

INTRODUCTION

Since the first Afro-American students entered the University of Houston in 1961, we have been subjected to most of the racial evils that pervade American society. Through overt and covert acts of individual and institutional racism, black students have been relegated to a position of alienated inferiority. Now that we are fully cognizant of the University of Houston's inaction to eliminate racism, let it be understood that we are no longer concerned about the intent of the University of Houston's policies but the social effect of those policies. As far as we can see, the University of Houston has done nothing worthy of mention that is meaningfully progressive for blacks. What we are saying is that we reject the past tolerance of the University.

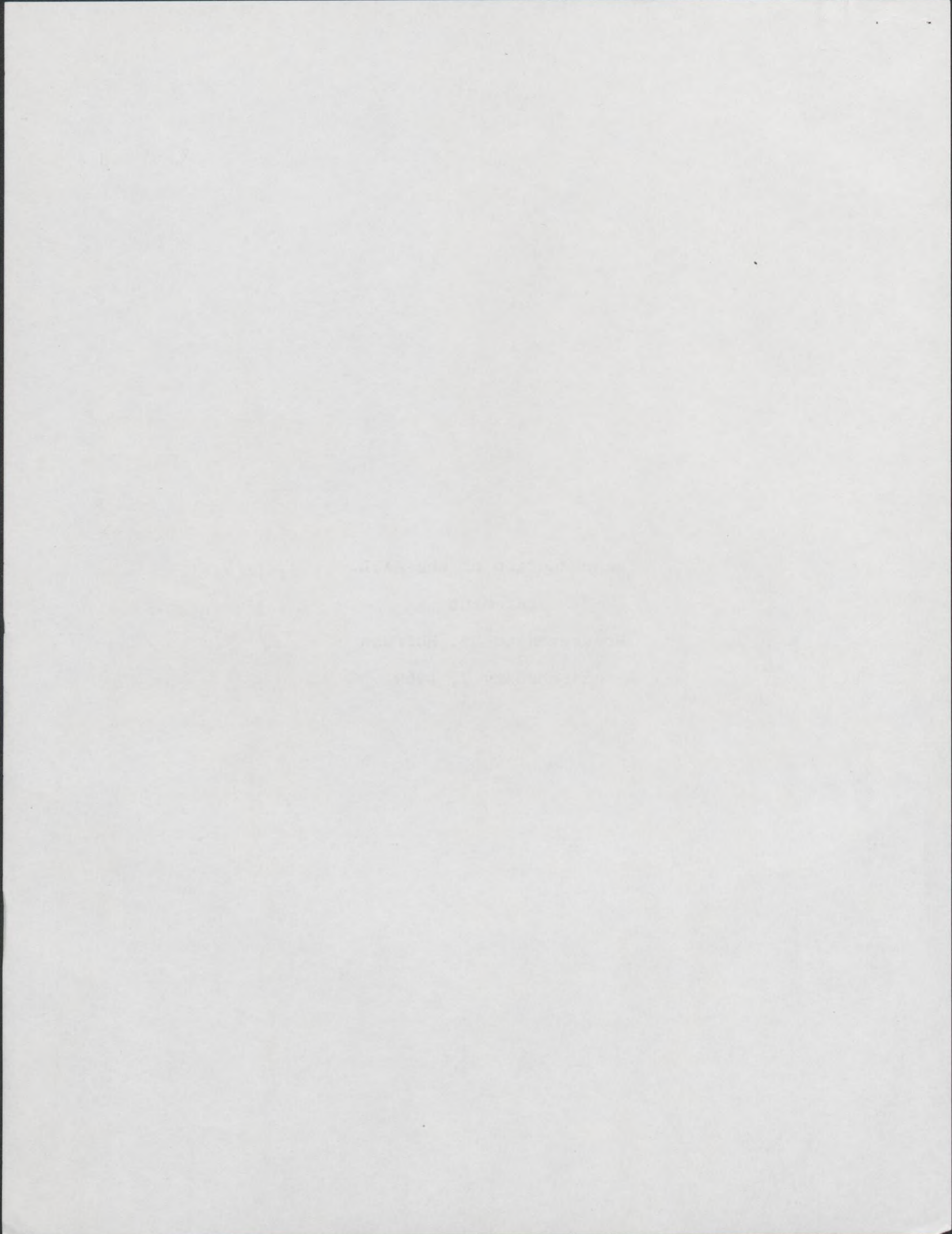
Reproduction of the AABL  
Statement  
Presented to Dr. Hoffman  
on February 7, 1969

Through our eyes, we see the University mirroring the racist society at large. Black students are treated as second-class citizens. It is stated, we feel that the University of Houston is a white Anglo-Saxon Protestant institution.

We wonder, as the United States seems to expect, form to an educational system that teaches blacks to be complacent and indifferent to racial oppression.

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

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



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

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

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

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Through our speeches, we see the University inflicting the racial evil upon its target. Black students are the victims of "refined racism". It is stated, we feel that the University of Houston is a White Anglo-Saxon Protestant institution.

We cannot, at the University of Houston stand in respect, defer to an educational system that teaches blacks to be meek and obedient to racial oppression.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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We refuse to compromise on this issue. With the recent rise of inflation, it is a ludicrous assumption on the part of ABA and the University to expect people to work for less. In addition to the demands of these University employees, the University must also pay for overtime in addition to the demanded \$2.00 per hour minimum wage.

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

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

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

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

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

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

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

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

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

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

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

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

3. The University of Houston must establish a committee to investigate racial practices in instruction and grading. Since integration in 1963, Afro-American students have persistently complained about unfair grades and suppression of ideas.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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)

OFFICE OF INVESTIGATION

44-111

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.

(more)

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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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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 13. This  
statement was as that this fully reported in the media and reproduced verbatim  
in the DAILY COURIER.

Although the February 13 statement may be clear to those desiring to understand it,  
I now wish to elaborate upon it for the benefit of those of reluctant comprehension  
on whom you may have exercised it when the statement originally appeared.

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.

(more)

add 2---President Hoffman's statement

Although the University has a record of high tolerance for peaceful and non-disruptive manifestation 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.

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In the event it is determined that major disruption has occurred, a University speaker will be invited to address the situation and will request all participants to cease, depart 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 violation of disruption, threats or intimidation referred to above can run to a fine of \$5,000 or one year in prison. It would be tragic indeed, if any student were to be led into such actions without an awareness of the potential penalties.

add 3-----President Hoffman's statement

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."

add 3-----President Hoffman's statement

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 reiterate 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 ABE, 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 life can be accomplished in a continuing atmosphere with openness 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."