Board Makes Decision

By action of the Board of Directors, the University will re-open today at 8 a.m. At 10 this morning, classes will be suspended for a half hour, and the students are to be notified that the community to attend an all-University convocation in Nippert Stadium.

At the same time, the Board also suggested that the wounding four live the war. The final action, while on the Interference as to contained Langsam.

The President's report consisted of four recommendations, each devised in accordance with proposals by the University Senate as announced by the Academic Cabinet of Deans last Thursday.

One of the report's proposals delineated the existing Board of Directors of the University, while making arrangements for a convocation program this morning. These proposals were all adopted by the Board of Directors, upon the recommendation of the President.

In later action, the Senate voted that the "decommission the war in Southeast Asia," and the President of the University to communicate this resolution to the President of the Senate, the members of the Congress of the United States, and to the Governor of the state of Ohio, and to the members of the state legislature.

The action of the resolution above derived from the premise that the "war in Southeast Asia has become a major threat to the pursuance of higher education in the United States and the state of Ohio."

In a separate item, it was also "Resolved, that the University Senate of the University of Cincinnati express its strong disapproval of the decision of Governors James A. Rhodes to send National Guard troops on the campus at Kent State University with live ammunition," and "Resolved further, that the Senate express its horror at the senseless killing of four Kent State University students, and the wounding of several others, and that the Senate urge the Governor of the state of Ohio to require the President of the University communicate these resolutions to the parents of the students who were killed and wounded at Kent State University, to the administration, faculty, and students of Kent State University, to the news media, and to the Governing of the state of Ohio."

In a similar action, the body approved an additional resolution whose operative paragraph was the following: "Resolved that the University Senate of the University of Cincinnati express its deep sorrow to the personal and fundamental neutrality of the Kent tragedy was in part a substantial measure due to the reliance on force to solve the troubles of Kent State University from a political standpoint.

Following the adoption of a resolution recognizing "the principle of corporate neutrality," the body debated and later passed a motion resolving that "the University Senate of the University of Cincinnati requests that the Chairman of the University Senate, in consultation with the President of the University, establish a special commission to re-examine the entire operation of ROTC on this campus; and a special commission to consider this and recruitment, in accordance with the report of the Senate, and the "President's Report." The reference to recruitment was removed in a conference clause to the motion: "Whereas recruitment on the part of the military and war-related industries may violate the principle of institutional neutrality.

At the same time, the Senate approved the statement that "these commissions include representatives of the administrative faculty, and students chosen according to the proportions of each group on the University Senate."

Later in the same session, the Senate voted to place the resolution calling for the participation of Student Senators in faculty and senior academic policy for the duration of the quarter and the entire academic year of 1970...

The Senate was also requested to consider the Senate of the University of Cincinnati of the following resolution, and to take a position on a matter of public controversy, but the University as a corporate body may not do so."

Senate in Marathon Session Passes Legislation Concerning Present Crisis

In a marathon-length session last week, the University Senate approved nearly a score of resolutions calling for action on campus.

Primarily, the Senate recommended to President Langsam and the Board of Directors of the University, while making arrangements for a convocation program this morning. These proposals were all adopted by the Board of Directors, upon the recommendation of the President.

Revision of the resolution calling for the participation of Student Senators in faculty and senior academic policy for the duration of the quarter and the entire academic year of 1970.

It was also recommended to the Board of Directors that the name of the new Engineering Building now under construction be changed from "Governor James A. Rhodes Hall" to "Peace Hall."

As part of the report of the Steering Committee Senator Bonner (Vice President and Provost for Academic Affairs) submitted a twenty-three page document to the body for consideration as a "working document for discussion and background information."

The document, as revised by Bonner, for the News Record, is reprinted on pages four and five of this issue.

In a morning session on May 13, the Senate considered several, primarily student-presented, resolutions, including recommendations on "institutional neutrality," University stock proxies, day-care centers, displaced area residents, the Charter of Student Rights, Responsibilities, and academic policy decisions for the remainder of the quarter.

After mild debate the Senate adopted a resolution calling for the protection of the Board of Directors to accept the principle of institutional neutrality as the result of the United.. An individual, a group of concerned faculty, administrators, members of any organization, or even the entire faculty or student body may choose to debate and take a position on a matter of public controversy, but the University as a corporate body may not do so.

Pass-Fail Option Set for A&S

Pass-fail option for all courses taken this quarter in the McMicken College of Arts and Sciences will be available to all students. Students interested in A&S may register for this option through the college office beginning Wednesday, May 20.

The option came as a meeting of the entire A&S faculty last Friday when was a continuation of the May 5 meeting. This particular provision evolved from a discussion of alternative proposals that the University Senate had suggested, the Senate made its suggestion for the suspension of regular academic policy by the faculty in recent weeks.

Professor Weitzman, professor of English and Director of Black Studies Program Development, submitted proposed initial black studies course offerings. His proposals were adopted by the body.

The courses are all to be scheduled beginning this September, if the proposed Department of Black Studies is approved by the entire A&S faculty.

Course proposals, all of which closely followed the recommendations of the departmental notation of "final remarks are made about the nature of the American society.

Pass-Fail Option Set for A&S (107, 109)

A study of the basic concepts of Pass-Fail Option for A&S and its relationship to Black ideology.

The Black Faculty (204, 5, 6)

A sociological study of the structure of Black families in the western United States.

Sociology and Psychology of Poverty (207, 5, 9)

Another course which analyzes the views of 'social background and related factors.'

Community Government Programs (216, 11, 12)

A study of various government-sponsored programs in the Black community such as welfare, headstart, etc., and their effects on Black people.

Negro Identification Test for a Model (213, 14, 15)

A study of the methods and identification for Black people. The contemporary models and the methods to create new methods for individual and group survival techniques.

Racism (70, 7, 5)

A course which investigates the effects of racism on Black people with respect to housing, jobs, politics, education, public accommodations, etc.

It was also noted that all courses will be programmed to indicate three credits per quarter. In remarks about the proposals, the University recommended that qualified instructors are now being sought to teach the courses.
End of a Dream

Power to the People?

Let's Be Open

Deovation and the Senate

University of Cincinnati

NEWS RECORD

Rollin Workman

Power to the People?

Greg Rose

Let's Be Open

Mark Lindberg

University of Cincinnati

NEWS RECORD

May 18, 1970

Editorial

UC's Political Role

In the midst of great confusion, frustration and fear, the Board of Directors of the University ten days ago. The decision made was unquestionably a wise and courageous one, stemming from the sickening reality of outside persons on campus who were dedicated to violent revolution, who had no concern for the lives of U.C. students or University property.

Therefore, acting in the best interest of the entire University community, the decision was made, thus avoiding any further violence or death.

In the interim since, concerned and involved members of the University community have been meeting continuously to discuss the possible ramifications of the decision. This week, the crisis we have become embroiled in, the University Senate, during its almost marathon session last week, has provided the response to those who have determined to seek peace in Southeast Asia, who were sickened (as all Americans should be) at the atrocities committed in Northern Vietnam, and who have determined to ensure that the University commit itself to upholding the rights of all members of American society.

With an extraordinary number of resolutions submitted by dedicated and responsible members of the University Senate, that body was able to fulfill the University's political function. In this sense, the series of demands were extremely important, for they served to stimulate the University politically.

While these resolutions and the Bonner document, the University has effectively averted the need for any more fear of violence on this campus. The demonstrating students can now gather around that broken political mainhead of the University community.

Devotion and the Senate

Members of the University community can once again return and maneuver themselves into the final, and for some, agonizing throes of the academic year's end.

As business returns to normalcy however, we can all observe, the people we have represented: particularly in the University Senate, have dedicated themselves to the welfare of the entire community.

While the majority of students spent last week as a well-needed vacation, members of the Senate, especially those comprising the Steering Committee, and those from Student Senate members, the entire periods in meetings, caucuses, and discussions to facilitate the construction of legislation that would be most advantageous to the entire University. They have achieved their task; the only qualm we might have would be the complaint that some pieces of legislation were watered down by amendment procedures, and thus lost consideration value.

This is to be expected, however, as political pressures are brought to bear upon representatives of each constituent group, by personal and collective threats. For most, vested interests and ideological commitments stemming from these interests motivated their actions.

For some, however, the process was considered on a scale whose proportions approach the magnanimous. In particular, we must applaud the dedication that led Thomas N. Bonner, Vice-President and Phil Cohn, Vice-President, along with University Senators Bonham, Painter, Reich, Rubin, Schneider and Tate, whose efforts in communicating, organic legislation clearly show their devotion to student and University interests.

"Let's Be Open," the theme of the Senate resolution for the quarter, has several messages common to us all. Everyone is the simple fact that the University community is not, and cannot be, a closed and isolated entity. This is a grand opening of a total university-based system, consisting of a cluster of fragmented groups, including students, faculty, administration, but since the Kent State disaster, virtually everyone on campus has stood together and spoken loudly on many issues, at the core of which is non-violence.

By opening peaceably, we can reread the norm of non-violence. This is an opening in which new communication and new new ideas among every segment of the university community. This opening may sound platitudinous, but the student administration seemed so receptive to student views. Never before has the student body seemed so willing to use depth of the University political role.

In addition, Mike Dale, student of the President body, and Artie Cohn, Vice-President, along with University Senators Bonham, Painter, Reich, Rubin, Schneider and Tate, whose efforts in communicating, organic legislation clearly show their devotion to student and University interests.

The invasion of Cambodia was a tragic mistake, that the United States has committed the United States must time to concentrate on justifying the South Vietnamese army that so the United States can withdraw more quickly. In President Nixon now says he hopes will happen.

In the long run, however, the invasion will be judged a failure. The communist forces will sharply have to be set up their territories in the midst of the city further back into Cambodia. That might entail a very long and very long bloody civil war against the Cambodian nation. In any case, the invasion will result in spreading North Vietnamese into the entire area of Cambodia. I hope that know that we are spreading the war over an ever larger area.

More important, perhaps, than the tactical and strategic consequences is the fact that the Cambodian invasion hope and a dream, both of which were stronger on the campaign than anywhere else. The hope was that the steady degradation of the war, the dream was the eternal peace. President Nixon says he wishes to think that the United States, we have made another mistake, no matter what the enemy did. There would be threats of staying to Cambodian territory. That is very real, let's talk about how inevitable any violent reaction action was, and let's talk about how competent the South Vietnamese are. But, in spite of everything, I think it is a mistake.

Now it is no so obvious that withdrawal is automatic after all. Thus the hope is shattered and the dream is lost. It is no wonder that there was such an explosion of anger and frustration.

Fortunately, the so far largely magnificent protest seems to be excluding an effort upon President Nixon's thinking.

The situation occurred in the fifteenth. When World War II ended, everyone assumed that peace had at last been achieved. It was not long, however, before public sentiment to reverse government's and the great emotional explosion.

Deovation and the Senate

The activities of "Let's Be Open Day" are another step in this process. The day is one of the few times in which every person on campus will be given the opportunity to input his ideas, both providing this opportunity, the community on campus is reflected in the cohesion.

We must go beyond a more opening. We must in some way institutionalize our full participation, our cohesion, and represent the two related action. There are four suggestions for implementing these goals; the first two pertain to full participation, and the second two relate to action.

First, there should be expanded representation in local campus community. We need to know things such as what is the effect the University. We should ask some question time after time, to see how opinions are changing; other questions should be asked only when an interest is essential. We need to know what is the composition of the student body, of the faculty, of the media and, of other characteristics which are gained from ordinary record-keeping. We then respond to the needs of every possible category such as the "student body.

Second, we should implement a number of representatives which are based in the real grass roots of the University. Monitors should be elected from an established group where he can effectively be a leader, the only leader of the group, and members of a larger body. The immediate goal is to get the campus now stands on campus is not represented, and we are more related to the student body. For institutionalizing a greater orientation towards action, the Senate must establish a commission to study where and when the University may take a stand on public controversies.

It is too little, even after the Bonner report, about whether we U.C. already promotes valuable related to public status of the Senate, and about where the boundaries lies for action on these issues.

Secondly the University should establish an "office of propaganda" which would help campus groups to legitimately organize for some cause. For example, there is an "office of propaganda" in Washington now pertaining to the tax status of the student demonstrants. Graduate students should be resources available to them so that they can continue to organize their activities and is clearly in accordance with evidence. In addition, the student council shall facilitate the services of the free campus groups in every way that a value that university holds.
Letters: UC This Week

O.S.U. Riot

The recent riots which have beset the University of Oregon, in my opinion, effectively condemned the campus to be a 'screaming box'. While writing this letter for a friend who could not attend, I feel that it is necessary to state some facts. The management of the campus is not as stable as it should be. The student body is not as unified as it should be. The administration is not as responsive as it should be. The future of the campus is not as secure as it should be.

The situation continues and the demonstration as 'very organized with demonstrators at each building perimeter after 7:30 p.m. every night'. Students, it is stated, are being used by the administration to their advantage, for the administration is using the students to their advantage. The administration is using the students to their advantage. The administration is using the students to their advantage. The administration is using the students to their advantage. The administration is using the students to their advantage. The administration is using the students to their advantage. The administration is using the students to their advantage.

Constructive Force

SIR: Your editorial of May 6 "The Governor's Actions" was very interesting and very well written. The Governor's actions are commendable. The Governor's actions are commendable. The Governor's actions are commendable. The Governor's actions are commendable. The Governor's actions are commendable. The Governor's actions are commendable. The Governor's actions are commendable. The Governor's actions are commendable. The Governor's actions are commendable. The Governor's actions are commendable. The Governor's actions are commendable. The Governor's actions are commendable. The Governor's actions are commendable. The Governor's actions are commendable.

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FORWARD: In response to many questions raised in the last issue of The University Union on public issues, including proposals made by spokesmen for last week’s strike, the Steering Committee of the Faculty Senate adopts the following position paper. On May 13, 1970, the paper was received by the University Senate, which, in turn, submitted the University Senate’s copy for discussion and background information.

In this time of crisis on the campus, no university can carry on its activities as usual. No university can remain remote from sources beyond the campus. The major problems facing this University of Cincinnati are not those of the relatively academically peripatetic, draft, the efforts to achieve social equality for blacks, the efforts of a bitterly divisive war, the campaign against the desolation of the environment, the current economic distress, and the killings at Kent State – have their origins outside the university. The membranes separating the university from its environment, always a permeable barrier to the progress of its political and societal functions, in this day of crisis, are becoming even more porous to the pressures of the outside world. Therefore, at this time, we must continue to be creative in our responses to the deep concerns that are felt by many on our campus. In the future, as in the past, we must not confront those concerns piecemeal, but rather, as was done in the past with the alternatives of either bottling up their feelings or else using force or violence to express them. In a point that we have made to provide the entire community with clear guidelines on the University’s position regarding issues beyond the campus, this paper is written.

Can the University Survive in a Time of Crisis?

The "ivory tower" is already an outdated figure. In fact, the University has never been more isolated from its social environment. A half-century ago, a president of the University of Cincinnati proclaimed that the future of higher education lay with the universities. Today, it is becoming increasingly clear that the University would strive to be not only a university in the city but a university of the city.

It is now even more clear than in President Dobney’s time that understanding the social environment in which we find ourselves is vitally important to our future. Of course, the campus has always been a focus of debate and debate of. The point of our concern is that we may be in danger of losing its essential character and function of becoming a pawn in a bitter struggle for power among social, economic, and political forces which would capture and use it to their own ends.

In recent years student protests have turned many American campuses into battlefields. Yet, a great part of the unhappiness of the university’s legal or public authority to one or the other in a current controversy. To decades ago, faculties and student bodies unsuccessfully fought off the efforts of those who would politicize the university in quite another way by requiring loyalty oaths and limiting freedom in the classroom. The current events have merely served to drive them to the point of requiring a formal response, and to the point of refusing to sign a loyalty oath argued that the scholar must be free of any imposed authority that constrains his intellectual options. One cannot argue to pigs in a paulyard on one’s own property. They can only be shut out of a place by the fowl and the free flow of ideas. Certainly the strength of the university is in its diversity, for all seem to have an equal voice, no matter how they oppose Faculty, students, or others. To the extent that the university’s voice is not always the loudest or the best, the university is right to resist such past crusaders as the anti-eliminators, the Know-Nothings, and other extremists. To submit to one pressure group, no matter how highly motivated, is to invite other groups, perhaps diametrically opposed, to try their hand at pernading the University.

FORWARD: Is there a way out? Can the academic community, through its students, faculty members, and administrators express its concern at what happens beyond the campus without endangering the hard- won freedoms of the university in the community? This University believes that the answer to this question should be sought and achieved through lawful and peaceful means of the public concerns of individual members or groups within the academic community. An individual, a group of faculty members, or even an entire faculty or student body may choose to debate and take a position on matters of public concern which might touch the lives of its public body may not do so. Thus, the Harvard faculty may speak out against the war but the Harvard corporation has not done so. Klingman Brown has called upon the Yale University Senate and the Yale Academic community at Yale but he also must say that "The Yale University is not a City, it is an academic community." The public questions but individual members and groups within the Yale community should be encouraged to do so.

To any question of the University of Cincinnati. If it is argued that the University is already politicized because of research contracts with the Department of Defense or because of its involvement in ROTC on the campus, then let the case be made and full debate follow.

It is thus possible that individual faculty members or students, or groups, may be found to take specific actions taken by the Governing or the President, but the University may not do so. It is possible that they may wish to condone such actions in one form or another. But the University may not do so. Neither will the University, on the other hand, defend the actions taken by a public official or the policies of the public officials.

The University is not neutral but committed to academic freedom. It is committed to freedom of inquiry and to educating persons to the meaning and implications of the democratic process. It encourages all members of this community to become involved in this educational process in this democratic society and in this democratic nation. We will defend both types of commitment for all members of the University, whatever their political views or beliefs.

It is, What is the University’s Position on ROTC? The ROTC program is not a "national service" program. The existence of the ROTC is evidence of a connection between the University and the "national" community which is alleged to be involved in many of the controversial foreign policy actions of recent years. It is important that the existing facts on this matter be widely known to the community. The University has always been ready to serve in times of national crisis and general mobilization. During the Vietnam War, the University has paid for a majority of its ROTC graduates served in responsible command and staff positions, and military historians have concluded that their availability accelerated the general American victory over our enemies.

ROTc units nationwide are on the invitation of a university under contractual agreement whereby the university certifies that the ROTC facilities, such as classrooms and offices, but does not pay salaries of ROTC personnel. All faculty members in the ROTC units possess, at a minimum, baccalaureate degrees plus varying levels of post-commission and postgraduate school service, and most hold either advanced degrees or have accomplished work in the military. The ROTC facilities are open to all University members and are under the control of the University prior to assignment. Customarily this approval has been granted to members of the ROTC on the basis of the ability of the ROTC officers. It should be noted that the Air Force now has a policy that all instructors in AFROTC must have at least a master’s degree.

Policies of institutions are relatively uniform on the question of the status of the ROTC program. It is recognized that the ROTC program is a function of the University and that the University’s decision in this matter is its own. However, this pattern is not inflexible. The Berven Committee noted that "despite the wording of the public law, the Department of Defense has not insisted on a special academic title for ROTC department heads," and has permitted the use of other designations of equivalent rank.

The Army ROTC has been at U.C. for 50 years and the Air Force 23. Both programs are entirely voluntary and are taken by students on an elective basis. Army ROTC enrollment at the beginning of the fall quarter in recent years has averaged about 300 cadets and Air Force enrollment about 200.

The program is designed to qualify the cadet for commissioning as an officer in one of the armed services. No ROTC branch assignments occurs at summer camp, and at military service schools after graduation and commissioning.

Any opinion or policy statement or position of the United States military service upon obligation and Air Force Cadet incur a minimum for four years’ obligation.

ACADEMIC CREDIT

Credit awarded for ROTC Courses at U.C. is nominal when compared nationwide and is awarded at the discretion of each college. The Department of American Studies awards credit for the teaching of quality average. Credit is good for classroom work only.

Generally, over 50 percent of the U.C. students enrolled in the program make use of its academic courses for college credit toward graduation.

At the majority of institutions belonging to the Association of American Universities, ROTC courses carry some academic credit, and specific policies concerning credit toward degree requirements are set by individual departments, schools, or colleges of the university.

Some institutions reporting a recent survey by the Association of American Universities maintain university wide policies.

THE POSITION OF THE UNIVERSITY

Is there a way out? Can the academic community, through its
Dr. Bonner, Academic Affairs Provost governing the question of academic credit for ROTC: such awards at least some credit toward graduation for ROTC courses.

FINANCIAL ASSISTANCE
Army ROTC officers two-, three-, four-year scholarships, while Air Force ROTC offers one, two, three-, four-year scholarships. These pay tuition, books, and lab fees plus $50 per month. Currently, 50 U.C. students are attending the University supported by this program. Non-scholarship, Advanced Course cadets receive $50 per month in either the Army or Air Force Programs.

CURRENT RE-EVALUATIONS AT U.C. AND ELSEWHERE
As might be expected, many institutions have ROTC under review. Some of these reviews are raising issues which have led to serious differentiations with the military. (See also Harvard and Brown.) Academic credit for ROTC courses and questions concerning academic rank and qualifications of ROTC instructors are the most frequent sources of concern.

At U.C. and AAUP faculty committee to "examine the academic merit" of the ROTC curricula offered at U.C. has been appointed but has not yet reported. In response to the Benson report, the Vice Provost for Student Affairs and Undergraduate Studies have agreed with the commanding officers of the military units on the appointment of an advisory faculty committee to the ROTC and AFROTC units. In the recent reorganization of its curriculum, the Arts and Sciences faculty voted to continue offering credit (elective) for work in ROTC.

In the fall of 1969, a committee of Student Senate which had been investigating ROTC recommended to the full Student Senate an endorsement of the status of ROTC units as a separate organization, and both ROTC units in their present form. The Senate supported the resolution by a vote of 22 to 5.

THE POSITION OF THE UNIVERSITY

1. On this campus, the most recent actions of official bodies, e.g., Student Senate, A&S Faculty, indicate a sentiment for retention of ROTC.

2. Under present Board rules, individual faculties have the right to determine the academic status of ROTC programs within their respective colleges.

3. Questions are properly being raised with respect to academic rank, qualifications of instructors, and academic control of courses.

4. The disposition of the faculty and ROTC units and students toward discussion on these issues is good. Deliberations already underway promise of productive results.

5. The position of the Military Science Departments in the University organization is uncertain. There is tacit agreement that the two departments are A & S Departments and the staffs (at least the commanding officers) are invited to A & S faculty meetings. On the other hand, the programs are clearly all-University and the Commanding Officers of the units are also listed in various catalogues as belonging to other faculties, e.g., Engineering. From a budgetary point of view, the cost of the programs are borne mostly by the Department of Defense, and to a very small extent by University general funds, e.g., supplies and non-military equipment. Although the unit may think of themselves as Arts and Sciences Departments, the programs are clearly military in nature. A clear statement of this nature is necessary to prevent the creation of special or "dual" status for ROTC.

6. In the light of the above, it would seem that problems associated with ROTC require somewhat different treatment than would those associated with a more orthodox academic department. It seems clear that the problems must be dealt with on a University-wide basis. The most clearly established University Senate could be an appropriate place for which to refer the problem. An alternative, used at other
The University is committed to the implementation of a long-range program by allocating funds from the faculty, providing financial aid to students, providing additional professional tutoring and counseling, and implementing the Black Studies Department program. As a result of these efforts, the University has raised the white faculty and Black faculty members and students to a level of national recognition. The University has and has not been a part of this movement and has pledged simultaneously to make every effort to recently been conducted academic and super-racial, or even super-human, activity in the same manner as the black faculty. The University is trying to be responsive and sensitive to the special needs and situations of students on the campus. All students are encouraged to avail themselves of the opportunities present in the Black Studies Department.

VI. Is the University Committed to Upholding the Charter of Student Rights and Responsibilities?

One of the issues raised in the discussion of the U.C. campus last week was the question to which the University community was committed to uphold the statement of student rights and responsibilities adopted last summer by the Board of Directors. At that time the University indicated its agreement that U.C. students should have substantial autonomy in their non-academic activities, that they should be treated as participants in institutional decision-making, that they should be afforded means of redress for grievances, and that their civil liberties should not be abridged because of their special status as students.

POSITION OF THE UNIVERSITY

The University of Cincinnati reaffirms its support for the Charter of Student Rights and Responsibilities. It was the clear understanding at the time of its acceptance by the Board of Directors that it was to be used not to change the charters would be necessary and that these would come through recommendation by the Student Senate.

The University is continuing to move toward the "direct and single" relationship between students and the University by seeking to have the University that is provided for in the Charter. The University Senate is the vehicle for recommending action regarding its further implementation.

VII. Should the University Provide a Co-operative or Other Form of Day-Care Center for Children for Its Students and the Community?

Discussions of the possibility of a Day Care Center in Corvallis were initiated by community representatives some time ago but have not yet resulted in specific plans or recommendations for the location, organization, and financing of such a Center. There is no day-care center in the immediate vicinity of the campus; the closest is the Hale Avenue Center in Avondale.

POSITION OF THE UNIVERSITY

The University is prepared through appropriate officers to enter into discussions with interested students and the community concerning the advisability of establishing a day-care center for children; and it is equally prepared to discuss further the matter of a community day-care center with representatives of the community.

VIII. Should the University Seek Housing for the Families Displaced When Land Was Acquired in Corvallis to Establish the Federal Environmental Health Center?

University officials have discussed this matter with appropriate officials of the city, since this is an activity of the city, not the University. The city has for many years conducted a relocation service. We are advised that many of the residents which eventually will be taken for the environmental health center in Corvallis are still occupied by the owners or tenants, and that to date no insoluble problems in finding housing have been encountered by those who have begun to relocate. Relocation stipends are provided for those persons who experience financial loss by reason of property acquisition. The University, through the Office of Community Relations, has sought to keep abreast of this problem and assist in every way possible. It will continue to do so.

IX. What is the Position of the University Regarding the Use of the Federal Reserve Order on the Campus? Forces in Preserving Order on the Campus

POSITION OF THE UNIVERSITY

The record of the University of Cincinnati in preserving an educational environment in the face of tumultuous without resort to force is clear. We remain virtually the only large urban university in the nation which has used police or state forces to restore order on its campus. It is the firm conviction of the University that its involvement in the job of maintaining a peaceful and productive environment is committed to the peaceful resolution of conflict, to the protection of civil rights and civil liberties, and to the use of external assistance only when the situation is imminent to human life, safety, and property on the campus. Even in these instances, in the spirit of the faculty resolutions, the University will be made to consult the University Senate, if this is at all possible.

X. CONCLUSIONS AND RECOMMENDATIONS

1. We are strongly committed to the central values of the
Bonner's Statement of The University's Position
(Continued from Page 5)

Autumn Quarter Registration

GRADUATE DIVISION: In-Residence, part-time and full-time, 1971-72. Tuition and fees, $1,340-45 per tab. The following are the dates for beginning classes.

UN RESTAURANT DIVISION: Art History
Senior, Mon., May 18
Mon., May 19
Junior (A-L)
Thurs., May 21
Fri., May 22
Sophomore 
Thurs., May 28
1-4:30 P.M.

College-Conservatory of Music
Senior, Mon., May 18
1-4:20 P.M.
Junior (A-L)
Thurs., May 21
1-4:30 P.M.
Sophomore
Thurs., May 28
1-4:30 P.M.

Education and Home Economics
Senior, Wed., May 20
Junior, Wed., May 20
Sophomore, Wed., May 27
1-8:15 A.M.

Beginning Journalism
Senior, Mon., May 18
8-15:30 A.M.
Junior & Prejunior, Fri., May 22
Sophomore
Wed., May 27
1-8:15 A.M.

Design, Architecture, and Art
Senior & Prejunior, Mon., May 18
1-4:30 P.M.
Junior & Prejunior, Fri., May 22
Sophomore 
Thurs., May 28
8-1:30 P.M.

Nursing & Health
Senior, Wed., May 20
1-4:30 P.M.

University College - Consult Office for registration of schedule Special Students
All

Board Pronounces on Limits of Dissent
(Continued from Page 1)

"Appropriate persons or groups of the University are prepared always to confer with those on campus urging change, and to do so carefully and fully their proposals. After a reasonable period of discussion, these persons or groups will respond to the proposals.

"Disruptive, demonstrations or other actions that go beyond the borders of orderly dissent will be dealt with promptly through campus resources if possible. If such actions prove inadequate, then external assistance will be sought. When possible, protests will be made to persuade persons intent on disruption to disperse or to conduct activity in peaceful expression; meanwhile the necessary steps will be immediately taken to preserve our community and university property. This paragraph will be interpreted to include the following.

"a) No one may forcibly or physically disrupt, either by action or noise, the regular business or function of the University.

"b) Picketing as a non-violent method of attracting differing points of view may be utilized outside University buildings. No one may block stairs, doorways, or walkways to buildings.

"c) Persons may not coerce or intimidate students, faculty, or administrative personnel in the process of entering or leaving the campus, its buildings and classrooms.

"Any violation of these regulations or of any municipal, state and federal laws or any disruption or interference with the University's attainment of its educational objectives, on any interference with the rights of others within the University community, and on all such activities, whether educational, research, learning, and administrative functions, will be considered misconduct. (Ohio Revised Code 3345.21).

"In case of such misconduct, appropriate disciplinary or legal actions may be taken. The President or his delegate(s) pursuant to the University's General Student Conduct adopted by the Board of Directors in June, 1969, to restore the rights of all members of the faculty, student body, and public to pursue their legitimate University endeavors.

"Also included as an additional stipulation in this proposal was the fact that the University is in no position to control the Academic Cabinet "wishes to remember the campus of existing University policy regarding the use and hours of buildings."

The Academic Cabinet is composed of Deans of all colleges in the University, all Vice- Presidents and Vice- Provosts, along with the President.

The official policy, published in 1969, states: "Building hours are generally controlled by the overall University schedules. Some buildings, e.g., Library, D.A.A., C.C.M., have requirements necessitating deviation from the University hour schedule. Such exceptions will be made by the Dean of the College Dean or Building Head. The Physical Plant Department will expedite these deviations and effects appropriate openings and closings. All buildings will be made available to the University of a pre-arranged schedule should be cleared through the Campus Calendar office which will coordinate with the Physical Plant Department, the campus body, the Academic Cabinet, and the Deans of all the Colleges in the University."

The above recommendations were unanimously approved by the Body; consideration of the proposal for the convocation today followed. The original convocation proposal was suggested in a resolution before the Academic Senate; the program was formulated by a group of interested persons under the leadership of Danby Park, Assistant Professor of History, President of the Junior Faculty Association, and University Senator. The Board’s approval of the program was prefixed with the following statement: "That, since, a) we cannot reopen the University as though nothing had happened during the past two weeks; b) it is important to inform all concerned of the actual problems and events that faced the institution; and c) we wish to create a campus climate conducive to the pursuit of educational objectives, opportunities will be afforded for a prompt presentation to all of a special program being planned by several committees representing all segments of the institution.

The program this morning will tentatively consist of two parts. First, the following individuals are scheduled to address the audience: William R. Elder, Professor of Law and President of the Ohio State Senate; Danby Park, Assistant Professor of History, Michael Dale, President of the Student Body; Michael Gray, President of the University Students Council; and President of Student Union. This performance, June 4th and 5th are available for any students.

Hours: 8:15-11:30 A.M. and 1:00-4:00 P.M. daily except Saturday.


I.D. cards for 1970-71 will be prepared and distributed to all full-time students as they partake in advance registration for the Autumn Quarter.

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THE UNIVERSITY OF CINCINNATI NEWS RECORD
May 18, 1970

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SCAMP Reviews Incidents Leading to UC Shutdown

Editor's Note: The following is an official statement released last Thursday by the University Senate concerning the present situation at the University except by order of the University Senate. The Senate has directed that this statement be read at the top of any one group; and that until a more representative body of student observers be set up to make observations on the part of the leaders of individual groups; and that until that more representative group, their own marshalls to maintain order, and in communication with neutral officials, and no further discussion, including petition or protest, shall be permitted. The observers shall be appointed by the University Senate.

1. That every demonstrating group shall elect a leader, and that group, their own marshalls to maintain order, and in communication with neutral officials, and no further discussion, including petition or protest, shall be permitted. The observers shall be appointed by the University Senate.

2. That all those groups which shall not be represented on the University Senate shall have the right to present at demonstrations and reports periodically to the Senate.

3. That the University Senate shall be restructured into a Senate of members, fifteen (15) of whom shall be present at demonstrations and reports periodically to the Senate.

4. That the Senate shall require an efficient and accurate system of non-voting consultants. All non-administrative members of the Senate shall be popularly elected, so that we may have a fair and a true gauge of campus-wide opinion.

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