The Black Student Union extends its warmest greetings and "revolutionary love" to Black students; in those returns, to UNC, to those who are here at the University for the first time.

As many of us already know, there are many reasons for attending the U. of C. Some of us are here for the degree that will hopefully lead to a career in a poverty agency or in a corporation, others are here because of the financial aid—there aren't any jobs on the outside and the "fast life" got too "heavy." Unfortunately, many students who attend the University live from card game to card game, from woman to woman, from party to party, from day to day, until "something" says to do it somewhere else. There are at least as many rooms going to the University as there are Black students.

The one thing that most students have in common is that they want to get an "education," although many don't have a clear idea of just what that means. The Black Student Union would like to offer one possible perspective, regardless of our own particular field, "specialty," or "departmental affiliation.

Every class is confronted with long and wordy arguments by teachers, and by some of our "fellow students" when these arguments are made to the everyday level, most of them serve no useful function.

To deal with them does not mean to avoid or express dislike, but rather we have to develop the tools of our minds so that we can free our bodies. Thus, there are some ideas we must learn to criticize so that we can create viable alternatives. What follows are some of the oppressor's ideas about colonialism in Africa; we should all learn to refute such nonsense, whether we be political science majors or nursing students.

- Colonialism created a common language among many people who were formerly divided, thus giving them a conscious and laying the basis for nationalism and liberation.
- Colonialism benefited Africa by creating modern nations, whereas before, there were only tribes.
- Colonialism created a war, where before, there was only tribal warfare.
- Colonialism uscd the natural wealth and human resources of Africa to benefit all of mankind much more than ever before.
- Europeans, not Africans, ultimately stopped the slave trade.
- Colonialism is responsible for social and economic welfare, especially in public health and education.
- Colonialism uprooted superstitious and gave the Africans modern science and technology.

The relationship between colonialism and racism is traceable to historical and geographical accidents.

Some will say these ideas are obviously ridiculous, but others will not be so sure. We all need to investigate every idea that comes in contact with and accepts what we are valued with long and wordy arguments by teachers, and by some of our "fellow students" when these arguments are made to the everyday level, most of them serve no useful function.

To know what truth is, we must reject untruth.

To change reality, we must understand it.

Power to the people.

Eddie D. Dennis, Jr.

The Black Student Union

The Purpose and Philosophy Of The Seattle Alliance of Black Student Unions

The BLACK STUDENT UNION OF SEATTLE, WASHINGTON have as their purposes aid in further developing, politically, economically, culturally, and educationally the revolutionary black consciousness of Black people both on and off campus. As Black students, we are Black people, and we are being exploited and oppressed to the fullest extent in this racist white America and we are, therefore, preparing ourselves and our people for a prolonged struggle for our freedom from this exploitation and oppression.

The SEATTLE ALLIANCE OF BLACK STUDENT UNIONS seek simply to function as human beings, to control our own educational destinies. Initially, following the myth of the American dream, we worked hard at becoming something that we were not, white, but we have learned through direct experience that it is impossible for Black people to function as human beings in a racist society, in which Black is synonymous with enemy, no matter what our educational attainments might be. So we have decided to fuse ourselves with the masses of Black people to create, through struggle, a new humanity, a Black humanity and within that context control our own educational destinies.

The thrust of SABUS organizing has extended down to the Junior High level in the greater Seattle area. SABUS is composed of twenty Junior High and Senior High, college and university students. Political education workshops go on within each Black student union. Direct links between Junior High, Senior High and college BSU's have been established. We will be a continually functioning unit, active in community affairs. We believe that SABUS should play a valid role in moving the black community toward community control of their schools.

We must also be a stimulus to or an appendage of all attempts that the Black people in the community make in bringing about the revolutionary changes needed if our people are to survive.

SABUS will be the structure through which the Black students will explain their position to the white school structures and to the Black community. We want an education that teaches us our role and history in the present-day society. We want education for our people that expresses the true nature of this racist, decadent America, and educates Black students so they can more easily deal with America. SABUS, as an organization, will move and unite Black students to the point where they will want to determine their own educational destinies.

We believe that our blackness must be a unifying force, not a disuniting one. We have adopted as our motto "If you put your hands on one of us, you've got to put your hands on us all." We view ourselves as organizers who are about the business of organizing Black students, specifically and Black people in general. The word struggle is a key word because as Black students we are following Fredrick Douglass's example, "without struggle there is no freedom." Education is one of the keys we must have to free ourselves from this house of bondage (America). It is not the only key, but it is an important one.

SABUS believes that the schools in Seattle should be about the business of educating, not indoctrinating. Education should make us aware and knowledgeable of ourselves. Education should teach us the truth (e.g., that George Washington fought for the freedom of white Americans, and also include the fact that he was a slave holder and a rapist). But we are realistic, we know that the oppressor will never condemn himself, so we are going to have to get ourselves together as a unit, condemn them for lying, cheating, and anti-human ways. SABUS is developing educational programs that teach students to think, something the present school structures are not doing. Finally, education means that students should be taught the skills and techniques that they need to survive in the late twentieth and early twenty-first century.

Black Students

A black student is one who is not white in color or attitude.
Interview

A Rap Session with David Llorens, Chairman of the Black Studies Program

Q. Do you feel that the Black Studies department has promoted competence among Black students on campus?
A. Yes, we do feel that there has been some help in this direction. No one can deny this much.
Q. Do you feel that there is an avid interest in Black Studies this year as there was a year ago?
A. Yes, I see that the fact that more students are enrolled in these classes. There is probably more criticism of the Black Studies curriculum now than there was a year ago.
Q. Do you feel that you as a professor of the black studies for most of the Black students on campus?
A. I feel that I speak to most Black people, but we tend to do differ at times in priorities because I am older than most of the students; slower in some areas and faster in others. I try not to let my position as a professor blind me. I understand what the students are coming from and why. I understand what they are passing about!
Q. If you had to choose a course that Black students on campus are interested in, what would it be?
A. I feel that they are interested in the advancement of Black Studies and that they are interested in the education of Black students.
Q. Do you feel that the future of the Black Studies Program at UW will grow into a possible graduate program for Blacks, or do you think that this has or will lose some of its fire before this happens?
A. It never really had much fire to begin with, believe it or not. At UW presently, there is very little basis for believing that the program will ever become a fully developed graduate program.
Q. Do you feel that the EOP Office on this campus is doing a thorough job of everything that the program requires? I suppose the EOP Program, like every other program on campus, is filled with failure as well as success. Maybe, they are doing as much as the present structure and present personnel permit them to do. I'm not sure about EOP structure. I suppose it does have some shape than the Black Studies structure, but I think it's safe to assume that EOP could use a helluva lot more resources than they now have.
Q. Have you as a professor at UW felt or had to deal with opposition from the administration as to the methods you or other Black professors employ to continue the Black Studies curriculum?
A. As a teacher in the classroom, I have no opposition from the administration. Outside the classroom, as Black Studies Director, I have encountered opposition, most of which either directly or indirectly cannot be attributed to the very nature of examinations in white academic institutions.
Q. How long do you think it will take for UW to achieve a well-rounded curriculum in Black Studies?
A. If everything worked in our favor, it would take at least 5 to 10 years to achieve all this. Nothing is ever going to work in our favor. We may not have a well-rounded curriculum in Black Studies.

On Basics I

THE ELEMENTARY SCHOOL AS THE POINT OF DEPARTURE

What kinds of images pop into peoples minds when they hear the concept “elementary education” probably some of the following: sand boxes, little kids, finger painting, the big babysitter, recess and the like. It is very seldom that you will ever hear mentioned such things as foundations, beginnings, basics, etc. It is a simple but sad case that too many people just don’t realize the importance of a child’s first seven years in school; they simply don’t think about the most important fact—that elementary education is foundational to all subsequent education.

What is even more dismal is the fact that many people involved in the American elementary school itself, i.e., the teachers, administrators, and board members, don’t realize that a child’s so-called “shoer” years are indeed his growth years—mental, spiritual, as well as physical growth. With respect to Black youth, this plight is worsened—while the elementary school may pass as the shaper of minds and bodies, the stark reality shows that it merely serves as an institutionalized “babysitter.”

In the mid-1960s this nation supposedly recognized (apologized to its poor). The “war on poverty” was launched and education was launched as the primary weapon (emphasis, from a system directed to remedial programs, from enriched to compensatory curricula...). brought to light problems that had never been aired. In the area of elementary education. Why were so few children of the poor learning? Could it be the result of inferior schools, rejection of ethnic and racial groups, work-rut facilities, inadequate and inferior teachers...?

Obviously, when the elementary school was held responsible for all children learning, the inadequacies appeared; the much discussed educational chain revealed its weak links... Based on present data, then, can it be said that the elementary school has changed its basic structure to meet the needs of all children? Obviously not... Perhaps when people finally realize that the early educational experience of all children is important, institutional change might take place—change that might promote an understanding of cultural differences; change that might alleviate a present sense of educational indifference; change that will rid the school system of its distinctly middle class orientation...

Next: On Basics II: The re-education of teachers...
THE UNIVERSITY OF WASHINGTON
OFFICE OF MINORITY AFFAIRS
BLACK STUDENT DIVISION

OFFICE PERSONNEL

SAMUEL E. KELLY, Vice-President
BILL BILLIARD, Assistant Vice-President
The Educational Opportunity Program provides special recruitment and supportive services for undergraduate minority students as well as economically disadvantaged students of any ethnic background.

LARRY GOSSETT, Black Student Divisions Supervisor
As supervisor, Larry Gossett coordinates recruitment of Black Students. This includes all phases of the admissions process. He establishes contacts with the supportive services and provides coordination to assure both new and continuing students the supportive services they require while studying at the University.

RICHARD L. FULTON, Staff Assistant
Coordinates arrangements for financial aid and living accommodations for EOP students. Financial aid is available for students who require this assistance to allow them to study at the University.

EOP COUNSELING

284 Schmidt Hall
MARVA BROWN, LEILIA SIMMONS, MARK WILLIAMS, GERTRUDE PEOPLES, CLAUDE GREENE, MYRTIS THOMPSON, and EDDIE WRIGHT (located in the HUBB, Room 322).

These people provide personal counseling in matters relating to academic advising, behavior and disciplinary matters, or other situations concerning the personal life of the individual minority student.

EOP TUTORIAL

JELLIE WARE, Coordinator
PATRICIA CLARK, Secretary
Monitors special tutoring program. This supportive service is available to students needing it.

GRADUATE ADMISSIONS

HERMANN MCKINNEY, Assistant to the Dean
Mr. McKinney coordinates the recruitment of Black and other minority students into the graduate programs. The program is designed to counsel, recruit, and respond to non-academic problems which may be central to student experiences at the University.

RECRUITERS

TUTI CARTER, TOM MCALLISTER, KATHY RUSSELL, EDIDDLE DEMING

They monitor the recruitment of Black students from various high schools. The efforts of this group are designed to increase Black enrollment at the University.

ETHEL M. JACKSON, Secretary, Black Student Division
General upkeep of the divisional office

VERLA KAYE COLEMAN, Office Assistant, Black Student Division
Assists office personnel with various assignments.

LEILIA SIMMONS
EOP Counseling

MYRTIS THOMPSON
EOP Counseling

WHY NOT, MARVA?

PATRICIA CLARK
Secretary Eop Tutorial

EDDIE WRIGHT
EOP Counseling

Drug Abuse
White Style

by Frederick Lowe

The campus massacre at Oriolesburg, South Carolina, which left three Black students dead, and 21 injured by the hands of white highway patrolmen in February 1968, never made the front pages of the nation's metropolitan dailies. However, the issue of crime at Kent State did make the headlines. These two parallels, yet different, events point at something very much a part of this country—that the national policy of caring is reached only when tragic events affect the larger society.

This statement can be brought into a clearer focus by exploring American policies toward drug abuse.

Drugs are not alien to the American way of life, as recent media attention would tend to indicate. In the country, drugs have been allowed to flourish in the Black community unreported and unquestioned by the larger society for quite some time. Now that dope and the pusher have moved downtown, suddenly the general public is deluged with information concerning the rising use of narcotics. In a recent magazine interview, Inspector Joseph Frank of the San Francisco narcotics squad made a statement which sums up America's previous non-commitment to fighting drugs. "When a kid who used it came socially deprived background, nobody gave a damn. But now it's kids and everybody's kids."

The '60's "grass, man!" spread, "maniculins, heroin, dope is death" all have become catch phrases to sell magazine and book television specials on the subject of drug abuse. Concerns for the growing use of both habit forming and non-addictive narcotics is listed by Americans in a recent magazine survey as the third major problem behind Black and hippies' squatting as common in the white middle class suburbs today as it has been the Black ghetto for at least twenty years. As Dr. Donald Low of the New York State Council on drug abuse and author of Drug Scene, put it, "A heroin epidemic has hit us. But who is it affecting?" Because Black people, in general, do not exist before the Watts Rebellion of 1965, many Americans did not care that drug usage in the ghettos was rampant. In the book Seduction of Deviant Behaviors by Marshall B. Clinard, it was reporting 80% of adolescent drug users were found living in 1 per cent of the nation's urban milieu, most of whom were Black and Puerto Rican. Across the nation, as well as talk of drugs, is characteristic of these areas, Claude Brown, author of Manchild in the Promised Land, stated that "Husbands did not sneak out like horse had taken over." The concern is not just the dope of the late 1940's and early 1950's. To further support Brown's statement, the September 1966 issue of the magazine "Harper's" had a reported 80% of the young are reported to be getting high.

Guidelines For Tutors

The Tutors Program was developed to provide academic assistance to enable Special Education Program students cope with the University system. Eighty percent of the students who enter the University through the Special Education Program come not only with academic deficiencies, but with a total lack of exposure to University life.

It is your job, with the following guidelines, to attempt to effectively fill that void.

ROLE

1. The tutor function as an academic advisor and friend. Such a position requires an individual with flexibility, variation, and patience.

2. The tutor must be responsible and committed to the effort of aiding the student's success.

TECHNIQUE

1. The tutor should have a clear notion about the subject matter, the demands and objectives of the course.

2. The tutor should encourage the tutee to rely on his own ability, make his own conclusions, and utilize his own ideas. Fear and the lack of confidence may prompt the student to make mistakes—he meets with the tutor for correction, explanation, understanding, and encouragement and have his thinking for him.

IMPLEMENTATION

1. The tutor should be encouraged to prepare as much as possible before meeting with the tutor. The meeting should not be used merely as a preparatory period.

2. The tutoring session should be effectively organized so to benefit the student at each meeting. The point is not simply to meet, but to achieve.

3. The tutoring session should provide additional opportunities to put into practice a more personal basis what the student is learning. Tutors should attempt to relate the subject matter to the student's realm of understanding.

COMMUNICATION

1. The tutor should deal with each student honestly and tactfully.

2. The tutor should endeavor to establish a working relationship with the student based on trust. Strictness is required, such steps can be taken without restricting understanding. For example, if a student is not attempting his preparation before the meeting, the tutors react: "Listen, I see no reason why we should be meeting. There are people who are knocking themselves out to get this material and the only assistance I am willing to work with you only if you do your share."

3. The tutor should avoid making derogatory comments to his tutee. Any personality conflicts should be discussed frankly with the Coordinator.

4. Tutors should restrict their personal attempts to assess the student's inherent capabilities, identification of group, or right to be attending the University, etc.

5. If the tutor feels that he has made every effort to perform at maximum efficiency and the tutee has done the same but still the tutee is doomed to failure, then the situation should be brought to the attention of the Coordinator.

GENERAL INFORMATION

1. The first session should be a rapport session, the purpose of which is to feel out the student, his attitudes toward tutoring, and what he expects from the tutor.

2. Minimum number of hours of tutoring should be two per week.

3. Let the office know when a student drops tutoring, drops the class, or the Black and Puerto Rican in the tutoring.

4. Tutors should work at getting the student at least a "C" in grade. Students do not need our help to get a "C," or even an "A" in the major area of study...

5. Tutors must understand that counseling, and advising may be required from them in order that the student get the maximum out of tutoring and also at University.

Marcus, 31, 1971

IT'S TIME
THE UNKOWN WARRIORS: (Black Students)

Let it not be your reality.
Instant replay leaves us right where we've been.
Just look back into our past and look down into the ghettos.
All these temptations and all these plans over again, just as yourself.

Baggage.
Our son, our daughter, our brother, our sister.
Your place in this country.

- Young brothers and sisters
- Young brothers and sisters
- Young brothers and sisters
- Young brothers and sisters
- Young brothers and sisters
- Young brothers and sisters
- Young brothers and sisters
- Young brothers and sisters
- Young brothers and sisters
- Young brothers and sisters

America: A Gigantic Paradox!

I often wonder
A Black man is a man but he is not treated as such.
A Black man is powerful human being.
A Black man is supposed to be a leader in all aspects of life, yet a black man is not.
A Black man cannot get a decent job which will elevate his attitude, his blackness.
But instead a black man is offered so-called professional jobs such as: teacher who's mind is focused on the economy, counselor whose counseling education allows him to do the same thing for a higher salary.

A black man is not, in knowledge, knowledge, knowledge.
A black man sells the street because his mind is confrontational with the government.

It begins with the realization that the environment creates most criminals.
It is a formal system to keep up criminals.

Black men and women's liberation and fight for the white man.
Black women do not need you in space.
Black women listen when they speak.
Black men do not have black men's culture.
Black men and women do not act on the same way.

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AMERICAN MILITARY INTERVENTION

The intervention in Vietnam has not been the only American involvement in the Far East. In fact, it is one of the many, and perhaps the most important, of the many interventions that America has been engaged in since the end of World War II. America has been involved in a variety of military and political actions throughout the world, and in many cases, these actions have been carried out without the full knowledge or consent of the American public.

Many people are unaware of the extent of American military involvement in various parts of the world, and the reasons for these actions are often hidden from view. The United States has been involved in military interventions in Latin America, the Middle East, and Southeast Asia, among other regions.

In Vietnam, the intervention was part of a larger strategy to contain the spread of communism. The United States believed that the Vietnamese communists were threatening to take over other parts of Southeast Asia, and so it sent troops to aid the South Vietnamese government.

In other cases, American military interventions have been motivated by economic or strategic interests. For example, the United States has provided military aid to countries in the Middle East in order to maintain oil supplies, and it has also been involved in military interventions in Africa to protect American interests.

The United States has also been involved in military interventions during times of war. In the past, the United States has been involved in military actions in World War II and in the Korean War.

In conclusion, the United States has been involved in a variety of military interventions throughout the world, and these interventions have been carried out for a variety of reasons. The American public has often been unaware of these actions, and the reasons for them have often been hidden from view.
Hey, What's happening!! Welcome to Deep Eee Corner, from the East Side of the paper. And just like “Hollywood” said, “I ain’t never met nobody from the West Side of nodders that has ever amounted to anything. First of all, I want it understood that I don’t know what I’m talking about. So, when I say something and you don’t know what I’m talking about, ask anybody ….” If somebody gets self-conscious and upset over ideas which aren’t totally my own—neutrally being my virtues … I say, “Stay cool. It’s cold. They are cold. You are cool. So don’t break out in a ‘cold’ rewelt. Life is a ‘cold’ war.” I hate to look at things in terms of black and white, but when you’re watching black and white “color TV,” it becomes quite a problem. Unless, of course, you’re in bed and you don’t usually watch TV, but then the other night I caught my attention. “The news” was on. The commentator said: “This is the most devastatingly good-looking young man that the United States: was sending troops into Laos, but only as military advisors.” I laughed at this point and kept on reading “the newspaper.” I picked up the TV again when the “sports news” came on. The commentator said: “It’s a big weekend for football in Seattle. USC is at UW Saturday night, and UCLA comes in Monday night. The USC is at Seattle University tonight and both schools are playing in a NCAA conference playoff bid. Earlier on Thursday, Marquette invaded Fordham and won’t go until a rough three-hour overtime that Marquette pulled the game out with two baskets and a foul shot by their glamorous #11 center.”

Finally, he shot up and put the film on—Here comes Dean (with the stereotypical name, Dean). Dean the Dreamer. Memminger down the right side of the lane with a “player” checking him; that is, checking him out. Dean faked the player out of his shoe and shot across the court to the basket. He then passed the ball to the center, who shot a twenty-five footer. By the time they had made the basket, the announcer said: “Dean Scott, former MVP of the West Coast Conference, has made a three-pointer.…”

There’s No Generation Gap—It’s Time

Minority Coalition

(from page 1)

minorities be able to visit the Brother or Sister from that part of the country who he is being treated. Jarrett says that now the inmate can say what he wants.

Jarrett said the group’s recommendation should be implemented in all state and federal prisons.

For inmates who are released on parole, the coalition plans to be prepared to help them until they are established financially and socially. They will supply them with a job or vocational training if the person feels he needs it.

Jarrett has been convicted three times. He says he changed because of a desire for knowledge and an unwillingness to let the penal system make an impact on him.

But he adds that he did it on his own—all the penal system did not motivate him to change. The penal system stands for what has motivated him. He believes in people and in the American system because he believes it can change.

“The Minority Coalition has no leader. The seven members are held together by cohesion,” says Jarrett.

“After prison reform is won the coalition will begin working on other community problems such as housing to achieve school desegregation.” Jarrett added.

Jim Gill

Drug Abuse

(from page 2)

that between 1940 and 1960, black admission to Fort Worth and Lexington hospitals for drug rehabilitation doubled. A black co-founder said that during the 1980’s and 90’s, marijauana, cocaine and heroin were commonly used by blacks.

The former maininer went on to say that in some parts of New York City, drug selling and consumption is a way of life.

With these statements as background, it is not too startling a fact that 66 percent of known narcotics addicts in the U.S.A. are Blacks, as compared with 27 percent white. In 1960, 16.6 percent of the population in America was Afro-American. During this same period, Blacks comprised 35 percent of the total admissions to Fort Worth and Lexington.

Many black leaders such as Stokely Carmichael, the late Malcolm X, and Basy P. Newt, minister of defense for the Black Panther Party, have spoken out against drug addiction—“the 20th century version of slavery in the black community—and police non-enforcement when it comes to Black resi
dents.

So what’s all the noise about? Is it because white America’s blue-eyed blonde-haired, virgin daughter fell into some grass? Many black kids grow up with this sort of thing… All the evidence points out the fact that wide use of narcotics might, have occurred if the public had been informed and taken the moral responsibility of aiding people who eat, live, die, on drugs, and enjoy sex, but are different a color.

It’s Time

• Be anxious and honored when an opportunity presents itself, in your path through life, to aid, show courtesy, or save another one. A black brother or sister who deliberately falls into the authorities or controllers of Black TV—IT’S TIME!!

• Black People’s NEEDS should have top priority over all other WANTS.

• WANTS—have nature, reverence, have biological and cul
tural roots.

BSU Alliance

Outlines Purpose
And Philosophy

(from page 1)

is a person who is aware of his blackness, he has learned to think for himself, and he is a cat who is constantly searching for knowledge and understanding. He is a brother or sister who has learned to deal with his/her environment and with reality. We define “Black reality” as pain, frustration, and alienation in a white racist society. Realism is seeing that America is ugly and not beautiful. A Black Person is one who is in the process of revol
tionizing, as well as beautifi

We also go along with Edd
ridge Cleaver when he says that all people should be encouraged to use their mind as well as their bodies. We will be asking our new schools to make the attribu
tes of the mental and physical ability of white students, and the attribu

tes of the body (good laborers) and the attributes of the body of Black students. Our BSU’s are going to be developed and actualized. We must become scholars as well as leaders as well as laborers as well as hand laborers. We are about to become scholars as brothers; brothers and sisters with minds as well as soul. Education must be able to prove itself. We must be able to prove that brothers and sisters to relate more to their beautiful Blackness, and it must allow us to strengthen ourselves physically. As a part of our new thrust the BSU Alliance has stated that the United States recognizes the struggle for freedom in the United States around the world as a positive part of our educational process. We will take steps to help educate the world. We adhere to the struggles in Asia, Africa and Latin Amer
ica, ideologically, spiritually and culturally. We also recognize the double burden that confronts our Black students. Our double burden is a psychological, practical, and think and act. We have to learn our own history and look at the same time; we must also change the things in our schools that do not have the power to destroy Black minds. We also recognize that we must have prevented us from devel
oping naturally to our full ca

One final note on the develop
ment of the BSU Alliance of Black Student Unions; that is, we offer a program of Blackness. OUR PROGRAMS AND WORK PROGRAMS; OUR DIRECTION; OUR PROGRAMS, OUR PRO
CTIONARY. OUR METHOD IS ORGANIZATION. ORGANIZATION IS BLACK POWER. OUR ESSENCE IS BLACK HUMANISM.

RIGHT ON: THE SEATTLE ALLIANCE OF BLACK STUDENT UNIONS

March 31, 1971