

EDITORIAL

CUTBACKS AFFECT STUDENTS

Recently Richard Nixon, President of the United States, began a cut-back of funds to anti-poverty programs.

To most students on Bennett's campus, that statement means very little. Surrounded by the protective walls of Bennett, they very seldom venture to think of what's going on outside and the effect it would have on them.

Most of the students, though, will be smacked in the face this summer when they begin to look for a job and find others out there looking, also, but finding no jobs available.

Most black students during the summer look for employment under such programs as Neighborhood Youth Corps, Model Cities, OEO, EOC, Urban League, etc. But these are the main programs which would suffer most, because these programs were instituted primarily to help minorities (i.e. Blacks and Latins). Also affected by the cutbacks are the industries which heretofore, backed by government funds, hired students from low income families for summer work.

Now when you think about this, not only does this hurt poor Black students who may need the money to return to school, but this step also hurts the average Black family. The anti-poverty programs are staffed predominantly by Black folks. When these people are dismissed, where will the family income come from?

And if things are not bad enough with no jobs, the cost of living nationwide (especially the price of food) has gone up. This means that the average Black person is suffering doubly.

To top all things off, with no programs to keep the youth occupied over the long hot summer ahead, the inner city (ghetto) may get a little hotter.

March 26, 1973

To The Editor:

There are 165 courageous people at the Dow Chemical plant in Bay City which has been on strike for 14 months. They would like to enlist the aid of your newspaper and members of the student body so that we may survive. Dow Chemical is using its unlimited resources in an attempt to destroy us economically and eliminate the collective bargaining process of our Local Union which is 14055 of the United Steelworkers.

Many workers and their families have suffered unlimited hardships in the loss of income and personal property which they have had to sell in order to feed their families because Dow Chemical refuses to resolve an unjust labor dispute provoked by Dow Chemical and its local management.

In the interest of humanity we ask that you print this letter in your college paper and that the student body aid us by refusing to buy Handi-wrap plastic food wrap and Ziploc bags which are made at the Bay city plant.

If there are individuals or groups on campus who would like to aid us in this humane endeavor, please contact me at the address which is given below. We request that they boycott the above mentioned products which are produced by Dow Chemical in Bay City and by any other aid or activities which may aid our cause.

Please print this letter in your student newspaper and if possible send me a copy.

Thank you,
Martin Schwerin
401 N. Chilson St.
Bay City, Michigan
Local 14055

INTERESTED IN JOURNALISM?

Lay-out-Design	Reporters	Writers
Photographers	Artists	Proof Readers
Name	
Campus Address	
Home Address	
Area(s) of Interest	
(Submit to Myra McCoy—Campus Mail)		

THE BENNETT BANNER STAFF

1972-1973

Editor	Myra McCoy
Managing Editor	Elizabeth Hemingway Vernadette Alexander
Feature Editor	Deborah Lundy
Sports Editor	Denise A. Johnson Renee Simpson
Circulation Editor	L. Diane Williams
Artist	Carolyn D. Johnson

Reporters: Patricia McCoy, Sandra Neely, Cathy Duckett, Bobetta Jones, Dorisena Thompson, Paula Peterson, and Lealer King

LESSONS FROM BATON ROUGE
BLACK WORLD VIEW

Last November, on the night after the brutal killings of two black students at Southern University, the mayor of Baton Rouge said, "The incident at Southern University is an isolated one." His words were, of course, an attempt to mislead the local black community. Like members of oppressing groups everywhere, the man was attempting to minimize the signal event, to cut it off from its deep rootage in decades of injustice, to tear it away from its present meanings and future significance for the oppressed, for us.

Fortunately, black students at Southern knew better. For even before the murder of their comrades, in the course of the long struggle which led to the unprovoked attack in front of the school's main administration building, the students had said, "... it is not the Southern University system (alone) that is under seige, but the educational system as a whole that exists within this country and maintains its oppression."

The students wanted to be part of an educational system that served the needs of black people, rather than of an oppressive, "mainstream," American society. They wanted Southern University's social science departments, for instance, to become centers for the political education of the black community. They wanted its dairy to distribute milk in the community; its agricultural department to establish training programs in scientific farming to help feed people; its job recruitment policies to question the anti-black activities of private corporations and governmental departments which were currently welcomed on campus. In short, they were raising those essential questions which it is forbidden for any colonized people to broach.

Lessons for
the External Struggle

But as law enforcement officers from the city, county, and state levels mounted their assault, and when they were later joined by the National Guard in a "peace-keeping" (pacification) role, it was possible for the students — and all of us — to see that much more than the educational system was involved. For at Baton Rouge it was clear that the state's political and military systems had been quickly brought to bear in support of the besieged educational arm. It is reported that a sixteen-ton armored car and helicopters were used in the action against the students, and that sheriff's deputies (private citizens equipped with, and sanctioned to use, their personal weapons) moved in, shouting, "Come on, niggers, we're ready for you all. We've been waiting for this."

Then, when Denver Smith and Leonard Douglas Brown lay dead, the lies about their death began. As the local mayor and the East Baton Rouge sheriff tried to practice deception, as a "liberal" Louisiana governor produced bald lies (the same man whose "liberal" appeal won him a crucial 90% of the black vote), and as the American President remained silent, the systemic forces of local

and state power coalesced over the bodies of our sons, and the future of our children, opening certain hard lessons for us all.

In our struggle with the external forces of white domination, the killings at Southern drive us hard to recognize the fact that the wielders of white power are again prepared to exact death as the normal price for organized black protest. Nor should we fail to realize that it is no accident that the schools where black students have been murdered by officials of the "law" during the last four years have been state institutions (in South Carolina, North Carolina, Mississippi, and Louisiana). Not only does that deadly agenda remind us of the critical struggle now going on for the future of black higher education in the South, it demonstrates even more vividly the fact that it is the power marshalled by government itself which presses us hard against the wall.

Lessons for
Internal Organization

Such realities lead us, too, to the interior life of the black community, suggesting other lessons from Baton Rouge—especially where the struggle for black education is concerned. The death of our students, from Orangeburg to Southern, tells us that black education is a battleground, and black educators, students, and parents must see it as such and act accordingly in the struggle for control. On this battleground, this contested territory in the struggle for black self-determination, the Southern black schools are critical.

At Southern, as elsewhere, the students believed it was possible for black educators, in cooperation with the black community, to provide critical leadership towards the creation of a new, struggle-honed black education, even within the constraints of the white racist boards of control. But no serious attempt was made to respond to the vision of the students and of some of Southern's faculty. Through the action of a few, the message for all of us comes through: We must all press institutions to their limits on behalf of black people. We must all dare to organize black people for that task. Only then can we know what the limits are and organize sufficiently to remove them.

Even now, ten students at Baton Rouge are under restraining orders which ban them from campus, and it is reported that a police state atmosphere persists there. So if one of the lessons of Baton Rouge is that traditional forms of protest and petition are no longer viable in the "land of the free," we need to heed that important message and to shape our future tasks accordingly. Whatever we need to learn, the year ahead — which lies in the light and shadows of Baton Rouge — can only be a time of renewal for those dedicated to black struggle. It can only be a time of rededication to our best understanding of what needs next to be done.

Roving Reporter

Question: What in improvement would you like to see at Bennett this year?

Alright let's start with the sanitary conditions in the dining hall, it should be much cleaner. I've been here for three years and the menus are the same, nothing different. Also I feel that the instructors should have a closer relationship with the students. One thing is where there are paths made across the lawn. Walkways should be made instead of putting in more grass which would be a waste.

—La Nell Jennings

Close relationship between the students, more social activities and entertainment here on our campus.

—Debrah Boulware

I mean we need a change in everything, especially the social life on campus.

—Sedell Williams

The curfews are too strict, a tighter teacher and student relationship. And Jones Hall should be torn down.

—Marriet Edwards

Telephones in every room.

—Dorathy Leter

Next year well more social life, better food in the dining hall, definitely . . . and more dependable teachers.

—Cythia Woodauff

I would like to have tests done away with, and with each class just have a paper which would consist of a combination of all work covered during the semester, with emphasis placed on one particular area of interest.

—Fritzer Danzy

Everything.

—Adrian Lee

First of all I would like to see an overall campus improvement, an improvement in the curriculum as far as majors having to take courses that seem irrelevant to their major.

—Denise Lyles

More Superflies.

—Ogetha Roberts

Humanities

(Continued from Page 1)

their wares); Displays of classroom projects.

In keeping with recommendations from our Evaluation of last year, we are soliciting participation from the community-at-large, particularly from the "children personnel" of the elementary schools.

The image of spiraling dreams is ripe with symbolism: birth, maturity, death, rebirth; the "journey" theme, cosmic cyclical change, etc. We are hopeful, therefore, that activities will be many and varied. We further hope that the joyousness inherent in the word "festivity" will preclude the day's proceedings.

For further information, please contact any of the following members of the Steering Committee: Mrs. Geraldine A. Totten — 272-2322; Dr. Richard Rickert — 272-2322 or 275-9791 Ext. 23 or 39; Mr. Nelson Allison — 275-9791 Ext. 53.