in existing policies. We are given no reason as to why policies cannot be changed nor told who it is that refuses to change them. I can conceive, for example, of a system in which each student could be asked to nominate an alternative organization to the Student Association, which he wants to get the portion of fees now going to them. It should not be necessary to demonstrate bias by the Student Association to get this policy changed.

6. The University does not sponsor an official off-campus tutorial program. Again, we have a restatement of existing policy, which is the very point at issue. Why can't the University sponsor such a program? No one has asked the University, to my knowledge, to ~~explain~~ report present policies; they have asked the University to change present policies and practices.

7. In regard to athletics, it is indeed a strange "jury" on which sits the man, the athletic director, who presumably bears ultimate ~~rep~~ responsibility for the discriminatory treatment that has been alleged. Stranger still is the use of the word "documentation". Are you proposing more rigorous standards of evidence than the courts of this country require -- e.g., sworn, eyewitness testimony? Do you expect notarized confessions of guilt by racist coaches? This passage suggests that IF documentation (testimony?) is provided, action can be taken. If this is, indeed, your intent this seems to represent a considerable advance on previous statements. If this is what you mean, why not say so in so many words.

8. It would be more meaningful to indicate what this "largest proportion of financial aids" actually is, and to try to relate it to some measure of need. I would not be surprised, for example, were ALL financial aid to go to minority students since this might well be justified on the basis of need.

9. I regret that an important question asked at the previous meeting was not answered in your report, but apparently off the cuff by one of your members. It seems to me that the administration's advice to faculty to avoid personal confrontations and to dismiss classes in case of disruption is of very great importance and should be sent in writing to all members of the faculty, preferably over the President's signature.

I end, as I began, with the viewpoint expressed earlier that these changes in the report would not answer my fundamental objection to any faculty member "fronting" for the administration, and I urge your conscientious reconsideration of your assumption of such a role.

Edgar Crane Professor of Marketing

University of Houston

Inter-Office Memorandum

Travis D. Pittman

To Dr. Charles Peavy

From Travis D. Pittman, Instructor
Department of Accounting

Dept. English

Date March 11, 1969

Subject Task Force on African Studies

I would like to recommend Dr. Robert J. Decker as a possible candidate for the African Studies Program. Dr. Decker received his Ph.D. in history from either the Indiana or Illinois State University. I worked with Dr. Decker while he was president of the University Libre du Congo of Stanleyville during 1963-64. He was later employed by the Ford Foundation, and upon his return to the USA he accepted a position with New York State University College, New Platz, New York. Dr. Decker is currently head of the African Studies Education program.

Dr. Decker was reared in Africa as the son of a Methodist missionary. He speaks several African languages as well as French. He has a good personality and is also quite energetic in his professional pursuits.

I would be happy to provide you with any additional information if you find Dr. Decker of interest to you.

KIKK CONTINUITY

HOUSTON, TEXAS

Program EDITORIAL **Client** COLLEGE CAMPUSES 3-12-69

KIKK BELIEVES THAT THERE IS NO TROUBLE OR DIFFICULTY ON THE UNIVERSITY OF HOUSTON CAMPUS...THERE IS NO CONTROVERSY IN THE QUESTION OF BLACK AND WHITE, FOR BLACK AND WHITE ITSELF DESCRIBES THE POLICY AND ATTITUDE OF THE UNIVERSITY OF HOUSTON ADMINISTRATION. DR. PHILLIP HOFFMAN, PRESIDENT OF THE INSTITUTION EXPLAINED IN NO UNCERTAIN TERMS HOW CAMPUS RABBLEROUSERS, TROUBLE MAKERS AND DISRUPTERS WOULD BE MET AND HANDLED. ON THE ONE HAND KIKK COMPLETELY AND WITHOUT RESERVATION ENDORSES DR. HOFFMAN'S STATEMENT, BUT ON THE OTHER HAND, KIKK URGES THE ADMINISTRATION TO BEGIN WEEDING AND RIDDING THE CAMPUS OF ANTAGONISTS IMMEDIATELY. ANTAGONISTS WHO ARE INTERFERRING WITH THE EDUCATION OF THE INTELLIGENT KNOWLEDGE SEEKING MAJORITY OF STUDENTS. KIKK IS TIRED OF SELF-STYLED STUDENT LEADERS WHO DESTROY THE UNIVERSITY PROPERTY ACROSS THE NATION; WHO WASTE AND THROW AWAY THE TAXPAYERS MONEY BY THEIR DISRUPTIVE METHODS. THERE ARE FAR FAR TOO MANY YOUNG PEOPLE WHO DESIRE, BUT ARE UNABLE TO ATTEND UNIVERSITIES BECAUSE OF POOR FINANCES, OVER CROWDING OR OTHER ECONOMIC AND SOCIAL CONDITIONS, TO TOLERATE EVEN THE TINIEST MINORITY OF TROUBLEMAKERS. THE VERY THOUGHT THAT ANY UNIVERSITY STUDENT WOULD "DEMAND" THAT A SCHOOL ADOPT THIS OR THAT POLICY IS ON ITS FACE TOTALLY ASININE, ABSURD AND UNACCEPTABLE. OUR NATION'S INSTUTIONS VERY EXISTANCE IS BASED ON THE PLEDGE: IF YOU WISH TO LEARN, COME AND WE WILL TEACH YOU.....ANY DEVIATION FROM THIS PRINCIPLE IS NOTHING MORE THAN A SOCIAL CANCER AIMED AT DESTROYING THE FOUNDATIONS OF THIS COUNTRY'S IDEALS AND MUST NOT BE TOLERATED. IN SHORT, IF THE UNIVERSITY CANNOT GET THROUGH TO THESE TYPES, THROW THEM OUT, BODILY IF NECESSARY BUT DO IT TODAY, DO IT NOW. IT'S JUST AS PLAIN AS BLACK AND WHITE.

-0-

From
the President

AAB

PJN:

FB said that he is trying to get a copy of the full wire story. He has also had a call from Mr. Mulvaney and felt you and Dr. Hoffman should be aware of this.

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3-25-69 - 1:30 p.m.

Mr. Mulvaney/Houston Chronicle

CA 7-2211

Re a bill introduced this morning by Senator Henry Grover:

Senator Henry Grover proposed today that 10 legislators investigate the University of Houston and report back in 30 days on whether the administration runs the school as it should be. Grover first sought immediate ~~passa~~ approval of the resolution and then pulled it back when several senators objected to such action being taken without a hearing. The bill was then routinely sent to the Senate Finance Committee.

The resolution asked that the chairmen of the Senate Finance Committee and the House Appropriations Committee appoint five members each to investigate the extent of the laxity on the part of the administration of the University of

From
the President

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Houston in dealing with militant student groups, determining the extent of acquiesence to the demands, determining the extent to which the administration of the University of Houston needs strengthening, determing the extent of the breakdowns of campus discipline. The resolution stated that there has been a noticeable increase in student militancy.

Grover mentioned the Afro Americans for Black Liberation student organization and the fact that there had been a disturbance on campus recently causing several thousand dollars damage to ~~xh~~ one of the buildings.

Grover added that he had been looking at this situation closely for the past two years and that this is an institution in which he is deeply interested.

Mr. Mulvaney wanted a statement from President Hoffman.

From

the President

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AUSTIN AP - Sen. Henry Grover of Houston proposed today that 10 legislators investigate the University of Houston, and report back in 30 days, on "whether the administration runs the school as it should be."

Grover first sought immediate approval of his resolution, then pulled it back when several senators complained that Grover was trying to make a case against the adminis -g rn¼

WITH+

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WITH+

OUT A HEARING.

The resoluhion was sent routinely to the Senate Finance Committees resmlutio? iy l,b 'hat ~~the Committee and the Finance~~ Appropriations Committee each appoint five members to ''conduct an investigation determining the extent of laxity on the part of the administration of the University of Houston in dealing with militant student groups, determining the extent of acquiescence to their demands, determining the extent the administration of the University of Houston needs strengthening, determining the extent of breakdown of campus discipline. . .''

Grover said he had been ''looking into this closely for two years. . . I'm concerned about the institution, of which I'm a great friend. . .''

Grover's resolution said there has been a ''noticeable increase

in student militancy'' on the Houston campus, and he mentioned that the Afro-Americans for black liberation ''deliberately contrived a disturbance'' in the Student Center, causing several thousand dollars damage.

He said the president of the university ''surrendered'' to a demand by a former student body president that the student be placed on a committee to select a new dean. Also, Grover alleged, Dean William Yardley had informed the Houston police chief that Houston policemen were ''unwelcome on the campus'' unless called personally by the dean or the student body president.

Grover's resolution also said that among the school's part-time faculty members is Charlotte Phelps, who wasncharged this weekend with armed robbery and her bond set at $50,000.

Police Chief Herman Short identified Mrs. Phelps, 37, and her three companions as ''possible revolutionaries.''

Grover said Mrs. Phelps, in her classes at the university and South Texas Junior College,

her classes at the university and
South Texas Junior College,
''regularly sings the praises of
the Castro revolution in Cuba,
her advocacy of the Castro rev-
olution becoming so offensive
that many students complained
to the respective administrations
of both instihce ifb ''

AABL

OFFICE OF INFORMATION
CULLEN BLVD. HOUSTON, TEXAS 77004 TELEPHONE 748-6600 EXT. 248

17 March 1969
For Immediate Release

Statement on Monday Events at UH

While the incidents that took place on the University of Houston campus this morning are viewed as serious, they will not be permitted to affect the operation of the institutiton, ~~Dr. Philip G. Hoffman, president, stated today.~~

The normal activities of this University will continue as usual, ~~the president emphasized.~~

In the meantime, the University of Houston will pursue several courses of action:

1. It will continue with all diligence and speed the investigation of the incident involving an attack on Eugene Locke early Monday morning.

2. It will seek to ascertain the identity of those involved in the destruction of University property in the University Center and take appropiate actions.

The sequence of events that took place on the UH campus today was ~~were~~ as follows:

At approximately 9:15 a.m. one of the leaders of AABL, Eugene ~~Gene~~ Locke, a ~~UH~~ political science senior, reported he was assaulted by three unidentified White males in a ~~UH~~ parking lot on the northwest corner of the campus.

He ~~Locke~~ sustained minor cuts and bruises and was treated and released by the UH Health Center.

-- more --

At approximately 11:30 .m. a minor disturbence involving both white and Black students took place in Cougar Den of the University Center. There were several minor altercation and about $200 worth of damage was done in the Center.

At approximately 1:40 p.m., a group of white and Black students went into Cougar Den in the University and overturned tables and chairs, and broke out ~~three~~ four glass windows. Also, some minor damage was ~~[illegible]~~* done in the Bookstore.

No one was seriously injured and the damage to Cougar Den and the Bookstore was estimated at $2,000.

~~Siging up the present situation at the campus, Dr. Hoffman stated:~~

"We are still hopeful that we can resolve the difficulties that we have been experiencing at ~~our~~ the University in recent weeks. So far, we have been able to involve all elements of our University family in consultive and recommending processes. We feel that we have made significant progress toward an eventual solution.

"To the many friends of the University, and to our own students and faculty, I wish to convey my strong feeling that the University ~~be committed to~~ can best solve its problems in an atmosphere free of on-campus and, off-campus tensions. ~~with the cooperation~~ This will require the cooperation of all concerned. ~~we can solve our problems~~"

At approximately 11:30 a.m. a minor disturbance involving both white and Black students took place in Cougar Den of the University Center. There were several minor altercation and about $200 worth of damage was done in the Center.

At approximately 1:10 p.m., a group of white and Black students went into Cougar Den in the University and overturned tables and chairs, and broke out ~~[illegible]~~ glass windows. Also, some minor damage was ~~[illegible]~~ done in the Bookstore.

No one was seriously injured and the damage to Cougar Den and the Bookstore was estimated at $2,000.

~~Speaking on the present situation on the campus, Dr. Hoffman concluded:~~

"We are still hopeful that we can resolve the difficulties that we have been experiencing at our University in recent weeks. So far, we have been able to involve all elements of our University in consultive and recommending processes. We feel that we have made significant progress toward an eventual solution.

"To the many friends of the University, and to our own students and faculty, I wish to convey my strong feeling that the University ~~[illegible]~~ solve its problems in an atmosphere free of on-campus and off-campus tensions. ~~[illegible]~~ of all concerned, ~~[illegible]~~

AABL

UNIVERSITY OF HOUSTON
HOUSTON, TEXAS 77004

OFFICE OF THE PRESIDENT

March 18, 1969

Mr. Oswald Newell, Jr.
President and Chief Executive Officer
Continental Carbon Company
P. O. Box 22085
Houston, Texas 77027

Dear Mr. Newell:

Mr. N. Knowles Davis has indicated that you would be interested in having an overall policy statement from the University regarding the so-called "demands" of the Afro-Americans for Black Liberation, a campus organization.

The best summary of this situation and our policies regarding it are contained in the attached statement, which I issued on March 9.

I note that the Continental Carbon Company is one of the longest-established contributors to our Excellence Campaign. This consistent support is very important to us in building a base of community understanding and assistance from which the University can continue to advance the level of its overall operations.

Sincerely yours,

Philip G. Hoffman
President

PGH:mah

cc: Mr. N. Knowles Davis

bcc: Dr. Nicholson
Mr. Frede

O/P file

N. KNOWLES DAVIS
P. O. Box 2511
HOUSTON 1, TEXAS

March 14, 1969

Dr. Philip G. Hoffman, President
University of Houston
Cullen Blvd.
Houston, Texas 77004

Dear Dr. Hoffman:

Mr. Oswald Newell, Jr., President and Chief Executive Officer of the Continental Carbon Company, has continued his generous support of the University of Houston Foundation - Excellence Program through a current pledge. This small company has now contributed $500 each year for seven successive years.

During the course of my discussion with Mr. Newell he asked about the position of the University with respect to issues raised by a student minority group. He felt that further support of the Excellence Program would be influenced by this situation. I promised to have a copy of your statements with reference to this matter sent to him.

I am sure Mr. Newell would appreciate receiving a word from you together with a copy of each of your statements which have been issued.

Sincerely yours,

N. Knowles Davis

NKD:mu

STATUS REPORT - UNIVERSITY-AABL RELATIONSHIPS

March 26, 1969

The following statements represent the current status of the demands made by AABL on 2-7-69 and of the efforts being made by AABL and the University to secure greater understanding and action on these issues. Nothing in these statements should be construed as lack of concern for the broader issues inherent in these demands and actions or for the specific concerns of Mexican-Americans or other groups. To the extent that corrective actions have been taken in specific situations, it is presumed that evidence existed that such corrective action was ~~necessary~~ desirable.

1. Establishment of a Comprehensive Department of Afro-American Studies.

Summary: Immediate establishment of a Department of Afro-American Studies (the recent Arts and Sciences proposal merely a foundation or point of departure). Department would provide a Major Program analogous to English, etc. Black students feel they should have final word in selection of the department head. Ultimate goal: ~~Third World College or~~ College of Ethnic Studies with UH responsibility to lay groundwork.

Comment: The members of AABL feel strongly that this must be a Department if it is to have appropriate status and force within the University community. The approval of "Department" status is a function of the State Coordinating Board in Austin and is a time-consuming process. To wait until department status could be conferred could unnecessarily delay

beginning work in this area.

Actions taken: A special Task Force recommended to President Hoffman on March 5, that a degree-granting program be instituted by this summer. The recommendation was referred immediately to the UH Academic Committee which met on March 10 and approved the recommendation. The University Council met on the same day and approved the action of the Academic Committee and recommended the proposal to the President. The recommendation will now go to the UH Board of Regents for approval. If accepted by the Board, the proposal would be referred to the State Coordinating Board in Austin for final action.

The Task Force also recommended and the University approved the recruitment of a director and associate director for the Afro-American Studies Program. It is understood that the Task Force, which includes black students, will personally interact with the candidates for the position and will have a ~~major say~~ recommending role in the selection of the director. The Task Force and the director, once selected, would be directly involved in the recruitment and selection of the associate director. Following rec. by the Pres. the final ~~word~~ action on the appointment of individuals to these two positions legally resides with the Board of Regents.

The Task Force will give consideration in future deliberations to an Ethnic Studies Program and is expected to make recommendations to the President.

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The Task Force will give consideration in future deliberations to an Ethnic Studies Program and is expected to make recommendations to the President.

2. Employment of More Black Administrators, Faculty Members and a Black Counselor:

Summary: Hire 20 black faculty members by September, 1969, and a black counselor in Counseling and Testing by June, 1969.

Comment: Twenty black faculty members by September, 1969, is ~~not an~~ a ~~unreasonable~~ desirable objective, but the University cannot guarantee the employment of any number in today's uncertain labor market. The University has a long-standing policy of equal employment opportunity.

Action: a) President Hoffman has urged all Vice Presidents, Deans and administrative and academic department heads to try ~~to hire 20 or more~~ to meet this ok minority faculty, staff and administrators by September 1969. This is not a guarantee that 20 will be hired, nor does it mean that hiring action will cease when 20 have been hired. As of this date, ~~two~~ one Black faculty member~~s~~ ~~have~~ has been employed and ~~interviews~~ offers have been ~~held with~~ extended to ~~a significant number~~ several ~~of~~ other people.

b) Authorization has been given for the employment of a black counselor and of a Mexican-American counselor in the Counseling and Testing Office and candidates are being sought. A black candidate has been interviewed and arrangements are being made for this person to interact with black students before an offer is made.

c) The University ~~will~~ is ~~seek~~ ing actively negotiating relationships with predominantly black institutions to provide opportunities for faculty members of those institutions to seek their doctorates or other terminal degrees at the University of Houston. The University will also seek to increase the number of black and Mexican-American Teaching Fellows and Graduate

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Comment: Twenty black faculty members by September, 1969, is ~~not an~~ ~~unreasonable~~ objective, but the University cannot guarantee the employment of any number in today's uncertain labor market. The University has a long-standing policy of equal employment opportunity.

Action: a) President Hofman has urged all Vice Presidents, Deans and administrative and academic department heads to try to hire 20 or more minority faculty, staff and administrators by September 1969. This is not a guarantee that 20 will be hired, nor does it mean that hiring action will cease when 20 have been hired. As of this date, ~~one~~ faculty member ~~has~~ have been employed and ~~interviews~~ have been held with a ~~qualified member~~ ~~of~~ other people.

b) Authorization has been given for the employment of a black counselor and of a Mexican-American counselor in the Counseling and Testing Office and candidates are being sought. A black candidate has been interviewed and arrangements are being made for this person to interact with black students before an offer is made.

c) The University will seek relationships with predominantly black institutions to provide opportunities for faculty members of those institutions to seek their doctorates or other terminal degrees at the University of Houston. The University will also seek to increase the number of black and Mexican-American Teaching Fellows and Graduate

Assistants. Both of these actions are intended to strike at the root cause of the shortage of black and Mexican-American faculty members, a shortage which is national in its scope.

3. Establishment of a Special Recruitment and Admissions Program for Minority students:

Summary of action desired: Thirty-five per cent of the entering freshman class of September 1969 must be black with 25 per cent of the 35 per cent from the inner city of Houston. Succeeding entering classes must meet the aforementioned quotas. Recommend the formation of an Educational Recruitment Committee, with membership acceptable to black students. Act upon (i.e., consider and/or implement) criteria which include more than the traditional high-school grades and SAT score admission factors. Expand the Student Opportunity Service program (SOS) and, to give this program perspective, incorporate energetic black leadership.

Comment: The University agrees that responsible ways need to be found to provide educational opportunity to deserving black and Mexican-American students and that particular attention should be given to those students from the inner city of Houston. The leadership of AABL agrees that a 35 per cent of the entering freshmen class quota is not possible, but emphasizes the need for a substantial increase in the number of black students among the entering freshmen. The University rejects the concept of a quota as racist and discriminatory.

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Action: a) The University Admissions Committee has begun study of possible admission criteria other than SAT scores and high-school ranking. The Task Force, in cooperation with the Counseling and Testing staff, also is engaged in research on alternate methods of admission and joint meetings of these two groups will be arranged.

b) The Student Opportunity Service (SOS), with an initial funding of $53,000, will be expanded to provide financial aid, tutorial assistance, and peer group counseling for UH students experiencing difficulties. The need for special effort to secure additional funding is recognized.

c) A special Recruitment Committee, which will include minority representation, is being formed to plan and implement a recruiting program for qualified minority students. This Committee will begin its work on the existing admissions criteria and not wait until new criteria are developed as a result of the aforementioned studies. When new criteria are developed, these will be employed by the Recruitment Committee and in Admissions. It is assumed that the thrust of this effort is to provide additional educational opportunity to prospective students with promise of educational achievement and not to diminish the quality of the University's educational program. It is further recognized that a faithful response by the University to the needs of black students in Admissions is related to other actions being taken in the areas of Housing, Financial Aid and related matters.

4. Provision of "Adequate" Housing for All Black Students in Close Proximity to the University and the Issuance of an Open Housing Policy:

Summary: The University must declare an Open Housing Policy pertaining to contiguous off-campus housing. It should deny UH sanction to housing facilities that discriminate according to race, creed or color. The University should accept responsibility for locating adequate housing for all black students accepted for admission. UH Residence Halls must eliminate the application picture requirement and have rooms assigned according to date of application.

Comment: A Black student admitted to the University has a right to expect that reasonable steps will be taken to help ~~provide~~ him find a place to live. ~~and that the University will assume responsibility for providing assistance~~ in securing housing. This is a special problem for the Black student and, to a lesser degree, for all students. The University does not have sufficient funds to investigate all housing facilities in which students might live, nor can it assume responsibility for the detailed operations of those facilities.

Action: a) The University has publicly declared its support of an "Open Housing" policy for students living in off-campus housing.

b) The University filed a formal complaint with the FHA against an apartment owner for violation of Title VIII of the Fair Housing Act. This owner, after consultation with University officials, has indicated his willingness to comply with the act and to make a public statement to this effect in the Cougar, UH student newspaper.

b. Provision of "Adequate" Housing for All Black Students in Close Proximity to the University and the Issuance of an Open Housing Policy:

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c) Prior to the submission of the AABL demands to the University on February 7, the Director of Housing of the University announced a new room assignment policy for the Residence Halls, effective Spring Semester 1969. The substance of the policy reads as follows:

> "Initial room assignments will be made according to date of application. These assignments will be made without regard to race, color, creed, or national origin."

d) Also as of February 1, and effective henceforth: "A picture will not be required on the Residence Hall application form."

e) Responsibility has been assigned to the Student Life Division to locate and maintain lists of off-campus housing. Before an owner may list this housing with the University, he will be required to indicate his willingness to rent without regard to race, creed, color or national origin.

5. Establishment and Funding of a Black Student Union:

Summary: The University should provide a separate organization of Black students funded in the amount of not less than $25,000 annually the UH Tutorial Program should be controlled by the Black student Union.

Comment: The "Black Student Union" ~~is~~ would be an organization, not a building or facility. The intent of this demand is to provide an organizational vehicl for self-determination and action on the part of the Black students at the University of Houston. It is argued that the Black students pay more than $25,000 annually in Student Services Fees and that these fees should

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Comment: The "Black Student Union" is an organization, not a building or facility. The intent of this demand is to provide an organizational vehicle for self-determination and action on the part of the Black students at the University of Houston. It is argued that the Black students pay more than $25,000 annually in Student Services Fees and that these fees should

be returned to the Black students and be subject to their control. The same argument could be made for Mexican-American students, international students, Catholic students and others. The funds provided by the Student Services Fee are required by State law to be used for certain operations for which no State funding is provided (such as the University Center and the Student Health Center). To the extent that these funds are so used, they are returned to the students in the form of services. The UH Tutorial Program is student-initiated and operated.

Action: a) The University has publicly declared that the formation of a non-separatist Black Student Union organization would be regarded as an appropriate student-initiated development.

b) The Black Student Union organization, as any other student group, may apply to the UH Student Association for funds to finance specifi projects and such projects will be given high priority by the Student Services Fee Allocation Committee (a joint administrative-student body). Members of the administration have volunteered to assist Black students to the extent desired by them in the preparation of a budget submission with the understanding that the students will control and operate the projects.

c) The University does not officially operate an off-campus tutorial program, but encourages the involvement of students in such worthwhile projects. Student organizations are free to develop their own tutorial programs, including the seeking of fund support from the UH Student Association. This is recognizes as a legitimate expression of the concern of the campus community for the larger community of Houston.

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Action: a) The University has publicly declared that the formation of a non-separatist Black Student Union organization would be regarded as an appropriate student-initiated development.

b) The Black Student Union organization, as any other student group, may apply to the UH Student Association for funds to finance specific projects and such projects will be given high priority by the Student Services Fee Allocation Committee (a joint administrative-student body). Members of the administration have volunteered to assist Black students to the extent desired by them in the preparation of a budget submission with the understanding that the students will control and operate the projects.

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6. Elevation of Wage Scales of Janitorial, Maintenance and Cafeteria Employees to $2.00 per Hour:

Summary: Wages of janitorial, maintenance and cafeteria employees must be elevated to $2.00 per hour. If ARA (the food caterer) does not respond positively to UH requests, seek another catering agency. Employees must be paid overtime.

Comment: The pay rates for staff employees are a function of the three factors of relative job relationships, the competitive pressures of the Houston labor market and the University's ability to pay. In the final analysis, the availability of funds to increase wages to the extent required is the key factor. The Legislature now is considering the University's budget request and the University will not know specifically what level of funding will be provided until after the Legislative session ends in ~~June~~ May 1969 or later.

Action: a) The University publicly recognizes the economic plight of the lower paid employees and, on the basis of previously existing plans, will give the highest priority to salary increases for these employees in the 1969-70 salary budget.

b) The University accepts $2.00 per hour as a goal to be achieved, not necessarily in 1969-70, but as soon thereafter as financially possible. Under proposed rates which would be effective September, 1969, the University would pay six of the ten lowest wage classifications above $2.00 an hour and will give increases to the other four classifications. For

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1969-70, the minimum wage for full-time staff employees will be no less than $1.60 per hour.

c) The University also is exploring innovative approaches to the under employed and to upgrading the skills of these employees so they may qualify for better jobs. It is hoped that these efforts will help to break the cycle of poverty.

d) ARA, the food service operation under contract to the University, will increase its minimum rate from $1.40 to $1.60 an hour, effective October 1, 1969. ARA also has signed as part of its contract, a non-discrimination agreement. It is expected that this increase in the wages of food service employees will result in increased food prices.

7. Deal Effectively with the Situation of the Black Athlete and Employment of a Black Coach for Football:

Summary: The Athletic Department must take positive steps to demonstrate more concern with the education of Black athletes and for their special problems. A Black coach must be employed for football and the Baseball Coach should be removed from his assignment.

Comment: It is recognized that all athletes have special problems and the Black athletes especially so. The University is anxious to correct and to preclude the future possibility of any discriminatory practices which may be found to exist, but is unwilling to take summary action against any employe without careful investigation observing the rights of due process.

Action: a) A special Athletic Committee was appointed by President Hoffman. This Committee has adopted a procedure for receiving information regarding the treatment of black athletes and encourages anyone wishing to give testimony to contact the Chairman of the Committee, Dr. W.I. Honeywell, or any other member of the Committee. Any student, faculty member, or University employee who wishes to testify is assured that he will not be identified with any statements given to the Committee concerning the treatment of black athletes. The Committee is particularly interested in personal testimony with regard to the education and special problems of the Black athlete, and any unfair treatment or racial discrimination on athletic teams.

b) A special administrative hearing body has been established (with John B. Neibel, Dean of the Bates College of Law as Chairman) to hear testimony and to make findings of fact concerning the Baseball Coach, Mr. Lovett Hill. This group was established on recommendation of the special Athletic Committee and began its work March 26, 1969. This hearing group will observe due process procedures.

c) Negotiations are under way to employ a Black football coach by September, 1969.

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8. Establishment of a Committee to Alleviate Racist Practices in Instruction and Grading:

Summary: The establishment of a Standing Committee to deal with racist practices and instruction and grading is recommended. This Committee should be composed of two administrators, two instructors from the de-

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Summary: The establishment of a Standing Committee to deal with racial practices and instruction and grading is recommended. This Committee should be composed of two administrators, two instructors from the de-

partment where the problem exists, one administrator and one instructor and one student selected from three lists submitted by AABL. This Committee should be empowered with the authority to change a grade.

Comment: In addition to the concerns expressed about grading, additional concerns have been expressed about instructors making overt comments in class which have been perceived as racially discriminatory. Grading is a traditional function of the individual instructor and any effort to remove that authority from the instructor strikes not only a tradition but also at the fundamental relationship between student and faculty. However, the maintenance of these relationships and traditions cannot be allowed to condone or to provide protection to racially discriminatory practices. The making of overt comments in class which can be construed as racially discriminatory is deplored on the basis of human concerns and professional ethics. These problems are not unique to the University of Houston and there are no simple solutions.

Action: a) The UH Faculty Senate on February 19, restated its policy on evaluating students. In summary, the faculty reaffirmed its dedication to an evaluative process without prejudice and by standards independent of race, color, or creed. Students who feel that they have been unfairly evaluated are urged to talk with the instructor, the department chairman, or the dean to resolve any difficulties.

b) If the above process is not satisfactory to the student, the student is urged to avail himself of the services of the Student Assistance Committee.

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c) Since evaluating students is by tradition a practice administered by the faculty, any recommendations for a change in policy should be addressed to the Faculty Senate, the official governing body of the faculty.

9. Offering and Making Available more Financial Aid to Black Students:

Summary: Establish a special fund for Black students which would be free of academic requirements for eligibility. Develop a more effective program to inform entering Black students regarding loans and scholarships. Develop special requirements which are not test-score or grade-oriented to qualify Black students for loans and scholarships.

Comment: At the present time, 75 per cent (some $1.5 million) in UH financial aids are free of special academic eligibility requirements. In relationship to enrollment, minority students now receive the largest proportion of financial aids including grants in aid, work grants and loans. Most of these funds are work grants and loans. Certain scholarship requirements are established by the donors and are a condition of the University accepting the scholarship, and are not subject to University control. Federal funds are required to be distributed on a 50-50 basis between free grants and loans. For the individual with a high financial need, it is virtually impossible to avoid substantial work commitment. The money he earns through working reduces his need which hurts his financial aid position which forces him to work more which reduces the possibility that he will have time to devote to his academic load.

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Action: a) Efforts are being continued to secure additional funds for the Student Opportunity Service program which is aimed principally at minority students.

b) The University will give wider dissemination and more detailed information concerning financial aids available to minority groups, as well as involving minority students in the implementation of an information program.

c) To ensure greater understanding of the problems involved, arrangements will be made for minority representation on the University Loans and Scholarships Committee.

d) Greater efforts will be made to secure funds for grants in aid which are not tied to specific academic eligibility requirements.

e) Greater efforts also will be made by the University to attempt to identify job opportunities open to minority students.

10. Arrange for Student Ghetto Workers to Receive Three Semester Hours Credit for their Work in the Community:

Summary: Grant three hours credit for students doing ghetto work. Establish a transcript statement that the student receiving ghetto work credit has completed at least one year in sociological and political research, and arrange that ghetto courses be taught by qualified Black men.

Comment: The University has a long tradition of special problems courses in which there is a close relationship between a faculty member and a student doing individual work. It is recognized that ghetto work can provide a meaningful educational experience and is a legitimate matter

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Comment: The University has a long tradition of special problems courses in which there is a close relationship between a faculty member and a student doing individual work. It is recognized that ghetto work can provide a meaningful educational experience and is a legitimate matter

for University credit. However, for this experience to be truly meaningful and legitimate, performance criteria need to be established and the work coordinated to ensure that it does not become a burden to the ghetto community.

Action: a) Action already has been taken to grant credit for supervised work involving participation and service in the ghetto community. Special inter-disciplinary courses have been established whereby any student, regardless of his major, may secure up to six hours semester credit for such work.

b) The University recognizes the appropriatness of minority staff having special qualifications being involved in this new program. The University will seek to hire personnel with qualifications based upon special education or experience relevant to programs designed for the ghettos.

c) Additional steps will be taken to ensure the establishment of reasonable performance criteria, methods of coordination with the ghetto communities and the dissemination of information regarding this program to students, faculty and the community.

CONCLUSION

The above status report represents the current situation and progress to date. It is evident that many things have been initiated, some accomplished and more remain to be explored and acted upon. It is possible that some of the actions currently under exploration will not

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CONCLUSION

The above status report represents the current situation and progress to date. It is evident that many things have been initiated, some accomplished and more remain to be explored and acted upon. It is possible that some of the actions currently under exploration will not

be feasible and that alternates will need to be identified and explored to take their place. These actions can best be accomplished by students, faculty and administrators working cooperatively together on matters of mutual concern. The urgency of the demands cannot be allowed to short-circuit careful deliberation before action. Similarly, the need for careful review and thorough study before action cannot be allowed to unnecessarily delay results.

AABL

University of Houston

Inter-Office Memorandum

CONFIDENTIAL

To Members of Staff Conference

From Douglas G. Mac Lean DGM

Dept.

Dept. VP for Staff Services

Subject Attached Statement

Date March 27, 1969

The attached statement is a first draft of a status report on the current situation in the University-AABL relationships. I have drafted this statement after extensive meetings which President Hoffman, Dr. Yardley, Mr. Bratton and I have held with Dwight Allen and Gene Locke. Four meetings have been held in eight days and have taken ten or more hours of time.

A statement is needed for public release. The President has asked that I give you this statement asking that you read and re-read it from the standpoints of the several "publics" who will see the final statement. It will be discussed in Staff Conference as early as Monday of next week.

My tolerance level is quite high - have at it!

DGM/ew
Attach.
cc: Mr. F. Block

beginning work in this area.

Actions taken: A special Task Force recommended to President Hoffman on March 5, that a degree-granting program be instituted by this summer. The recommendation was referred immediately to the UH Academic Committee which met on March 10 and approved the recommendation. The University Council met on the same day and approved the action of the Academic Committee and recommended the proposal to the President. The recommendation will now go to the UH Board of Regents for approval. If accepted by the Board, the proposal would be referred to the State Coordinating Board in Austin for final action.

The Task Force also recommended and the University approved the recruitment of a director and associate director for the Afro-American Studies Program. It is understood that the Task Force, which includes black students, will personally interact with the candidates for the position and will have a ~~major say~~ necessary veto in the selection of the director. The Task Force and the director, once selected, would be directly involved in the recruitment and selection of the associate director. The final word on the appointment of individuals to these two positions legally resides with the Board of Regents.

The Task Force will give consideration in future deliberations to an Ethnic Studies Program and is expected to make recommendations to the President.

beginning work in this area.

Decision taken: A Special Task Force recommended to President Bertman on March 6, that a degree-granting program be initiated by this academic year. The recommendation was referred immediately to the UH Academic Committee which met on March 12 and approved the recommendation. The University Senate met on the same day and approved the action of the Academic Committee and recommended the proposal to the President. The recommendation will now go to the UH Board of Regents for approval. If approved by the Board, the proposal will be referred to the State Coordinating Board to begin the final action.

The Task Force also recommended and the University approved the recruitment of a director and launched a search for the Afro-American Studies Program. [illegible] Dean John Jones, an Indian black academic, will [illegible] work with the faculty and the administration and will [illegible] the operation of the program. The Task Force and the Academic Dean believe, which is strongly involved in the recruitment and selection of the academic director. The final word on the appointment will [illegible] in their [illegible] meeting with the Board of Regents.

The Task Force will give consideration to future developments to an Ethnic Studies Program and is expected to make recommendations to the President.

2. Employment of More Black Administrators, Faculty Members and a Black Counselor:

Summary: Hire 20 black faculty members by September, 1969, and a black counselor in Counseling and Testing by June, 1969.

Comment: Twenty black faculty members by September, 1969, is not an unreasonable objective, but the University cannot guarantee the employment of any number in today's uncertain labor market. The University has a long-standing policy of equal employment opportunity.

Action: a) President Hoffman has urged all Vice Presidents, Deans and administrative and academic department heads to try to hire 20 or more minority faculty, staff and administrators by September 1969. This is not a guarantee that 20 will be hired, nor does it mean that hiring action will cease when 20 have been hired. As of this date, ~~two~~ ONE additional black faculty member~~s~~ ~~have~~ has been employed and ~~interviews~~ OFFORTS have been ~~held with~~ extended to ~~a significant number of~~ SEVERAL other people.

b) Authorization has been given for the employment of a black counselor and of a Mexican-American counselor in the Counseling and Testing Office and candidates are being sought. A black candidate has been interviewed and arrangements are being made for this person to interact with black students before an offer is made.

c) The University will seek relationships with predominantly black institutions to provide opportunities for faculty members of those institutions to seek their doctorates or other terminal degrees at the University of Houston. The University will also seek to increase the number of black and Mexican-American Teaching Fellows and Graduate

Assistants. Both of these actions are intended to strike at the root cause of the shortage of black and Mexican-American faculty members.

3. Establishment of a Special Recruitment and Admissions Program for Minority students:

Summary: Thirty-five per cent of the entering freshman class of September 1969 must be black with 25 per cent of the 35 per cent from the inner city of Houston. Succeeding entering classes must meet the aforementioned quotas. Recommend the formation of an Educational Recruitment Committee, with membership acceptable to black students. Act upon (i.e., consider and/or implement) criteria which include more than the traditional high-school grades and SAT score admission factors. Expand the Student Opportunity Service program (SOS) and, to give this program perspective, incorporate energetic black leadership.

Comment: The University agrees that responsible ways need to be found to provide educational opportunity to deserving black and Mexican-American students and that particular attention should be given to those students from the inner city of Houston. The leadership of AABL agrees that a 35 per cent of the entering freshmen class quota is not possible, but emphasizes the need for a substantial increase in the number of black students among the entering freshmen. The University rejects the concept of a quota as racist and discriminatory.

Assistants. Both of these actions are intended to strike at the root causes of the shortage of black and Mexican-American faculty members.

5. Establishment of a Special Recruitment and Admissions Program for Minority students:

Summary. Thirty-five per cent of the entering freshman class of September 1969 must be black with 12 per cent of the 35 per cent from the inner city of Boston. Succeeding entering classes must meet the aforementioned quotas. Recommend the formation of an Educational Recruitment Committee, with membership acceptable to black students. Act upon (i.e., consider and/or implement) criteria which include more than the traditional high-school grades and SAT score admission factors. Expand the Student Opportunity Service Program (SOS) and, to give this program perspective, incorporate another black leadership.

Comment: The University agrees that responsible steps need to be found to provide educational opportunity to deserving black and Mexican-American students and that positive, effective ways should be given to these students from the inner city or Boston. The necessity of MAT appears that a 35 per cent of the entering freshmen class quota is not possible, but emphasizes the need for a significant increase in the number of black students among the entering freshmen. The University rejects the concept of a quota as racist and discriminatory.

Action: a) The University Admissions Committee has begun study of admission criteria other than SAT scores and high-school ranking. The Task Force, in cooperation with the Counseling and Testing staff, also is engaged in research on alternate methods of admission and joint meetings of these two groups will be arranged.

b) The Student Opportunity Service (SOS), with an initial funding of $53,000, will be expanded to provide financial aid, tutorial assistance, and peer group counseling for UH students experiencing difficulties. The need for special effort to secure additional funding is recognized.

c) A special Recruitment Committee, which will include minority representation, is being formed to plan and implement a recruiting program for qualified minority students. This Committee will begin its work on the existing admissions criteria and not wait until new criteria are developed as a result of the aforementioned studies. When new criteria are developed, these will be employed by the Recruitment Committee and in Admissions. It is assumed that the thrust of this effort is to provide additional educational opportunity to prospective students with promise of educational achievement and not to diminish the quality of the University's educational program. It is further recognized that a faithful response by the University to the needs of black students in Admissions is related to other actions being taken in the areas of Housing, Financial Aid and related matters.

4. Provision of "Adequate" Housing for All Black Students in Close Proximity to the University and the Issuance of an Open Housing Policy:

Summary: The University must declare an Open Housing Policy pertaining to contiguous off-campus housing. It should deny UH sanction to housing facilities that discriminate according to race, creed or color. The University should accept responsibility for locating adequate housing for all black students accepted for admission. UH Residence Halls must eliminate the application picture requirement and have rooms assigned according to date of application.

Comment: A Black student admitted to the University has a right to expect that reasonable steps will be taken to provide him a place to live and that the University will assume responsibility for providing assistance in securing housing. This is a special problem for the Black student and, to a lesser degree, for all students. The University does not have sufficient funds to investigate all housing facilities in which students might live, nor can it assume responsibility for the detailed operations of those facilities.

Action: a) The University has publicly declared its support of an "Open Housing" policy for students living in off-campus housing.

b) The University filed a formal complaint with the FHA against an apartment owner for violation of Title VIII of the Fair Housing Act. This owner, after consultation with University officials, has indicated his willingness to comply with the act and to make a public statement to this effect in the Cougar, UH student newspaper.

c) Prior to the submission of the AABL demands to the University on February 7, the Director of Housing of the University announced a new room assignment policy for the Residence Halls, effective Spring Semester 1969. The substance of the policy reads as follows:

> "Initial room assignments will be made according to date of application. These assignments will be made without regard to race, color, creed, or national origin."

d) Also as of February 1, and effective henceforth: "A picture will not be required on the Residence Hall application form."

e) Responsibility has been assigned to the Student Life Division to locate and maintain lists of off-campus housing. Before an owner may list this housing with the University, he will be required to indicate his willingness to rent without regard to race, creed, color or national origin.

5. Establishment and Funding of a Black Student Union:

Summary: The University should provide a separate organization of Black students funded in the amount of not less than $25,000 annually the UH Tutorial Program should be controlled by the Black student Union.

Comment: The "Black Student Union" is an organization, not a building or facility. The intent of this demand is to provide an organizational vehicle for self-determination and action on the part of the Black students at the University of Houston. It is argued that the Black students pay more than $25,000 annually in Student Services Fees and that these fees should

be returned to the Black students and be subject to their control. The same argument could be made for Mexican-American students, international students, Catholic students and others. The funds provided by the Student Services Fee are required by State law to be used for certain operations for which no State funding is provided (such as the University Center and the Student Health Center). To the extent that these funds are so used, they are returned to the students in the form of services. The UH Tutorial Program is student-initiated and operated.

Action: a) The University has publicly declared that the formation of a non-separatist Black Student Union organization would be regarded as an appropriate student-initiated development.

b) The Black Student Union organization, as any other student group, may apply to the UH Student Association for funds to finance specific projects and such projects will be given high priority by the Student Services Fee Allocation Committee (a joint administrative-student body). Members of the administration have volunteered to assist Black students to the extent desired by them in the preparation of a budget submission with the understanding that the students will control and operate the projects.

c) The University does not officially operate an off-campus tutorial program, but encourages the involvement of students in such worthwhile projects. Student organizations are free to develop their own tutorial programs, including the seeking of fund support from the UH Student Association. This is recognizes as a legitimate expression of the concern of the campus community for the larger community of Houston.

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Agenda: a) The University has publicly declared that the formation of a non-separatist Black Student Union organization would be regarded as an appropriate student-initiated development.

b) The Black Student Union organization, as any other student group, may apply to the UM Student Association for funds to finance specific projects and such projects will be given high priority by the student services fee Allocation Committee (a joint administrative-student body). Members of the administration have committed to assist Black students to the extent desired by them in the preparation of a budget submission with the understanding that the students will control and operate the projects.

c) The University does not presently operate an all-campus introtual program, but encourages the involvement of students in adult matriculation programs. Student organizations are free to develop their own cultural programs, including the meeting of time requests from the UM Student Association. This is regarded as a legitimate expression of the concern of the campus community for the larger community in question.

6. Elevation of Wage Scales of Janitorial, Maintenance and Cafeteria Employees to $2.00 per Hour:

Summary: Wages of janitorial, maintenance and cafeteria employees must be elevated to $2.00 per hour. If ARA (the food caterer) does not respond positively to UH requests, seek another catering agency. Employees must be paid overtime.

Comment: The pay rates for staff employees are a function of the three factors of relative job relationships, the competitive pressures of the Houston labor market and the University's ability to pay. In the final analysis, the availability of funds to increase wages to the extent required is the key factor. The Legislature now is considering the University's budget request and the University will not know specifically what level of funding will be provided until after the Legislative session ends in June 1969 or later.

Action: a) The University publicly recognizes the economic plight of the lower paid employees and, on the basis of previously existing plans, will give the highest priority to salary increases for these employees in the 1969-70 salary budget.

b) The University accepts $2.00 per hour as a goal to be achieved, not necessarily in 1969-70, but as soon thereafter as financially possible. Under proposed rates which would be effective September, 1969, the University would pay six of the ten lowest wage classifications above $2.00 an hour and will give increases to the other four classifications. For

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Action: a) The University publicly recognizes the advanced rights of the lower paid employees and, on the basis of previously existing plans, will give the highest priority to salary increases for the employees in the 1970-71 salary budget.

b) The University accepts $1.75 per hour as a goal to be achieved, not necessarily in 1969-70, but as soon thereafter as financially possible. Under proposed terms which result in relatively substantial salary increases, the University will pay six of the top, salary grade classifications above $1.80 an hour and will give increases to the other lower classifications. For

1969-70, the minimum wage for full-time staff employees will be no less than $1.60 per hour.

c) The University also is exploring innovative approaches to the under employed and to upgrading the skills of these employees so they may qualify for better jobs. It is hoped that these efforts will help to break the cycle of poverty.

d) ARA, the food service operation under contract to the University, will increase its minimum rate from $1.40 to $1.60 an hour, effective October 1, 1969. ARA also has signed as part of its contract, a non-discrimination agreement. It is expected that this increase in the wages of food service employees will result in increased food prices.

7. Deal Effectively with the Situation of the Black Athlete and Employment of a Black Coach for Football:

Summary: The Athletic Department must take positive steps to demonstrate more concern with the education of Black athletes and for their special problems. A Black coach must be employed for football and the Baseball Coach should be removed from his assignment.

Comment: It is recognized that all athletes have special problems and the Black athletes especially so. The University is anxious to correct and to preclude the future possibility of any discriminatory practices found to exist, but is unwilling to take summary action against any employee without careful investigation observing the rights of due process.

Action: a) A special Athletic Committee was appointed by President Hoffman. This Committee has adopted a procedure for receiving information regarding the treatment of black athletes and encourages anyone wishing to give testimony to contact the Chairman of the Committee, Dr. W.I. Honeywell, or any other member of the Committee. Any student, faculty member, or University employee who wishes to testify is assured that he will not be identified with any statements given to the Committee concerning the treatment of black athletes. The Committee is particularly interested in personal testimony with regard to the education and special problems of the Black athlete, and any unfair treatment or racial discrimination on athletic teams.

b) A special administrative hearing body has been established (with John B. Neibel, Dean of the Bates College of Law as Chairman) to hear testimony and to make findings of fact concerning the Baseball Coach, Mr. Lovett Hill. This group was established on recommendation of the Athletic Committee and began its work March 26, 1969. This hearing group will observe due process procedures.

c) Negotiations are under way to employ a Black football coach by September, 1969.

8. Establishment of a Committee to Alleviate Racist Practices in Instruction and Grading:

Summary: The establishment of a Standing Committee to deal with racist practices and instruction and grading is recommended. This Committee should be composed of two administrators, two instructors from the de-

partment where the problem exists, one administrator and one instructor and one student selected from three lists submitted by AABL. This Committee should be empowered with the authority to change a grade.

Comment: In addition to the concerns expressed about grading, additional concerns have been expressed about instructors making overt comments in class which have been perceived as racially discriminatory. Grading is a traditional function of the individual instructor and any effort to remove that authority from the instructor strikes not only a tradition but also at the fundamental relationship between student and faculty. However, the maintenance of these relationships and traditions cannot be allowed to condone or to provide protection to racially discriminatory practices. The making of overt comments in class which can be construed as racially discriminatory is deplored on the basis of human concerns and professional ethics. These problems are not unique to the University of Houston and there are no simple solutions.

Action: a) The UH Faculty Senate on February 19, restated its policy on evaluating students. In summary, the faculty reaffirmed its dedication to an evaluative process without prejudice and by standards independent of race, color, or creed. Students who feel that they have been unfairly evaluated are urged to talk with the instructor, the department chairman, or the dean to resolve any difficulties.

b) If the above process is not satisfactory to the student, the student is urged to avail himself of the services of the Student Assistance Committee.

c) Since evaluating students is by tradition a practice administered by the faculty, any recommendations for a change in policy should be addressed to the Faculty Senate, the official governing body of the faculty.

9. Offering and Making Available more Financial Aid to Black Students:

Summary: Establish a special fund for Black students which would be free of academic requirements for eligibility. Develop a more effective program to inform entering Black students regarding loans and scholarships. Develop special requirements which are not test-score or grade-oriented to qualify Black students for loans and scholarships.

Comment: At the present time, 75 per cent (some $1.5 million) in UH financial aids are free of special academic eligibility requirements. In relationship to enrollment, minority students now receive the largest proportion of financial aids including grants ~~and~~ in aid, work grants and loans. Most of these funds are work grants and loans. Certain scholarship requirements are established by the donors and are a condition of the University accepting the scholarship, and are not subject to University control. Federal funds are required to be distributed on a 50-50 basis between free grants and loans. For the individual with a high financial need, it is virtually impossible to avoid substantial work commitment. The money he earns through working reduces his need which hurts his financial aid position which forces him to work more which reduces the possibility that he will have time to devote to his academic load.

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Comment: At the present time, 15 per cent (some $4.5 million) in 3M financial aids are free of special academic eligibility requirements. In relationship to enrollment, minority students now receive the largest proportion of financial aids including grants and aid, work grants and loans. Most of these funds are used for grants and loans. Special scholarship requirements are established by the donors and are a condition of the University accepting the scholarship, and are not subject to University control. Federal funds are required to be distributed on a 40-30 basis between free grants and loans. For the institution with a large financial need, it is virtually impossible to avoid substantial work commitments. The money is mostly through working students because the need where more financial aid position would force him to work more which reduces the possibility that he will have time to devote to his academic work.

Action: a) Efforts are being continued to secure additional funds for the Student Opportunity Service program which is aimed principally at minority students.

b) The University will give wider dissemination and more detailed information concerning financial aids available to minority groups, as well as involving minority students in the implementation of an information program.

c) To ensure greater understanding of the problems involved, arrangements will be made for minority representation on the University Loans and Scholarships Committee.

d) Greater efforts will be made to secure funds for grants in aid which are not tied to specific academic eligibility requirements.

e) Greater efforts also will be made by the University to attempt to identify job opportunities open to minority students.

10. Arrange for Student Ghetto Workers to Receive Three Semester Hours Credit for their Work in the Community:

Summary: Grant three hours credit for students doing ghetto work. Establish a transcript statement that the student receiving ghetto work credit has completed at least one year in sociological and political research, and arrange that ghetto courses be taught by qualified Black men.

Comment: The University has a long tradition of special problems courses in which there is a close relationship between a faculty member and a student doing individual work. It is recognized that ghetto work can provide a meaningful educational experience and is a legitimate matter

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14. Arrangements for Students Wishing Opportunity to Acquire Three Summer Hours Credit for Study Work in the Community.

Summary: Grant three hours credit for students doing study work. Establish a transcript statement that the student completing study work credit has completed at least one year in mathematics and a literary measure, and attaches that admits someone to taught by qualified faculty.

Comment: The University has a long tradition of special problems courses in which there is a close relationship between a faculty member and a student doing individual work. It is recognized that efforts have been made to provide a meaningful, educational experience and in a legitimate setting

for University credit. However, for this experience to be truly meaningful and legitimate, performance criteria need to be established and the work coordinated to ensure that it does not become a burden to the ghetto community.

Action: a) Action already has been taken to grant credit for supervised work involving participation and service in the ghetto community. Special inter-disciplinary courses have been established whereby any student, regardless of his major, may secure up to six hours semester credit for such work.

b) The University recognizes the appropriatness of minority staff having special qualifications being involved in this new program. The University will seek to hire personnel with qualifications based upon special education or experience relevant to programs designed for the ghettos.

c) Additional steps will be taken to ensure the establishment of reasonable performance criteria, methods of coordination with the ghetto communities and the dissemination of information regarding this program to students, faculty and the community.

CONCLUSION

The above status report represents the current situation and progress to date. It is evident that many things have been initiated, some accomplished and more remain to be explored and acted upon. It is possible that some of the actions currently under exploration will not

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Conclusion

The above status report summarizes the current situation and progress to date. It is evident that many things have been initiated, some successfully and very much remain to be completed and acted upon. It is probable that some of the measures currently under implementation will not

be feasible and that alternates will need to be identified and explored to take their place. These actions can best be accomplished by students, faculty and administrators working cooperatively together on matters of mutual concern. The urgency of the demands cannot be allowed to short-circuit careful deliberation before action. Similarly, the need for careful review and thorough study before action cannot be allowed to unnecessarily delay results.

[March 1969]

AABL

Basic points of policy intended by the attached:

1. Avoid the assumption that there is any policy certain of avoiding disruptive confrontation. Make policy in light of the total situation with intent of salvaging as many values as possible on all sides.

2. Find points on which to say "no" emphatically.

3. At this point act generously and talk tough.

4. Avoid the development of two situations designed to support black power: 1)A large number of academically unqualified students on the campus. 2) A black controlled ethnic studies unit. Application of academic standards can avoid this.

5. Give special attention to retaining the support of the faculty. Make a speech which talks both hard and soft.

President Hoffman

Attached are two things

NOTES ON POLICY

DRAFT OF PROPOSED ADDRESS TO FACULTY

Between these two pieces I have attempted to define an approach and a policy. Both things are defective because I thoughtI should hurry through with them in case you might be able to use them in some way on Monday. I hope they may provide some helpful suggestions.

The "Notes" are intended only for your eyes and those of your most trusted advisors. You will find the essence of my recommendations here in items 11 and 12. The rest is argument in which I have continuously imagined an opposing voice.

As to the "Draft" I know you like to write your own speeches, but possibly under the present pressures you may be able to use all or some part of this. At least it is something to work on.

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NOTES ON POLICY

1. Racial agitation on the campus at this time manifests two aspects:

1) A body of demands which are exaggerated but understandable, which have some measure of practical justification, and which in so far as they are reasonable should be responded to by sincere effort such as now characterizes the course of University action.

2) Procedures characterized by style and method which, against the background of national experience and the general tenor of racial militancy, may represent forces which no amount of concession in itself can placate.

2. In dealing with black demands it is necessary to consider separately the merits of the demands in themselves and the character of the student leadership supporting them. Under present circumstances, student leaders may be rapidly transformed into professional militants and practical politicians for whose ends any particular set of demands may be essentially instrumental.

3. Militant leadership must demand more than can be granted and cannot cease from its demands for the following reasons:

a. Militants are explicitly committed to "taking"---acquiring by force---rather than "being given."

b. Militant leaders are impelled by the force of an exhilarating psychic liberation engendered by their activities.

c. Militant campus leaders perceive possibilities of enormous practical political power and successful political careers resulting from campus activity.

d. The backlog of historical injustice to Negroes is so great that it cannot be corrected for decades to come, and the militant's protest on any point becomes a symbolic act against the injustices suffered by a majority of his people. Symbolic acts are not susceptible to rational negotiation.

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4. A large part of the middle-class Negro population, people of potentially great influence among the Negro people, are opposed to black power extremism and understand its dangers, but their resistance is vitiated by the following circumstances:

a. They are intimidated by the militants and their potentially violent power.

b. They have compassionate sympathy for the psychic liberation which militancy grants their children.

c. They are deprived of a position alternative to militancy because militancy has been unquestionably productive and by a strong tendency on the part of white society to concede everything that militancy demands.

5. The moderate element of the Negro population desperately needs the support of an acceptable position vigorously defended by white leadership.

6. A tremendous segment of the white population, a segment which has considered itself liberal and which has supported such ameliorative measures as civil rights legislation, has been deeply shaken by the rising cry of violent militancy and, like the moderate Negroes, needs a new, clearly defined position of decency.

7. A smaller but particularly excitable and vocal number of white liberals reacts only to the passion in the militant's cry, longs wistfully to join the crusade, and tends to see in all resistance to militant demands the shades of the the Klu Klux Klan. Some of these people, too, can benefit from a decent position vigorously enunciated.

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8. Black militancy is now characterized by a rising note of separatism which is the basic intelligible objective of aggressive hostility expressed in deepening tones of violence and evolving a mood which is correctly characterized as "black racism." This is a cause of increasing concern to people in this country, as is illustrated by Stewart Alsop's article in Newsweek, March 3, 1969, entitled "'The Coming Holocaust'". (The title of this article is somewhat more alarming than its content, but the article also expresses deep concern and indicates the cause.) The issue of separatism provides the basis for the formulation by the University of a clear and coherent policy with which to confront student demands.

9. I am told that reaction expressed in discussion and organizational action has already begun in at least one group on, or closely associated with, this campus. There is a danger that the character of this reaction will take on some of the aggressive hostility expressed in black militancy and that it may result in grave exacerbation of racial relationships on this campus. This movement involves some people who in some contexts support liberal causes. It must be acknowledged that this movement is motivated in part by a sense of exasperation which may be in some measure allayed by a firm official position.

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10. Increasing public impatience with student disturbances and a stiffening of official attitudes generally would seem to indicate that the time is right for the University to announce a clear and firm policy inspired by justice and rationality, vigorously responsive to reasonable demands, and establishing clear limitations to tolerance of irrational and irresponsible behavior.

11. In so far as the character of black student leaders may be evaluated in separation from the measure of justice embodied in their demands and in so far as they may be thus distinguished as political practitioners, response to student demands should be conditioned and accompanied by appropriate political strategy. Such strategy must recognize antagonistic needs, objectives, and methods:---

a. Black leaders need followers and their support by black students is limited by divisions of opinion and interest. If the university takes the initiative and adopts a position of firmness, the effect will be to confirm doubts which now divide the potential black following.

b. Black leaders need the exhilirating effect of a vista of unlimited power, which can be encouraged by an impression that the University is running scared. Initiative and a firm position will tend to dispell this illusion.

c. Black leaders need victims, and vulnerability must be avoided.

d. Concessions to black leaders ~~will~~ may provide them with a position to which they can retire from the headlong impulse of their movement, and, both for this reason and in the service of justice, the University should make generous concessions while making clear the limits of its acquiescence. It is desirable at this point that the University talk tough and act with generosity.

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12. Eventually there is only one definite position availability to a university. It is a position which assumes that the conduct of human affairs must be based on rationality and good will. It is a position committed to justice as a goal which is capable of rational formulations and which can be served eventually only by rational methods and rational communication. It recognizes that passion and violence may serve to illuminate injustice, but that they are inimical to the conditions which it is the purpose of a university to maintain, that they are fundamentally disruptive of the methods available to the university as a university, and that in the face of passion and irrationality in disruptive magnitude the university must defer confrontation to other instrumentalities of society until rationality and at least the hope of achieving good will can be restored.

Above all, the university must maintain the integrity of its internal commitment to justice, rationality, and good will. This commitment has specific implications, among which are the following:

a. The university will not institutionalize instruments of passion and violence, instruments which tend inevitably to the disruption of institutions.

b. The university will modify its standards, structures, methods, and procedures only in ways which do not jeopardize the conditions of rationality and good will.

c. The university will insist that its affairs are conducted in an atmosphere conducive to rationality and good will.

d. The university will reject as demagoguery the hypothesis of such a barrier to communication as the existence of both a black logic and a white logic incapable of mutual communication. If there is a black logic and a white logic, then both are partly confused and distorted realms of discourse and can be corrected only by the effort of rational communication.

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e. The university will recognize that academic materials will have different meaning and value for different people and will attempt to honor those differences, but it will reject emphatically the notion that there is such a thing as academic material valid for one student and invalid for another student, and it will refuse to institutionalize methods, standards, structures, and procedures which support the racist implications of separatism and subvert the conditions of rationality and good will essential to the life of a university.

DRAFT OF PROPOSED ADDRESS TO FACULTY

Some days ago I informed you of the course of events having to do with demands of black students on this campus. At that time you expressed your confidence in the ability of the administration, the faculty, and the students of this university to arrive at workable conclusions and achieve justice in the resolution of the problems of the University. You expressed this in a way which was deeply gratifying to me, deeply heartening and strengthening to me in the admittedly difficult function which I am called upon to fulfill at a time of serious division in university life. Since that time only a few days ago I have taken further actions which are in accord with my own conviction and which seem to me to be in harmony with the principles and ideals of the great majority of the faculty in these matters.

I wish today to report to you further on action taken and to submit for your consideration some resulting proposals. I also wish to do more than that. I am increasingly convinced that possible courses of events on the campus may be perceived with sufficient clarity for the University to define firmly and clearly its position as it would relate to diverse contingencies. I believe you will agree that in so far as the University is able to define a clear, firm, and just position in these matters, it has an obligation to do so and may thus serve the best insterests of all concerned, both students and faculty and the larger community---and equally blacks and whites both on and off the campus.

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Draft---2

I am convinced that in the absence of a clearly defined position on the part of faculty and administration, black student leaders may be left to search by trial and error for the limits of their power, sometimes blundering, perhaps even forced by totally unplanned and fortuitous events, into extremes which can be lamentably disruptive of university life and which can seriously retard the progress of justice on this campus. Therefore, after reporting to you specific action which has been initiated and new action which has been proposed, I will go on to discuss aspects of a general position which I think should guide the University as it continues to address itself to these important matters.

(Report of committee activities and proposals as modified, if necessary, by the administration. Following paragraphs would have to be adjusted to what appears here.)

I feel that the measures taken and proposed as described in the foregoing will constitute an important step toward the achievement of what is right and just on this campus. We should not assume, however, that the question is now closed. New needs will develope, new demands will be made, some of them justified and some of them exaggerated, and, hopefully, new resources will be acquired which will permit the University widened action for the enrichment of life for black as well as for white students.

I would now like to discuss some of the general principles involved in the question of the role of black students in the University and the responsibility of the University to those students.

The matter of fundamental importance is exhaustive equality of treatment in positively all matters over which the University has any control at all. I am sure that the overwhelming majority of you share satisfaction in the confidence that this has been generally achieved. I am confident, for instance, that the members of this faculty generally treat their black students just as they treat all other students and often with special courtesy to the black students. I am confident that most of you either grade the black student by the same standards applied to other students and that often you treat the black student with special generosity, which, within some limitations, I think commendable. Nevertheless, it is not improbable that there are exceptions in which individuals are responsible for prejudiced and unequal treatment of black students. It think it morally imperative that the University act positively to correct such injustices.

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We are all aware, however, that equality of treatment is inadequate restitution for the historical injustices which have been suffered by the Negro people. Wide areas of governmental action are inspired by recognition of this principle, and so are programs of this University initiated in the past and others planned for the near future. Having recognized and taken action in accord with this principle, we must also recognize that possibilities of action on this principle are restricted by unmistakable limitations. When we devote University personnel and funds to special training for weaker students, we are using resources which could otherwise be used for upgrading the general performance of the University. We may grant that such sacrifice is historically justified, and I will warmly agree while insisting that our circumstances set obvious limits to such diversion of resources.

We will attempt to find means of broadening the basis of our admission requirements in such a way as to take cognizance of cultural differences which may conceal essential ability for successful University studies. By such means, coupled with an expanded program for recruitment of qualified black students, we may expect to increase the number of qualified black students attending the University of Houston. There is a feeling in some parts that we can do more than this and that we can afford to admit to the University students, possibly in substantial numbers, who by every known measurement can be expected to fail in university study. I submit that such action would be unjust and irresponsible. I feel that such students would be doomed to bitter disappointment and deep frustration which the University, for its own benefit and for theirs, should not inflict upon them.

We are all aware, however, that equality of treatment is inadequate restitution for the historical injustices which have been suffered by the Negro people. Wide areas of governmental action are inspired by recognition of this principle, and so are programs of this University initiated in the past and others planned for the near future. Having recognized and taken action in accord with this principle, we must also recognize that possibilities of action on this principle are restricted by unmistakable limitations. When we devote University personnel and funds to special training for weaker students, we are using resources which could otherwise be used for upgrading the general performance of the University. We may grant that such sacrifice is historically justified, and I will warmly agree while [illegible] insisting that our circumstances set obvious limits to such diversion of resources.

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Definition of the University's position on the needs of black students must be based on clear recognition of what the University can and cannot do. I hope that there will be general faculty agreement of the validity of one very special function which the University can perform for the black students as well as for white students to the benefit, I believe, of society as a whole. The University can make the accomplishments of the Negro race and of black culture available as part of their heritage to both black and white students alike. Possession of this heritage on the part of white students will strengthen the realism of their conceptions of black citizens. For black students it will strengthen the realism of their conceptions of themselves and provide them a justifiable source of pride. Here is a responsibility of society to its black citizens, fulfillment of which is especially appropriate to the function of universities.

While acknowledging the value of ethnic studies as being of genuine cultural value, we are also aware that they serve what may accurately be described as a need for psychic liberation. Awareness of this need arises from a vigorous sense of history and justice. This awareness on the part of the thoughtful white people of this country has deeply influenced attitudes toward racial phenomena of social change. Because of this awarness thoughtful people have refused to permit their sympathy and understanding to be diminished by some of the aspects of black militancy which has been at times exaggerated, in bad taste, and unquestionably disturbing. The capacity for this generous feeling is one of the truly great achievements of civilization and it must

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be preserved and sustained. We do well in this connection to acknowledge also that black militancy has thus far served a purpose in this country both by its effectiveness in calling attention to injustices and by contributing to the growth of pride among black people.

Having said this, I must emphasize, however, that it would be foolish in considering the course of social relationships on this campus not to take into consideration experience elsewhere in the nation. The experience of other universities tells us that student demands tend to escalate. Furthermore, a new and rising note in black militancy indicates clearly a point of limitation in the acceptability of possible demands. This rising note of black militancy is the bitter cry of separatism. We may hear in it the cry of psychic liberation and we may understand, with sympathy, its historical sources. But we cannot ignore that this issue has caused deep divisions within the black community nationally and that the doctrine of black separatism is redolent of hatred which can gravely compromise the enormous gains in racial relationships which have been realized in recent decades by the effort of citizens of good will, both white and black.

I wish to affirm that the freedom of black militancy on this campus will be limited only by respect for the laws of the land and the regulations of the University and by reasonable restraints in respect of the health of this institution. But I wish also to make it clear that I will vigorously reject any adaptation of the structure, methods, standards, and procedures of this university in ways which may deepen and embitter divisions in the life of this campus and this country.

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I am aware that some of you may not find acceptable all that I have said, but I have hope that the general tenor of my remarks will be acceptable to a majority of you and I think it of importance that faculty and administration join in a clear, generous, and firm position in these matters.

Eventually there is only one definite position available to a university. It is a position which assumes that the conduct of human affairs must be based upon rationality and good will. It is a position committed to justice as a goal which is capable of rational formulations and which can be served only by rational communication and rational methods.

I do not think that the university should acquiesce to insistence that any of its affairs be conducted in an atmosphere of passion and group ~~assignment~~ excitement the keynote of which is verbal violence and the threat of violence, and I urge the black leadership of this campus to join in a commitment to rationality, justice, and good will as the basis for a continuing dialogue having as its purpose to make the administration and the faculty continuously aware of the needs and aspirations of black students.

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[March 1969]

AABL

About four weeks ago AABL presented a list of 10 demands the contents of which have been widely publicized. Since that time I have twice met with the total membership of AABL. I ~~and~~ have also made repeated offers to meet with the leadership of AABL in a small group situation. These invitations have been declined.

over

Some of the demands made by AABL on Feb 7 are reasonable and substantial progress has been made toward achieving them. Others are not reasonable and ~~will~~ cannot be granted.

The evidence to date suggests that AABL ~~is~~ may ~~much~~ often be more concerned with being in a continued posture of defiance and threatened violence than of recognizing what has been accomplished and working toward continued meaningful progress.

It is within the context of this threatened violence and force that I feel I must speak out at this time. In so doing I have every reason to believe I am voicing the

In addition a special task force on ethnic problems and a committee on the education and special problems of black athletes ~~of representative character~~ have been appointed and are hard at work. The task force on ethnic problems has already submitted its first report containing recommendations for Afro-American studies. This was immediately forwarded by me to the academic committee which will consider at its meeting on Monday, March 10.

Furthermore a university information team has just been appointed to be available to AABL or any student organization to provide factual information and deal with communication problems.

prevailing sentiments of the overwhelming majority of the students and faculty of the university of Houston and the citizens ~~of every race~~ ~~creed and color~~ of this city, ~~and~~ state, & nation. It also represents the unanimous view point of the board of regents of this university.

I especially feel it incumbent upon me to speak for and to the vast majority of our students and their parents who join with me in abhorrence of the threats of violence and disruption of classes which reached new heights of irresponsibility on our campus last Friday.

I also speak to the relatively small number of other students who may not fully understand the position of this university as expressed in existing published policies and as reiterated by me in a policy statement on Feb 19. This statement was at that time fully reported in the media & reproduced verbatim in the Cougar.

Although this policy statement ~~was clear~~ seemed clear to anyone desiring to understand it, I now wish to elaborate upon it for the benefit of anyone of reluctant comprehension or anyone who may

have missed the previous statement.

Although the university has a record of high tolerance for peaceful and non disruptive manifestations of dissent it must be clearly understood that the university will not accept any major disruption of its normal educational program or threat to life or property.

Specifically this means that any occupation of buildings, classrooms, offices, laboratories, or other university facilities in such a way as to interfere with their normal use will not be tolerated, nor will blocking of access to these facilities be allowed. Destruction of property or threat to safety or life above all, will not be tolerated. Continued intimidation it should be noted can be interpreted as a threat to life and property and a disruption of the orderly academic process.

In the event it is determined that ~~such~~ major disruption has occurred a university spokesman will declare that such condition exists and will requ~~ire~~ all participants to cease, desist and withdraw. ~~Students~~ Persons failing to

Comply will be subject to university disciplinary action ~~leading to probable expulsion~~ ~~and~~ as well as civil arrest and prosecution. Any involved persons who are not students will also be subject to civil arrest and prosecution.

over

I have ~~gone to these lengths~~ ~~to~~ spelled out this position because I believe it is vital for everyone to understand that the university is determined to preserve conditions under which its students and faculty can effectively pursue their academic objectives. We believe the overwhelming majority are correct in viewing this as our obligation.

We emphatically reaffirm that the governing principle of this or any other university worthy of the name must be the rule of reason rather than the rule of force.

To Gabel we say - "~~Many~~ a number of your objectives are reasonable and valid and we would like to work with you to achieve them" We reject force as an instrument of achieving these gains and believe little of lasting

In order that everyone may understand the seriousness of this situation. I am advised by Counsel that penalties for the varieties of disruption, threats & intimidation referred to above can run to a fine of $2,000 or two years in prison. It would be tragic indeed, if any student were to be led into such actions without an awareness of the potential penalties.

Good can be accomplished in a continuing atmosphere of tension with overtones of violence. On the other hand we believe that ~~many of~~ your valid objectives can be accomplished in an atmosphere of mutual cooperation. The choice is yours.