

State News

5/12/70

POINT OF VIEW

Black faculty proposes 'liberation' workshops

EDITOR'S NOTE: The following point of view is the position paper developed at the black faculty teach-in of May 8 and 9.

We, the black faculty and students of MSU participating in the black faculty teach-in of May 8 and 9, hereby firmly reassert that our cause as members of the black community is a PROTRACTED STRUGGLE involving nationalism and interlocking oppression and exploitation between domestic and international policies as they relate to military, economic, legal, educational and political resources and opportunities. To shut down the University without a specific program does not meet the needs of the black community. This plan was conceived without sounding out the black community. It came about primarily because of the tragic events at Kent State where four white students were killed by National Guardsmen. Although we are in sympathy with the protestors, the nature of our protracted struggle and constant oppression demands that we view and respond to it in the light of our political objectives as an oppressed community. A strike is one response to the current evils, but it is not enough.

We urge the University to channel its considerable resources to deal with the current crises and the continuous struggle of black people in a constructive manner.

From this perspective we acknowledge that a strike at MSU could have positive ramifications if normal classroom activities were suspended in favor of: 1. Constructive "liberation" workshops with the aim of finding alternative solutions to the intermittent and continuous struggles. These workshops would operate in lieu of normal classes and would operate within every unit of the University. Faculty, students and administrators should be actively involved. Required participation in workshops should result in securing credits that are equivalent to the courses enrolled in at the time of the disruption. A pass - fail grade is recommended. 2. If the University shuts down, the black community intends to maintain the educational process through workshops in homes and buildings designated as the "liberation zone." 3. If the University remains open, the black community considers it essential for our protracted struggle that these workshops be instituted during other than classroom hours. 4. Suggested workshops for black faculty and students a. Survival and Commitment at MSU (individual and group socio - economic problems, i.e. financial aid, academic difficulties, self - determination and motivation, supportive services.) b. Politics and the Law (black political power, community control, administration of justice.) c. Community Action (coordination of campus and community efforts to build and maintain the black community, i.e. assisting day care centers, welfare mothers educational project, etc.) d. U.S. Foreign Policy (role of the University, the federal government, private enterprise in internal affairs of third world countries, particularly Africa.) e. Domestic Policy and government programs (study of poverty, racial conflict, education and relationship to campus and community.) f. Cultural Workshop (role of artists, writers, poets and others within the black community.) g. Research Workshop (designation of priority research; coordination of all workshops; writing of proposals.)

These liberation workshops should be organized immediately. All efforts should be directed toward advancing concrete programs of action. The issues raised in the working paper as well as additional ones provide the bases of discussion and analyses.

We perceive this proposal as a thrust toward a different and more relevant level of commitment. This is an action - oriented project and reflects a new black activism with the tactics and strategies for obtaining meaningful and profound social change. We urge the entire University community to consider such an alternative.

We further resolve that whereas the United States position of racist, imperialist aggressor, as witnessed by her blatant tactics of political intervention, suppression, counter - revolution and economic exploitation of various third world peoples, we declare the recent invasion of Cambodia as a more blatant indication of a systematic process of genocide and ever more vicious attacks upon the darker peoples of the third world. We find ourselves in fundamental solidarity with the oppressed peoples of the world waging heroic struggles of national liberation.

As a result of the analogous oppression of blacks in America; as a result of physical and political assassinations of such black leaders as Fred Hampton, Mark Clark, Malcolm X, and Martin Luther King; as a result of such repressive measures as the "No-Knock" and McCarran acts, and as a result of American blacks being used as cannon fodder for such imperialistic wars as may be fought (colonized against colonized), we furthermore condemn the United States for any act in whatever form which serves to thwart the just aspirations of such peoples.

Campus News

The Black Faculty and Students at MSU, after participating in a special teach-in on May 8 and 9, have prepared a position paper concerning the student strike now in process. This paper will be published on the editorial page of the State News on Tuesday.

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Blacks hold teach-in on recent 'U' events

SN 5/7/70

A black faculty and student teach-in will be held Friday beginning at 10 a.m. in room 100 of the Veterinary Clinic.

A statement issued by the Assn. of Black Faculty said that they advocate "constructive" responses to recent developments at our University regarding Kent State and Southeast Asia.

"We note the implications of these events for black people on this campus and in the larger society. We endorse President Wharton's call for a teach-in on the issues raised by these developments," the statement said.

The following issues will be discussed at the teach-in: the issue of justice for blacks; all forms of exploitation of blacks, and the survival and commitment of blacks in the academic community.

**GENERAL SESSION OF
TEACH-IN FOR BLACK FACULTY,
STUDENTS, AND STAFF**

May 8, 1970

Vet Clinic--Room 100

"Black Activism Reappraised: Tactics and Strategies"
10:00-11:00

Planning Committee Chairmen: James Hamilton
Les Rout
(5 min. ea.) Ruth Hamilton
Lloyd Cofer
Ted Chavis
Joe McMillan

Remarks by President Clifton Wharton, Jr.

"The Administration of Justice for Blacks"
11:00-12:00

Panel Chairman: Joe McMillan

*Speakers: Jackie Vaughn
LaMarr Thomas
Jason Lovette
Martin Taylor

12:00-12:50 LUNCH

"Military, Economic, and Political Exploitation of Blacks"
1:00-2:00

Panel Chairman: Ted Chavis

*Speakers: Richard Thomas
Les Rout
Jackie Wilson

*Speakers are asked to observe a five-minute time limit

"Survival and Commitment of Blacks in the Academic Community"
2:10-3:00

Panel Chairman: Lloyd Cofer

Speakers: Charles Scarborough
Al Munson
Sandra Jenkins
Irving Armstrong
(undergrad)

Faculty-Student Workshops
3:00-4:00

Workshop Reports
4:30

Planning Committee:

Ted Chavis
Sybil Griffin
James Hamilton
Ruth Hamilton

Les Rout
Richard Thomas
Barbara Thompson
Judy Williams

BLACK FACULTY AND STUDENT TEACH-IN
A POSITION PAPER

We the black faculty and students of MSU participating in the black faculty teach-in of May 8 and 9, hereby firmly reassert that our cause as members of the black community is a PROTRACTED STRUGGLE involving nationalism and interlocking oppression and exploitation between domestic and international policies as they relate to military, economic, legal, educational and political resources and opportunities. To shut down the university without a specific program does not meet the needs of the black community. This plan was conceived without sounding out the black community. It came about primarily because of the tragic events at Kent State where four white students were killed by national guardsmen. Although we are in sympathy with the protestors, the nature of our protracted struggle and constant oppression demands that we view and respond to it in the light of our political objectives as an oppressed community. A strike is one response to the current evils, but it is not enough.

We urge the university to channel its considerable resources to deal with the current crises and the continuous struggle of black people in a constructive manner. From this perspective we acknowledge that a strike at MSU could have positive ramifications if normal classroom activities were suspended in favor of:

1. Constructive "liberation" workshops with the aim of finding alternative solutions to the intermittent and continuous struggles. These workshops would operate in lieu of normal classes and would operate within every unit of the university. Faculty, students, and administrators should be actively involved. Required participation in workshops should result in securing credits that are equivalent to the courses enrolled in at the time of the disruption. A pass-fail grade is recommended.

2. If the university shuts down, the black community intends to maintain the educational process through workshops in homes and buildings designated as the "liberation zone".
3. If the university remains open the black community considers it essential for our protracted struggle that these workshops be instituted during other than classroom hours.
4. Suggested workshops for black faculty and students:
 - a. Survival and Commitment at MSU
(individual and group socio-economic problems, i.e. financial aid, academic difficulties, self-determination and motivation, supportive services.)
 - b. Politics and the Law
(black political power, community control, administration of justice.)
 - c. Community Action
(co-ordination of campus and community efforts to build and maintain the black community, i.e. assisting day care centers, welfare mothers educational project, etc.)
 - d. U.S. Foreign Policy
(role of the university, the federal government, private enterprise in internal affairs of Third World countries, particularly Africa.)
 - e. Domestic Policy and Government Programs
(study of poverty, racial conflict, education and relationship to campus and community.)
 - f. Cultural Workshop
(role of artists, writers, poets and others within the black community.)
 - g. Research Workshop
(designation of priority research; co-ordination of all workshops; writing of proposals.)

These liberation workshops should be organized immediately. All efforts should be directed toward advancing concrete programs of action. The issues raised in the working paper as well as additional ones provide the bases of discussion and analyses.

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We further resolve that whereas the United States has continually taken the position of racist, imperialist aggressor, as witnessed by her blatant tactics of political intervention, suppression, counter-revolution and economic exploitation of various Third World peoples, we declare the recent invasion of Cambodia as a more blatant indication of a systematic process of genocide and evermore vicious attacks upon the darker peoples of the Third World. We find ourselves in fundamental solidarity with the oppressed peoples of the world waging heroic struggles of national liberation.

As a result of the analogous oppression of blacks in America; as a result of physical and political assassinations of such black leaders as Fred Hampton, Mark Clark, Malcolm X, and Martin Luther King; as a result of such repressive measures as the "No-Knock" and McCarran Acts; and as a result of American blacks being used as cannon fodder for such imperialistic wars as may be fought (colonized against colonized), we furthermore condemn the United States for any act in whatever form which serves to thwart the just aspirations of such peoples.

A Working Paper

Black Activism Reappraised: Tactics and Strategies

This Teach-in has been called by black faculty for all black people on campus. Given the potentially explosive situation and recent developments at Michigan State, it is imperative that we use this arena to discuss major issues and develop a position paper which clarifies our concerns.

On Thursday, April 30, 1970, President Richard Nixon announced the movement of American troops into Cambodia and thus further escalation of the war in Southeast Asia.

On Sunday, May 4, 1970, four (4) students were killed and a significant number wounded by Ohio National Guards who opened fire on students at Kent State University, Ohio. The students were protesting the escalation of the war and the presence of ROTC on campus.

The National Association of Students plus a number of campus newspapers called for a nationwide student strike. Currently the academic community at MSU is confronted with just this question: TO STRIKE OR NOT TO STRIKE? For many students and faculty the strike decision is somewhat difficult. This is due in part to the eclectic list of demands posed by the strike committee:

1. End the war in Southeast Asia
2. Free Bobby Seale
3. Begin open admissions at MSU and end university college requirements such as ATL and Natural Science.
4. Demonstrate support for striking students at Kent State

As black people we are genuinely concerned about the nature of the demands and real intent of the strike. This is indeed relevant since blacks, by choice, by lack of interest or for other reasons, are not actively involved. As a group, we have not articulated any of the demands, nor have we as a group been actively involved in supporting or organizing the strike.

This is what we are all about today. We are here as black people. We expect to define and analyze pertinent issues which affect us as black people. This should not necessarily be interpreted as meaning that our concerns and our conceptualizations do not have ramifications for non-blacks. But we must put the entire scope of developments into proper perspective if they are going to have meaning for our lives and whatever actions we may initiate.

I. The Administration of Justice for Blacks

The trials and pending trials of Bobby Seale, Eldridge Cleaver, H. Rap Brown, Robert Williams, and the New Haven Nine have become symbolic of the struggles of black people to achieve justice in courtrooms of this society. These particular cases are of national and international importance, and raise fundamental questions regarding needed changes in the nature and quality of legal apparatus on the campus of MSU as well as within the larger society. Consequently, it is necessary to address ourselves to several basic questions.

1. What are alternative ways of responding to perceived injustice on this campus and in the community?
2. How do we achieve viable legal redress of grievances?
3. How do we control police in the community?

II. Military, Economic, and Political Exploitation of Blacks

A. In every major war this country has fought, black men have participated and died. The war in Vietnam is no exception. As a matter of fact, black soldiers and marines are dying on the front lines in even greater numbers. For what purpose do we give our lives - "to preserve freedom and democracy at home"?

It is apparent that we must begin to critically analyze and question the legitimacy of our presence in Southeast Asia and any further escalation of this war. What, for example, are the

consequences of large military budgets allocated for arms and nuclear weapons while poor people - the black poor- continue to suffer economic and social deprivation. Have we as oppressed people questioned the violence perpetuated against innocent men, women, and children in the name of the great myths of "democracy", "freedom", and "free enterprise"?

What kind of system of conscription continues to selectively enlist and recruit large percentages of black and economically deprived while the white and economically advantaged follow alternative routes of escape. College campuses in particular, have become sanctuaries for those who do not wish to "fight for their country". Are black people being exploited? How can this be stopped? What is the role of ROTC on the campus at MSU and what are the ramifications for black students?

Very few, if any black students are participants in the program and as a consequence, it is virtually an all white constituency.

Does this concern us? If so, why? On what grounds?

The National Guard is another arm of the military and it too is virtually lily-white and voluntary. On the one hand, these guard units have been used to "protect" our children during initial school integration. On the other hand they have been called to quell disturbances on black campuses and in black communities and have killed and wounded black men, women,

and children. In 1968 guardsmen killed four (4) black youths and wounded fifty (50) at South Carolina State College, Orangeburg, S. C. We have most recently witnessed the recurrence of violence on campus upon white youths by another guard unit.

What does all this mean? What does this tell us about violence and its perpetuation in this country? What kinds of "strategies of avoidance" exist? What are the solutions? What are the alternatives?

B. One cannot separate the military from the economic. Defense industries dominate whole economies of cities and some states. Government funds spent in this way are funds drawn from other needed programs such as the poverty programs, educational loans for needy undergraduates, etc. These industries hire the expert, the specialist, the highly trained, the highly educated. Ours is fundamentally a technological society in which there is a decreasing need for the unskilled and untutored. The challenge to black youth is to prepare themselves for active participation in every sector of the economy. How do we do this?

1. What is the relevance of protest in the cities (e.g. Detroit and the automobile plants) to these questions?
2. What is happening in the skilled trades unions? Or in any unions?

3. What is the relevance of an undergraduate or graduate degree to resolving these problems and rendering our status less exploitative?

C. Political exploitation of minority groups is an American affliction which has plagued us for too long. It has assumed many forms.

Some recent cases are:

1. Wallace: gaining national stature sufficient to encourage him to seek the presidency.
2. Maddox: From ax-handle wielder to Governor of Georgia.
3. Agnew. From "chastiser" of black leaders as Governor of Maryland to Vice-President of our United States.
4. Moynihan: From Harvard specialist on black folks to Presidential advisor who advises: "Benign neglect of blacks".
5. And on the home front who writes on the walls, "White Racism", "Racist MSU", "Free Bobby, etc.
6. Who photographed the black brother swinging on the tire in "peoples park" and put it in the local newspaper? What are the implications?

How do we deal with this kind of misuse and abuse? Is this occurring now on this campus during the current strike? By whom? To what ends? In what positive ways are we responding to it?

D. The urban and rural ghettos provide education and training. But too frequently it is insufficient to prepare us for effective participation

either within or outside of ghetto society and neither politically nor economically. It most assuredly does not prepare students for the social, political, and academic setting on a large predominantly white university campus. But these things are changing and we should ask the question, what can we do to speed up the change? What can we do to ease the transformation? Is something being done now? By whom?

III. Survival and Commitment of Blacks in the Academic Community

A. It may be correctly stated that racism is an inherent property of our society. As blacks we grapple with it on a day to day basis all of our lives. As ours is a campus with a predominantly white student body, faculty, staff, and administration who only recently encountered significant numbers of black students, faculty, staff, and administrators it was inevitable that our presence would have an impact upon the political, social, and academic life of the community.

An apparent polarization has taken place in both the political and social life of the community. Black students have created their own structures, and black faculty have done likewise.

The Black Student Union nurtured and grew and became the Black Liberation Front, International, other African students have formed effective organizations. A black aid structure was established to serve specifically the needs of black students in

dormitories. Black students eat together, play together, dance together. And all of these not because of coercion but because of choice. An enlightened choice based upon the recognition of common needs, common concerns, and common goals. Is there really a polarization? Or have these events been misconstrued? Should we be concerned if they have?

A campus pregnant with black students from urban areas gave birth to the Center for Urban Affairs and Equal Opportunity Programs which in spite of the inevitable problems of new creations has been an effective force in the black community at Michigan State University and the only effective force in the academic structure. Are we concerned about its role, its relevance?

Do we have constructive proposals to put forward?

Representation in the academic council for minority students, and representation on the standing committees of the council for minority students may soon become a reality. Shall we patiently wait for the "gift" or actively attempt to hasten it along? What will be the implication for black students, their political organizations, dormitory organizations, and other structures?

These are just a few of the questions which relate to the political and cultural survival of black students at our University and for which we need to provide answers.

B. As we blacks have come onto the campus in increasing numbers the entire question of an enlightened admissions policy has lain in abeyance. Now the question has been sent to a commission for action. The results of this commission's activities may have tremendous implications for the quantity and quality of the black student presence at MSU. What will be the ultimate goals of this commission? Should we as black people address ourselves to the generation of creative inputs to the commission? Who shall be our representatives? When shall they meet with the commission?

Careers programs for black students have been handled through Student Placement Bureau. Are these programs relevant? What kinds of careers should you be choosing? Do you have enough information to make enlightened decisions? What could be done to help?

Curricula and supportive services in the form of tutorials have been handled by CUA-EOP. A number of relevant courses have been developed as IDC type courses or in conjunction with other faculty. How do these courses fit into your total program?

Are they truly relevant? Are they helpful? Why? What other kinds of supportive services are needed besides tutorials?

Do tutorials work?

C. Personal and Group Commitments

What must your individual commitment be if you are to succeed at MSU? Do you wish to get a degree? Should you be here if you don't? What has been the role of Student organizations in the academic life of black students? What should it be?

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A campus pregnant with black students from urban areas gave birth to the Center for Urban Affairs and Equal Opportunity Programs which in spite of the inevitable problems of new creations has been an effective force in the black community at Michigan State University and the only effective force in the academic structure. Are we concerned about its role, its relevance?

Do we have constructive proposals to put forward?

Representation in the academic council for minority students, and representation on the standing committees of the council for minority students may soon become a reality. Shall we patiently wait for the "gift" or actively attempt to hasten it along? What will be the implication for black students, their political organizations, dormitory organizations, and other structures?

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C. Personal and Group Commitments

What must your individual commitment be if you are to succeed at MSU? Do you wish to get a degree? Should you be here if you don't? What has been the role of Student organizations in the academic life of black students? What should it be?

BLACK FACULTY AND STUDENT TEACH-IN

FRIDAY, MAY 8th - 10:00 A.M.

ROOM 100 VET CLINIC

S T A T E M E N T B Y B L A C K F A C U L T Y

THE ASSOCIATION OF BLACK FACULTY AT MICHIGAN STATE UNIVERSITY ADVOCATES
CONSTRUCTIVE RESPONSES TO RECENT DEVELOPMENTS AT OUR UNIVERSITY REGARDING KENT STATE
AND SOUTHEAST ASIA. WE NOTE THE IMPLICATIONS OF THESE EVENTS FOR BLACK PEOPLE ON
THIS CAMPUS

AND I

WE ENDORSE PRESIDENT WHARTON'S CALL FOR A TEACH-IN ON THE ISSUES RAISED BY THESE
DEVELOPMENTS. THE FOLLOWING ISSUES WILL BE DISCUSSED AND A POSITION PAPER WILL BE
DEVELOPED:

- (1) THE ISSUE OF JUSTICE IN OUR SOCIETY FOR BLACKS;
- (2) ALL FORMS OF MILITARY, ECONOMIC, AND POLITICAL EXPLOITATION OF BLACKS;
- (3) SURVIVAL AND COMMITMENT OF BLACKS IN THE ACADEMIC COMMUNITY.

WE ENCOURAGE ALL BLACKS AT EVERY LEVEL OF THE UNIVERSITY COMMUNITY TO PARTICIPATE.