

**Documentary
History of**

***STUDY &
STRUGGLE***

1979 - 1981

Fall, 1981

Introduction

This documentary history represents an overview of the modest contributions that STUDY AND STRUGGLE: The Chicago Student Mobilization for Black Liberations has attempted to make in building a fighting Black Student movement. It provides a record of the political activity, the views of STUDY AND STRUGGLE as well as the important issues confronting Black youth/students, the Black Liberation Movement and the overall struggle for fundamental social change as seen through the frame work of this organization.

It is not a definitive history, having shortcomings in some obvious respects. It is, however, a documentary designed to lead the reader through the various phases and important struggles STUDY AND STRUGGLE has undergone in its development since October, 1979.

Under the political leadership of Peoples College, STUDY AND STRUGGLE came into being about two years ago and during this period it has made modest but important contributions to the student movement and progressive struggles waged by all who resist the attacks of the common enemy-imperialism and its racist system of oppression. Peoples College is a revolutionary organization of Black women and men who have been active for more than a decade in the Black Liberation Movement, making both practical and theoretical contributions to the struggle for fundamental restructuring of U.S. society. Within this context, Peoples College has made significant contributions to the development of revolutionary-minded youth and fighters from other sectors among Black people.

STUDY AND STRUGGLE, as an anti-imperialist student-based black youth organization has inherited a rich legacy of struggle and summation of practice as well as the tasks of applying these lessons in confronting the many problems inherent to rebuilding the Black Student Movement. We believe that this movement

can be built into a progressive-even revolutionary-force in the struggle against imperialism, racist and sexist oppression. To do so requires an organization which is capable and willing to assume a greater role and responsibility for providing leadership to mass struggles.

STUDY AND STRUGGLE, while acknowledging its positive accomplishments, remains quite self-critical of its practice and style of work, and opens up its history in order that others may learn through positive and negative examples of our experiences. This can be done in the very process of building higher unity among progressive students who join the Black Liberation Movement. Any organization assuming responsibility for leadership within the movement must consciously take a self-critical posture. This is a vital component of our on-going organizational work.

STUDY AND STRUGGLE puts forth this documentary history with the sincere desire to build political unity with the broadest number of progressive forces at the highest levels possible. The vast majority of progressive people everywhere want unity, and the times demand it. We urge you to study this document, refer to it in regards to meeting practical problems confronting the Black Student Movement. This documentary history serves as a basic guide to the political and organizational life of STUDY AND STRUGGLE and should be of great use to those militant, progressive fighters who wish to unite with a fighting student organization in Illinois and Chicago.

We are resolute in our determination to overcome our limitations and improve on our successes. We call upon you - the reader, upon reviewing this collection of documents - to join with us in this most vital undertaking of our times:

BUILD A FIGHTING BLACK STUDENT MOVEMENT!

STUDY AND STRUGGLE

Chicago
November, 1981

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SECTION I

SECTION I: THE FOUNDING OF STUDY AND STRUGGLE

SECTION INDEX (6 DOCUMENTS)

1. The Call: "Emergency Black Students Mobilization to Support the People of Zimbabwe"

The critical situation facing the people of Zimbabwe, the emerging situation in Iran and the growing racist attacks on Black people in the U.S. provides the context for the founding of the Chicago Student Mobilization for Black Liberation at Roosevelt University, September 24, 1979.

2. Agenda (October 24, 1979) Meeting at Roosevelt University

At this meeting representatives from 12 university and college campuses were present, unanimously approving a proposal advanced by People College to form a city wide student organization.

3. STUDY AND STRUGGLE Newsletter, November 15, 1979

The STUDY AND STRUGGLE was circulated on more than 15 area campuses between November and January 15. It played an important part in solidifying a core group. Originally conceived to be a monthly publication, only one other issue of the paper was produced yet the name stuck as a symbol of student activism militance and a flame of resistance. It expressed the dual responsibilities of Black students: to pursue academic excellence while making the highest possible contribution to active struggle.

4. Letter to Chicago Area Black Student Leaders, December 22, 1979

STUDY AND STRUGGLE was initially conceived as a "trade union" of Black Students leaders composed of activists and scholastic types united on a city-wide basis. The turnover in this period was great and relatively few youth were retained from meeting to meeting. The fact that S and S had no letterhead reflected our amateurishness and a low organizational capacity was reflected in the crudeness of early public documents.

5. Timbuktu: The Black Peoples Bookstore Calls for Unity around "Black Liberation Month"

The Chicago Student Mobilization for Black Liberation responded to the call for building February as Black Liberation Month. Timbuktu, a Peoples College project, became the home base of STUDY AND STRUGGLE as early as December. Earlier meetings were rotated on various campuses (Roosevelt, NU, Loyola and Circle). If a city-wide organization was to be city-wide in character and community oriented, it must have a community (central) base.

Building for Black Liberation Month helped to cement a small core of dependable youth willing to make sacrifices and place the movement above local campus concerns while not isolating themselves from local campus issues. The next issue of STUDY AND STRUGGLE reflects this orientation: Build local struggles, unite on a city-wide basis!

6. STUDY AND STRUGGLE, February 14, 1980

Newsletters served as an agitational and political propaganda piece around which advanced political forces could rally. Circulation of this issue grew to about 800 copies first run and an additional 400 copies were made. Our ability to push the paper as an organizing tool was very low and restricted its success. This paper featured a major editorial, an international section, an article on the importance of the newsletter and a major campaign section promoting Black Liberation Month on the campuses. Paper also featured a "round up" of local issues and struggles on campuses where mobilizers were active. The format was good, but style and organizational aspects of the newsletter were weak.

EMERGENCY

BLACK STUDENT MOBILIZATION

TO SUPPORT THE PEOPLE OF

ZIMBABWE (RHODESIA)

The situation facing the people of ZIMBABWE led by the Patriotic Front has become even more critical. For the last six weeks in London, a variety of racist and imperialist forces and their agents have been trying to pressure the liberation fighters to put down the guns which have been winning their liberation and agree to a sellout settlement. Just like the deal between Muzorewa and Smith, the leader of the white minority, such a deal would not lead to freedom for the people of Zimbabwe.

Recent developments have included the following:

--The British imperialists (with the help of the U.S.) have been trying to force the Patriotic Front into a provision where a new Black government would pay about \$2 billion to illegal white settlers for land--Black lands which were stolen by whites in the first place!

--Britain threatened to throw the Patriotic Front, the genuine representatives of the Zimbabwe people, out of the London conference if they did not agree to pay for these white lands. The whole conference seems more and more like a set-up to rip off and destroy the Patriotic Front.

--South Africa's Prime Minister flew to London to warn Britain that it was worried about Zimbabwe and that "white morale must be maintained at all costs." South Africa knows that a Free Zimbabwe will be a base for fighting the racist bastion of Southern Africa.

--Leaders of several front line states like Tanzania and Zambia which border Zimbabwe are more and more concerned about their domestic problems and the Rhodesian attacks and are putting pressure on the Patriotic Front to reach a quick settlement.

--As happened on several previous occasions, pressure is being put on Zimbabwe African Peoples Union (ZAPU) and Joshua Nkomo to leave the Patriotic Front with Robert Mugabe and the Zimbabwe African National Union. The imperialists want Nkomo to go over to the side of the sell-out Muzorewa-Smith government.

Behind all of this are not only the imperialists and racists of Britain but also the long sticky fingers of U.S. imperialism. Zimbabwe is the world's second leading producer in chrome, in silver, and in copper. Zimbabwe is the key to defeating racist white minority rule in South Africa (Azania) which leads the world in the production of gold, chrome, silver, and other resources. While our long range strategic goal is the total defeat of racism and imperialism in Southern Africa, our most effective short-run tactic is to support the struggle of the people of ZIMBABWE led by the Patriotic Front.

4
OTHER SIDE

EMERGENCY BLACK STUDENT MOBILIZATION TO SUPPORT ZIMBABWE, continued

Black Students have historically played a key role in supporting the freedom struggle of Black people in the United States and the liberation struggles in Africa.

Black Students understand that the same imperialist and racist system that has Black youth over 50% unemployed in cities like Chicago and is cutting back on financial aid and shutting down affirmative action programs is the same system that is also ripping off the people of Zimbabwe.

Black Students understand that we must stand up and stand together with our brothers and sisters in Zimbabwe as an integral part of our own struggle for freedom and liberation in the United States.

Black Students today, like their counterparts in the 1960s and early 1970s, understand that there is no better time than NOW! to stand up and fight against all forms of exploitation and oppression as every passing day the economic and social and political crisis on U.S. capitalism and its racist oppression hits us and our communities harder and harder!

SUPPORT THE EMERGENCY BLACK STUDENT MOBILIZATION FOR ZIMBABWE!

Doug Gills, Peoples College
Tony Thompson, For Members Only (Black
Student Organization) Coordinator, Northwestern
Lynette Jones, Student Leader, Loyola U.
Danny Mays, Student Leader, U. of Illinois
Walter Henry, President, Black Student
Alliance, Roosevelt U.
Denise Bailey, Chairwoman, Black Student
Alliance, Roosevelt U.

A CITY-WIDE PLANNING MEETING IS BEING SCHEDULED FOR THE WEEK OF OCTOBER 20th.
For further information contact ZIMBABWE MOBILIZATION, c/o Peoples College at
312/842-8242.

Agenda

October 24, 1979

- I. Welcoming Roosevelt BSA
- II. Introductions Circle
 - a. Student Representatives
 - b. Purpose
- III. Agenda:
 - 1. Black Students Support for Zimbabwean Peoples Struggle
 - a. What is the situation in Zimbabwe?
 - b. How does it (Zimbabwe Liberation) relate to the Black Liberation Struggle?
 - c. What can we do to support that struggle?
 - 2. Establish a City-Wide Mechanism to Build the Black Student Movement
 - a. A proposal for building a student organization
 - b. What should we do?
 - a. Build a Communication Tool: A Newsletter
 - b. Plan for an Organization Conference
 - c. Internal Organization and Education
 - c. Program of Action
 - a. Support Zimbabwe Liberation
 - 1. Sponsor educational events
 - 2. material aid
 - b. Support Black Liberation Month
 - 1. develop student calendar of events, activities
 - 2. sponsor speakers
 - c. Sponsor Spring Conference of Black Students
 - d. Support African Liberation Month
- IV. Assignments and Next Meeting
 - Agenda, Reports, and Proposals.

Proposal for Black Student Organization

Objective:

- * To build the Black Student Movement by building and strengthening on our campuses.
- * To build the Black Student Movement as an important force in the Black Liberation Movement in Chicago.
- * To support the struggles of the peoples of Southern Africa with a prime focus on Zimbabwe.

Stage One: November - February 1979-80

- A. Goals: (1) Form a City-Wide Students Organization
(2) Develop a city-wide newsletter

B. Key Issues:

1. Zimbabwe and the Zimbabwean Peoples Struggle

1. educate
2. expose
3. material support

Suggestions: (i.e., speakers tour, films, bag lunches, pencil and paper drives)

Method: Committee Work and Coordination

Major Campaign: Zimbabwe Liberation Day in January 1980

- Targets: 1. Local Campus Community
2. Community Outreach

- Recruitment: (1) Black Student Groups
(2) Black Studies Programs
(3) Black Faculty
(4) Concerned Groups and Individuals

Campus Issues that Effect Black Students or Community

1. Sum up what's happening on the campus
2. Tie into major issues in the community
3. Examples: Blacks and the Census Conference, November 30-December 1, at NU, Daycare Issue, Tenants Struggle, Racism on Campus, Academic Issues, Finances.
4. Other issues (?)

Method:

1. The Newsletter as an information tool
2. Campus Tours by members of this group
3. Use of Campus News vehicles
4. Case studies (involve other students)

C. Key Issues 3.

Black Liberation Month

1. Sponsor: (a) Conference on Black Students and the Black Liberation Movement (First week in February)
(b) Coordinate Black Liberation Month Activities and Develop Calendar of Campus Activities

Method:

- (a) Establish Planning Committee
- (b) Recruit Other Students
- (c) Work with or through other groups and departments
- (d) Involve faculty and community

Organization: Central Planning and Coordination, Decentralized Tasks and Involvement.

Major Campaign: The Student Conference on Black Students and the Black Liberation Movement to kick-off Black Liberation Month

Targets: At Least 10 Students from 10 campuses

Recruitment: (1) BSU, BCC's, SGA's Black Studies Students, Other concerned students
(2) Involve Underclassmen

Content: Invite Key Speakers
Student led workshops
Student papers
Form organization of Black Students

D. Key Task: To Develop Newsletter

1. Set up committee: Rotate Responsibility
2. Set up information system
3. Set up production process
4. Set up distributions network.

Method: Involve other people on campus. Start with a two-page leaflet that professional; work up to news print over time.

Targets: 150-200 copies per campus

Organization: Publicity Committee composed of representatives from each school.

Distribution through contacts on local campus.

E. Organizational Work

1. Internal

- a) At least bi-weekly meetings
- b) Regular communication
- c) Leadership skills training workshops should have two or three between November-February. Invite speakers.
- d) Develop some guidelines and working principles

2. External

- a) Set up some tours where Black student leaders contact new campuses.
- b) Make two to three campus per month.

Goals: To recruit more members
To build the organization
To educate students about our program
To find out what's happening to black students.

F. Future Goals

- 1. Spring Conference State-wide?
- 2. African Liberation Month?
- 3. Other Issues campus and community?
- 4. Study of Status of Black students that can be published?
- 5. Trip to Africa?
- 6. Summer project?

G. Criticisms and Suggestions



STUDY AND STRUGGLE

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CHICAGO STUDENT MOBILIZATION TO SUPPORT BLACK LIBERATION No.1 Nov.15,79

Black Students Need A VOICE:

Black Students in Chicago area colleges are getting it together! We are coming to understand that there is no better time than NOW to stand up and fight against all forms of exploitation and oppression. Each day brings events and news of developments that point out the deepening economic, political and social crisis in the U.S. capitalist system. Racism and other forms of national oppression hit us and our communities harder and harder.

Since October 25, when student leaders at several Chicago area Colleges have been meeting and working to lay the ground work for a New United Black Student Movement (BSM). The BSM is seen as a vital part of the Black Liberation Movement against imperialism and racial oppression. Presently, this effort has gain support from Black Student leadership (SGAs, BSU/BSA)

EMERGENCY BLACK STUDENT ACTION CALLED TO SUPPORT ZIMBABWEAN PEOPLE

On October 18, a call went out to Black students and student leaders at Chicago colleges to build support for the Freedom struggle of the peoples of Zimbabwe.

The student initiated call urged a Black student mobilization to show support for the Patriotic Front (ZANU-ZAPU) being railroaded by the racist imperialist at the London Conference on Zimbabwe-Rhodesian settlement. The P.F. which has the popular support of the vast majority of the Zimbabwean people were being pressured to lay down their arms, give up the fight, pay for white settler land claims or leave the conference as "outlaws."

The consequences of refusal to accept these terms would be the recognition of the Ian Smith-Muzeremu govt. by the Western imperialist (including the U.S.) and further isolation of the Patriotic Front. Black Students representing several major campuses agreed

Support STUDY and STRUGGLE

at twelve area schools. Students working with this motion see the importance of building the foundation for a strong city-wide organization of Black Students while building and strengthen Black Student organization at the campus level.

STUDY and STRUGGLE has been formed as a news letter of the Chicago Black Student Mobilization. The purpose of STUDY and STRUGGLE is to inform and serve as a point of unity among Black Students in an effort to make a better and bigger contribution to the forward direction of the BSM and the overall Black Liberation Movement in Chicago. It will provide information which links the important campus happenings and developments to the broader developments affecting Black people. To do these things, STUDY and STRUGGLE Needs YOUR support

RACIST KKK AMBUSH LEAVES 5 DEAD: CRISIS DEEPENS AS OPPRESSION RISES

Greensboro, N.C. The recent attack on anti-Klan demonstrators by the fascist Ku Klux Klan and American Nazi Party elements left five dead and many others seriously wounded. Reports from N.C. point out how the police conspired with the Klan-led attack by setting up the marchers, allowing the Klan access to the march route, disarming the demonstrators and providing them with no protection. Sunday the city government refused to allow funeral marchers to protect themselves despite threats by reactionaries to attack the funeral service.

Moreover, the local officials have tried to make (more on page 2) to support the Zimbabwean peoples struggle.

They agreed to hold forums, bag lunches and speak-ins over the next several months to publicize the P.F. position and counter distorted press coverage carried in the U.S. media.

WHAT IS THE MEANING OF STUDY and STRUGGLE BLACK STUDENTS ???

Black students, like all students, enter college to acquire professional training, education and skills necessary to get jobs within the existing social system in the U.S. To this extent, our role is similar to all other students- to get the best education possible and gain proficiency in the skills we acquire. This is called pursuing academic excellence. The role is to study!! However; the past and present situation of Black people inside the U.S. and its system of social institutions make the role of Black students unique. Not only must we acquire skills, we have (and must continue) to perform a dual role.

To simplify, Black students must build upon the legacy of other generations of Black students (especially over the past two decades). This is called social responsibility. The role is to struggle!! That is, we have a responsibility to gain skills and apply them by active contribution to the movement of our people towards true political, economic, and social liberation (freedom from exploitation and racial oppression)!!!

*** comments are invited !! ***
call (312) 842-9242 for SAS VIEWPOINT

STUDENT LEADERS BEGIN STUDY OF BLACK STUDENT STATUS

The Chicago Student Mobilization has begun to systematically study the condition, status, and views of Black students throughout Chicago to determine what our situation is. A student leader from Circle campus noted, "if Black students would direct some of their academic research to the study of aspects of the Black student situation we'd have some information to work with." The group urged students in the social sciences especially to get down with studying Black people and Black students.

KKK continued... from p. 1
the people think that "two extremists groups were killing each other off" rather than an attack upon the Black community itself. The despicable role

of the police in aiding and abetting the Klan places it clearly in opposition to the interests of poor and oppressed people, especially Blacks.

Racism and national oppression against Blacks and other minorities is clearly on the rise. At the same time this attack occurred, a large rally (Klan) was being held in Houston. In Chicago, Klan activities have increased in public schools. A football player was shot, cross burnings on campuses have been reported. It is clear that Blacks are becoming scapegoats for the depression headed economy and growing unemployment rates.

BURNING ISSUES

(This column is to be a regular feature of STUDY and STRUGGLE. It aims at exploring key issues that emerge within the growing Black struggle movement. The topic suggests that some questions must be addressed before the movement (or parts of it) can move forward towards its goals.)

In the future we will explore issues such as the role and function of the university as a factor that helps or hurts Black liberation, the meaning of the rise of progressive (left) and reactionary (right) organizations and the relation of Black students to these campus groups, (thirdly) the emergence of women's organizations among Black students and why this movement can be a powerful force inside the student movement, and (lastly) how to build the Black student motion into a broad movement.

We shall also invite guest columnists to share their views on such issues (and others).

CTA Fare Increases To Impact Black Students

Two students at Roosevelt discussed the recent fare increase by CTA and its effects upon Black workers and students. "It's only a dime," one student pleaded. The other, looking rather insulted, (more on page 3)

THIRD WORLD FOCUS

U.S.A.
CHICAGO

U.S.A.
ZIMBABWE

Within the past few weeks, the racist imperialist of South Africa, led by the pro-apartheid white minority regime of P.W. Botha, has shown its expansionist designs on the whole of Southern Africa. First, in the recent Zimbabwe Conference held in London, the U.S.A. foreign minister flew to England to ensure the interests of South African imperialism were being protected. "White morale must be maintained at all costs" he exclaimed.

South Africa knows that a free Zimbabwe is a step towards the liberation of the Azanian people from racism, apartheid and imperialism.

Within the last two weeks, the South African government exploded an atom bomb and invaded neighboring Angola. The first act was an act of intimidation of freedom loving peoples in Southern Africa. The second action was on the pretext of looking for "terrorists" (remember Nixon's excuse for invading Cambodia?).

South Africa is a threat to the peace, security, and freedom of all peoples in Southern Africa. While our task is to support the defeat of South African imperialism and racism. Strategically, Zimbabwe is the key.

By supporting this struggle, we can hasten the liberation of all Southern Africa from racism, white minority rule, and imperialism.

MORNING ISSUES continued...

retorted, "Shit, them dimes add up!!" The debate sharpened when the second student, a young sister, was told that the increase was justified to get improved service, "Brother you are talking about a 20% increase per trip. That's at least a lean green or two every week."

Another student heard this response and interjected, "Yeah, fares went up 20% but service won't improve 20%. It'll get worse, wait and see" he pronounced.

In opposition to this "wait and see" attitude, one student suggested

THE ACADEMY AND BLACK PEOPLE

(This column will be devoted to important events and developments affecting Black people in higher education that we feel students should be aware of.)

We are concerned with Black studies, Black education and Black skills development (i.e. careers, job placement, skills necessary for Black liberation.)

WHAT'S HAPPENIN'

"Black People and The 1980 Census" is the title of a very significant conference sponsored by the Illinois Council for Black Studies on the impact of the census undercount of Black and minority people. The census meeting will be held Nov 30- Dec 1 at the University of Chicago. Scholars and professionals in the social sciences and Black Studies will present papers and reports on the various implications of population shifts, and growth in big cities such as Chicago. The conference is particularly relevant since Chicago is expected to be predominantly Black by the time the 1980 Census is released.

INSIDE THE BASE continued..from p.4

Thornton- Students at Thornton Comm. College have been active with issues on and off the campus. They have expressed desires to support more interaction with students on other campuses.

Wilbur Wright- BSA representatives held a career day/leadership workshop recently that stimulated some students to come in support for issues centering around more quality education, Black Studies expansion. Several students have begun to build the city-wide organization.

FEBRUARY IS BLACK LIBERATION MONTH!!!

that fares be "reduced in rate for kids in high school." And what about college students ???

NOV 15, 1979

STUDY And STRUGGLE**INSIDE THE BASE: THE BLACK STUDENT
LOCAL CAMPUSES**

Circle(UICC)- The BSOC is in the process of rebuilding and serious study. Circle has had a rich history of Black student struggle in past years. Key issues have centered around the selection index as a means of jamming students from working-class backgrounds, cut backs to support services and CTA fare increases.

Chicago State- The SGA leadership attended student conference in Gary earlier. Recently, it has been involved with the Cook County Hospital crisis. Black women students have voiced concern for day-care services. Student leaders see the need for an effective city-wide organization and mutual support on broad issues.

Columbia- Black students at Columbia have not been well organized politically. Some students have begun to discuss building a campus organization, but dissatisfied students have yet to unite.

ITT (Illinois Institute of Technology) Last year the BSA was active around Southern Africa and Black Liberation Month. This year the BSA has been less visible. Some Black students have been involved with ACTION, the Southside housing rehabilitation project.

Kennedy King- Student activity has been difficult to assess. Mainly due to the fact that security around the place "makes it more like a prison" than a school. Malcolm X college has also been seemingly passive and into more social things. Both schools have suffered declining enrollments, and rising attrition(drop out) rates reflecting the crisis and cutbacks that make it difficult for Blacks to make it into schools (or remain in them).

Loop- Black student leadership has been active in issues on and off the campus. Intense struggles have broken out in recent weeks centering upon faculty recruitment and racist administration practices. The SGA was

censored. The climate on the campus has been "filled with tenseness" reportedly.

Loyola- The Lake shore campus has generated activity around women's issues. In addition, a movement has begun to unite the two main campus organizations. Some students have expressed the need for more united active organization.

Northwestern(NU)- FMO, the Black student coalition has been more active politically. It has broad student support. NU students have been involved in Southern African Support work in past years. Some indications suggest a return to previous levels of activity. Black student leaders have pressed for a greater role for Black students in campus politics.

Olive Harvey- The events in past weeks have been intense as the crisis has been sharpened. The administration has been more openly reactionary attempting to censor "rebel rousing" among students, progressive administrators, and faculty. When students attempted to have a forum on the Arab-Israel question, the administration attempted to block it due to close Jewish connection to the campus and the Community College System. Later, the President attempted to censor the student-based newspaper which had the effect of uniting students in opposition to the administration.

Roosevelt- The BSA at Roosevelt has been progressive and actively seeking to build links to Black student population(older, married, families) Black women have shown concern for child-care services similar to those provided at branch schools.

Inside the Base cont. on page 3)

STUDY and STRUGGLE is produced by the progressive cooperation of Black students on several Chicago-area campuses. For more info. & comments contact: Student Mobilization c/o

Tim BUKTU: The Black Peoples Bookstore
2530 So. Michigan St. 842-8242

STUDY AND STRUGGLE

Chicago Student Mobilization to Support Black Liberation

TO: Chicago Area Black Student Leaders
FROM: , Acting Coordinator
DATE: December 22, 1979

Dear Sisters and Brothers:

This memo is being addressed to you in the spirit of building unity - the establishment of a revitalized Black Student Movement (BSM) that is based upon the broadest possible unity of Black Students into an effective force for Black Liberation. We are attempting to unite concerned, committed Black Student Leaders into an effective city-wide organization that can give leadership and direction to the BSM.

The Chicago Student Mobilization To Support Black Liberation (CSM) represents an attempt on the part of some of the Black Student leadership (BSU/BSA's, SGA's, etc.) at several Chicago area campuses to lay the foundation for a mass organization of Black students. Such an organization is needed if Black students are to make more meaningful contributions to the BLM and the fight of oppressed peoples against all forms of oppression and exploitation.

In October (25th), a group of students at Northwestern, Circle, Roosevelt, Loyola, Columbia and Peoples College met at Roosevelt University in response to a call for a new Black Student Mobilization to support the people's struggle in Zimbabwe (Rhodesia). Since that time the CSM was formed with the primary purpose of revitalizing the Black Student Movement, making a contribution to Black Liberation through study and struggle, while offering support to the struggles of oppressed people (particularly Southern African peoples). The CSM was formed to build a strong city-wide organization which links the local campuses to each other in an effort to assist the Black Liberation Movement.

Since the initial meeting, a newsletter was formed called, Study and Struggle. The purpose of Study and Struggle is to inform Black students of politically relevant issues affecting us on the local campuses and throughout Chicago. Study and Struggle serves as a point of unity among Black students in an effort to make a better and bigger contribution to the forward direction of the Black Student Movement (BSM) and the overall liberation movement of Black people (BLM). It provides important campus information, linking local campus issues up with the broader developments confronting Black people.

Study and Struggle, as a news organ, has made a good start. But for it to continue to expand and be positive, truly reflecting the interests of the 40,000 Black students in Chicago area schools, we must have your support, input and participation (in gathering news, editing, typing, distribution, etc.).

During the recent Conference on "Black People and the 1980 Census", sponsored by the Illinois Council for Black Studies (ICBS), our student contacts were broadened. A number of students met to discuss the basis of a common program for work during the coming year. Much of the discussions echoed the sentiments and thoughts expressed by participants in the Chicago Black Student Mobilization. During subsequent meetings and conversations with many of us, we reached general unity around these specific activities that would move us toward building an effective Black Student Organization/Movement in Chicago:

1. Building a strong active student organization on the immediate campuses as the basis for an effective city-wide mechanism.
2. Building and strengthening Study and Struggle as the news organ of Chicago Black Student Mobilization.
3. Building for Black Liberation Month (February) through coordinating local activities, working with ICBS and Peoples College where possible to provide speakers, lecturers, etc.
4. Working with Peoples College/Timbuktu Bookstore to produce and distribute the annual Black Liberation Month News and calendar of struggle in the Chicago area.
5. Building for student participation in the National Council for Black Studies (NCBS) Conference to be held in Milwaukee, March 26-29 (student caucuses, workshops, position papers, etc.).
6. Building for African Liberation Month (May) by hosting speakers tours, seminars, etc. for the spokespeople from the various liberation groups.

In order to do this we need to get started early. We need to take advantage of our time constraints. To facilitate us getting off to a good start in the 1980's we are inviting your participation in a series of planning meetings to be held over the next several weeks.

Dates: December 30
January 5-6

Time: 4:00 p.m.

Place: Timbuktu Bookstore
2530 South Michigan Ave.

The times have been designed to accommodate students who work and those on vacation. If you cannot attend either date, please call me at 842-8242 or

Dare to Struggle, Dare to Win!

Timbuktu

The Black Peoples Bookstore
2530 S. Michigan Ave.
Chicago, Ill.
312-842-8242

Mailing address:
P.O. Box 7696
Chicago, Ill. 60680

Dear Friend:

We are only a few weeks away from the annual observance of Black History Month/Black Liberation Month. In 1972, Peoples College initiated Black Liberation Month (BLM) and the BLM Calendar as an expansion and further development of Negro History Week. In doing so, we were building on a tradition begun in 1926 by Dr. Carter G. Woodson. Dr. Woodson, the founder of Negro History Week, linked a knowledge of Black history to the struggle for freedom. He too was aware of those famous words of Frederick Douglass in 1857: "If there is no struggle, there is no progress. Power concedes nothing without a demand..."

In this, our tenth year, we will join with the many Black people and others in Chicago and throughout the country who have begun to focus on using history for liberation, the concept behind Black Liberation Month. As we do so, we would like to again invite your continued support.

This year Black Liberation Month comes in the midst of continued crisis for Black people. In addition to rising unemployment, skyrocketing prices, and cutbacks in social services like education and health care, Black people are being attacked left and right. The election of conservative Ronald Reagan is as much a danger to Black people as the vicious attacks by the Ku Klux Klan around the country. The unprovoked murder of Black people in Miami and Buffalo and Black children in Atlanta are merely signs of what is to come. To top it all off, the war preparations continue as Black youth are forced to register for the draft.

We think you will agree that the need for "Education for Liberation" is greater today than ever before. As the decade opened last year, we called for the launching of a new wave of struggle. The theme for 1980 was "Revolutionary Black Power in the 1980s" and for the third consecutive year the Black Liberation Month Calendar was received by over 50,000 people. This year we have chosen the theme "Building Unity for the Revolution" and will again issue over 50,000 BLM Calendars. In addition to an article on the 1981 theme, other articles will focus on the survival of Black Studies, an analysis of Africa for the 1980s and on Black students. Will you join us again this year in lending support and cooperation to educate Black people? Here's how you can help:

- (1) Send in an initial contribution to help defray the rising cost of publishing BLM News. The cost this year is over \$1500. If you like, you can make a tax-exempt donation with a check payable to the Chicago Center for Afro-American Studies and Research. (Specify BLM News and please mail the check to BLM News, P.O. Box 7696, Chicago, IL 60680)

"EDUCATION FOR LIBERATION"

Timbuktu is a non-profit bookstore operated by Peoples College Press

- (2) Purchase calendars for your school, church, organization, library, and neighborhood: the cost schedule is attached.
- (3) Purchase additional calendars that the BLM Month Committee can distribute to community centers, prisons, and others who have requested them.

The BLM Calendar is now ten years old. And we think that it is a small but important contribution to our struggle for freedom. Let's make this tenth anniversary the biggest ever as we struggle to meet the challenges and to resist the attacks on Black people in Chicago and throughout the U.S. Let us hear from you before January 26th.

Thank you for your cooperation.

Sincerely,

For the Staff of Timbuktu,
Peoples College and the Black
Liberation Month News

STUDY AND STRUGGLE #2

CHICAGO STUDENT MOBILIZATION TO SUPPORT BLACK LIBERATION

Feb. 14, '80

FEBRUARY IS BLM TIME: BUILD THE STUDENT MOVEMENT - A PART OF THE BLACK LIBERATION MOVEMENT

February 1st commemorates the 21st anniversary of the sit-ins began by Black students. In the 20 years since Greensboro, Black students have been a key force in the Black peoples struggles against oppression, exploitation, and racial domination. Students and youth played major roles in the formation and work of SNCC, SSBU-YOBU, The Panthers, and the early period of ALSC in African support work.

Anyone familiar with the last two decades of our history would have to recognize the close relationship between the activity of Black students and the spirit, intensity and vitality of the overall Black Liberation Movement. During the 60's and early 70's, this struggle was very intense and effective in securing many of the progressive reforms due to the struggles of the overall masses. Despite the shortcomings of these reforms, they did allow some Blacks to improve their relative condition while a few were able to improve their positions at the expense of the masses of Black people.

For the most part, the current crisis in the American economic and political system has resulted in the erosion of those progressive gains and a deterioration of the real situation of Black people (including Black youth in general and students in particular). Unemployment rates have risen higher (40% for Black youth), inflation eats away at the hard earned wages of the masses (tuition rates have increased sharply), police brutality and Klan violence is on the increase, while racism on the campuses grows more prevalent in recent years.

The Chicago public school system is on the verge of collapse as the fiscal and political leadership crisis of this city intensifies. The attacks on public education and other public services is accompanied by cutbacks, attacks against Black admissions, and retention rates in public and private colleges alike.

Against these mounting attacks, the masses of Black people have begun to fight back with increasing militancy and anger.

Since 1972-74, the movement among Black students (overall) has been relatively reformist and ineffective. One major reason is the ineffectual leadership provided by Black students themselves and their inability to mobilize the masses of students for sustained struggle rather than isolated issues.

February 1st is Black Liberation Month. A time when Black students should seriously raise the question as to what role we will play in the forward march of the struggles the Black community against economic exploitation, deprivation and mounting attacks by public policy makers.

It is a period in which we can all rededicate ourselves to building the militant struggles of Black students, actively involve ourselves in the struggles of Black people, and support the movement of Third World peoples against imperialism and worldwide exploitation by greedy businessmen and warlords.

A number of campuses are hosting forums, lectures, film showings and artistic performances which attempt to stimulate our greater involvement in the current struggles. Can we begin to get down with these activities? By all means support Black Liberation Month. On to BLM Month! Onward to Black Liberation!

PEOPLES COLLEGE SPONSORS 9TH ANNUAL BLACK LIBERATION MONTH NEWS

During February, Peoples College, the force behind Timbuktu: The Black Peoples Bookstore, will distribute some 50,000 issues of Black Liberation Month News and its annual calendar of struggle.

The main theme of this year's BLM News is "Revolutionary Black Power in the 1980's." The staff of Study and Struggle has endorsed and actively participates in the BLM News campaign. We encourage other students on the campus of Chicago area schools to join in the

campaign and build the struggle for the political education of Black people against economic exploitation, national oppression (racism) and the overall Black United Front. Make a contribution by contacting the Black Liberation Month Committee at Timbuktu. The phone number is 842-8242.

VIEW POINTS: "ON THE IRANIAN SITUATION"

Some random comments-

NU Coed: "I think the Shah should be sent back to Iran, but I don't believe the students should hold the hostages."

UC Grad: "The Shah should be returned to Iran to stand trial as an international outlaw. If the hostages are spies they should be tried also. The recent Iranian movement is a case of chickens coming home to roost against the U.S. for backing the Shah in the 50's and 60's."

Circle Student: "The Shah is a crook. Everyone knows that. He should be sent back. But I don't believe the U.S. will let him go back; they will start a world war first."

KK Student: Black students must remember that we have an interest in how this situation in Iran turns out. The same forces that turn their clubs on the (Iranian) students will be the same ones that turn on us."

Roosevelt Student: "Black people will be the ones dying in the Middle East if war should come. I can't see how we benefit. It's the rich oil people who benefit. I say send the Shah back and let the hostages go."

***** What is your view? *****

THE ACADEMY AND BLACK PEOPLE

A young Circle undergrad associated with Study and Struggle recently undertook a study of what "Black students at UIC thought were their most pressing problems and the state of Black people and the movement. Several classes of students were presented a questionnaire which requested their responses to several key questions.

Below is a summation of their findings:

Most students surveyed thought the main problems confronting Black people were:

(a) joblessness, (b) racism, and (c) inflation; all symptoms of the current economic crisis of capitalism.

2) These same students felt the problem of racism on campus was second only to their concern about the lack of involvement by students themselves. In addition, most students surveyed cited high cost of education, growing attrition of Black students as major areas of issue.

3) Finally, most responses indicated that the primary obstacles to Black unity on the campus were (a) individualism, and (b) careerism. These problems have to be addressed.

THIRD WORLD FOCUS

For the past three months or so, the Iranian Revolution against U.S. imperialism and domination has dominated the international news. Closely linked to this question is the significant event of the USSR invasion of Afghanistan and its brutal stomping of the democratic rights of the Afghan people.

In the meantime, as important as these events are, the struggles in Southern Africa-Zimbabwe have been overshadowed. In the wake of the current international crisis, the Imperialists are hard at work attempting to sabotage the Zimbabwean peoples' elections and breakup the unity of the Patriotic Front composed of ZANU and ZAPU. The British, U.S. and the illegitimate Ian Smith-Muzerewu regimes would be satisfied if their scheme to start war between the members of the Patriotic Front were successful. But we must be aware of their designs that would provide a repeat of the Angola situation where after independence, the U.S.-USSR contrived to turn Angola into a blood-bath among the Angolan people while they contested like master chess players for strategic position. A similar situation as occurred in Angola must be avoided at all cost.

Study and Struggle stands firmly behind the Zimbabwean people and the unity of the Patriotic Front in their continued struggle against imperialist manipulations and attempts to impose a neo-colonial settlement upon the Zimbabwean people. The elections to be held at the end of February should be watched very closely, because the outcome could determine what position we take in supporting the Zimbabwe Liberation Movement. Long Live The Struggle of the Zimbabwean People! Full Support for the Progressive Patriotic Front!

THE MEANING OF STUDY AND STRUGGLE

The first issue of Study and Struggle amid its many mistakes was successful as a start in the direction of creating a progressive news organ which addressed the question of the necessity of building a new Black Student Movement. The Chicago Student Mobilization To Support Black Liberation introduced Study and Struggle as a vehicle to aid in building the Black Student Movement and the unfolding of progressive organizations within that movement at the local campus and city-wide level.

Since we believe that a strong, progressive anti-imperialist, anti-racist Black Student Movement can contribute to the success of the Black Liberation Movement, we see it as our task to build an organization of Black student leadership that can bring their skills, and active energy to bear on building the Black Student Movement as a component of the Black Liberation Movement.

There are weaknesses that Study and Struggle has. The main weakness is the extent to which we have been able to mobilize student input to expanding its production and circulation. If Study and Struggle is to be democratic and mass based, we must have your input and help. Call us at 842-8242. We take volunteers!

INSIDE THE BASE: "The Crisis in Public Schools Is Also on College Campuses."

Students at Circle, Olive-Harvey, Kennedy-King, etc. know what low retention rates, cutbacks to educational support programs, decreasing enrollments and increasing tuition rates are all about. Along with the growing attacks against "minority programs" (i.e. Black Studies, Affirmative Action, etc.) these developments in the current crisis in the Chicago public schools, are not unrelated.

A growing number of Black students are linking these developments to the nature of the capitalist system which is inherently wrought with contradictions that generate ever-deepening crises in production and distribution of wealth, goods and services. The main aspect of the crisis in the system is severe profit squeeze due to competition, which leads to over-production and massive layoffs. In the public sector, the crisis in the Chicago school system threatens to close down the schools due to mismanagement of funds and in the long-run, the inevitable

consequence of the failure of government revenues to match social expenditures. The bottom line is that thousands of people get put out of jobs, many of whom are Black and minority teachers and workers without seniority.

But the real victim in the current crisis will be the masses of young Black students. In a school system with a Black majority (60% +) students, the Black community has not been able to protect its interests in their education. The sell-out leadership evident so far lacks any teeth! One reason is because there is no effective Black student movement in Chicago. But one is on the rise!!

NORTHWESTERN (NU): Black students at NU played key roles in organizing a commemorative forum around the birth date of Martin Luther King, Jr. The main theme: Students must study, apply the skills they are exposed to toward the active day-to-day struggles of the masses, and recapture the spirit and militancy of the 1960's and '70's. While King is dead, the struggles of the Black masses still need our support and active participation. The principal speakers were Professor Ronald Bailey and Rev. Hycal Taylor (Garrett-CBE).

FMO: For Members Only (which has endorsed BLM News) presented a conference on "Blacks in the Middle Class: The 1980's." This conference was held February 2 at Harris Hall. The conference was part of Black Liberation Month and featured several prominent speakers in the BLM and Black Studies Movement. Included were Cheryl Johnson (Loyola), Jay Harris (Medill), Bobby Wright (Garfield Park Community Health Center), and Gerald McWorter (Peoples College). The conference was attended by about 150 students and community people.

The conference was a major contribution towards sharpening up the lines in the debate over the past and current role of the Black middle class relative to the broader Afro-American people. The dominant views were represented by Wright, a Nationalist, who saw the main problem confronting Black people as a race problem demanding a racial solution. On the other hand, McWorter was able to put forth a view of revolutionary Black power which involved the dialectic between class and race factors.

The question of reform or revolution was placed on the agenda and clearly addressed by Johnson and McWorter as the relation-

ship of reforms (necessary) as linked to the strategic goal for revolutionary change. Johnson contended that the solution to the Afro-American problem cannot be made without basic transformation of U.S. society and the position of Blacks within it.

Harris and others agreed that Black students/middle class have a conscious decision to make as to whether they are going to represent self-interest or the interest of the masses of Black people.

ROOSEVELT: The BSU at Roosevelt is being reorganized under new leadership. At a recent meeting students got down with making plans for BLM. The BSU has endorsed Black Liberation Month and the "Calendar of Struggle", a part of Black Liberation Month News.

CIRCLE: During recent months a new anti-imperialist, anti-racist organization among Black students has been formed representing that segment of the Black Student Movement who believe the character of the Black Student Movement at Circle needs to be improved. Other organizational efforts have centered around mobilizing students to struggle for expansion of Black student enrollments and retention programs, and the viability of other areas of Black student life under increasing attacks by such methods as the notorious Selective Index. The Selective Index is designed to insure a balanced flow of elite Black students and has the effect of reducing the enrollments of students from working class backgrounds.

LOOP: A Black student group at Loop College has been taking actions against the efforts on the part of city officials to convert the college into a vocational school. A group called the Students for Political Action led a recent demonstration at city hall urging Jane Byrne to keep her campaign promises made to the Black student leadership. The group leadership charges that since Byrne got into office, she has neglected their concerns.

LOYOLA: Both Blacks organizations have just begun to mobilize after the winter holidays. The Black Cultural Center has proposed a list of social as well as informative activities for the month of February in recognition of Black Liberation Month. Loyola University

Afro-American Student Association is sponsoring their overnight program, which is geared to inform and educate those interested in attending Loyola. Study is the main objective on the Lake Shore Campus with many organizations planning study sessions for upcoming exams.

Tell us what's happening in the base at your school. We'd like to know, often Black students would like to know as well.

WHAT WE BELIEVE, WHAT WE DEMAND: A PROPOSAL

1. We demand a competent committed Black student leadership which can represent the interests of Black students and relate to the interests and struggles of the masses of Black people.
2. We demand the ceasing of the dismantling (overt and covert) of affirmative action programs designed to measure the degree to which Black and other minority students are given access to educational opportunities within colleges and universities.
3. We demand more quality education, and educational opportunities for Black youth within the public school system at the city and state level.
4. We support Black Studies as a viable weapon in the Black Movement with the capacity to serve the study of, and struggles of Black people in relation to the society, nation and world in which we are a part.
5. We want to build an effective network of Black student organizations anchored on the local colleges and universities, that can give progressive leadership to the growing and potentially powerful Black Student Movement as a component of the Liberation Movement of Black and oppressed peoples in the struggle against racism, sexism and imperialism.
6. We believe that Black students should have more collective input into those affairs that affect the lives of Black students. We demand Black Student Power on the campus and in the country.
7. We believe that the 60,000+ Black students in the Chicago area are a major resource in the struggle for Black poli-

... power in Chicago and Illinois.

... We believe that the draft is not in the interest of Black students/youth! We are opposed to imperialist wars which are fought in the interest of the rich and at the expense of the masses.

9. We demand that groups such as the Klan and the Nazi Party be exposed, opposed and struggled against as a major instrument of fascist reaction in the U.S.A.

BLACK PEOPLE AND THE DRAFT MOVEMENT. STOP THE DRIVE TOWARDS WAR!

The fact that the unemployment rate among Black youth (18-24) is so much higher than that of all youth in the country makes this group especially vulnerable to the draft movement proposed by President Carter and the big military brass in the U.S. We must be very clear on what the meaning of the U.S. beating the war drums is all about.

Nobody should want war. War brings havoc and suffering among the masses of people while the rich and wealthy get off like fat rats. As far as Black students are concerned we should fight against the draft movement and unite with the masses of Black youth as well as other minority youth to oppose the drive towards war and the imperialistic draft movement.

Note: We must take up this question of the draft, war and Black people more systematically in the next issue.

JOIN STUDY AND STRUGGLE!

Call us at:



2530 S. Michigan

842-8242

Timbuktu: The Black Peoples Bookstore
Education For Liberation

STUDY

AND

STRUGGLE

Why Black Liberation Month

Black Liberation Month is our attempt to unite with the sentiment of the founders and supporters of Negro History Week, and join their emphasis on study with our emphasis on struggle. Moreover, the concept of Black Liberation Month more accurately reflects the needs of our movement, particularly the need to build on the massive participation of people in the upsurge of struggle during the 1960's.

Carter G. Woodson, noted Afro-American nationalist historian, founded Negro History Week in 1926. In addition to the newspaper column of J. A. Rodgers, this was the major source of information that Black people had about their history. Every year in schools, churches, civic and political organizations, Negro History Week has been a time for historical reading and discussion.

We believe that Negro History Week has made a great contribution to mass awareness of Black History. Moreover, the recognition of Negro History Week has caught on, and has become an intellectual tradition in the 20th Century Afro-American experience. However, times have changed considerably since 1926. In political and cultural terms, the time has come to transform our orientation: from Negro to Black, from history to liberation, from week to month.

The revolutionary upsurge of the 1960's is our most recent historical experience of massive militant protest. It continues to be a rich source of lessons for current and future struggles. Black liberation month unites with Woodson's effort, but does so by raising it to a higher level based on the lessons of the 1960's.

In sum, our study of history must be linked with the revolutionary history of the Black liberation movement. Our goal is not simply to symbolically institutionalize a change in our yearly calendar of events, but to use this month as one more way to raise the consciousness of the masses of people about the historical nature of exploitation and oppression, to unite people around a correct political line, and to mobilize people to actively take up the struggle for Black liberation.

Black Studies Must Build Academic Excellence and Social Responsibility

Ten years ago the news was filled with headlines of Black students' struggles: demonstrations, buildings seized and burned, college administrations put up against the wall.

These struggles on the campuses reflected the overall militancy and struggle for Black liberation in the broader society. Many advances resulted directly from these struggles. College enrollment of Black students increased from 117,000 in 1960 to 654,000 in 1970. The number of Black faculty and campus

workers also increased. But the most significant advance was Black Studies.

Black Studies emerged and achieved wide popularity through the struggle of Black students fighting to make their education relevant to the needs of Black people. It was launched with social turmoil and struggle into a decade of experimentation. A wide variety of courses, programs, departments, and other arrangements apparently aimed at carrying out the initial mission have been initiated over the years.



In 1960, four black students began the massive sit-in movement in Greensboro, N.C. This sparked a new phase of militant black protest that exposed the national oppression of black people in the U.S.A.

1902: Langston Hughes born.

Are you concerned about the crisis facing Black people? Attend special Black Liberation Month Lecture on "REVOLUTIONARY BLACK POWER IN THE 1980s." by Abdul, Chair of Peoples College
TIMBUKTU: The Black Peoples Bookstore
2530 S. Michigan
Saturday, February 16, 7PM
FREE



1965 Malcolm X assassinated

SOME INFORMATION ABOUT THE BLACK LIBERATION MONTH CALENDAR

WHAT?

The Black Liberation Month Calendar is a vehicle for the mass education of Black people and others about Black history and heritage, particularly the history of the struggle for freedom and liberation. It was initiated by Peoples College in 1972.

WHY?

Because it is important that we know Black History. And that we actively use the lessons and inspiration of our history in our ongoing fight for liberation and freedom.

HOW?

The Calendar will be printed on a tabloid size newspaper in two colors. It includes the calendar with important dates. Peoples College will also present articles on the 1980 theme--"Revolutionary Black Power in the 1980s"--and articles on the 1980 Census, Zimbabwe, Iran, and Black Studies.

WHERE?

The main center for Black Liberation Month is Chicago, but calendars are distributed throughout the U.S. and in several other countries. This year, the distribution center will be TIMBUKTU: THE BLACK PEOPLES BOOKSTORE (2530 S. Michigan), which is operated by Peoples College.

HOW MANY AND HOW MUCH?

Our goal for 1981 is 50,000 calendars to be distributed in churches, schools, colleges and universities, workplaces, community centers, libraries and neighborhoods. To do this we must raise about \$1500. We are asking that you become an active supporter of BLACK LIBERATION MONTH.

WHO?

PEOPLES COLLEGE AND YOU! Peoples College invites you to join us as a supporter of the BLACK LIBERATION MONTH CALENDAR. We ask that you make a small contribution for calendars for your organization, school, or church, and that you help make it possible to distribute additional calendars throughout the community.

Peoples College is an organization of revolutionary Black men and women founded in Nashville (at Fisk University) in 1970. It has since been active in various activities of the Black liberation struggle, including organizing against police brutality, supporting workers' struggle, fighting the attempts to phase out Black colleges, etc. We have worked extensively in the Black Studies movement, publishing Introduction to Afro-American Studies, a two volume experimental textbook, and we have worked in the African liberation support movement. Peoples College also operates Timbuktu: The Black Peoples Bookstore, a non-profit educational center at 2530 S. Michigan Avenue in Chicago.

(Please cut along this line)

Complete this form and mail TODAY to: BLACK LIBERATION MONTH CALENDAR
c/o Peoples College Press
P.O. Box 7696--Chicago, IL 60680
or call (312) 842-8242

I would like to order the following calendars. Please enclose check with order.

_____ 1,000 copies \$50
_____ 500 copies \$30
_____ 100 copies \$15

Deliver _____ calendars to me at
the address below and the remainder to
to the community.

Deliver to: _____ Contact Person: _____

Address _____ Phone _____

BLACK LIBERATION MONTH CALENDARS WILL BE DELIVERED BY FEBRUARY 1ST

SECTION II. ON ANTI-DRAFT/ANTI-IMPERIALIST

WAR WORK: OUR FIRST WAVE

SECTION II: ANTI-DRAFT/ANTI-IMPERIALIST WAR WORK.

The following documents indicate, in part, the depth and scope of STUDY AND STRUGGLE's activities in opposition to Draft Registration and the buildup of tensions threatening Imperialist War during the period from February 20, 1980 through July, 1981..

During this period STUDY AND STRUGGLE made significant contributions to heightening anti-draft, anti-war sentiments among youth on campuses and especially Black youth in the community. We distributed thousands of leaflets. We carried out a "No Draft, No Imperialist War, Register for Black Liberation, Our Fight is at Home!", stickering (and "decorating") campaign on and around college campuses. We did the same at "L" stops, high schools and in target neighborhoods throughout the South side and West side and in communities like Evanston and Maywood, Illinois where significant concentrations of Black youth reside. Our time was roughly allocated 60/40-70/30 between the Black community and the broader Anti-Draft, Anti-War forces brought into motion around the Carter policy to institute draft registration.

The Anti-Draft, Anti-Imperialist War campaign was the first major planned campaign of sustained mass contact initiated by STUDY AND STRUGGLE members. It contributed to consolidation of a solid core of advanced, anti-imperialist Black youth who could do collective work and adhere to some degree of organizational discipline.

Document 1 (pgs. 1-2) put forth our general line on War and its impacts upon Black youth and why we should oppose Draft Registration. This basic leaflet was refined (Document 4, pgs. 20-21) and made more professional in appearance. Over 15,000 copies of Document 4 were printed/distributed.

STUDY AND STRUGGLE began to battle against ad hocism and spontaneity by developing a plan of action (Document 2, pgs. 3-13). Since it was important to

put forth a common view, a form speech was developed by the CORE to present in various campus meetings which could be modified to fit the particular context (Document 3, pgs. 14-19). This was helpful because most of our young comrades had no previous public speaking experience. Planning is Key!

Document 5 (pgs. 22-23) "STUDY AND STRUGGLE: Black Students Unite" was produced in March-April, 1980 to raise the level of visibility of STUDY AND STRUGGLE and answer questions about the organization, its political work and general views. It reflects a more serious and professional style of work. The current task is to maintain this level by relying on our own resourcefulness.

STUDY AND STRUGGLE maintained relations with the progressive anti-draft, anti-war movement among student groups. As a result successful attempts were made to mount a mass local and national resistance to the draft led by the Coalition Against Registration and the Draft. STUDY AND STRUGGLE became an active member in the local coalition during March, 1980 (see Document 6, pg. 24). While we held important differences with "white" left and progressive organization ideologically and politically, we believed it important to represent, even defend the special interests of Black youth - as part of our responsibility to the (BSM and as a component of the broader Black Liberation Movement). (See also Documents 13 a and b, pgs. 34-35). It was important to be on the scene and work within groups like "CARD" to the extent possible, put forth our views and struggle for principled unity around concrete issues.

Criticisms and differences are part of the unity building process. Document 7, (pgs. 25-26) was addressed to Rev. J. Porter of the CBUC organization which came on the scene late in the summer claiming to be the only force in the Black community active around the draft. Our response to this claim was broadly distributed throughout the Black community along with Document 8 (pgs. 27-29) which presented an analysis of STUDY AND STRUGGLE's Anti-Draft, Anti-Imperialist

War Work within the Black community.

During the Summer, 1980, S and S made special efforts to unite with Black ministers, churches and members of their congregations (Document 9, pgs. 30-31). Our efforts proved successful with some ministers referring youth to us and some inviting us to speak at their church activities. Further success was hampered by our inability to "follow-up-and-follow through" organizationally.

Document 10 (pg. 32), the "5 Point Program" was developed to meet several demands confronting STUDY AND STRUGGLE. It was proposed by Peoples College leadership and enthusiastically endorsed by STUDY AND STRUGGLE in preparation for the 4th meeting of NCBS (National Council for Black Studies meeting in Milwaukee, March 26-29). The document was later standardized and used as a method of political education and as an organizational tool for developing unity and indexing the extent of our contact among advanced youth within the Movement. We began to define the united front based on how people related to this main document of struggle. This document should be studied. It was used as the basis for campus forums, meetings and study sessions.

Document II (pg.33) is a facsimile of the mass sticker which was the mainstay of our mass agitational work.

Document 12 a-e (pgs. 36-43) represent background documents used in preparation for and educating participants in the Black Youth Unity Forum held at Timbuktu (July 18, 1980). In addition, local forums were held during the academic year on campuses, in churches and at community centers.

Everywhere STUDY AND STRUGGLE went, its members took its 5 Point Program (Document 14). Leaflets were made as timely as possible (Document 15, pgs. 45-46). When school opened in the Fall, the issue of Imperialist War still remained an imminent agenda item despite Carter's apparent set back around reinstituting registration for the draft. Document 16 (pg. 47) reflects

only part of the tools of struggle we took back into the campus as part of our "BACK TO STUDY, BACK TO STRUGGLE" fall offensive (see section VI pg. 9 below)

While STUDY AND STRUGGLE recognized the importance of initiating its own activities, it was also important that we not "wall ourselves off" from the main-stream of the Anti-Draft Movement (Documents 17 and 18, pgs. 47-49) and the main organization form through which these activities were carried out was through the Midwest Coalition Against Registration and the Draft (Mid-CARD). See Summation, Document 19 (pgs. 49-50).

During 1980-81 STUDY AND STRUGGLE continued to place the issue of Black Youth and Imperialist War as a major agenda item on the campuses and in the community as it attempted to build united mass opposition to the threat of war by the super-powers (Documents 20, pg. 51). While the Draft Work and Anti-War activities dominated the focus of S and S political work, other work did get done with community struggles as reflected in the Pontiac Brothers case - a heated issue in Chicago during the Summer of 80. STUDY AND STRUGGLE provide a forum where friends of the Pontiac Brothers could be heard and support could be consolidated (see Document 21, pg. 52).

SECTION II: INDEX

- DOCUMENT 1: "Hell No! We Won't Go", leaflet #1 (February, 1980, pgs. 1-2).
- DOCUMENT 2: Part II; The Plan: No Draft, No Imperialist! Register for Black Liberation! (February, 1980, pgs. 3-13).
- DOCUMENT 3: Speech: The Position of Study and Struggle on the Draft, Imperialist War, and the Fight for Black Liberation. (March, 1980, pgs. 14-19).
- DOCUMENT 4: "No Draft, No Imperialist War!", leaflet #2 (March, 1980, pgs. 20-21).
- DOCUMENT 5: The Chicago Student Mobilization for Black Liberation Study and Struggle. (pgs. 22-23).
- DOCUMENT 6: March on Washington Against the Draft (pg. 24).
- DOCUMENT 7: Building Unity in the Anti-Draft Anti-War Movement (July 29, 1980, pgs. 25-26).
- DOCUMENT 8: Press Release: Analysis of Anti-Draft Registration Work in the Black Community (pgs. 27-29).
- DOCUMENT 9: Letter to Chicago Area Black Ministers (pgs. 30-31).
- DOCUMENT 10: Black Community Principles of Unity for Building Struggle Against Registration, the Draft and Unjust War. (Petition) Five Point Program, (pg. 32).
- DOCUMENT 11: "Hell No! We Won't Go!" stickers (pg. 33)
- DOCUMENT 12: Black Youth Unity Forum Documents (pgs. 36-43).
- DOCUMENT 13: (a) Emergency Demonstration, Stop Registration and the Draft (June 21, 1980, pgs. 34-35).
(b) Rock Against the Draft (July 4, 1980, pgs. 34-35).
- DOCUMENT 14: 5 Point Program (Revised Format) (July, 1980, pg. 44).
- DOCUMENT 15: "Senate Okays Draft Bill"
Black Youth Unite: 5 Point Program (pgs. 45-46).
a) Newspaper Clipping - "Area Economy leads the Nation-Down"
b) Black People and the Military
c) Blacks in the Military: The Myth of Equal Opportunity
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e) Organizations cooperating in counseling and support activities
f) Five Point Program
g) No Draft! No Imperialist War!

- DOCUMENT 16: "Hell No! We Won't Go! Black Students Unite!" leaflet (pg. 45).
- DOCUMENT 17: Speak Out: "The Draft and Racism in the Military" (pg. 48).
- DOCUMENT 18: Military Counselor Workshop (pg. 49).
- DOCUMENT 19: Midwest Coalition Against Registration and the Draft: Summation (pg. 50).
- DOCUMENT 20: Letter: Support for Non-Registrants, No Draft, No Unjust Wars!!! (pg. 52).
- DOCUMENT 21: Press Release: "Social Crisis, Prisoners and the Black Student Movement - Forum on Pontiac Brothers" (pg. 53).

OUR FIGHT IS AT HOME!

HELL NO,

WE WON'T GO!

Don't Fight Imperialist Wars!

Register for
BLACK LIBERATION

BLACK PEOPLE AND THE UNITED STRUGGLE TO FIGHT AGAINST IMPERIALIST WAR

Black people and the majority of people in the U.S. are sinking deeper and deeper into the current social and economic crisis. Rising joblessness already at more than 40% for Black youth; runaway inflation on the one hand and runaway inflated profits, on the other; cutbacks in educational opportunities, closing hospitals and school systems, and increasing attacks by the Klan and other racist trash.

And on the international scene, the war drums are beating and the two main fighters are in the rings with their gloves on! The danger of a new world war hovers like a vulture on the horizon and threatens us all.

THE DOMESTIC CRISIS AND THE RICH WHO PROFIT FROM IT AND THEIR WAR PREPARATIONS MUST BE EXPOSED AND OPPOSED!!!!!!

WHY IMPERIALIST WAR?

The major source of potential world war today is the intense competition and struggle between the world's two imperialist superpowers--the United States and the Soviet Union. With their junior partners, they are pursuing their greedy quest for profits and global domination, as recent events in Afghanistan indicate. With deepening crisis here in the U.S., WAR WILL CERTAINLY COME IF WE DO NOT UNITE AND FIGHT TOGETHER TO STOP IT!

WHO BENEFITS FROM WAR?

War between imperialist powers can only serve to benefit the rich and privileged few--corporate fat cats, big time politicians and the military big brass. It will bring untold suffering and hardship to the majority of the world's people.

2
Wars are used to whip up "patriotism," a blind allegiance to the U.S. ruling class making people forget about the difficulties they face at home.

There are just wars and unjust wars, however. We must oppose this move toward an unjust imperialist war--whether in the Middle East or Africa--wars to keep people oppressed. But we must support the just struggles of oppressed people and their revolutionary struggles for national liberation and freedom. We must oppose imperialist intervention (by the U.S. or the Soviet Union) in Africa, Asia, the Caribbean, Latin America and the Middle East.

DO BLACK PEOPLE AND BLACK YOUTH STAND TO GAIN FROM THIS WAR?

NO! Black People and Black youth stand to lose the most, though all people will be hit hard by a war. This is not the first time that Blacks have been asked to bail the rich out of crisis by going to war. Black people have nothing in common with the U.S. army, the marines, nor any branch of the military. The U.S. military commits mass genocide and terror against the world's people, just as the Klan did to Black people and still does. In fact, in 1980--THE U.S. ARMY IS THE KU KLUX KLAN OF THE WORLD! Black people have fought in every war this country has fought on the empty promise that things would be better off for Blacks when the soldiers returned. BULL!

Today, the masses of Black people are worse off than ever before. We remain the last hired and the first fired and often the worse paid. Black communities are crumbling with inadequate and over-priced housing, closing hospitals and schools, police brutality, increased rapes of Black women, and many other problems. Only a criminally high unemployment rate have forced so many Black youth into the Army and the Marines. But today we say:

HELL NO! WE WON'T GO! OUR FIGHT IS RIGHT HERE AT HOME!

The fight of Black people and other oppressed and working people is the fight right here in the U.S. We must fight to end the common source of our oppression and exploitation--U.S. imperialism, a system that puts the profits and comfort of the wealthy few over the needs of the majority of people, both in the U.S. and abroad.

We support anew kind of draft registration--REGISTRATION FOR BLACK LIBERATION! Join the army that is battling for REVOLUTIONARY BLACK POWER, the fight for a new social system that will end racism, economic exploitation and WAR.

WHAT CAN YOU DO?

1. FIGHT against the drive towards war by educating people to the real issues at stake. Set up forums, workshops, and anti-war film showings on campuses and in the community.
2. JOIN mobilizations, rallies, and demonstrations against the draft and registration of both male and female youth. PROTEST against war preparations!
3. ENLIST in the campaign of REGISTRATION FOR BLACK LIBERATION. Join progressive organizations which are actively opposed to imperialism, racism, and WAR.
4. SUPPORT the TEN POINT PROGRAM FOR REVOLUTIONARY BLACK POWER AND BLACK LIBERATION proposed by Peoples College in the 1980 Black Liberation Month News.
5. Black students should join with the Chicago Student Mobilization for Black Liberation and support our newsletter STUDY AND STRUGGLE as we build an active campaign of resistance against imperialist war and for Black liberation.

For additional information leave a message for STUDY AND STRUGGLE
at (312) 842-8242

PART II, THE PLAN: NO DRAFT, NO IMPERIALIST WAR! REGISTER FOR BLACK LIBERATION!

A. Special May Day issue of STUDY and STRUGGLE.

1. Develope, produce and distribute 20,000 copies of STUDY and STRUGGLE on and after May Day, May 1, 1980.
2. Patterned after BLMN 1980 in size and form.
3. Key articles
 - a. Position on the draft, imperialist war, summation of lessons of the anti-Viet Nam war, history of Blacks in U.S. military. BLM and the Student Movement, SNCC, anti-draft movement and opposition to war.
 - b. African liberation support work and liberation struggles in Southern Africa. May is African Liberation Month.
 - c. Summer STUDY and STRUGGLE: directory and study guide.
 - d. Anti-draft conference and mass mobilization.
 - e. May Day Black Workers and BLM.

- | | |
|---|------------------|
| 4. Consideration: division of labor. | Responsibilities |
| a. Fund raising and Out reach | _____ |
| b. Research and material development | _____ |
| c. Production (layout, copy editing) | _____ |
| d. Distribution (campuses, high schools, communities) | _____ |
| e. People power, workteams etc. | _____ |

5. Targets: campuses, key high schools, institutions, residential areas.

B. May conference/ Rally, city-wide/ area mobilization.

1. Objectives:
 - a. Build unity around the anti-draft, anti-imperialist war movement, and registration for Black Liberation.
 - b. Resolutions and program of action.
 - c. Consolidate gains from prior work.

- 4
- d. Expose the imperialist war machine and its relation to growing oppression of Black people and other national minorities.
 - e. Advance the BSM as a part of the BLM.

2. Considerations:

- a. Time and place
- b. Material and human resources.
- c. Planning committee composition
- d. Research and resource development (papers, counseling materials etc.)
- e. Logistics

C. Forums: Campus and community, March and May.

1. Types of forums

- a. Initiated and Cosponsored by STUDY and STRUGGLE
- b. Sponsored by other groups

2. Objectives:

- a. Target key campuses for concentrated work where we can build support for May projects, develop resources and gain active supporters for the campaign.
- b. Educate and politicize
- c. Provide information
- d. Put forth our position, the objectives of the campaign and gain support
- e. Registration for Black Liberation

3. Considerations:

- a. Identify key campuses
- b. Working relations with other groups
- c. Coordination
- d. Publicity and communications
- e. Presentations
- f. Material resources

5
g. Follow up and summation

D. Campaigns of Struggle

March-April

1. Regular demonstrations, and distributions against a strategic target should be held during March and April. The purposes are:
 - a. To test out capacity to translate our unity of purpose into unity of action
 - b. Gain experience in real battles to apply our knowledge and deepen our understanding. In short, we learn from our mistakes.
 - c. To win more people to our program as fighters and committed leaders of mass struggles
 - d. Educate the masses and increase the fighting capacity of Black youth/students
 - e. Registration of concerned youth/students to fight for Black Liberation
2. Key theme: small forces, when united around a correct political and organizational plan can win big battles.
3. Target: symbolically relevant, visible and assessable to high traffic (i.e. leafleting)
4. Frequency: bimonthly demonstrations during peaks of traffic flows. Alternate weeks can be used to sticker.
5. Time: noon and early afternoon (Friday)
6. Duration: 1 1/2 to 2 hours maximum.
7. Considerations:
 - a. number of forces (who and where)
 - b. potential supporters and participants
 - c. continuity and consistency
 - d. method of outreach (i.e. target mailings, logistics, transportation etc.)
 - e. weather
 - f. materials (posters, banners, leaflets, speech, etc.)

- 6
- g. security and leadership
 - h. summations and evaluation of campaign
 - i. resources and resources development (people, contributions, fund raising etc.)
8. Possible dates: March 7, 14, 21, 28, and April 4, 11, 18, 25, and May 2
- Readings: Our First Wave of Struggle, OC/New ALSC 1979/80
9. Historical significance of dates Key targets/issues

March

- 7 Dred Scott case, Women's Day (6,8) - Women/attacks on affirmative action
- 14 Harriet Tubman, Absalom Jines (10,13) - Women/church support
- 21 Freedom March Selma to Montgomery (22) - Civil rights groups
- 28 Willie Hartie (28) - Supreme court attacks/legal struggle

April

- 4 King assassination (4) - Political repression/mass outreach
- 11 Civil rights in Hansing (11) - Hansing struggles/
- 18 SNCC formed (15) - student organization meeting
- 25 UNCF (24) - focus on Community Colleges and Black education

May

- 2 May Day (1) - Workers struggle

All of these developments can be related to the issue of the draft and the question of war.

10. Study Materials, February 20-March 7

- a. First Wave of Struggle: excerpts
- b. SNCC position
- c. King, Malcolm X, Anti-draft,
- d. J. Ferman, The Making of Black Revolutionaries

E. Registration for Black Liberation campaign versus forced registration for Imperialist war.

1. Purposes

- a. to legitimize the draft and the drive towards war
- b. to legitimize the idea of fighting for change in the conditions that face Black people in various sectors (i.e. workers, students youth, women etc.), as well as various aspects of the community, (prisons, housing, education, welfare, jobs, and income etc.)

2. Plan to develop advertisements

- a. large draft posters to be displayed, scorned and burned at rallies.
- b. wallet-size cards. One side has a mock registration card which should be discarded; the other side has a registration for Black Liberation card. This side should be signed and pocketed by Black youth, students, women, men, etc.

3. Availability: no later than mid-to-late March

4. Considerations:

- a. familiarity with legal requirements
- b. target groups
- c. activities and events centered around the draft.
- d. division of labor around who speaks at events, who helps with the registration etc.
- e. division of labor around posters, leaflets, distribution
- f. political and tactical leadership
- g. follow-up

F. Establishment of Black Liberation Movement Draft Board

1. Objectives

- a. to legitimize the idea of a Black registration for liberation
- b. to sink deep roots in the community by setting up these unity committees to popularize this idea on radio, newspapers, at meetings

2. Nature: composed of respected and prominent Black leaders, male and female who will be asked to serve. They will be responsible to:

- a. lend their name

- b. attend a press conference within the community
- c. make spots (tapes) for radio play

3. Consideration:

- a. press conference
- b. representatives of STUDY and STRUGGLE
- c. timing of event
- d. follow-up

G.. Sticker campaign- This calls for the production and location of 10,000 stickers highlighting our main slogans and demands of the campaign: No imperialist wars! Our fight is at home! Hell no, we won't go! Register now for Black Liberation!

1. Objectives:

- a. mass education
- b. popularize anti-imperialist politics

2. Targets:

- a. community- south side street corners (general areas most trafficed)
- b. high schools- key black concentrations
- c. campuses
- d. weekly campaigns

3. Considerations:

- a. money
- b. work force
- c. summation

reading: Summation of ZLW campaign BLM news 1979

H. Also Buttons, 1,000-2,000 volume with key slogans

1. Objectives:

- a. political education, popularize our demands, anti-imperialist politics
- b. consolidation of the front

- c. bring people close to use
- d. raise money to offset cost of campaign
- 2. Targets: flow from objectives-broad front
- 3. Considerations:
 - a. distributions
 - b. accounting
 - c. initial outlays
 - d. consolidation

I. Materials

- 1. Mass literature and materials: leaflets, speech, posters, stickers, films banners, tapes etc.
 - a. objective: popularize anti-imperialist struggle, and united front politics.
 - i. tap and unleash mass sentiments around demands
 - ii. put revolutionary politics on the agenda
 - iii. broaden our contacts in the base
 - b. targets: broadest segments of Black youth focus upon:
 - i. college students
 - ii. high schools
 - iii. working youth
 - iv. progressive elements
- 2. Core materials
 - a. study of Revolutionary Black Power in the 1980's
 - b. analysis of the Student Movement
 - i. study guide and book
 - ii. handbook and pamphlet on the Black Student Movement
 - iii. anti-draft, anti-Viet Nam materials (SNCC, Forman, Malcolm, SDS-ALSC)
- 3. Development of Plan and Study Materials

J. STUDY and STRUGGLE materials

1. student pamphlet, March 20

a. objectives

- i. building Black Student Movement on basis of STUDY and STRUGGLE
- ii. organizing tool: consolidation of STUDY and STRUGGLE
- iii. mass education
- iv. fund raising

b. target: moving advanced forces closer to us

2. booklet on summation of the Student Movement

3. regular STUDY and STRUGGLE, March 15, April 15

4. documents on Student Struggle

5. big STUDY and STRUGGLE: draft articles

6. summation of campaign

a. objectives

- i. consolidation
- ii. political unity and development
- iii. summation of work, practice, evaluation of tactics

b. targets

- i. internal development
- ii. moving close contacts to us
- iii. broader outreach
- iv. mass distribution

c. consideration: turn around time

fund raising

work force

K. Organization Conference: April 18-19, commemorate 20th year after founding of SNCC

1. objectives:

- a. consolidation of Chicago Student Mobilization for Black Liberation:
to become a viable force, STUDY and STRUGGLE as leading news organ

- 4
- b. develop unity statement and adopt program.
 - c. confirm organizational structure
 - d. public statement
 - e. summation of conference

2. developmental process

- a. consolidation of solid core
- b. campaign of STRUGGLE March-May
- c. consolidate forces around Black Studies Conference, March 26-29 in Milwaukee
- d. develop leadership capabilities (forums, campus work, programmatic activities etc.)

3. considerations:

- a. emergence of leadership through practice and understanding of political realities
- b. conference program, format, activities
- c. internal consolidation versus mass outreach
- d. publicity and communication
- e. relationship to current campaign
- f. development of conference materials
- g. logistics

L. Diversification of activities, Looking ahead

1. Looking ahead

- a. athletic team- (baseball, basketball ect.), summer league
- b. martial arts classes
- c. basic college- development of leadership, organizational and political skills
- d. summer STUDY and STRUGGLE- bibliography and study guide
- e. summer retreat
- f. other suggestions
- g. development of youth scholarship and scholastic skills, Black

studies scholarship

2. objectives:

- a. to build unity within STUDY and STRUGGLE
- b. broaden outreach and development of contacts
- c. continual skills development to make contributions to the Struggle

3. targets:

- a. high school: youth
- b. selective recruitment among student/activists in order to sink roots into the campus and community.

4. considerations:

- a. further planning
- b. development of specific proposals
- c. personnel: who's going to be here?

M. Developing STUDY and STRUGGLE at Timbuktu

1. consolidation of relationship within bookstore

- a. development of office and resources center
- b. staffing
- c. recruiting volunteers through STUDY and STRUGGLE
- d. post office box
- e. material development and resources
- f. counseling studies

2. objective:

- a. to develop a presence at Timbuktu
- b. assist with services in-kind for space inside bookstore
- c. developing Timbuktu as an important political and educational resource..
- d. stabilize and institutionalize the organization

3. activities:

- a. book displays
- b. film showings and student-lead forums

N. Finances and fund raising: self reliance, self sufficiency: rely on our resources.

1. dues and membership proposal (individual members)
2. sponsorships (organizations, clubs)
3. faculty contributions
4. fundraising activities (social activities including discos, jazz sets etc.)
5. fundraising projects (political and educational including book displays, film showings, book sales etc.)

O. Other suggestions and proposals

P. Summation on the basis of criticism and refinement.

WE MUST UNITE BEHIND THESE DEMANDS:

NO MORE IMPERIALIST WARS!

HELL NO, WE WON'T GO!

OUR FIGHT IS AT HOME!

REGISTRATION FOR BLACK LIBERATION!

TO WIN LIBERATION WE MUST FIGHT IMPERIALISM AT HOME AND ABROAD

The Chicago Student Mobilization for Black Liberation Speech: The Position of STUDY and STRUGGLE on the Draft, Imperialist War, and The Fight for Black Liberation.

Brothers and Sisters, Fellow Students and Progressives,

We of "STUDY AND STRUGGLE"-The Chicago Student Mobilization for Black Liberation-wish to thank the _____ at _____ and others who helped to organize this _____ and allowing us the opportunity to put forth our views and a program of action on this most important issue of the Draft, the threat of Imperialist War, its relationship or effect upon Black people and other oppressed sectors of U.S. society and to point the road forward for the Black Student Movement.

We think that the Black Student Movement must be built as a component part of the Black Liberation Movement against imperialism, racism, and sexism. Furthermore, we see the Black Liberation Movement as a component of a broader movement among progressive peoples directed against imperialism and all its forms of oppression.

Our views on this issue can be summarized as follows:

- ✓ 1. The major source of war today is due to imperialist contention of the world's Superpowers who are in an intense life/death struggle for profits and global domination. We oppose Superpower contention.
2. War between imperialist powers can only serve to benefit a few rich and privileged people while bringing suffering, devastation and destruction to the masses of the world's people. We are opposed to imperialist war.
3. While we are opposed to imperialist war, we support the just struggles of oppressed peoples and their revolutionary movements against imperialism and imperialist aggression anywhere in the world.
4. We believe that while we must support the just struggles of the peo-

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ples of the world against imperialism, our main fight-the fight of Black people/Black youth-is at home against U.S. imperialism, racist oppression and sexism.

5. We support and call for a mass registration of Black youth to the Black Liberation Movement and we support the Ten Point Program for Revolutionary Black Power in the 1980's in order to advance the struggle against imperialism in this country.

What Is The Imperialist War Drive All About?
Why Are The War Drums Beating?

The present drive towards World War in the U.S. is rooted in the current world-wide crisis of imperialism. It is a crisis that is deepening and worsening in the face of the revolutionary and progressive struggles waged by the world's peoples against imperialist exploitation and oppression. It is worsening due to the increasing competition and sharpening contention between the two imperialist Superpowers-the U.S.A. and the Soviet Union. The Superpowers along with their junior partners, find themselves in a desperate struggle as resistance to their domination becomes more intense and as their contentions and rivalries intensify. They attempt to drive each other out of strategic control over resources, markets and sources of cheap labor. The competitive greed among these imperialists knows no limits. Everywhere that this vicious system has entrenched itself, it must battle the people of these countries for domination. Everywhere imperialism expands it must fight against other imperialist nations for supremacy. This is the nature of imperialism. It is the world-wide expansion of capitalism overseas to dominate and exploit people. It is responsible for wars and it will generate new wars in Africa, Asia, Latin America just like in the Middle East (i.e. Iran, Afghanistan, Palestine etc.). Because of these conflicts, the rulers and political misleaders of imperialist nations will plunge us headlong into devastating World War-if we do not unite to stop them!

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Who Benefits From These Wars? The People? No!!

Imperialist war can only serve to benefit the small handful of rich and super rich, the corporate "fat cats", the political misleaders and the military "big brass". These greedy murderers and power hungry big shots attempt to get more wealth, fame and glory by trampling over the living and their dead, and by squeezing the labour of the world's working people until poverty, starvation, increasing deprivation and a long trail of blood, sweat and tears is all that remains.

Do The Masses Benefit? No!

Wherever imperialist wars have occurred the masses have been the losers. Millions starve while millions more are left homeless, fatherless, brotherless and sonless. But the next war poses a particular change if the Carters of the imperialist world have their way-for the first time women are likely to occupy the front lines. Thus everybody has an equal stake in opposing war between imperialists.

What Is The Situation At Home?

At the moment, the dominant focus of the war drive is directed at an external enemy (i.e. the Soviet Union, progressive movements etc.). But this focus can quickly be turned inward with increasing cruelty and savagery. This is evident as protest, dissent and radical politics among the masses increases. People are increasingly fed up with the worsening economic, political and social crisis that confront us in places like Chicago and throughout the United States. Thus, although we must continue to support progressive and revolutionary movements abroad against imperialism, we must direct our main energies for the very important fight at home in the U.S.

The deepening imperialist crisis at home leaves youth unemployed at four times the national rate. For Black youth the rate is more than four times higher than the overall Black rate of unemployment. In cities like Chicago between 40% and 50% of Black youth between the ages 16-24 are unemployed,

an even greater number are underemployed. This crisis has made it necessary for the ruling sector of corporate fat cats and big shots, political careerists and military big brass to drop their so-called liberal masquerade and display their fangs in Dr. Jeckyl-Mr. Hyde fashion. In the meantime, they fan the flames of reaction and racism that allow groups like the Klan and fascist trash like the Nazis to fester like vermin. And they expect us to serve in their racist army. The U.S. army is the Klan of the world. Mass genocide, lynching, terror and suffering trail where ever they land. No! We won't go! It is against these elements and against this system of racism and oppression that we must struggle.

What Is The Stake Of Black Youth/Black People In This Imperialist War?

We must recognize that Black people have always made major contributions to the past wars of the U.S., including Viet Nam. We died disproportionately, and we received a disproportionate amount of the benefits-none. Despite the blood, sweat and labor, as soon as these wars were over, we were grounded back into the bottom rung of society everytime. We were loyal to a system that was not loyal to us. Black soldiers went off to war with the promise that things would be better for Black people at the war's end. But, check it out. Since Viet Nam, the situation for our people has gotten worse, not better. More unemployment, more prisons, more infant mortality. We got less affirmative action, less quality education, less social services and worse public services. In January the unemployment rate among Blacks was

conservatively estimated at 12%. This is still nearly three times the white rate of unemployment (4.4%) and twice the national average rate (5.9%).

Meanwhile food, energy and housing cost soar into space, the jails and prisons have become swollen to the maximum with a disproportionate amount of young Black men and women and other oppressed nationalities (i.e. Latinos, Indians, Spanish Americans). Hell No We Won't Go! No draft! No imperialist war!

Our fight is at home! What can we do?

We must build campaigns of mass resistance to imperialist war and the attempt to bring back the draft. We must sum up the lessons of the previous wars and the last anti-Viet Nam war movement. We should begin by learning from SNCC, The Student Non-violent Coordinating Committee that was the first group to take an anti-imperialist stand in the mid-60's. Dan Steve, a former SNCC worker was sentenced to prison for refusing to fight in a racist, imperialist war. Nothing has changed except the country. The nature of the war is the same.

Second, we must oppose the registration drive and attempts to reinstate the draft. Registration serves two main functions. First, it serves to legitimize the draft and the clamor for weapons and war. It attempts to make it acceptable by making registration legal. Second, the registration of potential recruits provides a pool of men-and women- from which conscripts and draftees can be drawn. We all know who is more vulnerable to the draft-that's right, young blacks who are unemployed, young blacks with jobs, but who are less educated. At the same time, youth of oppressed nationalities stand in a similar boat. The rich seldom get drafted and seldom get front line duties. Ask the vets!

Third, we suggest that a massive education and mobilization campaign be instuted to fight against the war movement and the reinstitution of the draft. This would entail setting up forums, teach-ins, debates, and film-showing to get the word out on the system. We also suggest that we take to the streets with rallies, demonstrations and mass protests against this insane madness. Unleash the fury of the youth movement!

Fourth, we say that the only registration that is legitimate to command the allegiance of Black youth/Black people is a Registration for Black Liberation! Progressive students should pléde to fight for Black liber-

ation while opposing imperialism and racial oppression. All progressive forces and the youth of their communities should be united by a collective struggle against this oppressive system.

Finally, we call upon progressive forces within the movement and within the B.L.M. to support the Ten Point Program of Revolutionary Black Power as put forth by Peoples College in Black Liberation Month News, 1980. We believe this program should be discussed, strengthened and united upon if we are serious about making things change in a revolutionary manner. This program reflects the sentiments and aspirations of the broadest sections of the Black community and is a requisite in building a united struggle against imperialism.

Black students who can unite with these proposals should work with us in STUDY and STRUGGLE to build a mass anti-imperialist, anti-racist, and anti-sexist Black Student Organization. Such organizations must struggle for leadership of the Black Student Movement and unite Black Students in the struggle against all forms of oppression.

Thus we must build the Black Student Movement as a component of the overall Black Liberation Movement. Such a movement can fight for mass reforms to the necessity of smashing imperialism, racism and sexist oppression, as we struggle for fundamental change of the economic, political and social institutions of this society.

In closing we like to raise three main slogans that get at the heart of situation and its solution as it confronts the movement at this time.

1. NO DRAFT, NO IMPERIALIST WARS! HELL NO WE WON'T GO!
2. OUR FIGHT IS AT HOME! REGISTER FOR BLACK LIBERATION, FIGHT FOR REVOLUTIONARY BLACK POWER!
3. FIGHT IMPERIALISM AT HOME AND ABROAD!

No Draft! No Imperialist War!

Hell No! We Won't Go! Our Fight Is At Home! Register For Black Liberation!

BLACK PEOPLE AND THE UNITED STRUGGLE TO FIGHT AGAINST IMPERIALIST WAR

Black people and the majority of people in the U.S. are sinking deeper and deeper into the current social and economic crisis. Rising joblessness already at more than 40% for Black youth; runaway inflation on the one hand and runaway inflated profits, on the other; cutbacks in educational opportunities, closing hospitals and school systems, and increasing attacks by the Klan and other racist trash.

And on the international scene, the war drums are beating and the two main fighters are in the rings with their gloves on! The danger of a new world war hovers like a vulture on the horizon and threatens us all.

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The major source of potential world war today is the intense competition and struggle between the world's two imperialist superpowers--the United States and the Soviet Union. With their junior partners, they are pursuing their greedy quest for profits and global domination, as recent events in Afghanistan indicate. With deepening crisis here in the U.S., WAR WILL CERTAINLY COME IF WE DO NOT UNITE AND FIGHT TOGETHER TO STOP IT!

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51
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There are just wars and unjust wars, however. We must oppose this move toward an unjust imperialist war--whether in the Middle East or Africa--wars to keep people oppressed. But we must support the just struggles of oppressed people and their revolutionary struggles for national liberation and freedom. We must oppose imperialist intervention (by the U.S. or the Soviet Union) in Africa, Asia, the Caribbean, Latin America and the Middle East.

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NO! Black People and Black youth stand to lose the most, though all people will be hit hard by a war. This is not the first time that Blacks have been asked to bail the rich out of crisis by going to war. Black people have nothing in common with the U.S. army, the marines, nor any branch of the military. The U.S. military commits mass genocide and terror against the world's people, just as the Klan did to Black people and still does. In fact, in 1980--THE U.S. ARMY IS THE KU KLUX KLAN OF THE WORLD! Black people have fought in every war this country has fought on the empty promise that things would be better off for Blacks when the soldiers returned. BULL!

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HELL NO! WE WON'T GO! OUR FIGHT IS RIGHT HERE AT HOME!

The fight of Black people and other oppressed and working people is the fight right here in the U.S. We must fight to end the common source of our oppression and exploitation--U.S. imperialism, a system that puts the profits and comfort of the wealthy few over the needs of the majority of people, both in the U.S. and abroad.

We support anew kind of draft registration--REGISTRATION FOR BLACK LIBERATION! Join the army that is battling for REVOLUTIONARY BLACK POWER, the fight for a new social system that will end racism, economic exploitation and WAR.

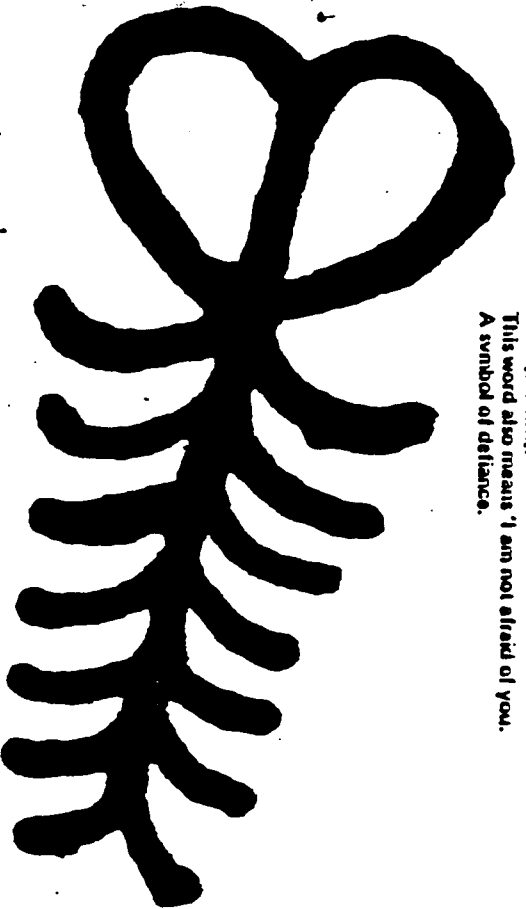
WHAT CAN YOU DO?

1. FIGHT against the drive towards war by educating people to the real issues at stake. Set up forums, workshops, and anti-war film showings on campuses and in the community.
2. JOIN mobilizations, rallies, and demonstrations against the draft and registration of both male and female youth. PROTEST against war preparations!
3. ENLIST in the campaign of REGISTRATION FOR BLACK LIBERATION. Join progressive organizations which are actively opposed to imperialism, racism, and WAR.
4. SUPPORT the TEN POINT PROGRAM FOR REVOLUTIONARY BLACK POWER AND BLACK LIBERATION proposed by Peoples College in the 1980 Black Liberation Month News.
5. Black students should join with the Chicago Student Mobilization for Black Liberation and support our newsletter STUDY AND STRUGGLE as we build an active campaign of resistance against imperialist war and for Black liberation.

For additional information leave a message for STUDY AND STRUGGLE
at (312) 842-8242.

BLACK STUDENTS UNITE!

AYA (the hui).
This word also means 'I am not afraid of you.'
A symbol of defiance.



BUILD THE BLACK STUDENT MOVEMENT ON AN ANTI-IMPERIALIST PLANE
OF STUDY AND STRUGGLE!!

JOIN AND SUPPORT STUDY AND STRUGGLE!!

CONTACT: CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION
P.O. BOX 6291 CHICAGO 60680
2530 South Michigan Ave. Chicago, ILLINOIS 60625
(312) 842-8242

STUDY & STRUGGLE

THE CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION

Black people (Youth in particular) other oppressed nationalities and working people are under increasing attacks. Rising unemployment and declining job opportunities, soaring inflation and growing costs of basic necessities wreck havoc upon the living conditions of the overwhelming majority of working people. The vicious capitalist system with its repugnant racism is sinking more deeply into social, economic and political crisis. As the economic and political crisis deepens, race becomes a more significant factor in the politics of who produces, who receives and who benefits.

While the masses of black, poor and working people bear the burden of the current economic crisis, a few wealthy and powerful corporate fat cats, big-time politicians and government careerists reap the benefits of superprofits from the exploitation of the many. The U.S. government continues to intervene into broader aspects of social life implementing policies that more and more blatantly serve the interests of the rich and the powerful. As the crisis at home intensifies, these political misleaders start beating the drums of reaction, spouting racism and clamoring for wars abroad to protect their privileged position, their sources of profits and economic interests. This is the main characteristic of imperialism - the extension of capitalist monopolies overseas and at home to exploit and oppress working people.

THE INTERNAL CRISIS OF IMPERIALISM, THE RICH AND POWERFUL WHO PROFIT FROM IT, AND THEIR DANGEROUS WAR BUILDUP MUST BE EXPOSED AND RESISTED!! THE ATTACKS MUST BE OPPOSED!!

This can best be done by building united mass-based struggles among Blacks, other oppressed nationalities and the majority of working people directed at the weak points in the imperialist system.

The crisis at home that mashes the exploited and oppressed majority into the ground, is an integral part of a world-wide system which is in crisis and conflict. It puts the two super powers - the U.S. and the Soviet Union - in intense struggle for global domination. They are the main source of potential imperialist world war!! The intense competition among them - and their junior partners - is motivated for profits, sources of cheap labor, raw materials and markets to dump their cheap goods. In pursuit of their motives they are forced to dominate and lord over the smaller nations, and peoples of the world.

This situation has given rise to a growing number of international hotspots and movements for national and social liberation. In Southern Africa, the Middle East, Asia, Latin America, and even within the imperialist countries themselves, resistance is growing to oppose the intolerable oppression and rising exploitation of people - especially Black people. The recent Miami Black revolt is symptomatic of the current conditions and a harbinger of coming developments that progressives and revolutionary minded activists must prepare the masses to overcome.

STUDY and STRUGGLE

WE MUST BUILD UNITY IN THE STRUGGLE AGAINST IMPERIALISM ABROAD, WHILE DIRECTING THE MAIN THRUST AT RESISTING IMPERIALISM AND RACIAL OPPRESSION AT HOME::

To do this militants and progressives must build revolutionary anti-imperialist organizations which link the mass struggles among Blacks, Latinos, and working people for progressive reforms (i.e. full employment, quality education, anti-draft, anti-KKK motions, etc.) with strategic necessity of defeating imperialism and all its forms of oppression. In pursuing this task students and youth - especially Black youth can make tremendous contributions to both the struggle against imperialism and the forward motion of the Black Liberation Movement.

BLACK YOUTH, LIBERATION AND THE STRUGGLE AGAINST IMPERIALISM.

The current conditions of Black people within the U.S. is informed by the analysis of several significant facts. Black people are essentially urban based (75%). Black people are overwhelmingly working class (85% or greater) and a significant concentration of Black people are in the age-group 16-30 (32%). There are nearly 1 1/2 million Black students in postsecondary education, mainly in two-year schools with vocational curriculums. The conditions of Black youth continue to deteriorate in the wake of the current social and economic crisis. Unemployment among this group is nearly 6 times the national average (8.0%) particularly in large cities like Chicago, Cleveland, Detroit, etc. Moreover the high school completion rate, the college admission and retention rates continue to decline while the rates of imprisonment among Black youth have soared. Meanwhile the agencies of the state have continued their police actions and political assaults against Black youth which force many Black youth into the army and welfare dependency upon the state in order to survive.

Historically, Black youth especially students have made important contributions to the progressive struggles in this country over the past 20 years (SACC, SGRU/YDBU, Panthers, NAOs, FPM, ALSC and other formations). When the Black youth movement was strong, so too was the mass movement of all Blacks. We must seriously study the lessons of the recent BLM in order to build militant, bold Black youth organizations. These organizations can contribute to the Black liberation struggle while strategically fighting against the main enemy. In the 1980's the unity of the Black Liberation Movement with a progressive, united struggle against imperialism, monopoly capitalism and the racism is an urgent necessity.

MIAMI IS STUDY AND STRUGGLE?

STUDY AND STRUGGLE is the CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION. It is an anti-imperialist, anti-racist, anti-sexist organization composed of Black Student/youth militants, progressives, and revolutionaries. Its main political work is within the Black Liberation/Student Movement. We stand for building unity between Black students and youth, the youth of other oppressed nationalities and the working masses in opposition to imperialism. We view the United front against imperialism as one important weapon in the fight against exploitation and oppression, and a strategic weapon in the fight for

CHICAGO STUDENT MOBILIZATION for BLACK LIBERATION

fundamental social change of the conditions of Black people. We believe the fight to unite Black youth is crucial in the struggle against imperialism. We believe that the Black youth movement must be built on the campuses and in the communities along three main fronts: (1) the struggle for jobs, income and meaningful employment (2) the struggle for quality education and greater opportunities for development; and (3) the struggle against the draft, and the potential imperialist war.

Moreover, we believe, that the main political fight is at home, here in the USA against our own racist, imperialist rulers. But we have a most important obligation to support the peoples just struggles against imperialism abroad. Peoples College, a revolutionary organization that has been actively involved in the BLM over the past ten years has provided leadership to STUDY AND STRUGGLE. It has also been instrumental in STUDY AND STRUGGLE's overall political development.

BLACK STUDENTS AND ANTI-IMPERIALIST STRUGGLES FOR BLACK LIBERATION.

On the campuses (and within the community as well) STUDY AND STRUGGLE has worked over the past year to build up the mass organizational capacities of Black youth. It has been uniting with advanced student (youth) activists in order to develop anti-imperialist Black liberators. For 1980/81, STUDY AND STRUGGLE has been reorganized on a new basis to prepare it to assume a greater responsibility in providing political leadership in the Black Student/Youth Movement in Chicago.

In light of the recent struggles in Miami, the Chattanooga rebellion, the struggles of youth in Soweto (S.A.), student movements in Asia and the Middle East, etc. it is imperative that militant but disciplined political organization be built among students. The main thrust of our work on the campuses is to support Black struggles for educational and social reform, promotion of Black studies and Black Student power while channeling resources that can be utilized by progressive organizations dealing in community struggles among the masses of Black people (housing, jobs, health care, the draft, etc.)

MIAMI CAN YOU DO?

Get involved and get organized! Enter into dialogue with other students, youth and progressives, including STUDY AND STRUGGLE. We will welcome your criticism, support and participation in our work. We feel that we are making an important contribution (as modest as it may be) and we can make more effective contributions with your support. Unite with us!

24

MARCH ON WASHINGTON



SAT, MARCH 22

- »NO REGISTRATION!
- »NO DRAFT!
- »NO NATIONAL SERVICE!
- »NO MILITARY INTERVENTION,
SUPPORT WORLD PEACE &
INDEPENDENCE OF NATIONS!

CHICAGO:
Send-off Rally
Friday, March 21
4pm Daley Plaza

Buses leave 5pm

New Mobilization Against the Draft
Midwest Coalition Against Registration and the Draft

53 W. Jackson Rm. 803
Chicago, Ill (312)939-0108

To: Rev. John Porter, Social Justice
and Social Repression Committee CBUC
c/o Christ United Methodist Church
6401 S. Sangamon St.
Chicago, Illinois

From: STUDY AND STRUGGLE: The Chicago
Student Mobilization for Black
Liberation
P.O. Box 6291 Chicago, Illinois 60680
2530 S. Michigan Ave.

Date: July 29, 1980

Re: Building Unity in the Anti-Draft, Anti-War Movement.

The Chicago Student Mobilization for Black Liberation (STUDY AND STRUGGLE) is an activist organization mainly composed of Black students (and other youth) who believe that a revitalized, united organized movement among Black youth can make a major contribution to the Black Liberation Movement in the 1980's. We support the just struggles of oppressed people for social change; the elimination of oppression, exploitation, and social injustice. The main arena of our work is among Black youth in the Chicago area in struggles against racial oppression, for jobs, quality education in opposition to the mounting attacks among Black people.

This letter is written at a time when we are doing important work in these areas. However, our main work over the past six months has been in building united struggle in opposition to the policy of registration, the reinstitution of the draft and the threat of unjust wars of aggression on the part of the U.S. and other imperialist powers. Presently our efforts have been directed toward building campaigns of mass education in protest against the draft and war, building unity in opposition to the U.S. government's militarist policies which have been emphasized at the expense of social welfare and jobs.

A major vehicle through which this campaign is being waged is by the means of a mass petitioning drive initiated by our organization. The main purpose of the petitioning drive is to build anti-draft, anti-war unity within the Black community on the basis of five principles of unity expressed in the petition. (see petition attached)

We see this petition drive as an important tool in a mass campaign of education and active opposition to the drive towards war and the deteriorating conditions of Black people in the U.S. We will urge students, working people, churches, civic, and social organizations to support it.

for the lack of professionalism. We were nonetheless encouraged by the success of the forum and the unity achieved by its participants.

Earlier this past week we were pleased, indeed encouraged to read in the July 23 Chicago Daily Defender that CBUC had begun to involve itself with us as groups doing anti-draft work within the Black community. We also noted the commentary on Lou's Notebook on this issue. CBUC is an organization which has developed a fine record of struggle on ~~other~~ relevant issues affecting Black Chicago. We unite with your efforts and support your work within the anti-draft movement. We are willing to offer our assistance in building anti-draft, anti-war motions as broadly as possible among Black people and Black youth in particular.

The 1980's has already become a crisis torn period of deep economic depression, political chaos and social unrest. Blacks and other oppressed sectors of society must continue to facilitate ways to unite our scattered resources under new forms of leadership in order to make the 1980's a decade of mass struggle, more militant, more determined and more successful than either the 1930's or the 1960's.

As a start in this direction, may we propose the following suggestions..

1. We would be willing to meet with the membership and leadership of CBUC to discuss ways of carrying out common work.
2. that CBUC membership enclose the "5 points of unity" for building anti-draft, anti-war work within the Black community.
3. that CBUC and our organization initiate a series of community forums around this question of the draft and the broader implications of the "5 points of unity". The entire Black community would be able to benefit from the education around this question.
4. similar forums could be held within the constituent organizations of CBUC.
5. that CBUC give consideration to support of a mass mobilization, of the Black community centered around issues raised in the "5 points of unity".

We look forward to your response and further discussions with you and the membership of CBUC at your earliest convenience.

Building Black Unity through
STUDY AND STRUGGLE.

CC Mr. Lou Palmer
Rev. Al Sampson
The Chicago Black
United Communities

.. Coordinator

To: Area News Media
From: STUDY AND STRUGGLE: The Chicago
Student Mobilization for Black Liberation
2530 S. Michigan Ave. P.O. Box 6291
Chicago, Illinois 60680
Date: July 29, 1980

Press Release: Analysis of Anti-Draft Registration Work in the
Black Community.

For Immediate Release

The government's efforts to reinstitute the forced conscription of youngmen into the armed forces were given a serious setback over the first eight (8) days of the registration for the draft period (July 21-Aug. 2).

According to Selective Service Officials in Chicago only 16,000 of some 160,000 19 and 20 year olds were estimated to have registered through Friday of last week. This estimate suggest that if this trend held through this week only about 20 percent (32,000) of the projected total would be registered. This figure would be well below the national compliance estimate publicly announced by the government of ninety-eight (98) percent.

The turnout at post offices near predominatly Black communities was low throughout the week. The situations monitored by members of STUDY AND STRUGGLE were extremely low. These areas had been the sites of intense mass education among Black youth which included, stickering, button distributions, small group discussions and other forms of mass awareness to the danger of the draft and the threat of imperialist war. The low turnout in general among Black young adults was consistent with the widespread sentiment among Black youth "Hell No, I won't go" fight an unjust war. Black youth are extremely sensitive to the suggestion that they fight legitimate needs for jobs public welfare services such as health and especially educational opportunities.

Among those that did register, many did so out of fear of the reprisal rather than any sense of loyalty to a government that they consider having an overdrawn account with Black people. They cite the experiences of Viet Nam and the Korean War. Blacks in these recent wars suffered disproportionately high deaths and casualties than their white counterparts.

The process of registration of 20 year olds took place amid widespread protests demonstrations, rallies and pickets that convinced many youths who were ambivalent to turn around.

The low turnouts represent a decidedly significant victory for anti-draft, anti-war forces should the the expected trend continue. It represents a setback for U.S. policy makers in pursuit of a get tough foreign and domestic policy that will silence protest and the growth of movements at home and abroad against public policies and social situations which put profits before people.

Black youth show a growing sophistication to their interests which they place in opposition to large corporations, and U.S. firms doing business overseas whose owners wish to make more profitable in the face of a changing international political and economic situation. This situation is wrought by growing superpower rivalry, economic competition among weaker powers, and revolutionary movements against big power aggressions and domination. (Afghanistan, Iran, Southern Africa are good examples).

The problems of unemployment at home, declining educational opportunities, the blatantly racist attacks by groups like the Klan and Nazis, as well as, the continued attacks upon Black youths by the police have been sighted as the bases for the battle at home among Black youth.

Although a growing number of Black youth have begun to articulate the positions above, many non-registrants are concerned about the level of support they can get from the community to back them up.

The organized Black community had been relatively quiet during past months with only a few groups publicly opposed to the draft and registration policies advocated by the government.

However the anti-draft, anti-war forces inside the Black community (like STUDY AND STRUGGLE) were given a boost last week when the influential Chicago Black United Communities (CBUC) announced its plan to begin a campaign of draft and alternative counseling to address the questions posed by the threat of non-registration.

We were encouraged by the this active show of support by CBUC who demand that Black youth be exempted from military combat do to the disproportionate number of Black GI' casualties suffered in recent wars.

We call among other organizations and Black leaders to come into the fight against this most immediate attacks against Black youth. We have proposed a program for building united mass struggle in principled unity in the fight against the reinstitution of the draft and the threat of unjust wars of aggression (see attached five point unity petition).

Attempts have already been made to contact other organizations,
institutions to bring them into the movement.

For more information contact:

Coordinator, STUDY AND STRUGGLE
phone: 842-8242
2530 S. Michigan Ave.

STUDY and STRUGGLE
The Chicago Student Mobilization
For Black Liberation

Dear Chicago-area Black Minister

We send greetings to you on behalf of STUDY and STRUGGLE, the Chicago Student Mobilization For Black Liberation. This letter is being sent to selected Black churches in the Chicago area, regarding a serious issue that is confronting Black youth and Black people as a whole. This issue is of registration, the draft and this countries move towards war.

STUDY and STRUGGLE is a student/youth organization that is trying to re-build the Black student/youth movement up to and beyond the powerful position it has held in the past. STUDY and STRUGGLE, since October of 1979, has built a solid foundation based on three principles: anti-racism, anti-sexism, and anti-imperialism. Our program is based on fighting these three evils, in the interest of the masses of Black youth in the communities, and Black students on the campuses such as; Loyola, Chicago State, Roosevelt, Northwestern, Chicago-Circle, loop, Malcolm X, etc.

Until recently, STUDY and STRUGGLE has been the only Black organization doing work around the question of the draft. We have been actively involved for the last 7 months in the anti-draft campaign. STUDY and STRUGGLE has been carrying out a massive stickering, leafletting, and button selling campaign within the Black community to raise consciousness about this question. We have also gone into the community and campuses to hold forums on the draft. A few weeks ago, we held a BLACK YOUTH UNITY FORUM at Timbuktu Book Store to disperse information regarding registration, the draft, and alternatives and options. STUDY and STRUGGLE is determined to build mass resistance within our communities by providing information, raising consciousness, and joining in united mass action.

We of STUDY and STRUGGLE oppose all imperialist wars, because we feel that they are not waged in the interest of Black people or the masses of people. Imperialist war tends to benefit a small powerful minority, whose sons and daughters are rarely affected by war. We say our fight is at home for jobs, quality education, better housing, and an end to racial discrimination.

We feel that our program is a good one that has been and will continue to be joined by progressive youth. In an attempt to sink deep ties within our communities, STUDY and STRUGGLE is seeking the support of various community organizations. We feel that the church is one of the most influential and powerful institutions in the Black community. Throughout our experience, the church has lead the way and given rise to some of the most progressive struggles we have seen. The church has also been the place where the greatest numbers of Black people have gathered in one organizational structure. Because of these reasons, STUDY and STRUGGLE would like to add to its list of community contacts, you and your church congregation.

We would be happy to come and discuss with you in detail our organization, and how we might be able to work with you, your congregation, and particularly the youth of your church. We would like for you to consider the following proposal for joint work. At this time STUDY and STRUGGLE is involved in a massive petition drive. We are trying to gather signatures on a petition that is being circulated nationally, supporting five principles. Briefly, the five principles are these; opposition to registration and the draft, full employment, more money to social services, U.S. hands off Africa, and government for and by the people. These principles are explained in greater detail on the petition.

We are proposing that area churches take up this petition and present it to their congregations. We feel that these principles are such that all Black people could be able to support in light of our condition here in this country and the world. These petitions will be gathered and sent to the Congressional Black Caucuses, in order that they might see where their Black constituency stands on these matters.

Afterwards, we propose that STUDY and STRUGGLE be allowed to come into your church and sponsor a forum around the questions of the student/youth movement and the draft. The details as to what you would agree to have presented in your church can be worked out in advance.

We feel that our message is one that the masses of Black youth and Black people should be able to unite with. STUDY and STRUGGLE also recognizes the fact that since the times of slavery, the Black church has always been responsive to the total needs of its members. Continually providing them with spiritual enlightenment, while at the same time, being a resource place for the cultural, economic, and political aspects of life. We would like to see the church play more of the latter role, especially in these times of deepening crisis. Even if the church itself doesn't get actively involved, at least it can make itself available so that valuable information can be dispersed.

STUDY and STRUGGLE hopes that this letter has been of some interest to you. We also hope that you would take time to respond, and allow us a chance to come and discuss these matters in more detail. We are located at

Timbuktu Bookstore
2530 S. Michigan
mailing address
STUDY and STRUGGLE
P.O. Box 6291
Chicago Il. 60680
telephone number
(312) 842-8242

We urge you to please contact us no matter what your response might be, for we welcome all constructive criticism and advice.

Yours in struggle,
STUDY and STRUGGLE

Address inquires to

coordinator of church outreach,
239-7953

BLACK COMMUNITY PRINCIPLES OF UNITY

FOR BUILDING THE STRUGGLE AGAINST REGISTRATION, THE DRAFT AND UNJUST WAR

To: THE CONGRESSIONAL BLACK CAUCUS OF THE UNITED STATES CONGRESS, WASHINGTON, D.C.

We, the undersigned, strongly support the following five principles of unity and urge your fullest support and immediate action:

1. We oppose the current drive of the U.S. government toward war. It is not in the interests of Black people, nor the American people in general. If war should come, the majority of people both at home and abroad will suffer and only a few will benefit. We demand that the U.S. government cut its war spending and put more money in social services and jobs.

NO IMPERIALIST WAR! END GREEDINESS AT HOME AND ABROAD!

2. We believe that the draft and draft registration are not in the interests of Black people nor the majority of young people. We call on all youth to refuse to register and to join the growing movement to collectively resist the draft.

NO DRAFT! OUR FIGHT IS AT HOME!

3. We demand that the U.S. government guarantee full employment for Black youth at decent wages.

JOBS AND INCOME FOR ALL!

4. We demand that the U.S. government never use nor support military intervention in Africa. The U.S. military and its police forces (like the C.I.A.) must stay out of Azania (South Africa) as the struggle grows to liberate that country from illegal, racist white minority rule.

FREE AFRICA! U.S. HANDS OFF!

5. We call for massive organized resistance to the growing right-wing conservatism in U.S. politics. Our commitment is to make the 1980s a decade of escalating struggle in the face of increasing racist attacks and a worsening economic crisis.

POWER TO THE PEOPLE!

Name	Address	City/State/Zip
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____
11. _____	_____	_____
12. _____	_____	_____
13. _____	_____	_____
14. _____	_____	_____
15. _____	_____	_____

Send completed petitions to **STUDY AND STRUGGLE: The Chicago Student Mobilization for Black Liberation**, P.O. Box 6291, Chicago, Illinois 60680

NO DRAFT, NO IMPERIALIST WAR

HELL NO, WE WON'T GO!

OUR FIGHT IS AT HOME!

REGISTER FOR BLACK LIBERATION

We placed some 20,000 stickers on the campuses and key Community Target areas between March 1980 and November 1980.

TO: Public Media

FROM: STUDY & STRUGGLE, The Chicago Student Mobilization for
Black Liberation.
2530 S. Michigan Av.
Liberation Hall

DATE: July 15, 1980

PRESS RELEASE

Friday July 18, STUDY & STRUGGLE, the Chicago Student Mobilization for Black Liberation is sponsoring a Black Youth Unity Forum on the Draft and Black Youth.

The program will highlight information on Draft counseling and Registration Education, and alternatives to military registration.

STUDY & STRUGGLE believes that in light of the present situation confronting Black people, and the upcoming registration June 21st-August 2nd that a program of this nature is both timely, and informative. The public is invited, but it is especially oriented for youth from the ages of 18-21.

For more information contact:

(312) 842-8242

BLACK YOUTH UNITY FORUM

(TO EDUCATE OURSELVES. ORGANIZE OURSELVES, AND MOBILIZE OURSELVES)

PULL THE SHEETS OFF UNCLE SAM'S
IMPERIALIST WAR PREPARATIONS

(WHO BENEFITS, WHO STANDS TO LOSE: WHY AND HOW)

OPPOSE REGISTRATION & THE DRAFT

(AS THE MOST IMMEDIATE ATTACK UPON BLACK AND WORKING CLASS YOUTHS)

THE REAL FIGHT IS HERE, AT HOME!

(FOR JOBS AND/OR INCOME FOR QUALITY EDUCATION AND OPPORTUNITIES
AND AGAINST THE MOUNTING ATTACKS ON BLACK PEOPLE)
REGISTRATION FOR BLACK LIBERATION !!!!!!! NOW!!!!

WHEN :

FRIDAY - JULY 18
8:00 P.M.

WHERE :

LIBERATION HALL at
TIMBUKTU BOOK STORE
2530 So MICHIGAN AVE.

PROGRAM PROGRAM

*OPEN DISCUSSION

REGISTRATION, ANTI-DRAFT AND
MILITARY COUNSELING
INFORMATION.

**ON BUILDING ORGANIZED
RESISTENCE TO NEW DRAFT-
REGISTRATION AND THE THREAT
OF IMPERIALIST WAR

***REGISTER YOUR PROTEST by joining
CAMPAIGNS OF MASS UNITED ACTION
TO STOP THE DAMN DRAFT JULY 21-AUG 2

sponsored by:

STUDY AND STRUGLE: The Chicago Student Mobilization for BLACK LIBERATION.

Office: 2530 So Michigan Ave
P O Box 6291 Chicago 1160608
PHONE: 842-8242

* * * * *

OUR FIGHT IS AT HOME -
AGAINST IMPERIALISM & RACISM !!

Area economy leads the nation—down

By James O'Shea

THE GREAT LAKES states are leading the nation into a free falling recession that could become one of the worst regional downturns since World War II.

From the corporate board rooms in Detroit and Toledo to Lupe Valdez's Pub, a bar frequented by steelworkers on Chicago's South Side, the signs of recession are everywhere.

Not only is unemployment rising in the Midwest's vital auto, farm, machine, and truck industries, but interviews with economists, labor unionists, analysts, and businessmen disclose that other industries basic to the Midwest—steel, rubber, shipping, and housing—are also hard hit.

Meanwhile, the farm economy, which belatedly evaded the impact of the 1973-1975 recession described as the worst since World War II, is in a severe slump this time, and several economists termed the regional economy as "terrific."

SAID JOHN GARCIA, a 19-year-old unemployed steelworker and 25-year veteran of the mills in South Chicago:

"You know, you work around the old guys in the mills, and they tell you stories about everyone in the Depression only making 10 or 20 cents an hour. Now everybody's making \$11 or \$15 an hour working. I've never seen it do. Nobody's working."

The Great Lakes area economy, which relies heavily on recession-sensitive heavy manufacturing and durable goods industries, always fares worse in a recession than most other parts of the nation.

This time, however, some observers fear that the farm and industrial sectors are entering the recession fundamentally weaker than in the past, setting the stage for a plunge that could permanently damage the area's economy unless some changes are made.

CHARLES BRADY, a steel analyst at Merrill Lynch, Pierce, Fenner & Smith, Inc., says the steel industry may never regain complete lost in the recession unless Congress enacts tax laws to stimulate capital spending.

"People say there will be a rebound in the steel industry when car sales increase, but the auto industry is not as big a factor in steel as it used to be. Cars now account for about 20 per cent of total steel use. About 80 per cent is used in industries related to capital spending, and unless there is something done in Washington to stimulate spending on plant and equipment, there won't be a recovery for steel," Bradfield said.

The auto industry is leading the downturn, and most observers see no signs that the fall has bottomed out. Few are optimistic about the future either.

Midwest economy

American automakers—Ford Motor Co., General Motors Corp., Chrysler Corp., and American Motors Corp.—could lose money in 1980, Chrysler is expected to lead the pack with a staggering loss of \$1 billion, but even the normally profitable GM could post a loss.

MEANWHILE, LAYOFFS are increasing. Jerry Dale, a United Auto Workers spokesman in Detroit, said the four car companies have about 200,000 workers on indefinite layoff against peak 210,000 on indefinite layoff in the past recession and 211,500 in 1971.

The current wave of layoffs accounts for more than 25 per cent of the four car companies' average 1978 work force of 757,000, he said. Dale said temporary layoffs, which were high in the last recession, are now increasing, and layoffs are just getting started in the farm, implement, heavy truck, and auto-parts industries.

Deer & Co., the Moline, Ill., maker of farm machinery, has laid off 4,000 of 31,000 employees, and another 5,800 will be laid off this fall when Deer shuts down two of its plants for a month.

Another farm implement firm—Massey Ferguson Co.—will shut its plants for three months this fall, Dale says, and he says the auto workers' plant shutdowns at Allis Chalmers Corp. of Milwaukee and substantially increased layoffs at Caterpillar Tractor Co. in Peoria, Ill., soon.

THE SLOWDOWNS ALSO is starting to work its way into related industries. Car makers, for instance, use vast numbers of sparkplugs, master cylinders, and torque converters made in places such as Toledo, where unemployment is rising and stands at a 10.6 per cent rate, almost double the total of a year ago, latest Labor Department figures show.

What's more, the nation's rubber industry in places such as Akron and Dayton, is becoming hard hit. Value Line Investment Survey, an advisory service, says the tire industry is expected to post a 10-year low in shipments for 1980, and it predicts that the industry shakeout will be so severe that a major company like Uniroyal could withdraw from the tire market. The company denies that. Nevertheless, the industry already has been hit by several plant closings.

UAW's Dale says: "It [the recession] started in heavy auto states like Michigan, Ohio, and Indiana, but now it's spreading to states like Illinois."

Big Steel, an industrial staple of the Great Lakes states, already is feeling the pinch. Merrill Lynch's Bradford says the industry started the year operating at about 63 per cent capacity but will end 1980 at less than 60 per cent.

"We've already had two bankruptcies at Wisconsin Steel Corp. in Chicago and one in Pennsylvania, and other companies . . . are weak," he said.

BRADY SAID that use of plant capacity will edge higher after Jan. 1 when co-owners have worked off inventories. But he said the increase won't be that much, and he termed the outlook for the industry "absolutely pitiful."

Nearly 26,000 workers in United States Steel Corp.'s work force of 96,000 are on layoff, and estimates of total industry layoffs range from 50,000 to 70,000 out of a work force of 400,000.

Jim Balonoff, director of District 31 of the United Steel Workers of America, says about 20,000 of those jobless steelworkers are in his district, which wraps around the southern toe of Lake Michigan. "It's the young and the minorities that are getting hurt," he says.

Things aren't much better down on the farm. John Linevander, senior economist at the American Farm Bureau Federation, says net farm income in 1980 is expected to drop 27 per cent to \$24.1 billion. It was \$33 billion in 1979—a total that was the same as in 1972, when income was stimulated by sales of wheat to Russia.

"I THINK you can say that farmers won't be a cushion in a recession this time around," Rosemann said. "Inflation is killing them."

The Great Lakes shipping industry is getting cluttered, too. Domestically, the steel industry slump has cut the amount of iron ore normally shipped to steel mills on the Lakes. Melvin H. Pelfrey, executive vice president of District 2 of the Marine Engineers Beneficial Association, says ore receipts were down 20 per cent at steel mills on the lakes through the first quarter of 1980.

As a result more than 30 per cent of the bulk carrier ships vital to domestic trade on the lakes have been laid up, he adds.

International shipments also are worse. The slump in international trade is primarily because of the Carter administration's embargo on grain shipments to Russia because of its invasion of Afghanistan.

BUT A HIGHLIGHT of Russian-bound cargo by the International Longshoremen's Association and a dumping company filed by U.S. Steel against foreign makers of steel imported into the U.S. have also hurt. Hubert Hagen, president of the U.S. Great Lakes Shipping Association, says 1979 is shaping up as the worst season ever.

Minot Ryan, an economist at Dale Research, Inc., a Lexington, Mass., consulting firm that tracks the economies of all 50 states, says her industrial Midwest statistics show that the area will be stuck with a deep recession that

won't even start to lift until mid-1981.

She said that the area's housing market is getting hit particularly hard. In the Chicago area, she said, total housing permits issued in April, 1979, dipped to the lowest level since 1974, when Data Resources started keeping state-by-state figures. She said total permits issued in the area in April were 530, down from 4,900 in April, 1977, the highest month since 1974.

Not everything is completely bleak, however. David Zarnuch, an economist at Ameritrust Bank in Cleveland, said the greater Cleveland area's economy is depressed by the downturn in the area's auto-related industries.

BUT THAT downturn is being offset by a still-healthy machine tool industry benefitting from Detroit's retreating for smaller cars, he added.

"The machine tool business currently is strong, but it probably will get weak within six to nine months. We're going to get that recession; it's just not here yet."

What's more, some of the unemployed workers in the steel and auto industries have supplemental unemployment benefits that provide up to 90 or 95 per cent of their after-tax pay, including state unemployment benefits.

But the UAW's Dale points out that some of these funds already are endangered, particularly at Chrysler and Ford. And some workers might lack the security to take full advantage of the funds.

Garcia, the unemployed steelworker, said that all of that is only a temporary answer. Eventually, he said, a person has to find a new job. If no jobs are around, he said, they might be able to retire early and get a pension.

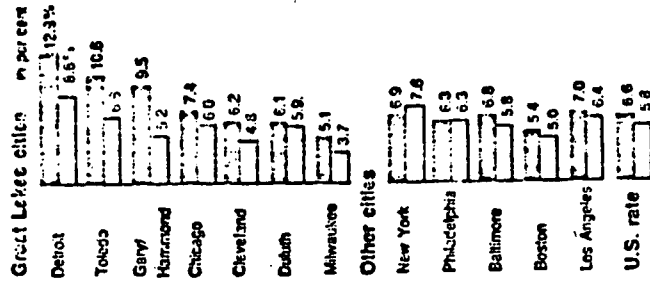
"You know, you get to pay your bills, and that takes a job. It may not be as bad as when we were in the Depression, but it doesn't look to promising either."

Tom Cochran, executive director of the Northeast-Midwest Institute, a Washington-based nonprofit organization interested in political and economic issues affecting states in the Northeast and Midwest, believes the downturn could be the beginning of a long-term slump in the Great Lakes basic industries.

The New England states, he said, have undergone a transition from a basic manufacturing center for the shoe and textile industries to a high technology service center. In the process, he said, prolonged slump hit as the area re-industrialized.

"MY FEELING is that a similar transition is just getting started in the Midwest. The area is just starting to face some extremely rough times because of its reliance on the industries such as auto, steel, machine tools, and fabricated metals," he said.

Unemployment rates for selected U.S. cities



APRIL 1979
APRIL 1975

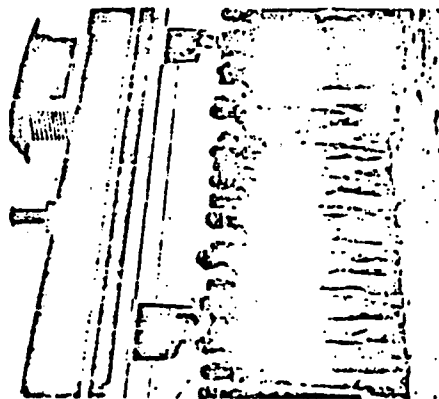
Export opportu

The following series leads are selected from a recent weekly bulletin of the United States Department of Commerce for the interest of Chicago-area business. For more information, contact the department's Chicago district office, 55 E. Monroe St., Room 1106, Chicago, Ill. 60601. Phone 312-552-1100.

- COSTUME JEWELRY: Direct sale retail exclusive distributor, Honduras. Notice No. 19-001.
- MEAT PROCESSING MACHINERY: Overseas agency, Philippines. Notice No. 19-001.
- AGRICULTURAL CHEMICALS: Direct sale and agency, Spain. Notice No. 19-001.
- METAL: OFFICE FURNITURE: Overseas distributorship, Singapore. Notice No. 19-001.
- ICE CREAM FREEZERS: Overseas distributorship, Netherlands. Notice No. 19-001.

BLACKS IN THE MILITARY

THE MYTH OF EQUAL OPPORTUNITY



THE PROMISE:

"You Can Be Black and Navy Too"

Navy Recruitment Ad

"The equality and freedom enjoyed by the active Navy has increased substantially in the last several years. Perceptions that the Navy offers a career which affords speed, mobility, valuable training experience and skill development opportunities coupled with decent and reasonable conditions in the private sector have contributed to this trend."

Second Annual Assessment, 1978
Army's Equal Opportunity Program

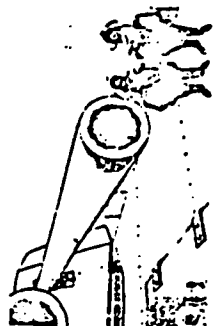
"A Mind-Growing Experience"

Minority Recruiting Advertisement

THE REALITY:

"Racism in the military is so deep, so wide and so effective that we can't possibly cope with it."

Parren Mitchell (D-Md)
U.S. Representative



"What real problem?"

"Although the outward appearance is one of calm, racial tensions and institutional discrimination still exist."

Second Annual Assessment, 1978
Army's Equal Opportunity Program

"We know there were racial problems in the armed services, but we had no idea of the depth, scope, or volatility of the situation."

Dr. Joseph Lowry, President
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MILITARY JUSTICE?

"Here ... is where I feel the greatest racism comes out. It is in the discretionary use of military justice."

Nathaniel Jones, General Counsel NAACP

"Although blacks make up about 30% of the Army, they account for 51% of the Army prison population."

Philadelphia Inquirer
Dec. 10, 1978

Article 15

Industry for promoting commanders to impose reduction in rank, or loss of pay without trial."

"No military procedure has brought forth a greater number of complaints and evidences of racial discrimination than ... judicial punishment. Article 15 ... has without doubt resulted in irreparable damage to the service careers of Blacks."

Congressional Black Caucus

ARMY PRISON POPULATION, 1977



Blacks Among
Army Prisoners

Blacks Among
Army Prisoners

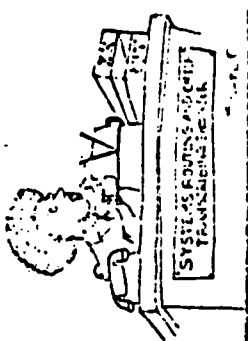
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"The racial and cultural biases in [military qualification] tests combine with the often low educational training and experience of the minority (recruit) to insure that he is assigned primarily and permanently to those low-skilled, dead-end jobs which the military terms 'soft core'."

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Dec. 10, 1978

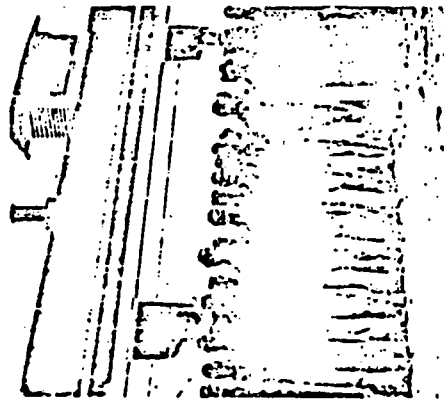
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DOD Task Force

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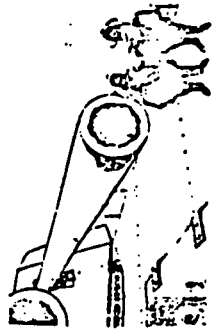
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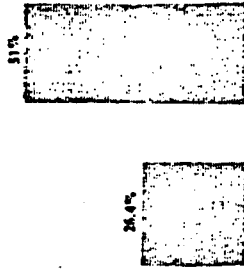
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Congressional Black Caucus

ARMY PRISON POPULATION, 1977



Blacks Among Army Prisoners

Figures from Second Annual Assessment, 1978

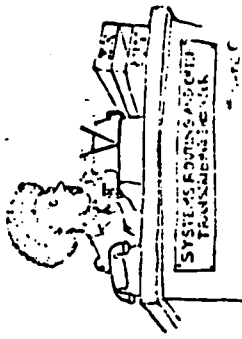
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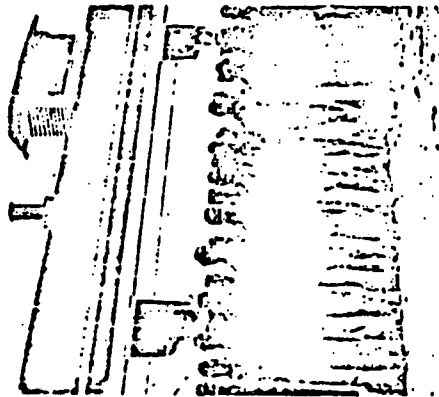
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DOO Task Force

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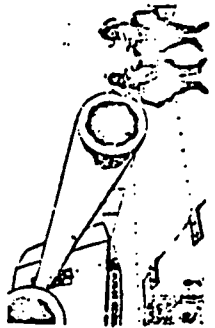
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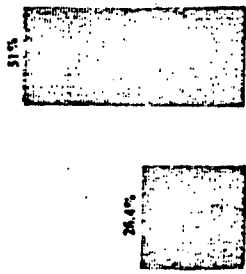
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Blacks Among Enlisted People

Blacks Among Army Prisoners

Figures from Second Annual Assessment, 1978

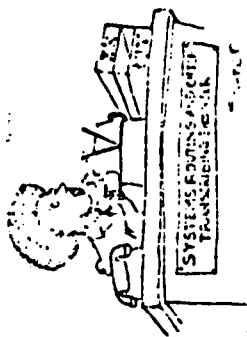
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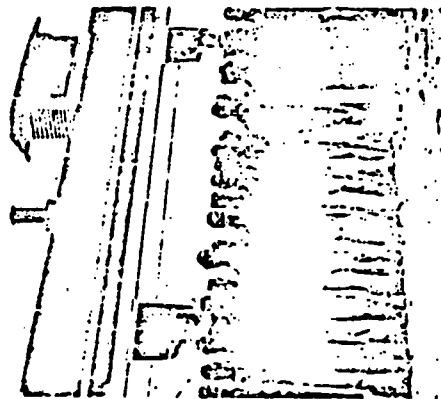
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DOO Task Force

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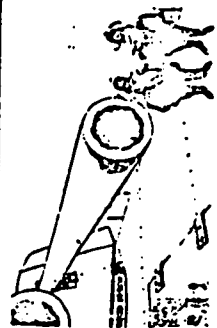
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ARMY PRISON POPULATION, 1977



Blacks Among Army
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Blacks Among
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*Figures from Second Annual Assessment, 1978

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DDP Task Force

"The SCLC field director, Tyrone Brooks, has said that the lack of black officers and the predominance of prejudiced white officers from the South is a source of discrimination."

Philadelphia Inquirer
Oct. 10, 1978

"The Black content in the United States Army Reserve was 5% enlisted and 2.6% officer in 1972. In 1977 the enlisted ratio had jumped to 23.3% while the officer ratio was only 3.9%."

Second Annual Assessment, 1978
Army's Equal Opportunity Program

Prejudice in promotions and assignments is most pronounced within the Officer Corps:

BLACKS AMONG
ARMY OFFICERS,
1978



Source: From Second Annual Assessment, 1978

A BAD DISCHARGE:

Blacks Receive Dishonorable Discharges At 4 1/2 Times The Rate Of Whites

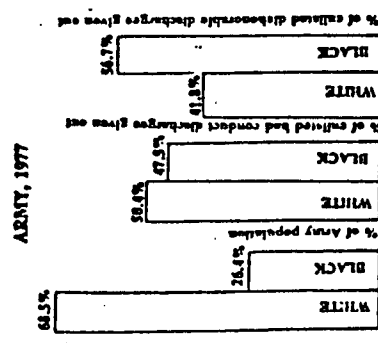
"In 1977, 57% of those getting dishonorable discharges and 48% of those who received bad conduct discharges were Black."

The Guardian

"Black soldiers are receiving a disproportionate number of punitive discharges. Black overrepresentation for both bad conduct discharges and dishonorable discharges has become more severe during the last year. A comparison of Army offenders by race in three major crime categories indicates that the rate of offenders per 1,000 Black soldiers is much higher than the rate offenders per 1,000 White soldiers. Moreover, Blacks are also overrepresented in Army prisoner populations."

Army's Equal Opportunity Program

BLACKS RECEIVE A GREATER PROPORTION OF BAD DISCHARGES



*Total figures are less than 100% due to exclusion of other minority groups. Figures from Second Annual Assessment, 1978

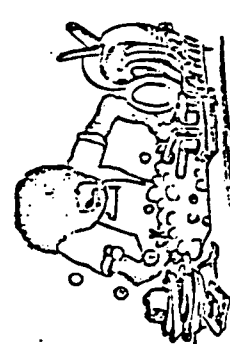
"It is hard enough, Lord knows, for these men to get jobs, even with honorable discharges. Without them, they are grievously and unfairly penalized."

W.S. Collins

OPPORTUNITY OR OBSTACLE?

"The total effect of a Black serviceman's encounter with the military is that when he leaves he is usually in worse condition than when he entered. He has generally received little training ... he has been subjected to harassment and discrimination at the hands of his superior officers ... and he too often winds up with a less than honorable discharge which guarantees that his civilian life will be at least as difficult as his former military life."

Congressional Black Caucus



"I learned my drill in boot camp!"

The grievances of minority servicemembers can be redressed only if widespread political pressure is applied. Black enlisted people have taken the lead in this campaign and have frequently spoken out for their rights. If they are to succeed and justice is to prevail, others must join in the struggle for a more humane and democratic service.

Anyone considering joining the military should decide whether they want to be trained killers. The real purpose of the military isn't to train or educate young people for the civilian market. And in fact, the young people who could do the most to develop their community. In the end, the solution isn't to increase the minority content within the military. The solution is to decrease the influence of militarism in our communities.

HELP IS AVAILABLE

Many young black men and women will continue to enlist in the military. Our 40% unemployment rate among black youth insures that reality. If, after considering all your options, you decide to join the military anyway, there are certain steps you can take to protect your interests.

You should always get the recruiter's promises in writing, make sure you have a witness present when you talk with the recruiter, and talk with a pre-enlistment counselor before you sign anything. CCCC can put you in touch with a counselor in your area. He or she can go over the military enlistment "agreement" and help you understand it.

The groups below, in addition to CCCC, have a special interest in the experiences of blacks and other minorities in the military. If you would like additional information on the problems of blacks in the military, or if you are presently in the military and experiencing problems, contact:

CCCC/An Agency for Draft and Military Counseling
P.O. Box 1576
Philadelphia, PA 19103

Southern Christian Leadership Conference
334 Auburn Ave., NE
Atlanta, GA 30303

NAACP
1790 Broadway
New York, New York 10019

Friends Military Counseling
1515 Cherry St.
Philadelphia, PA 19102

National Black Veterans Organization
1949 West North Avenue
Baltimore, MD 21217

CCCC

Founded in 1968 as the Central Committee for Conscientious Objectors, CCCC is a non-profit, non-sectarian organization that is in contact with members of Congress, war, and militarism.

P.O. Box 1576
Philadelphia, PA 19103

This pamphlet was produced by CCCC in association with the Task Force on Racism and the Military. It is a 1975 revision of the pamphlet originally produced by the Center for National Security Studies.

Explaining draft registration

On July 2, President Carter signed a proclamation that sets aside two weeks in this month for the registration of 18- and 20-year-old draft-eligible men. In the following article, Kenneth Lasson, a constitutional law professor and author of the book, "Your Rights and the Draft," answers the questions raised by the registration law.

By Kenneth Lasson

Q—Why registration now?

A—President Carter initiated plans for registration earlier this year in light of world events—the hostage situation in Iran and the Soviet invasion of Afghanistan—and increasing concern about the availability, effectiveness, and quality of the all-volunteer armed services.

Q—Are there political ramifications?

A—All of President Carter's major opponents (Ronald Reagan, Edward Kennedy, John Anderson) have announced their opposition to registration, and it is bound to be an issue in the post-convention presidential campaign.

Q—Is the all-volunteer service really not working?

A—That is the subject of continuing great debate. As recently as last year the Defense Department itself was lobbying against resumption of a draft, rebutting all attacks on the current strength of the military in a study called "America's Volunteers." And in February, 1980, the Selective Service System said it saw no need for either registration or a draft.

Q—So why the concern?

A—Practically everyone is agreed that the all-volunteer forces suffer from low morale. This is caused primarily by the poor salaries paid enlistees and by their disillusionment about career opportunities within the service and afterward, in the public sector. One result has been the loss of many qualified service people to better-paying jobs elsewhere. In addition, the all-volunteer forces have been having trouble attracting men for infantry duty, and as a result have lowered certain educational standards for enlistment.

Q—Is registration the same as resumption of the draft?

A—No, although opponents of registration feel that it amounts to nothing more than a prelude to the reinstitution of peacetime conscription, any future draft must be passed by Congress.

Q—Then what purpose does it serve?

A—According to the Selective Service System, the purpose of registration is simply "to create a pool of names and addresses of individuals who could be called to serve in the event of a national emergency."

Q—After registration, how much more quickly will the nation be able to mobilize its forces?

A—Depending on whether you ask Selective Service or the Committee Against Registration and the Draft (CAIRD), anywhere from six weeks to one day.

Q—Who must register under the current law?

A—All American men born in the years 1960 and 1961. Twenty-year-olds will register the week of July 21; 19-year-olds, the following week. In January, 1981, those born in 1962 will sign up, and thereafter registration will be required as men reach the age of 18.

Q—Isn't that age discrimination?

A—Could be, but there's nothing (currently) unconstitutional about discrimination on the basis of age.

Q—Suppose I'm handicapped?

A—You still must register. Only men who are institutionally disabled are exempt; however, you must register within 60 days after being released.

Q—Are there any exemptions at all?

A—Yes. All 18- and 20-year-olds currently on active duty in the armed services and reserves, students at the military academies (including the Coast Guard, Citadel, and Public Health Service), and nonresident aliens will qualify for an exemption.

Q—Are these exemptions permanent?

A—No, once an individual's status changes. For example, a member of the armed forces who is discharged is no longer exempt and must register.

Q—What about women?

A—In the past, women have been exempt from registration and draft requirements, and the current registration bill follows that tradition (although President Carter wanted to include women). The American Civil Liberties Union has filed suit on this issue in federal court, claiming that such an exclusion discriminates against men, thereby violating the constitutional guarantee of equal protection under the law.

Q—Could the July 21 registration be postponed pending the outcome of that suit?

A—It could, but even the ACLU admits it probably won't.

Q—Is registration itself unconstitutional?

A—"Where is it written in the Constitution," asked Daniel Webster almost two centuries ago, "in what article or section is it contained, that you may take children from their parents, and parents from their children, and compel them to fight battles of any war, in which the folly or wickedness or government may engage it?" However, although history of conscription in America has been one much more of opposition than of support, past court challenges of registration and the draft have not been successful.

Q—Where will this registration take place?

A—At local post offices—some 34,000 of them around the country. Past registrations have normally been held at local draft boards, which for the time being remain dormant.

Q—Will everyone in my community register the same day?

A—No. Your registration day will depend on your birth month and year. For example, individuals born in January, February, and March will register on Monday. Those born April, May, and June will register on Tuesday, etc. Friday will be a makeup day.

Q—What about people who fail to register out of ignorance?

A—According to Selective Service Director Bernard Rostker, they "technically would be in violation," but post offices have been directed to allow persons to register late, after the two-week period of scheduled registration.

Q—Suppose I am out of the country or otherwise unable to register?

A—You may register at any American embassy or consulate. If there are other circumstances beyond control preventing you from registering, you must do so as soon as possible.

Q—What if I refuse to register?

A—You could be prosecuted and subject yourself to a fine of up to \$10,000 and/or imprisonment for up to five years. Imprisonment appears less likely, in that a potential of 200,000 non-registrants would be more than eight times the current average federal prison population.

Q—May I decline to register if I am a conscientious objector?

A—No. Sen. Mark Hatfield (R., Ore.) proposed an amendment to the current registration bill that sought to encourage fuller compliance by enabling conscientious objectors to register as such, but the amendment failed.

Q—What are my options if I am a conscientious objector?

A—Your best bet is to ask for advice from the National Interreligious Service Board for Conscientious Objectors (NISBCO), 15th Street and New York Avenue, NW, Washington, D.C. 20005, (202) 204-4262; the American Friends Service Committee, 1301 Cherry St., Philadelphia, Pa. 19102, (215) 241-7000; or the Central Committee for Conscientious Objectors (CCCO), 2208 South St., Philadelphia, Pa. 19146, (215) 543-4626 or 1251 Second Ave., San Francisco, Cal. 94122, (415) 564-0500.

Q—May I escape registration by moving to Canada?

A—Conceivably yes, but Canada has tightened its own immigration laws and it would be much harder now to avoid an American draft by going north.

Q—Under the new law, what are my obligations after I register?

A—None. You are not required to contact your draft board until a draft has been passed by Congress.

Q—Will a draft follow registration?

A—Your judgment is probably as good as anyone's. Bear in mind that reinstatement of the draft will require an act of Congress, and would likely engender even more debate than the considerable controversy that surrounded registration. Pay attention to news reports and, if you are very concerned, contact your congressman or Selective Service.

Q—How do I do that?

A—Although local Selective Service offices remain dormant, information may be obtained from the headquarters of the Selective Service System in Washington, D.C. Write them at 609 E St., NW, Washington, D.C. 20445, or call (202) 724-0824.

Q—If there is a draft, will the existing draft regulations be invoked?

A—No. According to Selective Service, new administrative regulations have been designed and "will soon be published." How soon is a matter of conjecture. There is little reason to believe, however, that a completely new law implementing draft machinery will be adopted. On the whole, the system established by the Military Selective Service Act (which has been amended numerous times since its enactment in 1964) will probably remain intact. Remember, it is reinstatement of the draft itself, not the law governing draft-system machinery, that will create the most controversy.

The following organizations will cooperate in counseling and support activities:

- | | |
|---|---|
| American Friends Service Committee
407 S Dearborn
Chicago, IL 60605 427-2533 | Supports non-registrants and conscientious objectors. Will provide training for draft counselors, and referrals to counseling organizations for draft-age youth. |
| Clergy and Laity Concerned
542 S Dearborn
Chicago, IL 60605 922-8234 | Will provide counseling and establish draft counseling centers by working through congregations. Counseling centers will be established in several cities, including Chicago. |
| Church Federation of Greater Chicago
111 E Wacker - Suite 510
Chicago, IL 60601 565-1100 | Will provide counseling and establish draft counseling centers in local churches. |
| Chicago Coalition Against Registration and the Draft (CCARD)
53 W Jackson - Room 801
Chicago, IL 60604 939-0108 | Supports all those who resist conscription. Will provide referrals to draft counselors. |
| Midwest Committee for Military Counseling
202 S State
Chicago, IL 60604 939-3349 | Trains counselors. Will establish a counseling and referral network. |
| Northwestern University C.A.R.D.
Andy Olsen
1130 Church St. Apt. 4-4
Evanston, IL 60201 864-1988 | Will provide draft counseling. |
| Oak Park Draft Counseling Center
Flora McKinney
607 S Wesley Ave
Oak Park, IL 60304 524-0099 | Will provide draft counseling. |
| University of Chicago C.A.R.D.
Kat Griffith
5340 S Harper
Chicago, IL 60615 288-8989 | Will provide draft counseling. |
| University of Illinois at Chicago Circle
Student C.A.R.D.
750 S Halsted Room 311A
Chicago, IL 60607 | Will provide draft counseling. |
| Patriots Against Registration and the Draft
343 S Dearborn Room 305
Chicago, IL 60604 663-1664 | Supports non-violent resisters and will provide referrals to draft counselors. |

EMERGENCY DEMONSTRATION!!

The Senate has passed appropriations of \$13.3 million for registration. NOW, is the time for all draft-age youth and their supporters to boldly tell Jimmy Carter "HELL NO! WE WON'T GO!!" The oil corporations, the generals and admirals, the politicians should all know there will be hell to pay for any steps towards a draft or war.



CHICAGO CARD SAYS,
**STOP REGISTRATION
AND THE DRAFT**
SATURDAY, JUNE 21 NOON
FEDERAL PLAZA

Chicago Coalition Against Registration and the Draft
53 W. Jackson, Chicago Ill. 60604 - 939-0108

*July 4 Coalition Against
Registration and the Draft*

P R E S E N T S

ROCK against the DRAFT

J U L Y F O U R T H

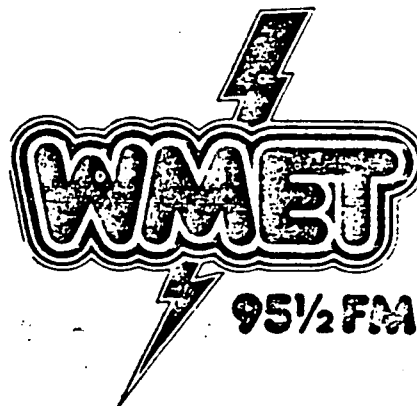
11 A. M. to 5 P. M.

L I N C O L N P A R K

For details
call 663-1664

and listen to

LOTS A ROCK
PLUS FOLK
PLUS REGGAE



FIVE POINT PROGRAM

BLACK COMMUNITY PRINCIPLES OF UNITY

FOR BUILDING THE STRUGGLE AGAINST REGISTRATION, THE DRAFT AND UNJUST WAR

To: THE CONGRESSIONAL BLACK CAUCUS OF THE UNITED STATES CONGRESS, WASHINGTON. D.C.

We, the undersigned, strongly support the following five principles of unity and urge your fullest support and immediate action:

1. We oppose the current drive of the U.S. government toward war. It is not in the interests of Black people, nor the American people in general. If war should come, the majority of people both at home and abroad will suffer and only a few will benefit. We demand that the U.S. government cut its war spending and put more money in social services and jobs.

NO IMPERIALIST WAR! END GREEDINESS AT HOME AND ABROAD!

2. We believe that the draft and draft registration are not in the interests of Black people nor the majority of young people. We call on all youth to refuse to register and to join the growing movement to collectively resist the draft.

NO DRAFT! OUR FIGHT IS AT HOME!

3. We demand that the U.S. government guarantee full employment for Black youth at decent wages.

JOBS AND INCOME FOR ALL!

4. We demand that the U.S. government never use nor support military intervention in Africa. The U.S. military and its police forces (like the C.I.A.) must stay out of Azania (South Africa) as the struggle grows to liberate that country from illegal, racist white minority rule.

FREE AFRICA! U.S. HANDS OFF!

5. We call for massive organized resistance to the growing right-wing conservatism in U.S. politics. Our commitment is to make the 1980s a decade of escalating struggle in the face of increasing racist attacks and a worsening economic crisis.

POWER TO THE PEOPLE!

Name

Address

City/State/Zip

1.		
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Send completed petitions to STUDY AND STRUGGLE: The Chicago Student Mobilization
for Black Liberation, P.O. Box 6291, Chicago, Illinois 60680

Senate OKs draft bill

Military Budget Heading Upward; Key Question in Capital Is How Far | *At Least 8 Killed in South Africa As Police and Demonstrators Clash*

Brute force in Korea
95 who flunked
volun. basic charge school's
Draft bill unfair
Army out

Board proposes
competency rule

Jobless youths
find even 1st rung
is hard to reach
Senate OKs draft signup;
4 million face registration

Chicago Tribune, Tuesday, June 17, 1980
World closer to A-war
Auto layoffs spell 'recruits' for U.S. Army
Carter can't cope with black rage

No Draft! No Imperialist War!

Hell No! We Won't Go! Our Fight Is At Home! Register For Black Liberation!

WE DEMAND FULL EMPLOYMENT! QUALITY EDUCATION NOW!!
BEAT BACK THE RACIST ATTACKS, SMASH THE KLAN!!
EQUALITY OF OPPORTUNITY MEANS EQUALITY OF RESULTS!!
JOIN AND SUPPORT

STUDY AND STRUGGLE: THE CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION
P. O. Box 6291 Chicago (60608)
2530 So. Michigan Ave. (312) 842-8242

Senate OKs draft bill

Military Budget Heading Upward; Key Question in Capital Is How Far | *At Least 8 Killed in South Africa As Police and Demonstrators Clash*

*Brute force in Korea
95 who flunked
volun. charge school's
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blasted
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2530 So. Michigan Ave. (312) 842-8242

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**BLACK PEOPLE, GENUINE PROGRESSIVES MUST UNITE TO STRUGGLE AGAINST
IMPERIALIST WAR! . . . OPPOSE THE DRAFT REGISTRATION!**

BLACK PEOPLE and the majority of people in the U. S. have become the increasing victims of social, economic and political attacks. These attacks are due to the deepening worldwide crisis of the imperialist system in which the U. S. is a leading force of aggression, exploitation and oppression. The U. S. is in heated rivalry and contention with the other great super power, the Soviet Union. These imperialist states and their junior partners are doggedly contesting each other in a fight for global domination and the ability to exploit the labor and wealth of peoples all over the world. Hot spots of imperialist tension and revolutionary struggle are breaking out every where. In Southern Africa, the Middle East Asia and Latin America, the peoples are rising up like a mighty storm to resist imperialist domination. Inside this country the recent rebellion in Miami, increasing labor militancy and united struggles against an increasingly repressive state and its reactionary goons - such as the Klan and Nazi's - indicate that the tolerance of the people who suffer under increasing exploitation, neglect and oppression has grown thin. Unemployment and joblessness have continued to rise, matched only by the soaring rates of inflation. The school systems in the major cities are in crisis and greater numbers of youth (especially Blacks) are being thrown into the streets. They are forced to turn to the imperialist military organizations for employment and educational opportunities as a last resort. In cities like Chicago, unemployment of Black youth is over 50%, and the dropout rate among high school students has reached crisis proportions. These youth and others of working class backgrounds are victims of a wasteful social system of exploitation whose major concern is profits, not people. The present crisis bears this fact out more clearly every day. **THE DOMESTIC CRISIS, THE RICH WHO PROFIT FROM IT AND THEIR WAR PREPARATIONS MUST BE EXPOSED AND OPPOSED!!**

Recently the Carter Proposal to reinstitute military registration in preparation for forced conscription passed through Congress. This marks a decisive step in the ruling class' preparation to risk sending millions of youth to die fighting to protect their privileged positions of wealth, power and fame while the masses of people die, starve and suffer. **WAR WILL CERTAINLY COME IF WE DO NOT UNITE AND FIGHT TOGETHER TO STOP IT!**

It has become increasingly clear to many Black youth that they have nothing to gain by fighting an imperialist war, and everything to gain by opposing it. Many are convinced that the real fight is at home, in the United States: for better education, full employment, and an end to racist practices which have served to disguise the real enemy - the corporate fat cats, military big brass and bigtime politicians who trade the lives of the poor, oppressed and exploited for a few dollars more.

Black people and Black youth stand to gain nothing from war. In fact, though all people will be hit hard by war, Black people and Black youth stand to lose the most. We have died on every U. S. battlefield on the vague promise of a better deal once war was over. Each time our hopes were smashed by the grim realities of this vicious system of exploitation and racist oppression. It was Bull then and it's Out The Box this time. Hell No, We Won't Go! The fight is home for better jobs, education, decent communities and real power to shape the quality of our lives.

STUDY AND STRUGGLE views the present war preparations, and the rise of reaction on the Right are the products of the deepening crisis of U. S. (worldwide) imperialism. The best guarantee against its occurrence is united mass struggle, led by revolutionary anti-imperialist organizations. Progressives can build unity with Blacks only when they understand the necessity of linking the issue of the draft resistance to the special, legitimate demands of Black youth for jobs, better education and equality of results in the fight against racial and sexual discrimination. On the other hand, progressives, black militants and revolutionaries must struggle to pull the racist sheets off imperialism and expose it for what it really is - a blood sucking system of vampires who prey upon the labor of Blacks and Whites, Latinos, Indians, Africans and Asians alike!

We say **OPPOSE REGISTRATION AND NO DRAFT** through bold militant action.
We say support a new kind of registration. **REGISTER SUPPORT FOR BLACK LIBERATION.**
We say Black people and freedom fighters **UNITE AND STRUGGLE AGAINST IMPERIALIST WAR PREPARATIONS.**

SUPPORT the MASS MOBILIZATION of BLACK ANTI-DRAFT DEMONSTRATORS, LABOR DAY WEEKEND in CHICAGO. For more details contact: **STUDY and STRUGGLE** (address on front side).

No Draft! No Imperialist War!

Hell No! We Won't Go! Our Fight Is At Home! Register For Black Liberation! **BLACK STUDENTS UNITE!**

FIVE POINT PROGRAM

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POWER TO THE PEOPLE!

BUILD THE BLACK STUDENT MOVEMENT ON AN ANTI-IMPERIALIST-PLANE
OF STUDY AND STRUGGLE!!

JOIN AND SUPPORT STUDY AND STRUGGLE!!

CONTACT: CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION
P.O. BOX 6291 CHICAGO 60680
2530 South Michigan Ave. Chicago, ILLINOIS 60625
(312) 842-8242

48
Tues. Oct. 14

Speak-Out: "The Draft and Racism in the Military"

Speakers from:

Study & Struggle
Vietnam Veterans Against the War
Union of Puerto Rican Students

12 noon

CIRCLE FORUM

rain space

713 CCC

**NATIONAL ANTI-DRAFT
WEEK OCT. 12-18
U.I.C.C. PROGRAM**

Student Coalition Against Registration and the Draft

Wed. Oct. 15

Academy Award Nominee

**THE WAR
AT HOME**

**It started
in Vietnam...
and exploded
in the streets of America.**

A DOCUMENTARY OF THE ANTI-WAR MOVEMENT

**"A brilliant film...
smashing impact."**

—THE NEW YORK TIMES

**"A vivid and lucid
recap of an era."**

—THE NEW YORK TIMES

12 NOON & 2 p.m.

305 Burnham

Friday, Oct. 17

Speaker:

**MRS.
BARBARA
TIMM**

**Mother of American
hostage held in Iran**

**"Why my son is
still a hostage"**

MRS. TIMM WAS VISITING HER SON IN IRAN
DURING CARTER'S FAILED RESCUE INVASION.
SHE IMMEDIATELY DENOUNCED THE INVASION,
CALLING FOR A PEACEFUL AND JUST SOLUTION.

12 Noon L.C. F-3

49

Military Counselor Workshop

(for beginners, or to refresh skills)

Sponsored and presented by: the Midwest Committee for Military Counseling (MCMC)
and the Chicago Chapter of
Vietnam Veterans Against the War (VVAW)

Sessions will be held each Thursday evening, from 6:15 to 9:15, from March 26 to May 7, 1981.
(place to be announced).

Subjects covered will include:

Recruitment/recruiter fraud

Delayed Entry Program/Reserves/ROTC

Discharges:

Conscientious objection

Hardship/dependency

Medical/psychiatric/Unsuitability/Convenience of the Government

Military "justice"/courts-martial/drugs

Racism/sexism/ gays and lesbians in the armed forces

Veterans:

Discharge upgrading

Medical disability and documentation

Board for Correction of Military Records

Beyond the Regulations and the UCMJ

Tuition is \$25-45 (sliding scale--scholarships available if necessary), and covers printed materials. For further information, call MCMC at 939-3349. PRE-REGISTRATION REQUIRED

PRE-REGISTRATION--return by March 15, 1981

Name _____ Address _____

Phone _____ Affiliation _____

Previous training as draft or military counselor? _____

Tuition: _____ \$25 _____ \$35 _____ \$45 _____ other _____

MIDWEST COALITION AGAINST REGISTRATION & THE DRAFT

55 West Jackson Chicago, IL 60604 (312) 939-0108

REPORT FROM THE MAY 3rd ANTI-DRAFT PLENARY AND WORKSHOPS AT KENT STATE

The Anti-Draft Workshops and Plenary at Kent State turned out to be a success with over 250 activists participating. Formal minutes will be forthcoming, but in the meantime much work needs to be done in local committees to implement the resolutions that were passed in the Plenary.

I VIGIL DURING THE SENATE DEBATE

MidCARD has endorsed local vigils against the draft to be held during the Senate debate to support the filibuster in opposition to the draft registration appropriations bill. This will take good planning beforehand as there is not much time. As it looks right now debate will not begin before May 16, and probably will not start actually until the week of May 19 at the earliest. So for now, target your vigil for that week. You need to decide if you want to have 24-hour vigils or shorter daytime and evening ones.

Start doing outreach now for the vigil. Get student and religious groups to commit themselves to take on shifts, and contact supportive groups in your area to do the same. Write ads and/or articles in local and school papers for individuals to participate. As the Senate debate and filibuster may extend longer than a week, try to get people to commit themselves to the same shift each week. If you need some assistance, give us a call.

II. RESISTANCE STRATEGY--

Many chapters have been discussing resistance strategies in the eventuality that registration passes, which does look fairly likely. A more fundamental question to be looked at is whether we SUPPORT resistance and agree to help those who resist, or whether we also ADVOCATE resistance, i.e., refusing to register. Be realistic in your discussions. How many in your area will actually refuse to register? Are you prepared to help resisters? How? What are the legal implications of advocating resistance? (On May 22, Rep. Kastenmeier's House Judiciary Committee is calling the Federal Courts before his committee to find out how they deal with resisters) You should approach groups like the ACLU or those with some expertise in draft and military counselling to help people make their decisions and strategy based on a realistic assessment of the group and people's desires and commitments. It is very important to get draft counselling services set up as an on-going service in communities and on the campuses to help others make their decisions about registering and put those who refuse to register in contact with other resisters.

III. DEMONSTRATIONS THE DAY AFTER (T.D.A.) REGISTRATION IS PASSED

In the eventuality that registration is passed, anti-draft groups should start spreading the word NOW that local rallies will be held The Day After (T.D.A.) the registration bill passes in the Senate.

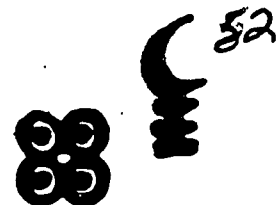
IV. RALLIES THE DAY REGISTRATION BEGINS--

If registration passes, it will take approximately six to eight weeks to actually begin registration at the Post Offices of 19 and 20 year olds (approximately mid-July). The first day of registration we want to have large demonstrations at the main Post Offices. We will know several weeks in advance exactly what day registration will begin, which will give us ample time for publicity. What tactics we employ should be decided locally as different anti-draft groups will choose different tactics ranging from picket lines, large mass rallies, or civil disobedience inside the Post Offices (or a combination of the above).

STUDY and STRUGGLE

CHICAGO STUDENT MOBILIZATION for BLACK LIBERATION

2530 S. Michigan Avenue
P.O. Box 6291
Chicago, Illinois 60680
(312) 842-8242



July, 1981

Dear Friends,

We are asking members of the Black community - namely, churches, organizations and concerned individuals to form a coalition in Chicago to assist Black youth who did not comply with the federal laws governing draft registration.

It is important to assist Black youth who did not register for the draft because all indicators point to the fact that the U.S. government is moving towards another unjust war, moreover, the youth who are being called upon to fight this upcoming war are denied fundamental rights to decent jobs and educational opportunities at home.

Black youth have participated in every major war from the American Revolution to the Vietnamese conflict. We went to these wars with the false promise that things would get better once we returned home. Thus, we died disproportionately and received a disproportionate amount of the benefits - none. In Viet Nam, 65% of the front line troops were Black, and the current unemployment rate for Black youth in most urban areas is 65%. Therefore, we must unite to stop the attacks on the Black community (unemployment, police brutality, KKK, poor housing and health care, etc.) and fight for jobs and expanded educational opportunities.

We will be meeting at Timbuktu Bookstore, 2530 South Michigan at 6:00P.M. every Monday. We welcome you to bring suggestions or proposals on how we can build an effective citywide coalition to support non-registered Black youth.

Sincerely,

Study and Struggle
The Committee Against Registration
And The Draft

SUPPORT FOR NON-REGISTRANTS, NO DRAFT, NO UNJUST WARS!!!

STUDY AND STRUGGLE
The Chicago Student Mobilization
For Black Liberation

To: The Press and News Media
From: STUDY AND STRUGGLE
Date: 8-8-80

STUDY AND STRUGGLE, The Chicago Student Mobilization For Black Liberation, is presenting its second in a series of forums on the continuing economic crisis.

Social Crisis, Prisons, and the Black Student Movement will be presented Saturday, August 16, at Timbuktu Bookstore, 2530 S. Michigan Ave. in Liberation Hall.

Invited Speakers include a representative from the People United to Save the Pontiac Brothers, and a rep. from Concerned Families and Friends of Prisoners.

If there are any questions, contact

842-8242

SECTION III. BUILDING UNITY THROUGH
CONFERENCES 1 - 35 PAGES

OVERVIEW OF SECTION III

STUDY AND STRUGGLE has attempted to build unity at the highest political level possible and in a number of different contexts. On the national level we have been active in the National Council of Black Studies (1) which attract students activists (4) and the National Black United Front (3) as well as among the broader progressive student movement (5,6,8,16) nationally and on a local level (7). The local level is the foundation, and basis for any sustained mass movement of national scale.

In addition, STUDY AND STRUGGLE has worked with and helped to promote unity on the campuses (2,9,10,11,12,14,15) around concrete issues confronting Black people as well as students (1, 7, 9, 14). STUDY AND STRUGGLE has worked within broad local coalitions such as NBUF-Chicago* and SART (14b)** and among students in general (7, 9, 17, 18). When it was not possible to work with existing coalitions at the local level, or no unifying force existed, we initiated actions to help forge political unity (10-14, 18). This was the case with the "BYC".***

STUDY AND STRUGGLE has always been on the forefront of the struggle for unity. This is reflected in comparisons with other youth formations under reformist leadership (17). Document 18 and 17 should be compared. For example, at the citywide unity forum hosted by STUDY AND STRUGGLE in efforts to unite Black youth leadership (13). We put forth a proposal calling for a Fall Conference of Black Youth in Chicago. This forum was attended by the leadership hosting the Conference Call announced in document 17. STUDY AND STRUGGLE is appreciative that its unity-building efforts advances the aspirations of Black youth to come together even when the objectives are to fulfill such narrow ends. The fact that we could be unprincipally excluded from a voice in such a meeting is a reflection of our organizational shortcomings rather than their strengths.

*"BUF-Chic" = Black United Front of Chicago, part of the National Black United Fund.

**SART = multinational coalition of activist and progressive organizations who form the Stop the Apartheid Rugby Tour in opposition to the Springboks Rugby football team from South Africa touring the United States.

***BYC = Black Youth Coalition for United Action was initiated by STUDY AND STRUGGLE during the Summer of 1981. The Coalition was instrumental in building support around Southern African Liberation and opposition the South African Rugby Tour, among Chicago Black youth.

SECTION III INDEX

- DOCUMENT 1: Summation of NCBS Student Caucuses (March 26-29, 1980 pgs. 1-3).
- DOCUMENT 2a,b,c: Organization of Black Students, University of Chicago Forum on the Draft and Black Youth, (pgs. 4-6).
- DOCUMENT 3a,b: Documents from the Founding Conventions of the National Black United Front. (Spring-Summer, 1980, pgs. 7-8).
- DOCUMENT 4: Black Organization of Students Spring Mobilization 1980 (March, 1980, pgs. 9-11).
- DOCUMENT 5: Remember Kent & Jackson State Rally and Conference (leaflet) (May 3-4, 1980, pg. 12).
- DOCUMENT 6a,b: From "Midwest Conference Against the Draft", Northwestern (October 19-21, pgs. 13-14).
- DOCUMENT 7a,b: From Draft Awareness Week in Chicago, co-sponsored by CARD, Progressive Student Coalition (Oct. 12-18, 1970, pgs. 15-16).
- DOCUMENT 8: "A Call to Organize", call for founding of Progressive Student Network (May 26, 1980, pg. 17).
- DOCUMENT 9a,b: "Dream Lives On" demand for National holiday for MLK and S and S view on MLK tribute motions "Rebuild the Black student movement as a tribute to Martin Luther King, Jr." (January, 1981, pgs. 18-19).
- DOCUMENT 10a,b,c,d: Call for February First Black Student Leadership Summit, December-February, 1980 "Thanks, But We Need Your Support in the Struggle" (pg. 20), Open Letter and Call for Midwest Regional Black Student Summit" (December 30, 1980, pg. 21), "Contact mailing" from Summit Planning Committee (January 4, 1981, pg. 22), Proposed Resolution adopted by Conferees and Summit (February 1, 1981, pg. 23).
- DOCUMENT 11: "Rebuild the Black Student Movement-A Call to United Mass Struggle" (January, 1981, pgs. 24-25).
- DOCUMENT 12: From Black Liberation Month News (1981) "Building a Fighting Black Student Movement in the 1980's" a call for unity from STUDY AND STRUGGLE, February, 1981.
- DOCUMENT 13: "Build and Support the Citywide Black Youth Coalition" (August-September, 1981, pg. 27).
- DOCUMENT 14a,b: Call for Steve Biko: Soweto-to Chicago Youth Forum, Sept. 1981, and mass leaflet "A Black Youth Unity Forum" and support of SART ("Stop Apartheid Rugby Tour!") Rally against the Springboks Rugby Team (Sept. 12-19, 1981, pgs. 28-29).

- DOCUMENT 15: "An Open Letter to Black Students" at Northern Illinois University "Black Student Govt. Leaders Conference" Oct. 9-11, 1981; and PSN (Progressive Student Network) 2nd Annual Conference (Oct. 24-25, pgs. 30-31).
- DOCUMENT 16: First Progressive Student Conference Brochures, Kent State (November 14-16, 1980, pg.32). Founding Conference of PSN. Second Conference held in Ann Arbor (Oct. 16, 1981)
- DOCUMENT 17: 1st Annual Chicago Area Black Youth Conference (Leaflet) (Nov. 28, 1981, pg. 33).
- DOCUMENT 18a,b: "Building Citywide Leadership Unity"- An Open Letter to Youth Leaders (August 14, 1981, pg. 34), Agenda: All City Black Youth Unity Meeting (August 20, 1981, pg. 35).

To: Acting Steering Committee Representatives
From: The National Black Student Conference Planning Committee
Headquarters () Acting Chair Person
Date: April 18. 1980
Re: Summation of NCBS Caucus March 26-29, 1980

BUILD THE STUDENT MOVEMENT FROM THE BOTTOM UP!

Brothers and Sisters,
Friends in Struggle,

Greetings! The report of the National Council For Black Studies (NCBS) caucus is enclosed. We achieved a very significant unity in Milwaukee which should be appreciated and hopefully will set the tone for our future work and consolidation. The report contains a summation of the unities we achieved as participants in the student caucus within the meeting of the National Council For Black Studies, March 26-29, 1980. The report also represents an attempt to follow-up on our plans and to move our political, practical, and organizational work ahead towards October, 1980 planning meeting in Pittsburg and the April-May, 1981 National Black Student Conference.

The dates/events provide the time frame within which we must develop reasonable strategy and tactics to achieve our goals. In other words as we head into the summer, we must look ahead to October and onward to April-May 1981.

We have set some heavy tasks for ourselves, and we have assumed an awesome responsibility with a not insignificant consequence for the Black Student Movement and the broader Black Liberation Movement- a movement which is being rekindled, revitalized, and growing more broadly and intense as the direct result of the deepening economic, political, and social crisis (imperialism) within the U.S. As the imperialist crisis deepens the level of exploitation, racial oppression, and their cumulative effects upon the black people intensifies giving rise to new waves of struggle among our people (and other oppressed

nationalities). The significance of racism and "race" has been increasing rather than "declining".

It provides a new bases and necessity for us to unite common militant and bold struggle against an increasingly oppressive system of rule and domination.

If we are ever to be socially free, if we are ever to end exploitation and oppression that has been heaped upon our people, then black students must accept a mission and the responsibility to pursue a winning strategy and creative tactics. We must develop and transmit to others a high level of academic and political skill and engage in social and political practices so essential to making a significant contribution to this ongoing struggle. We must place ourselves firmly in the context of the black liberation movement and squarely in the thick of the battles to alter the present conditions and transform the situation that confront black people (and other oppressed nationalities). We can do this only if we clearly understand the nature of the system and our role in the process of struggle.

Our decision to participate in the planning of a National Council of Black Students-and rebuild the student movement is only significant in this context.

Out of this conference we can lay a foundation for a viable based black student organization to serve the needs of the student movement and the broader Black Liberation Month. The most effective manner in which this can be done is to do it the way we agreed which involves several things:

1. Building local organization through linking up with the mass struggles around key issues in the community.
2. Identifying and consciously working with politically aware and conscious student/youth and providing training for them/ourselves as organizers and student activists.
3. Attempting to link up regional schools where individual/groups have been identified.
4. Providing indepth study and analysis of the student movement and the conditions of black student/youth for ourselves and those who will have to build for the conference(1981) as well as systematic mass education for the majority of student/youth in order to heighten the level of consciousness of the overall movement.

5. Develop a process of communication and exchange information that will serve to strengthen us, educate us and mold us into a solid organizational force over the coming year (this process is being set in motion). To facilitate this we need to have some short regular summations coming into our center through which it can be disseminated in the form of a news letter and memos.
6. Finally, we need to circulate some advanced proposals on the agenda for the October planning meeting in order to study them and better prepare ourselves for the meeting and the road ahead.

Build Local Struggles, Unite Black Student Leadership

The road ahead is going to require that we all contribute as much time, effort, and resource as possible to build this motion broadly, and effectively. However, as we noted "small forces who unite around correct political and organizational ideas can win big battles" -we can also recruit more people in order to wage bigger battles.

Before I close several things should be noted to up-date you on the nature of struggle:

1. Study and Struggle will have some representatives in New York at the Black United Front Conference in late June can we meet there?
2. The campaign around opposition to the draft and imperialist war has been moving ahead. Some good local work is being done in Chicago.
3. Required work is moving ahead as a result of recent contact with brothers and sisters in Decatur Ill, (Southern Illinois and Northern Illinois).
4. Black students (only 600) at Loyola University on a united front campaign were able to organize and elect a black student as SGA president on a progressive platform initiated by Study and Struggle members. The victory was significant because 6000 white students attended Loyola! This could only be done where the local situation was analyzed, (who votes, who doesn't vote).
5. I received correspondence from the brother in evergreen college, Olympia Washington. He's on the case. Also heard from NIU and University of Illinois Urbana. What's happening else where?

Please note the report attached. We need your response. Maintain the struggle. For black academic excellence and social responsibility. Looking forward to hearing from you in a few days.....

4

THE UNIVERSITY OF CHICAGO
ORGANIZATION OF BLACK STUDENTS

1212 EAST 59TH STREET
CHICAGO • ILLINOIS 60637
PHONE: (312) 753-3566

13 May 1980

Mr. Doug Gills
826 Washington Street
Apartment 2S
Evanston, Illinois 60202

Dear Doug:

This letter is to further explain our request for your organization's participation in a forum on the Draft, sponsored by the Organization of Black Students at the University of Chicago. The theme for this forum is: What benefits should the Black community demand in exchange for its participation in the draft? (Please see attached sheet for tentative program.) The forum is scheduled for Wednesday, 21 May, 1980 at 7:30 p.m. in Judd Hall, 5835 S. Kimbark Avenue. The purpose of the forum is to present information to the Black community on draft registration and its effects, past and present, on our community. In accordance with this stated purpose, we have planned for the following issues to be addressed:

The Imperialist System and the Draft
Community Gains and Inducements to Serve
Draft Policy and the Politics of Conscription
The Psychology of Being Needed
The Feasibility of Mobilizing the Black
Community for or against the Draft
Documentation on the Effects of War

Because of your organization's concern of the detrimental effects of imperialist powers, we would like you to present any documentation that your organization has gathered on the American imperialist system and its affect on draft registration by the Black community. The most important objective to us in planning this forum is that the Black community is presented with a real and knowledgable picture of the position in which war and the draft place our community. It is our belief that your presentation would be an integral part of our presentation.

5

THE UNIVERSITY OF CHICAGO
ORGANIZATION OF BLACK STUDENTS

1212 EAST 59TH STREET
CHICAGO - ILLINOIS 60637
PHONE: (312) 753-3566

Page 2
Letter of 13 May 1980
to Mr. Gills

Your prompt attention to this matter will be greatly appreciated, so that planning for the forum may proceed as scheduled. If you have any questions or desire additional information, I may be reached at 753-2249.

Thank you for your cooperation.

Sincerely,

Shelley Y. Poole

Shelley Y. Poole
Organization of Black Students
University of Chicago

6

what benefits should the Black
community demand in exchange
for our participation in the draft?

WEDNESDAY, 21 MAY 1980
JUDD HALL
5835 SOUTH KIMBARK AVENUE
UNIVERSITY OF CHICAGO
7:30 PM

SPONSORED BY: THE ORGANIZATION OF BLACK STUDENTS OF THE UNIVERSITY OF CHICAGO

THE DRAFT AND THE BLACK COMMUNITY
A FORUM

Mr. Franklin Andrews
NAACP Veteran's Committee

Documentary presentation of the realities
of service

Doug Gills
Northwestern University
student
Study and Struggle

The American Imperialist System as it
relates to Blacks

Mr. James Demus
Operation PUSH

The Politics of Conscription .

Dr. Bobby Wright
Director, Garfield Park
Comprehensive Mental
Health Center

Does Military Service Make Us More Legitimately
American (The Psychology of Being Needed)

Mr. Robert Smith
Psychologist

The Feasibility of Mobilizing the Black Community
concerning the Draft

NATIONAL BLACK UNITED FRONT

Mailing Address - 415 Atlantic Avenue
Brooklyn, New York 11217
(212)596-1991 625-8292 638-0811

ANNOUNCES REGIONAL CONSTITUTIONAL CONVENTIONS

TO: AMEND AND MODIFY NATIONAL CONSTITUTION • PLAN FOR LOCAL BUF
ACTIVITY • BUILD REGIONAL SOLIDARITY •
ALL BUF'S, BUF ORGANIZING COMMITTEES AND MEMBERS ARE INVITED TO
PARTICIPATE IN SHAPING THE BUILDING OF A STRONG
BLACK UNITED FRONT

MIDWEST

April 17 and 18th
Chicago, Illinois
Host: Black United Front
of Chicago (BUFCHI)
c/o A.C.C.
700 East Oakwood Blvd.
Chicago, Illinois
Information (312) 268-7500

SOUTH

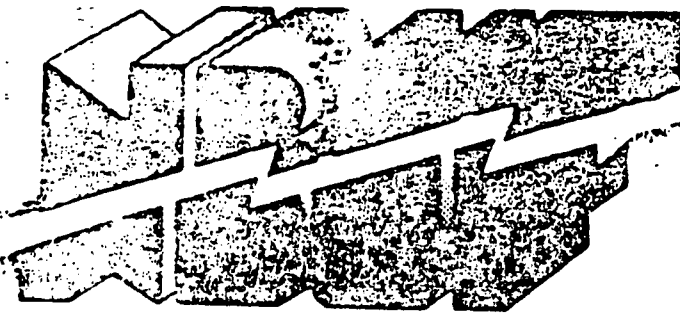
March 20th and 21st
Jackson, Mississippi
Host: United League
of Mississippi
P.O. Box 517
Holly Springs, Mississippi 38635
Information: (601) 252-9836

EAST

February 27th and 28th
New York City
Host: Met. N.Y. Black United Front
415 Atlantic Avenue
Brooklyn, N.Y. 11217
Information: (212) 596-1991

WEST

February 27th and 28th
Portland, Oregon
Host: Portland Black United Front
P.O. Box 3976
Portland, Oregon 97208
Information: (503) 289-3366



FOUNDING CONVENTION FOR A
**NATIONAL BLACK
UNITED FRONT**

CONSTITUTION, BYLAWS
AND STRUCTURE OF THE
NATIONAL BLACK
UNITED FRONT

ORGANIZING FOR VICTORY IN THE 80'

THURSDAY THRU SUNDAY JUNE 26th- 29th, 1980

BLACK ORGANIZATION OF STUDENTS

Rutgers N.C.A.S.



101 Washington St.
Newark N.J. 0102
(201) 648-5630

To: Members of the New Jersey Coalition of Black Student Organizations
and Concerned members of the black community

From: The NJCBSO's Spring Mobilization Committee

Re: Spring Mobilization 1980

Date: March 24, 1980

Today, America is faced with great political, economic, and social problems, which are all having a doubly harsh effect on Afro-Americans who remain at the bottom of this country's social ladder. The increasing cost of living, decreased value of the dollar, and rising rates of unemployment are driving even greater numbers of blacks into the ranks of the poor. We also find increasing malnutrition, hunger, disease, and other medical problems in the black community. Meanwhile, housing in predominantly black urban areas continue to deteriorate, and the quality of public education, health care, and other social services steadily decline. The reduction and phase out of social programs as a result of cutbacks in budgetary allocations on federal, state and local levels and counterfeit property tax relief measures contribute to black's worsening plight. Racial hostility toward blacks is growing as demonstrated by the rise in police brutality cases, Klan and Nazi terror, and mounting charges of "reverse discrimination."

As a result of these problems faced by people generally and black people specifically, the New Jersey Coalition of Black Student Organizations decided on December 16, 1979, to hold a series of "mobilizations," with the first to occur in Newark, New Jersey, and to be Hosted by the Black Organization of Students of Rutgers University. Its main purpose is to expose the conditions and demands of black students and our communities. Using history as a reference, we have found that the efforts to liberate ourselves from the chains of oppression have been ladden with error, and there must be a new order, a new way of doing things. We have found in the past that black students have played a valuable role in black people's struggle against racism and exploitation, and in light of the lull in the black student movement, we believe that black students can be stirred out of inactivity to once again play a key role in the Black Liberation Movement.

Strategy

The following are proposed strategic goals for this action. First, to raise the general level of awareness about the present problems facing black people and provide an understanding of the political, economic, and social forces that are the roots of these problems. We want to make it known that conditions are growing worse in our communities and that our people are fed up with living this way.

Second, to inform our people that there is a contradiction between us and America's socioeconomic system--the U.S. monopoly capitalist system (that is the system that deprives us of equal representation in government, adequate education for our children, and other basics such as food, clothing and shelter, and in addition denies us our rights to self determination, let alone self respect. We have come to the conclusion that civil rights measures, poverty programs, the increase of black elected officials, and other reforms of the last 20 years have not been sufficient in solving the problems plaguing the black community. Great Leaders of black people's struggle such as W.E.B. DuBois, Paul Robeson, Malcolm X, and Dr. Martin L. King, Jr. have pointed out that at the root of our problems is an "exploitative and oppressive social system geared toward the accumulation of profit and not the satisfaction of human needs."

Third, to further organize black people so that we can more effectively defend and advance our interest, by building greater unity between the various sectors of the black community. The NJCBSO has found it important to link the struggles of workers, the unemployed, welfare recipients, the elderly, tenants, black prisoners, and those against police brutality and cutbacks in social services together, because we all suffer the same oppression, and by linking our energies in a collective manner, our struggle for liberation will be assured: we must have unity and struggle.

Forth, to help revitalize the black student movement by making serious efforts to increase the level of unity among black students particularly on the state wide level. This action and others like it will lay the basis for increased cooperative efforts between student groups (high school, college and university), where energies and skills are abundant. The NJCBSO expects future efforts in the state of New Jersey to spread nationally, and in an organized fashion.

If we want to deal seriously with the problems of racism and inequality then we must have a different type of social order in this country, one that places people before profits, and where political and economic power is in the hands of working and oppressed people. The system may yield concessions but it will not solve the political, economic, and social crisis facing blacks and the rest of American society. This point must be stressed since this is an election year and people will once again be led to believe that major changes can occur by simply changing presidents. Black people have remained at the bottom of the social ladder no matter who has been the president. We must send a clear message stating that token appointments and a few other scraps are not enough--we want fundamental change.

Tactics

The NJCBSO's decision to have a series of state wide mobilizations represent black students interest in organizing outside of the "acceptable" political framework. It is the intent to go beyond the voter education, voter registration, and writing letter to official campaigns. We have found that black people have made most progress when we've used unconventional political methods, such as taking our problems to the streets, sitins, and

even confrontation with the state. This does not mean we are gun-ho about civil disobedience, because change will not occur in a day, but as we may see fit to unite for basic reforms, we, with the collective wisdom of our people will develop our organizational capacity to struggle on any and all levels.

Preparation for Mobilization 1980

It is important for community and student contributors to this mobilization to know the issues. Here we speak of unemployment, education, inflation, police brutality, rising utility rates, and racism. As all of these items contribute to our present condition, we would like to have the broad community support in this effort, therefore we propose the following:

1. Organize a telephone squad of sisters and brothers to get the word out on the event. This can be done by calling for volunteers, or appointing someone from your organization. If you decide to do this, make sure that the NJCBSO is aware of those contact persons. The general information enclosed in this brief can be used to inform our people.

2. Students and community people should write articles for their newspapers (locally and other wise), write position papers on the developing action. Make sure that major media is contacted in your area; contact the radio stations, TV stations, and magazines.

3. To ensure that everyone is contacted, we suggest that listings of community, high school and college organizations are gathered, so that mailings may be done, or just the calling of meetings may be facilitated.

4. Those schools or community organizations who wish to help us with security or marshalling, please contact us at the B.O.S. Headquarters, ask for Brother Julius Scott-El.

5. Contacts should be made whenever possible with students and communities in the New York and Philadelphia areas.

6. Those Coalition Schools and community organizations who wish to help in the financing of this effort, again, they may call B.O.S. In light of the fact that we are all responsible for fund raising for this event, let us try to hold a few bake sales, raffles, parties and what ever else to cover the cost of this first event.

Deadlines

The NJCBSO will collect all fact finding information from everyone on April 13, 1980, at 5:00 p.m.

We will also hold press conferences on the following dates, April 9, 1980, (Paul Robeson's Birthday), and April 18, 1980. The 9th date will be held at the Paul Robeson Campus Center, 340 High Street, Newark, and the 18th date will take place at the Black Organization of Students Headquarters, 101 Washington Street, Newark. For further info. call B.O.S.

Press Release for NJCBSO will be completed on March 30th.

Those students or community groups wishing to attend the NJCBSO's regular or general membership meetings may do so on March 30, 1980, (Sunday at 12:00 noon) at Rutgers University-New Brunswick/ Livingston College Campus-Main Lounge-Quad 4. Transportation will be provided on a first come first serve basis. We will leave the B.O.S. HDQT at 101 Washington Street entrance. If needed, please call B.O.S.

10th
**ANNIVERSARY
COMMEMORATION**

KENT, OHIO

Sponsored by May 4th Task Force

12noon-7pm

**ANTI-DRAFT
PLENARY &
WORKSHOPS**

sponsored by Kent CARD

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WORKSHOPS:

Resistance Strategies
High School Organizing
Minorities & the Draft
International Developments
Women & the Draft
Draft Counselling
Veterans & the Military
Re-Building Student Movement
Legislative Developments
All-Volunteer Force
Labor & the Draft

10:30pm

**CANDLELIGHT
VIGIL**

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4

12 noon

RALLY

SPEAKERS INCLUDE:

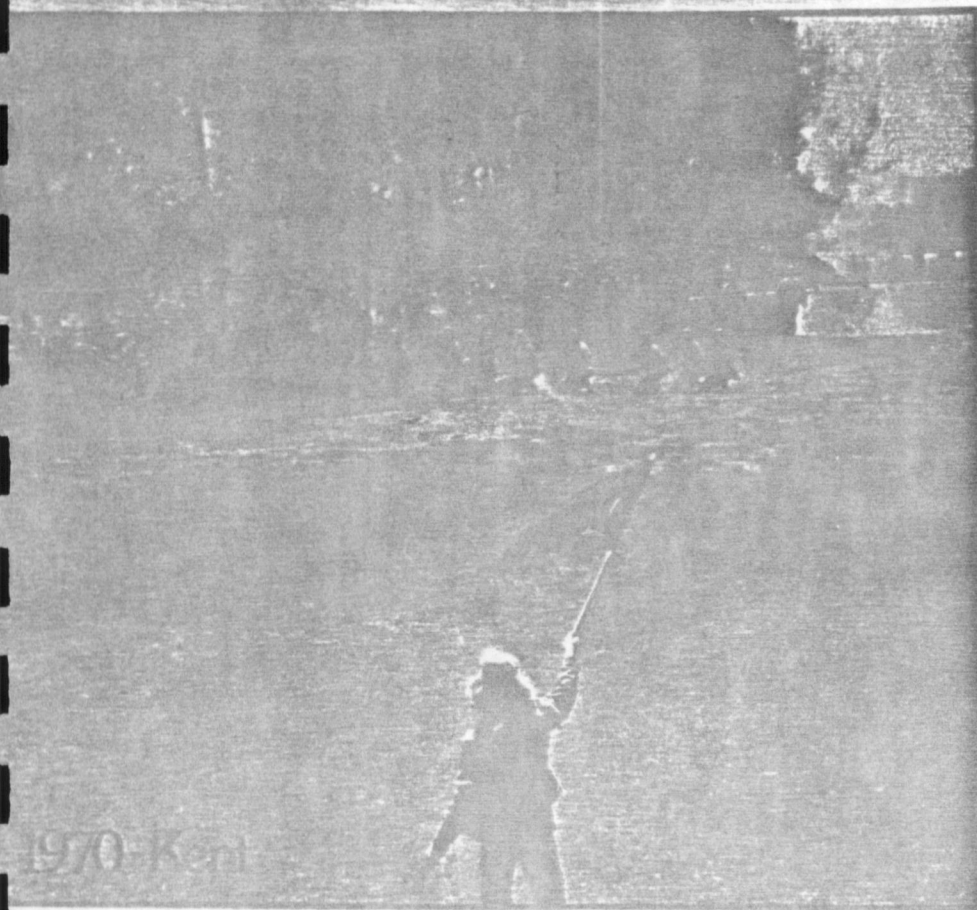
Dave Dellinger
Daniel Ellsberg
Norma Becker
William Kunstler
Kwame Toure
(Stokely Carmichael)

For Local Info

Chicago, Ill.	312 939-0105
Champaign, Ill.	312 353-0115
Wisconsin	414 933-0007
Madison, Wis.	608 251-3244
Iowa	319 338-4325
Kansas City, Mo.	816 331-9909
Lexington, Kentucky	502 254-9463
Kalamazoo, Michigan	616 342-3637
Eastern Michigan	517 353-8198
Kent, Ohio	318 373-2936
Cleveland, Ohio	216 343-3776
Indiana	312 333-8538

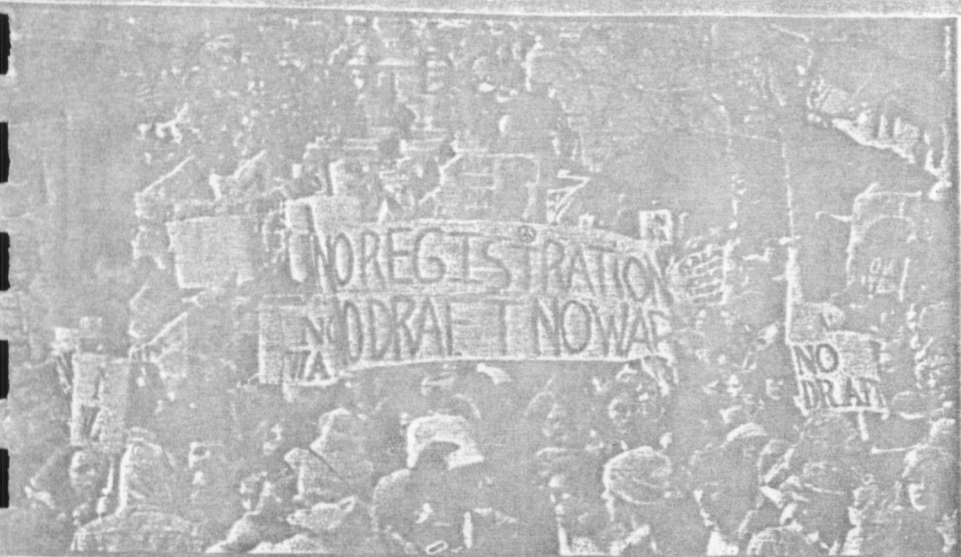
**REMEMBER KENT &
JACKSON STATE
STOP THE DRAFT
STOP THE WAR**

Midwest Coalition Against Registration and the Draft 53 W JACKSON CHICAGO, ILL
(312) 939-0108



1970-Kent

REMEMBER KENT & JACKSON STATE STOP THE DRAFT STOP THE WAR



10th ANNIVERSARY COMMEMORATION

KENT, OHIO

Sponsored by May 4th Task Force

12noon-7pm

ANTI-DRAFT PLENARY & WORKSHOPS

sponsored by Kent CARD

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WORKSHOPS:

Resistance Strategies
High School Organizing
Minorities & the Draft
International Developments
Women & the Draft
Draft Counselling
Veterans & the Military
Re-Building Student Movement
Legislative Developments
All-Volunteer Force
Labor & the Draft

10:30pm

CANDLELIGHT VIGIL

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12noon
RALLY

SPEAKERS INCLUDE:

Dave Dellinger
Daniel Ellsberg
Norma Becker
William Kunstler
Kwame Toure
(Stokely Carmichael)

For Local Info

Chicago, Ill.	312 939-0108
Champaign, Ill.	217 353-0112
Wisconsin	414 939-8007
Madison, Wis.	608 251-2244
Iowa	319 338-4923
Kansas City, Mo.	916 931-6969
Lexington, Kentucky	606 254-9465
Kalamazoo, Michigan	616 842-6637
Eastern Michigan	517 253-8195
Kent, Ohio	216 872-2936
Cleveland, Ohio	216 843-8776
Indiana	812 352-8536

Midwest Coalition Against Registration and the Draft 53 W. JACKSON CHICAGO, ILL.
(312) 939-0108

May 4th Task Force

- May 3** Anti-draft plenary workshops, all day starting at 12:00 AM in the Student Center.
- Occidental College Theater Troupe from California performing "Kent State, A Requiem," in the Kiva at 6:30 PM.

The May 4th Task Force will participate in, and urge others to join in the Candlelight march and vigil at 10:30 PM, starting on the commons near the victory bell. This event is sponsored by the Center for Peaceful Change.

- May 4** Assemble at Student Center Plaza for peaceful march to Commons at 11:00 AM.

12:00 noon rally at victory bell on the Commons for main Task Force program. (Rain sites: Memorial Gymnasium or Ball Room)

12:24 PM. Moment of Silence, arrival of candlelight vigil.

Noon Rally Speakers

May 4, 1980

Bella Abzug, feminist leader and active anti-war congressional representative in 1970's.

Dr. George Wald, Nobel Peace Prize winner and Harvard Biologist.

David Dellinger, Chicago 7 Defendant, noted pacifist.

William Kunstler, defense attorney for the Chicago 7 and the Kent 25.

Kwame Ture (Stokely Carmichael), Black activist, former chair of Student Nonviolent Coordinating Committee.

Norma Becker, Chair of War Resisters League.

Frank Jackalone, President of United States Students Association.

Rev. John Adams, United Methodist Church, Washington, D.C.

Alan Canfora, Dean Kahler, Tom Grace and other students wounded at Kent State in 1970; as well as other speakers and musicians, including songs by the New York Labor Theater.

Michael Kessler.

May 4th Task Force
Kent CARD
Mid CARD

REMEMBER KENT
THE NEW WAVE
Anti-Draft
Anti-War
Workshops &
Plenary

• Stop the draft!
• No war!

Saturday, Noon to 5:00, Student Center

12a

May 4th Task Force - Kent CARD - MidCARD
Anti-Draft Workshops & Plenary
May 3, 1980

PROPOSED AGENDA

REGISTRATION:

Registration and Information Center
237 Kent Student Center Phone: 672-3768
Fee: \$2.00 - non-KSU \$.50 - KSU & Vicinity

MOVIES:

Kent Student Center Ballroom
10:00 a.m. - 12:00 p.m. Noon
To Be Shown: Kent State, May 4th, 1970
Confrontation at Kent State

OPENING PLENARY:

- I. Introductory Statements
- II. Presentation by Glenn Silber, producer of the academy-award nominated feature-length documentary, War at Home
- III. Area reports from present MidCARD chapters
(To be conducted in the Kent Student Center Ballroom
12:00 p.m. Noon - 1:15 p.m.)

WORKSHOPS:

All ten workshops shall be conducted concurrently and presented twice throughout the afternoon.
Rooms: 204, 206, Ballroom, 307, 314, 315, 316, 318
(All rooms are located in the Kent Student Center)
1st Session: 1:30 p.m. - 2:30 p.m.
2nd Session: 2:45 p.m. - 3:45 p.m.

CLOSING PLENARY:

- I. Reports & Summations of Workshops
- II. Discussion of possible proposals
- III. Resolutions
- IV. MidCARD Report(s)
(To be conducted in the KIVA from 4:00 p.m. - 5:30 p.m.)

WORKSHOPS

- 1) TACTICS AND STRATEGIES FOR MOBILIZATION - Room 206
Guest Speaker: Jock Calhoun, participant in the War at Home, Editor of AMEX, a magazine for Draft Resisters during the Viet Nam war era.
- 2) THE STUDENT MOVEMENT - Room 204
Guest Speakers: Members of SCANN (Student Coalition Against Nukes Nationwide)
Carl Davidson, National Secretary (formerly) of the SDS (Students for a Democratic Society)
- 3) MINORITIES AND THE DRAFT - Ballroom
Guest Speakers: Individuals from the Chicago-based Study & Struggle: group
- 4) VETERANS AND THE DRAFT - Ballroom
Guest Speaker: Pete Zastrow, a former captain in the U.S. Army
- 5) LABOR AND THE DRAFT - Ballroom
Guest Speaker: Art Vines, a Youngstown steelworker and a former member of the Black Workers Congress
- 6) THE INTERNATIONAL SCENE - Room 315
Guest Speaker: Mishio Kakou, a nuclear physicist at City College, New York; expert in the area of nuclear arms build-up and military strategies
(Additional Speaker to be Announced)
- 7) LEGISLATION AND THE DRAFT - Room 314
Guest Speaker: Duane Shanks, Chairman of National CARD
- 8) HIGH SCHOOL ORGANIZING - Room 316
Guest Speakers: Members from Chicago and Detroit CARD chapters
- 9) WOMEN AND THE DRAFT - Room 318
Guest Speakers: Lynn Merlowe, MidCARD Coordinator
Barbara Winslow, Professor at Cuyahoga Community College, Cleveland
- 10) DRAFT COUNSELING - Room 307
Guest Speakers: Jerry Olsen, Chairman of Committee on Military Counseling
Rev. Bill Jacobs, long-time vet on draft counseling

13
You're Not Safe Yet . . .

The Draft Still Threatens

MIDWEST CONFERENCE AGAINST THE DRAFT



Although the antidraft movement has won some recent victories, *the draft has not yet been defeated*. On September 12th, Congress voted to postpone final decision on the registration bill pending further study by a presidential commission. This means that the next vote probably will come after the 1980 elections — a politically wise maneuver given the growing opposition to the draft. Thus, all that the antidraft forces have gained is *time*: time to educate more people, time to develop a grassroots organization, time to form a cohesive strategy, in short, time to build and consolidate the draft opposition. If we educate, build and organize now, we will be able to defeat registration, the draft, and national youth service when the military renews its full-scale efforts in the next few months.

In order to build the movement necessary to defeat the draft, local groups and interested individuals need to get together and discuss issues and strategy, to develop a cohesive network, and to plan coordinated activities. Recognizing these needs, the PROGRESSIVE STUDENTS COALITION OF NORTHWESTERN UNIVERSITY and the CHICAGO COALITION AGAINST REGISTRATION AND THE DRAFT are co-sponsoring this MIDWEST CONFERENCE AGAINST THE DRAFT.

Midwest Conference Against the Draft

Suite 306
343 E. Dearborn St.
Chicago, IL 60604

(312) 643-1664
(312) 643-1227

Yes, I plan to attend the Midwest Conference Against the Draft, October 19-21. The registration fee is \$5 for students, senior citizens, and the unemployed, and \$10 for all others.

Name _____ Address _____

City _____ State and Zip _____ Phone _____

Organizational Affiliation _____

Enclosed is \$_____ for _____ people to attend. (Please supply names of all those you are registering.)

Housing

I will need (check one):

_____ Sleeping space (Free or dirt cheap — bring your own bag.)

_____ Information on hotel/motel accommodations in the area

Transportation

I will need directions to the conference site from _____ (O'Hare Airport, Union Station, etc.)

I will be coming by car. Please send map _____. I can give _____ person(s) a ride from _____ (city/state).

Supporters

I will lend my name or the name of my organization to the list of conference supporters. Enclosed is a donation of \$25 to help pay costs.

Name to be listed as supporter: _____

Supporters may set up a table for literature, etc., at the conference. Please check if you would like a table: _____

14

**Midwest Conference Against the Draft
Northwestern University
Evanston, Illinois**

Friday, October 19. Louis Room, Norris Center
1999 Sheridan Road

1 — 7.30 p.m. Registration

8.00 p.m. Opening Session. Speakers are Ron Kovic (nationally known victim of the Vietnam War and author of *Born on the 4th of July*), Sid Lens (peace activist and author of *Day Before Doomsday* and the *Military-Industrial Complex* and others), and Sr. Margaret Traxler (Institute of Women Today), and others. There also will be music.

Saturday, October 20 Coon Forum
Leverone Hall
2001 Sheridan Road

9:00 a.m. Late Registration

9:30 a.m. Opening Remarks

9:45 a.m. **THE DRAFT: WHAT'S GOING ON?** Speakers: Duane Shank (National Director of C.A.R.D.) and Dave Cortright (Executive Director of S.A.N.E. and author of *Soldiers in Revolt*)

10:30 a.m. Panel Discussion — Resurgent Militarism

Richard Greenwood (Assistant to the President of the International Association of Machinists)
Duane Shank (National Director of C.A.R.D.)
Sid Lens (author and peace activist)

12:30 p.m. Lunch

2:00 p.m. Workshops on the following issues:

Labor and the Draft
Women and the Draft
Minorities and the Draft
All Volunteer Force
Intervention in the Third World
Veterans and the Draft
The Arms Race

3.30 p.m. Skills Workshops:

Organizing in High Schools
Organizing in Colleges
Organizing in Communities
Alternatives to the Draft and to the Military: Resistance, C.O., etc.)
Developing Strategy
Communications and Fundraising

5:00 p.m. Panel Discussion — National Service

Arnie Sherman (Coordinator of Youth Network Council)
Carl Shier (United Auto Workers)
Mark Thennes (Director of National Youth Work Alliance)
Richard Newhouse (Illinois State Senator)

6.30 p.m. Dinner

8.30 p.m. Films: *Only the Beginning* and *Nuclear Countdown*

9.30 p.m. Party

Sunday, October 21 Coon Forum
Leverone Hall
2001 Sheridan Road

10.00 a.m. Resolutions and Strategy

3:15 p.m. Adjournment

SUPPORTING ORGANIZATIONS

American Civil Liberties Union — Illinois Division
Church of the Brethren, World Ministries Commission
Clergy and Laity Concerned
Communist Youth Organization (CYO)
Democratic Socialist Organizing Committee (DSOC)
The Department of Church and State, The Christian Church (Disciples of Christ)
Fellowship of Reconciliation (FOR)
International Socialist Organization (ISO)
Lutheran Student Movement U.S.A.
Michigan C.A.R.D.
Midwest Committee for Military Counseling, Inc. (MCMC)
National Council of Jewish Women — Evanston-Niles Section
New American Movement (NAM)
New Patriot Alliance
Red Tide
Revolutionary Student Brigade
Students Against the Draft — Reed College, Oregon
Students for a Libertarian Society
Veterans for Peace
Vietnam Veterans Against the War, Inc.
War Resisters League
Women for Peace

DRAFT

On January 1, registration for national military service will resume for people born in 1962. Be informed — know the issues, only an informed decision can be correct.

OCT 12-18

SUN

Registration Information Education Session
MORRIS

MON

Hearts and Minds , 1974 Academy Award Winning
film on the effects of America's last
military involvement. COON FORUM 8 p.m. \$1.00

TUES

Senator Mark Hatfield (D-Oregon) to speak in opposition to current draft and registration legislation. ALICE MILLAR CHAPEL 7:30 p.m. \$1.00

WED

Debate: "Is the Draft a Deterrent to War?"
Journalists, activists and professors, both for
and against will speak.
ALICE MILLAR CHAPFL 7:30 p.m.

THUR

The War at Home, 1980 film nominated for best documentary. COON FORUM 7:00 & 9:00 p.m.

SAT

TICKETS @ NORRIS BOX OFFICE, \$2.00 in advance

Training for people interested in doing draft counseling. Midwest Committee on Military Counseling (MCMC) will give a 5 hr. training session beginning at 10:00 a. m. in NORRIS 2E and 2F (\$5.00).

SPONSORS
PARTICIPANTS

Progressive Students Organization
 Campus Activists Union, A.C.
 Harvard University Graduate
 Center, University of Illinois
 Union, Office for Undergraduate
 Student Affairs, Northwest Native
 Peace and Justice Students of Cornell
 Theological Seminary, A.C.

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PROGRESSIVE STUDENTS COALITION

WEDNESDAY NIGHT
MEETING, Oct. 8 at 7:00p.m.
SHANLEY HALL

Discussion and Organization of

DRAFT AWARENESS WEEK

~ and ~

A Speaker from NATIONAL PEOPLE OF ACTION

(a coalition of communities and neighborhoods)

What is the P.S.C.?

We are a broad-based action coalition of undergraduates, graduates, faculty, and staff with a variety of political backgrounds and philosophies, working for a variety of progressive issues. Check us out.

for more information:

Call the P.S.C. Resource Center at 492-3487

WHAT WE CAN'T
DO ALONE
WE CAN DO
TOGETHER



— A CALL TO ORGANIZE —

17

May 26, 1980

To All Student Activists:

This letter is an appeal to those involved in today's student movement. The 1980's is upon us-- and it offers both unprecedented challenges, but also new opportunities.

Three Mile Island, the nuclear arms race, Iran, Afghanistan, the recession, the resurgence of the Ku Klux Klan, attacks on Black colleges and Affirmative Action, and the increasing sexual violence against women and denial of reproductive rights---- all these prove that the stakes today are very high.

The problems we face have stirred a new generation of student activists to start picking up our heads and daring to dream for something better. Already, some small but important steps have been made. Students have helped alert the country to the catastrophic potential of nuclear power and nuclear weapons. Our movement against the draft has aroused a small but vital current of opinion against a new war. And the battle for equality on the campuses is helping disprove the myth that discrimination against Blacks ended in the '60's and sexism was eradicated in the '70's.

For many students, the realization that political leaders and big corporations invariably put their power, wealth, and profits before our human needs has forced a growing number of us to become active again in progressive issues. Progressive Student Organizations; Anti-Nuke committees; Black, Latino, and Asian Student Unions; Anti-Draft coalitions; and Women's Unions are now growing on most campuses.

The need exists to start the process that can lead to greater co-ordination and sharing of experiences among those active in these movements. We, the signers below, would like to invite people to a meeting of such progressive-minded students to investigate the possibility of organizing a Progressive (or Radical) Student Conference for the Fall of 1980.

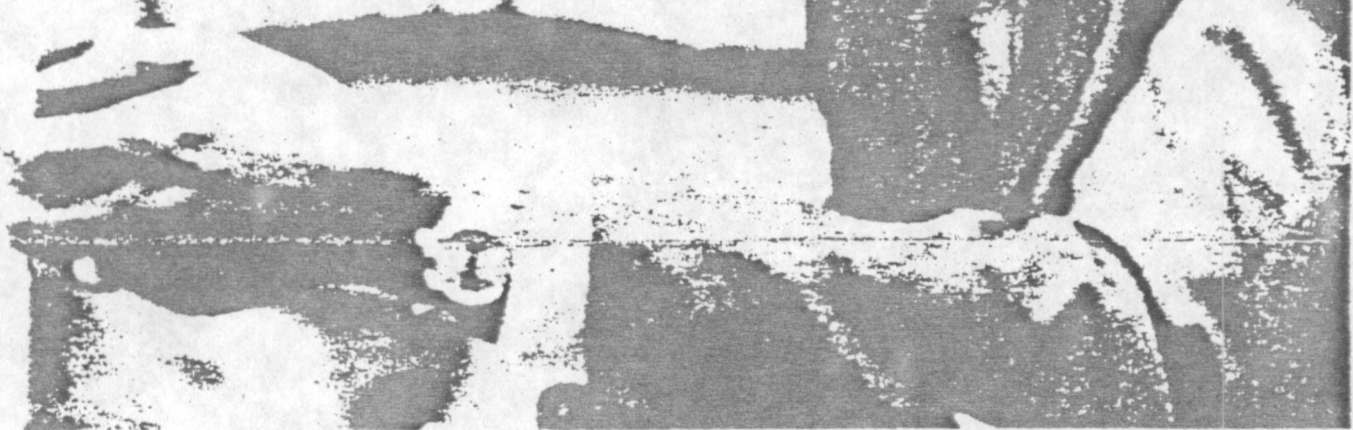
We see each other already in many of the same committees around nukes, the draft, affirmative action, and the ERA. We marched together in Washington D.C. against the draft on March 22. A month later, on April 26, we marched together again against nukes. And on May 10, many of us marched in Chicago for the ERA. We can begin seeing beyond the boundaries of our own campuses, cities, and particular issue groups. We have more in common that we have different at this point-- and we have the obligation to try and pull that together.

Already, some networks of activists have been established in Northern California (Inter-Campus Network), in the South, and

DEMAND
JANUARY 15
NATIONAL HOLIDAY

THE DREAM LIVES ON

Martin Luther King
1929-1968



Justice run down like waters, and righteousness like a mighty stream.' *Martin Luther King, Jr.*

Man of the people, freedom's son

April 3, 1968, Martin Luther King, Jr. had been to the mountain top. From those lofty heights he had seen across the river.

"I may not get there with you," he said with emotion in that Memphis church. But I want you to know that we as a people will get to the promised land."

The next day an assassin's bullet ripped into the man who had come to symbolize the freedom strivings of Black people in America.

Martin Luther King did not live to see the promised land. And for 25 million Black people that assassin's bullet shattered the journey. It gave rise to nights of grief followed by days—and years—of recession and stonewalling by the establishment.

Today, although gains were made, freedom and equality are still no more than a burning dream. Economically and socially the majority of Blacks are still "at the back of the bus."

After twelve years, the memory of Dr. King and that heroic civil rights move-

ment have still not been enshrined in a national holiday. This official disdain for one of the most noble times in American history is symbolic of the continuing condition of Black people.

The evolution in the role and outlook of Martin Luther King, Jr. went hand in hand with the hard earned lessons of the Black freedom movement. Together the martyr and the movement made tremendous contributions to the progressive traditions in America.

From the rock-ribbed segregation of Montgomery, Alabama in 1955 to the volatile streets of Memphis in '68, Martin Luther King was a product of his times, a man of the masses. One of those everyday people was a 45-year old seamstress named Rosa Parks who, on Dec. 1, 1955, refused to give her seat to a white man on a Montgomery bus. She was arrested for defying the city segregation laws.

Rev. King, a 26-year-old minister, rose to the challenge, leading a 382-day boycott of the Montgomery bus system. The

50,000 Blacks of Montgomery, the first capital of the Confederacy, "put on their walkin' shoes" and started up car pools. This was in a Montgomery where the average yearly income of a Black male was only \$950 a year.

Withstanding bombings and arrests, Montgomery's Blacks and their leader the Rev. Dr. King, defeated the apartheid-like ordinance.

Thrust into national fame by the Montgomery struggle, Dr. King tried to elaborate a philosophy for his people's struggle. He built on his training in Christian theology and travelled to Ghana and India where anti-colonial struggles had succeeded in winning independence.

He developed a set of ideas that emphasized moral resistance. His philosophy of non-violence was a product of the post World War II period when there was still a desperate hope among many folks that change could come peacefully and gradually.

But history began to run fast. Swirl-

ing developments began to shape a movement that grew in size, intensity, and experience. It was the students at North Carolina A&T who made the next historic move.

On February 1, 1960, four young men sat at the segregated lunch counter of the Greensboro Woolworth's, an action that was to be copied by Black students and their white allies throughout the South.

Martin Luther King joined this movement. He was arrested along with 52 others who braved taunts and jeers to protest the Jim Crow policies at the lunch counter at Rich's Department Store in Atlanta that fall.

A new generation of civil rights activists rushed ahead armed with the vision Dr. King so eloquently expressed. Police stayed away while Freedom Riders took vicious beatings from racist thugs. For their efforts to desegregate public facilities along interstate bus lines, one group of Freedom Riders received 40 to 60 day jail terms at Parchman Penitentiary.

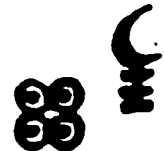
(Continued on following page)

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STUDY and STRUGGLE

CHICAGO STUDENT MOBILIZATION for BLACK LIBERATION

2530 S. Michigan Avenue
P.O. Box 6291
Chicago, Illinois 60680
(312) 842-8242



REBUILD THE BLACK YOUTH MOVEMENT AS A TRIBUTE
TO MARTIN LUTHER KING, JR.

A Call To United Struggle

STUDY AND STRUGGLE, a city wide organization of Black students and youth in the Chicago area unites with and supports the growing mass sentiment among Black people for a national holiday as a tribute to Dr. Martin Luther King, Jr. MLK came to symbolize the militant, defiant mass struggle for civil democratic and human rights that was the core of the Movement in the 1960s. He articulated the aspirations of freedom-loving people the world over.

The current motion among Black people to commemorate King as a people's freedom fighter is not unrelated to recent upsurges among Black people in Miami, Chattanooga, Atlanta and other places throughout the country. The current upsurge in Mass action is a response to the deteriorating conditions that the majority of Black and working people are confronted with and the growing racial oppression we face.

This present movement stands in sharp contrast to the growing racist right wing trend toward conservatism in U.S. politics. This trend is indicated by the election of Robert Ronnie Ray-guis (KKK - RRR) to the presidency, the move to further cut out social services programs, and government subsidies to working people and the poor and the massive build up of war preparations and advocacy of war. War is being proposed as a solution to the deepening political economic crisis of imperialism abroad and at home. It must be exposed and opposed. The present posture of the U.S. government is one of naked support of the wealthy, at Black and poor people's expense. It would have been opposed by King. King took a progressive position in opposition to the U.S. wars of aggression in Vietnam in support of liberation struggles in Africa, and for jobs, income, and expanded educational opportunities for Black and poor people at home! At the same time he resolutely opposed racial racism and all forms of racial oppression. His positions are reflected in our current 5 POINT PROGRAM FOR BUILDING UNITED STRUGGLE IN THE BLACK COMMUNITY: No Imperialist War! No Draft (Less for Warfare, more for welfare. Jobs and Income for all! Free Africa. U.S. Hands Off! Power to the People!

We believe that the new "Raygun" government represents a symbol of all those things to which the majority of Black people are opposed. It would not surprise us if on the very day Reagan authorized a legal national holiday for King, we would also sign a bill further cutting back social services which resulted from the mass struggles of the 60s.

We believe that the most fitting tribute that Black youth, students, and working people can pay to the memory of MLK in the 1980s is to rebuild the movement for Black Liberation and the fight against the common enemies of all oppressed people on a level more intense, militant and massive than the decade of the 60s and early 70s.

Further the analysis thru STUDY, Heighten the contradictions thru STRUGGLE!

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THANKS, BUT WE NEED YOUR SUPPORT IN THE BLACK STRUGGLE !!

STUDY AND STRUGGLE--the Chicago Student Mobilization for Black Liberation would like to thank you for participating in our December 20th gathering for Black students. We viewed this socio-political event as being an excellent opportunity for Black students to begin to engage in open dialogue about the particular problems confronting us on our respective campuses. Moreover, we believe that this event was a success because it provided students with an opportunity to develop a mechanism to engage in unity of action to resolve the concrete problems we face as Black students i.e., declining admissions, cutbacks in educational services, dismantling of affirmative action programs, attacks on Black studies, and the current U.S. drive towards war, etc.

The students who attended this socio-political event expressed a desire to become active in some area of work in order to fight against these mounting attacks in Black higher education. In order to make this mechanism for unity-of-action a reality, we would like to propose several ways you can become more actively involved. First, we would like to encourage you to actively support our Five Point Program (petition) by circulating it on your campus. Secondly, we will be hosting a Black student summit meeting from January 29 to February 1. We are attempting to bring together students and progressive leaders throughout the region to establish better campus-to-campus communications. This will enable us to strengthen our ability to engage in unified action to be of greater service to the Liberation Movement of our People. Thus, we would like for you to help build for this Summit meeting on your particular campus. Third, we would like for you to join our planning committee for the summit meeting (January 29-February 1). The task of this committee will be designed to do the following:

- A) develop an agenda for the summit;
- B) make local and regional contacts (phone calls, campus visits, etc...)
- C) assist in developing a Black History Month/Black Liberation Month calendar of events.

As you may recall, the students who attempted the December 20th event united with the idea of pulling together students throughout the region for a February 1 meeting. We hope you feel that it is your responsibility to make February 1 an event that will benefit us all. Thus, we encourage you to stand on two legs, social responsibility and academic excellence.

We encourage your participation and support. If you would like to participate in either of these activities, we would like for you to contact Study and Struggle before January 15. We must all begin to contribute to making the dreams of yesterday the realities of tomorrow.

Contact us: STUDY AND STRUGGLE
c/o Timbuktu Bookstore
2530 Michigan
Chicago, Illinois 60680
(312) 842-8242

December 30, 1980

To: Progressive Student Conference Participant
and Black Student Leaders-from STUDY AND STRUGGLE

Re: STUDY AND STRUGGLE hosts Midwest Regional Black
Student Summit

STUDY AND STRUGGLE: The Chicago Student Mobilization for Black Liberation views your participation in the Progressive Student Conference at Kent State University on November 14-16, 1980 as a genuine expression of sincerity in addressing the mounting imperialist crisis, increased exploitation of working people, intensified racial oppression, cutbacks in higher education along with escalating right wing conservatism and the growing threat of war. STUDY AND STRUGGLE views the Progressive Student Conference as a step towards building unity with students and possibly laying the context for building a National Student organization whose main concerns would be to link up local, regional and national problems. Thus, February 1, 1981 STUDY AND STRUGGLE will host a Black Student Summit for the midwest region.

February 1 commemorates the 21st anniversary of the Sit-In movement (Greensboro) and the initiation of the Black Student Movement. Both of these milestones provides an excellent opportunity for us to link history with the present and build for the future. Although this meeting is being held as an extension of a Black Caucus, all progressive students can play a role in making it a success. One way to do this is to pass this information on to Black contacts in your area; i.e. BSU, BSO, Black Student Unions, Black Student Organizations, Black leaders, and other progressive Blacks, etc. The Progressive Student Conference passed a resolution put forth by STUDY AND STRUGGLE, we would like to follow up on that resolution by requesting that you make copies of the enclosed petition for distribution on your campus and that these petitions be returned to us. Your active involvement in taking up this petition drive within the context of the 5 point program would be a further step in demonstrating your commitment to the fight against a common enemy and all forms of oppression particularly as it relates to Blacks, Hispanics, and other nationalities.

Please keep us informed of activities in your area.

For information concerning the conference, please write or call:

STUDY AND STRUGGLE
Chicago Student Mobilization for Black Liberation
P.O. Box 6291 Chgo., IL 60680
(312) 842-8242

Yours in Struggle.

MIDWEST REGION
BLACK STUDENT SUMMIT PLANNING COMMITTEE
c/o STUDY AND STRUGGLE
P.O. Box 6291, Chicago, IL 60680
2530 S. Michigan Ave., Chicago, IL 60625
(312) 842-8242

Dear Fellow Students and Friends:

It is a genuine hope that you will be able to join with us in this modest but significant effort to bring representatives of Black Students together from across the Midwest Region. We hope that you will be able to come yourself and bring others with you that we are unable to reach.

We believe that in the current situation, it is urgent that progressive Black students join together to share experiences, reach greater clarity and promote political and some level of organizational unity. We have a great task to join with the vast majority of Black Students, wage bigger battles in the interest of the Black Liberation Movement and the fight against the various forms of oppression being heaped on our people. With the recent inauguration of Ronald Reagan (a racist, warmongering "barbarian"), it is a further indication of the growing right-wing trend towards conservatism in U.S. politics. It is a trend which stands in direct reaction to the interests of Black people, Latinos, and the majority of working people. It represents a more direct threat to Black people and reflects a deepened attack upon Black youth. We must find ways to come together, resist this latest menace symbolized by the "Ray-gun" right-wing government.

We hope that you will make the sacrifices of time and energy and some monetary resources to come together with Black students from Ohio, Wisconsin, Indiana, Michigan, Iowa, and throughout Illinois.

Agenda:

Please check out the enclosed materials, the Program and Agenda, and come prepared to contribute to the discussion and exchange of experiences and views. If you have proposals, send them for reproduction - or bring extra copies with you.

Logistics:

If you will need transportation from the airport, train, or bus station, please contact us at (312) 842-8242 before you arrive. Limited housing is available via friends of Study and Struggle. Come prepared to "rough it out". If you will arrive Friday night, please advise.

Location Please Note:

TIMBUKTU BOOKSTORE IS LOCATED SOUTH OF THE LOOP AND EAST OF I-94, I-90 (DAN RYAN) AND WEST OF THE LAKE AT 2530 S. MICHIGAN. I-55 RUNS OUT (ENDS) WITHIN TWO BLOCKS OF THE STORE AT MARTIN LUTHER KING DRIVE EXIT. IF YOU ARE GOING NORTH ON I-90, I-94, EXIT OFF LAKE SHORE DRIVE, LOOK FOR MARTIN LUTHER KING DRIVE EXIT. IF YOU APPROACH HEADING SOUTH ON I-90/I-94, PASS THROUGH THE LOOP AREA AND EXIT OFF LAKE SHORE DRIVE. IN SHORT, COME TO THE NEAR SOUTHSIDE AND ASK WHERE "MERCY HOSPITAL IS LOCATED... WE ARE DIRECTLY ACROSS THE STREET FROM THE MAIN ENTRANCE AND THREE BLOCKS FROM McCORMICK PLACE OFF LAKE SHORE DRIVE, SOUTH.

Proposed Resolution

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From STUDY AND STRUGGLE to the Midwest Region Black Student Summit February 1, 1981, Plenary Session.

Whereas, Black students like other sections used under increasing attacks due to the crisis in the U.S. system and the increasing court chamber of the society; and whereas, Black students have historically made significant contributions to building more resistance to the exploitation, oppression, and racist subordination of Black people; and whereas, the Black Liberation Struggle is in common unity with the struggle of other oppressed people and all who are the victims of exploitation to eliminate imperialism, racial oppression and all other forms of descrimination.

Whereas, Study and Struggle has put forth a resolution for using the 5 Point Program as main principles of building unity in the struggle against the evils of imperialism, and racism; and

Whereas, Study and Struggle proposes that this body actively support anti-war, anti-draft registration petition campaign. Be it resolved that this body accept, and actively support these principles and the petition as a political, educational and organizational tool in our individual and collective work among Black youth/ students and within the Black community.

Be it further resolved that this body endorse and support the TEN POINT PROGRAM for revolutionary Black Power put forth by Peoples College in Black Liberation Month News 1981, as a program for building concrete unity in the fight for Black Liberation and promote its distribution through our work among Black people and the Black Liberation Movement.

Be it further resolved, that this summit participants work to Build A Fighting Black Student Movement that is united through struggle and concrete issues such as these addressed in the 5 Point Program as it is linked to particular campus issues of struggle.

REBUILD THE BLACK STUDENT MOVEMENT: A CALL TO UNITED MASS STRUGGLE

The current crisis of imperialism continues to deepen. The oppression of Black people has become more intense and pervasive. The new administrative under "Racist, Ronnie Ray-gun" (RRR=KKK) is a further indication of the growing trend toward right-wing conservatism in U.S. politics. Black youth are a segment among Blacks and young working people whose contradiction with U.S. imperialism has been sharpened acutely as the crisis intensifies. The Black youth unemployment rate is 5 times the current national average of nearly 10% of the labor force. Black youth are concentrated in the most demeaning jobs at the lowest pay.

At the same time, Black youth are nearly 4 times more likely than white youth to end up in jail or prison. They are most frequently brutalized by the police. Black youth are most depended upon the state government to provide social services and educational support. Both have been sharply reduced under Carter and are subject to be further eliminated under the Ray-gun administration.

Meanwhile, the threat of new rounds of imperialist war and the threat of the restart of draft registration pose an immediate attack upon Black youth. Since Blacks are forced into the military as a last resort to the streets and jails at a greater rate than whites, they are likely to do a disproportionate higher rate of dying should new imperialist wars of aggression occur. War will certainly come if we do not unite to stop it.

Black students are in a very good position to give leadership to the struggle against the draft particularly since they are most likely to get exemptions and deferments, they have a responsibility to take up this issue along side other youth. They also bring time, energy, and resources to the broader liberation struggle on Black people. Black students, however, do have some major conflicts with the current system as it relates to education which makes them a key asset to the BLM. There are over one (1) million Black students in post secondary educational and vocational schools. Despite the large increase in Black college enrollments over the past decade and a half, the trend in the past 5 years has pointed to declines in relative and absolute numbers of Black enrollments especially at major institutions. The attrition rate among Black students has also risen sharply during this period resulting in relatively fewer Black graduates. The main source of this decline has been the effort of the crisis of Imperialism in American Education. Higher tuitions, less financial assistance, higher and more stringent admission requirements, phase out of minority recruitment, affirmative action and reduction in education support services have the racist effect of reducing the number of Black students and contributing to the worsening situation of Black student life.

In addition to the growing elitist character of U.S. education, racism has become more pervasive and blatantly open on the campus resulting in increasing forms of struggle among Black and Latino students. Racial attacks on Black students, athletes, cut backs on Black studies and firing of Black faculty have brought more Black students into struggle to retain existing rights and extending others. In sum, Black students like the majority of working class Black youth have become a major target of the new conservatism in U.S. politics.

Over the past several years, Black students have responded to these attacks with increasing mass military, yet the movement lacks unity and consistent progressive and revolutionary leadership. In many instances, it is isolated for the mass thrust of the resistance in the community (i.e., Miami Chatanooga are examples) -

In Chicago, STUDY AND STRUGGLE, a city wide Black student organization has been attempting to build anti-imperialist unity on the basis of mass struggle on students and by linking campus struggle with the broader battles among people in the community. Its major work has been a year long campaign against the threat of imperialist war and the draft within the student movement and among Black youth. Its 5 Point Program for Building Unity in the fight against imperialism and natural oppression has been the major means of defining the united mass character of the student movement.

Across the country increasing numbers of students based groups are emerging and linking up on the basis of involvement in local struggle against the common enemy and its various form of oppression. During the past year, Black students motions against the draft, for jobs and social services, the fight against racist oppression and police brutality and the fight to save and change Black schools have been undertaken by progressive Black students. Student forums, regional and national caucuses were held within the context of broader motions in the Black Liberation Struggle. Political experience, and lessons were shared and greater political clarity was achieved. Moreover, some important attempts were made to build Black student networks and linkages on the basis of local campus/community struggle.

Black students held national caucuses in Milwaukee (March) within the national council for Black studies (NCBS), in Brooklyn at the National Black United Front Meeting and in the Black Political Convention in Philadelphia this summer. Also important regional caucuses were held in Kent, Ohio among Black students at the Mid-West Progressive Student Conference (Nov.).

In 1981, STUDY AND STRUGGLE will be continuing its long March to rebuild the student movement in Chicago, to earn recognition for leadership in the campus and in attempts to forge links between campus and community struggles around concrete issues and in forging linkages between local groups within the region and national level on the basis of mass struggle.

In February, STUDY AND STRUGGLE and other progressive Black students will host a midwest regional summit of Black student activist and leaders, to share ideas, gain clarity, and build greater unity in the student movement. In April (1-5) Black students from across the nation will caucus in New York at the NCBS conference and again this summer at the National Black United Front Conference.

In the fall of 1981, a national conference of Progressive Black Students is being planned in Chicago.

The Five Point Program referred to in this Black Liberation Month News is an attempt to provide some definition to the *Black United Front in Student Work*. It is applicable as a means to build principle unity in the broader Black Liberation Struggle.

We urge groups and progressive minded students, youth, and liberation fighters to take it up. For copies of the petition, contact STUDY AND STRUGGLE
P.O. Box 6291
Chicago, Illinois 60680

Further the analysis thru study, heighten the contradictions thru struggle.

BUILDING A FIGHTING BLACK STUDENT MOVEMENT IN THE 1980's

Increasing numbers of student-based groups are emerging and linking up on the basis of involvement in local struggle. They are responding to the growing crisis facing Black students and the Black community. During the past year, campaigns have been launched against the draft, for jobs, social and educational services, against racist oppression and police brutality, and to save and change Black schools.

Student forums on local campuses and regional and national caucuses were held. Political experiences and lessons were shared and greater political clarity was often achieved, leading to a greater determination and commitment to struggle. Moreover, some important attempts were made to build Black student networks and linkages.

For example, Black students held national caucuses in Milwaukee at the National Council for Black Studies (NCBS) in March and in June at the National Black United Front (NBUF) conference in Brooklyn. Black students also met at the Black Political Convention in Philadelphia in September. Important regional caucuses were also held like the one in Kent, Ohio at the Midwest Progressive Student Conference (November).

STUDY AND STRUGGLE, a Chicago-based city-wide Black student organization, has been active in all of these forums. It proposed an anti-draft resolution which was adopted by the national executive board of the National Council for Black Studies in July, and put forward another resolution which was adopted by the Kent, Ohio conference.

In Chicago, Study and Struggle's home-base, the organization is attempting to build an anti-imperialist student movement on the basis of mass struggle. It is attempting to link

campus struggle with the bigger battles among people in the community. A major project has been a year-long campaign within the student movement and among Black youth against the threat of imperialist war and the draft. The main tool in this campaign has been a petition with a five point program for building unity in the fight against imperialism and racist oppression (here and in Africa).

Throughout 1981, Study and Struggle will be continuing its long march to rebuild a fighting Black student movement in Chicago. On February 1st, along with other progressive Black students, it hosted a midwest regional summit of Black student activists and leaders. The meeting commemorated the February 1, 1960 launching of the sit-in movement in Greensboro, N.C. which led to the founding of the Student Non-Violent Coordinating Committee, or SNCC.

Future meetings are being planned. On April 1-5, 1981 Black students from across the U.S. will caucus at the national meeting of the National Council for Black Studies in New York City. Similar meetings will be held again this summer at the National Black United Front conference and the meeting of the National Independent Black Political Party. A national conference of progressive Black Students has been called for Chicago in the fall of 1981.

WHAT CAN YOU DO? Get on up and get involved! Take up the five point program and petition being circulated by Study and Struggle (reprinted in this Black Liberation Month News). Find out more about past and upcoming student meetings and plan to attend the next one.

(WHAT'S THIS ABOUT)
BUILD AND SUPPORT THE CITYWIDE
COALITION OF BLACK YOUTH IN CHICAGO!!

(TO DO WHAT?)

ARE YOU CONCERNED ABOUT:

- O THE THREAT OF WAR AND THE REINSTITUTION OF THE DRAFT?
- O PROSECUTION OF NON-REGISTRANTS WHO REFUSE TO PARTICIPATE IN UNJUST WARS?
- O HIGH UNEMPLOYMENT AND LACK OF OPPORTUNITIES FOR ADEQUATE INCOMES FOR BLACK YOUTH?

ARE YOU CONCERNED ABOUT:

- O DECLINING EDUCATIONAL AND EMPLOYMENT TRAINING OPPORTUNITIES AND THE DISMANTLING OF AFFIRMATIVE ACTION?
- O THE INCREASING RACIST ATTACKS UPON THE BLACK COMMUNITY AND BLACK PEOPLE?
- O THE CONTINUED OPPRESSION AND EXPLOITATION OF AFRICAN PEOPLES?

(WHO STARTED THIS?)

STUDY AND STRUGGLE HAS INITIATED A CALL TO BUILD A CITYWIDE BLACK YOUTH COALITION FOR ACTION ON THESE ISSUES. OTHER ORGANIZATIONS AND INDIVIDUALS HAVE RESPONDED TO THE CALL. THEY SAY "YES!", LET'S GET ORGANIZED, NOW!

(WHAT DO YOU WANT?)

WE DEMAND:

- O NO DRAFT, NO UNJUST WARS AND FULL SUPPORT TO NON-REGISTRANTS!
- O FULL EMPLOYMENT AND INCOME FOR BLACK YOUTH AND POOR PEOPLE!
- O EXPANDED EDUCATION/SKILLS TRAINING FOR BLACK YOUTH AND SUPPORT FOR AFFIRMATIVE ACTION!!
- O STOP THE RACIST ATTACKS ON THE BLACK COMMUNITY/BLACK PEOPLE!
- O FREE AFRICA U.S. OUT OF SOUTH AFRICA!

(HOW DO WE DO IT?)

BUILD A MASS RESISTENCE MOVEMENT AMONG BLACK STUDENTS, H.S. YOUTH UNEMPLOYED AND WORKING YOUTH!! FIGHT FOR BLACK LIBERATION!!

WHERE TO COME

TIMBUKTU: THE BLACK PEOPLES BOOKSTORE
MONDAYS, 6-7:30 P.M. 2530 S. MICHIGAN AVE
(312) 842-8242

JOIN THE BLACK YOUTH COALITION

FIGHT BACK AGAINST THE ATTACKS!

August 31, 1981

STUDY AND STRUGGLE
c/o TIMBUKTU BOOKSTORE
2530 So. Michigan Ave.
Chicago, Ill. 60616

Dear Friends,

We are putting out a call to all members of the Black community - various organizations, churches and individuals - who are concerned about what is happening to our brothers and sisters who are fighting for their freedom in So. Africa (Soweto). We are having a forum on Steve Biko and Soweto on Saturday, September 12, 1981 at 8 p.m. at the TIMBUKTU BOOKSTORE. This forum will not only provide us with an opportunity to educate ourselves about Soweto, but will also allow us to show our support for the people of Soweto; a support that we are called upon to render until their victory of liberation is won.

While Black people in So. Africa are still fighting an intense fight for their liberation, Black people in Chicago (and around the U.S.) are fighting for their equality, human rights and liberation. For example, just as Chicago has the highest Black infant mortality rate in the country, over half of the Black babies born in So. Africa die before the age of 5. In So. Africa a Black family of 4 annual income is 1,000.00 while the annual income of their white counterpart is 13,000.00. The similar conditions exists for Blacks in the U.S. (51% of white families average income is 20,000.00 while the average income of most black families fall far below this amount). These are just a few of the many injustices that are happening to Black people from Chicago to Soweto. In order to fight against these injustices we must fight back through mass action. Because of our So. African brothers and sisters fight against the apartheid system, many of them have been jailed, tortured and murdered. One of the most outstanding and heroic brothers involved in this freedom movement was Stephen (Steve) Bantu Biko.

Steve Biko, a physician, took on the role as a freedom fighter for the oppressed people in his homeland. He was jailed several times for his involvement in the freedom struggle. During his last imprisonment he was brutally murdered. Because of Steve Biko's liberation struggle for our people and the terrible way he and many of our other brothers and sisters have died, we must get more information about So. Africa (Soweto). We must support the liberation struggle of our African brothers and sisters. Steve Biko symbolized the militancy and determination of a whole generation of youth in So. Africa. That same militancy and determination must be rekindled among youth in our struggle here in Chicago for jobs, expanded educational opportunities, opposition to unjust wars and increasing racist attacks on Black people. For those reasons you should support these two activities on September 12:

- 1) The broad-based rally sponsored by the multinational coalition SART (Stop Apartheid Rugby team) at 1 p.m. at the Federal Plaza (Dearborn & Adams)
- 2) Steve Biko & Soweto forum at 8 p.m. at TIMBUKTU BOOKSTORE 2530 S. Michigan

For more information please call 842-8242 or 842-2112

VICTORY TO THE PEOPLES OF SOUTH AFRICA!!!!

A BLACK YOUTH UNITY FORUM

HOSTED BY

STUDY AND STRUGGLE

(THE CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION)

"STEVE BIKO - SOWETO TO CHICAGO
YOUTH FORUM"

at

PLACE: TIMBUKTU: THE BLACK PEOPLES BOOKSTORE
2530 S. MICHIGAN AVE.

TIME: 6:30 p.m. , September 12, 1981

Films, Special Speakers, Discussion
and Political Education Sessions.

In Commemoration of Steve Biko a Militant Freedom
Fighter and the Heroic Youth of South Africa

X X X X X X X X X X X X X X

ALL OUT FOR SART RALLY!!

Saturday, September 12th

FEDERAL OFFICE PLAZA

1:00 p.m. - Adams and Dearborn St.

STUDY AND STRUGGLE SAYS:

1. STOP THE SPRINGBOX SOUTH AFRICAN RUBY FOOTBALL TOUR (SEPTEMBER 19TH)!!
2. OPPOSE APARTHEID AND WHITE MINORITY RULE IN AZANIA!!
3. U.S. (GOVERNMENT AND CORPORATIONS) OUT OF SOUTHERN AFRICA!!

VICTORY TO THE PEOPLES OF SOUTHERN AFRICA!
OPPOSE IMPERIALISM AT HOME AND ABROAD!!

AN OPEN LETTER TO BLACK STUDENTS

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FROM STUDY AND STRUGGLE:

THE CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION

P. O. Box 6791 Chicago, Illinois 60680 Phone: (312) 842-2112
c/o TIMBUKTU: The Black Peoples Bookstore, 2530 S. Michigan Av., Chicago

BUILD A FIGHTING BLACK STUDENT MOVEMENT IN ILLINOIS IN THE 1980'S

Dear Sisters and Brothers, Fellow Black Students and Student Leaders:

It is indeed time to unite: come together, share ideas, resources and demonstrate our collective strengths. We have come to this conference at Northern Illinois University bringing different views, different kinds of experiences, different ideas about the nature of the problems we face as students and as a people as well as the different roles we can play in the struggle to liberate Black people and improve our day to day conditions. Yet, this conference--this coming together of Black student leaders, activists and people who want some action--is a very good thing. The fact that we are searching for common points of agreement--recognizing our differences--is basic to the success of this conference and the success of every similar endeavor we can make in the struggle to liberate our people and to defeat our common enemy.

WHAT IS THE PROBLEM?

Black people in general, and Black students in particular, are being victimized by sharp rounds of attacks and setbacks. Many of the progressive gains we've won over previous decades of struggle have been and are being reversed. Unemployment and underemployment are at an all-time high; cutbacks to human services, educational opportunities and affirmative action programs are deep and pervasive. They will have serious impacts upon the living conditions of many Black people --especially working people and those on fixed incomes, little incomes, and no incomes at all. Racism and racial oppression has become more pervasive, blatant and open due to the permissive attitudes and policies of Racist Ronald Reagan. In the face of such a crisis, both on the campus or in the community, we need to counter these attacks by building a United Mass Movement of Resistance. WE NEED A FIGHTING BLACK STUDENT MOVEMENT.

As Martin Luther King, Jr. noted, "the gap between abject poverty and superfluous wealth" created by the capitalist system is becoming glaringly apparent to all. This gap will get wider in the near future as the all-around crisis of imperialism deepens. And because it is the overall imperialist system which generates the oppression of Black people, imperialism must be defeated! We believe that the vast majority of Black people, students, women and all those who are victimized by it, can be united and target imperialism's main official leaders--Racist Ronald Reagan (Ray-gun), the war mongering super reactionary. Reagan symbolizes all that Black people despise. We must chase him out along with all his lackeys including "uncle" Tom Sowell, his "oreo" economic advisor.

ROLE OF BLACK STUDENTS

Black students can serve the movement in a number of ways. One of the best ways, with Black students as an important sector of the liberation struggle of Black people is by Building a Mass Student Movement that links campus issues (Black Studies, declining Black enrollments, etc.) to broader issues in the Black community (see Black Liberation Month News 1980 and 1981).

Black students have made important contributions to mass struggles in previous decades as have all Black youth (SNYC-Southern Negro Youth Congress in the 30's and 40's, SNCC and the Panthers in the 60's, ALSC in the 1970's, etc.). When the Black student movement was moving active so were broader community struggles for progressive reforms. Students were vital shock troopers

of the Civil Rights and Black Power phases of the Black Liberation Movement. In the 1980's, we must rise up to do it again!!! This time, however, we must build a movement of escalating struggle more pervasive and militant than these of the 30's or 60's! With students uniting, developing resources and preparing themselves for the big battles in the 1980's among Blacks and all oppressed people, we can be an important force for Black Liberation.

W E N E E D A P R O G R A M

STUDY and STRUGGLE believes that unity can best be built in concrete struggle around those issues affecting the broadest number of people and their interests. In addition to campus struggles, there are five key issues that Black students and youth have been united around in common struggle as we've carried out our work:

- (1) Opposing imperialist war and militarization of the United States economy - especially the federal budget. (END GREEDINESS AT HOME AND ABROAD)
- (2) End opposition to the registration in the military draft (NO DRAFT! OUR FIGHT IS AT HOME)
- (3) Struggles for full employment and decent earnings (JOBS AND INCOME FOR ALL!)
- (4) No political and military intervention in Africa by the United States--especially in Southern Africa where liberation struggles are being fought. (FREE AFRICA; UNITED STATES HANDS OFF!)

These are five (5) demands that are at the center of our FIVE POINT PROGRAM for Building principled Unity in the Black Community. This is a minimum program that can push forward overall struggle of Black people.

We call upon Black Students to take up this program and test it in concrete struggles. Yet while this minimal level of unity is necessary in the Black Liberation Movement and among students, true liberation of Black people can only come as the result of successful fight for Revolutionary Black Power. Therefore STUDY and STRUGGLE has endorsed the "Ten Point Program for Revolutionary Black Power" put forward by Peoples College in Black Liberation Month News (1980, 1981). We call upon this conference and its participants to read it, discuss it and debate it as another way to build unity which will positively affect the broadest number of Black people and all others who are oppressed.

W E N E E D A C T I O N

Programs, no matter how elaborate, are more empty words unless we are committed to implementing them in a righteous way. Therefore, STUDY and STRUGGLE proposes the following course of action to be adopted by participants in this Conference:

- (1) Support the FIVE POINT PROGRAM of STUDY and STRUGGLE;
- (2) Full discussion of the program for Revolutionary Black Power under the general theme of Black Liberation on campuses and in the community during Black Liberation Month in February 1982;
- (3) STUDY and STRUGGLE calls upon Black students in the state of Illinois to hold massive local demonstrations on the campuses and in the community to protest the Reagan budget cuts in higher education, and affirmative action, and social services during the month of February.
- (4) Build for a mass convention of Black students from throughout Illinois in Chicago Marcy 10-17, 1982 during the period of the Sixth Annual Conference of the National Council for Black Studies and for the purpose of further building the Black Student Movement as a fighting force for Black Liberation.

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Deve Dollinger — Chicago 7, Vietnam
 Peace Activist

Howard Falar — First Chairman,
 African Liberation Support Committee,
 Milwaukee Community leader

Ichijo Kaka — First Non-Governmental
 Nuclear Physicist Allowed In
 Three Mile Island

Anne Davidson — Women's Inter-
 national League for Peace and Freedom,
 Steering Committee of National
 Commission for U.S. War Under-
 standing

Kitty Tucker — Supporters of Sikh-
 yand, Member of Fanning Board
 of Musicians United for Safe Energy

George Hildebrand — Asian Scholar,
 author Cambodia: Struggle and
 Revolution

NEWS

1ST ANNUAL CHICAGO AREA BLACK YOUTH CONFERENCE

"Black Seeds Keep on Growing"

in:

education

health

politics

youth development

economics

community and church

**at: MALCOLM X COLLEGE
1900 W. VAN BUREN
SATURDAY, NOVEMBER 28TH
9:00 A.M. UNTIL 5:00 P.M.**

SPONSORED BY:

Concerned Young Adults (288-1904/5)

Chicago Black United Communities (548-2000)

People United to Serve Humanity (373-3366)

light breakfast and lunch will be provided

there is no cost to attend the conference

STUDY AND STRUGGLE
 (Chicago Student Mobilization for Black Liberation)
 c/o Timbuktu: The Black Peoples Bookstore
 2530 S. Michigan Ave. 60616

August 14, 1981

Dear Fellow Youth Leaders:

Based upon discussions held between ~~the~~ (CBUC), ~~the~~ (PUSH), and ~~the~~ Field Representative and ~~the~~ Field Coordinator of Study and Struggle, I was informed that your organization and several other Black youth organizations located in Chicago have agreed to sit down and discuss methods of developing a working relationship on a principle basis. It has also been brought to my attention that the meeting is scheduled for Thursday, August 20, 1981, at Timbuktu (The Black Peoples Bookstore) 2530 S. Michigan Ave., Chicago, Illinois.

We contend that Black unity is essential during this period of crisis and increasing racial oppression. We must unite to struggle against the increasing attacks on us as youth and as a people: the threat of unjust war, the racist Ronnie Ray-gun's budget cuts, escalating unemployment among Black youth, declining education opportunities and cutbacks in higher education, the crisis in the public school sector and attacks on affirmative action throughout American institutions. We must also support the just liberation struggles being launch by African people--especially in South Africa where the majority of people are struggling for self-determination. It is clear that we need to do something now!!

Now is the time for us to unite the tremendous potential resources of Black youth by forming a citywide coalition that consist of concerned organizations and individuals who see the necessity of struggle against racist oppression from the U.S.A. to South Africa. Therefore, we look forward to discussing with you the issues of the coalition and South Africa's sport events.

We think that the August 20, 1981 meeting can take one (1) or two (2) forms:

- (1) We can organize a meeting that consist of leadership or preferably,
- (2) We can make arrangements to mobilize the vast sector of Black youth in order to consolidate them around the principles of unity and program of action.

Please contact us at the above address. Other invitees include representatives from: CBUC, NAACP, Urban League, Concerned Young Adults, Study and Struggle, Black Youth Coalition for United Action.

We look forward to meeting with you on August 20, 1981, at 6:30 p.m.

Yours in Struggle,

Doug Gills, Coordinator

ALL CITY BLACK YOUTH UNITY MEETING

2530 S. MICHIGAN AVE.

AUGUST 20, 1981

AGENDA

- Call To Order-----Doug Gills
- Introduction and Welcoming-----Jocelyn Blaylock
- Statement of Purpose-----Al Simmons
- Unity Calls: Young CBUC-----Leo Webster
 Push Youth Director-----Tyronne Crier
 Black Youth Coalition-----Kina Mcfee
 Organizing Committee
- How to Begin? "We Need to Unite"-----Doug Gills
- Proposal for Action-----Floor
- Discussion-----Floor
- Resolutions for Action (Endorsements)-----Floor
- Division of Work-----Chair
- Announcements-----Chair
- Next Meeting

SECTION IV. BUILDING UNITY THROUGH STRUGGLE:

- A. AFRICA WORK 1979-1981
- B. RESISTANCE TO RACIST RONNIE RAY-GUN'S ATTACKS

OVERVIEW OF SECTION IV

Peoples College, which provides political leadership to STUDY AND STRUGGLE'S overall development has made significant contributions to African Liberation Support Work in this country over the past decade. This contribution is reflected in Documents 1, 2 and 3 growing out of Peoples College work within the Chicago Committee for a Free Africa (CCFA 1978-1979).

STUDY AND STRUGGLE has rightfully inherited this legacy of struggle and has consciously tried to link up the Liberation struggles of the peoples of Africa to concrete problems confronting Black people here in USA/Chicago by exposing U.S. imperialism.

As pointed out in the lead document (Section 1.1) STUDY AND STRUGGLE'S initial formation came as a result of deep concern with advancing the liberation struggles of oppressed peoples the world over - especially those who stand in a similar relationship to imperialism, racism and political subordination.

STUDY AND STRUGGLE has participated in a number of forums, meetings and coalitions where Africa-Southern Africa was the central theme (4, 5, 7, 8, 9). Some of these activities of support were initiated through the work of STUDY AND STRUGGLE members on the local campus (4, 6) while others were held on a city wide basis (7, 8, 9). STUDY AND STRUGGLE has also worked within other coalitions on the campus (4, 5, 6) such as AGENISA, a broad based campus coalition initiated in the divestiture struggle at Northwestern University in 1977-79 and reconstituted in the Spring of 1981 when the University announced plans to host a conference on "U.S. Foreign Policy in Africa rather than the conference that the Northwestern University Board promised to examine the issue of Northwestern's investments in South Africa. Documents 5 and 6

should be read in this context (See also, Sell the Stock: The Divestiture Struggle at Northwestern University and Building the Anti-Imperialist Movement, Peoples College Press, Oct. 1978).

During the Summer of 1981 STUDY AND STRUGGLE, working principally through the Black Youth Coalition for United Action (See Section 5 index, Section 3 overview), made significant contributions to heightening consciousness of Black youth to the Southern Africa issue and the Dennis Brutus Defense Committee (7, 8, 9). STUDY AND STRUGGLE took film showings and literature displays into PUSH, CBUC and on the local campuses in the early fall (August-September). It supported the Black Coalition against the Rugby Tour (B-CART) as well as supporting the mobilizations of the STOP Apartheid Rugby Tour (SART) Coalition on September 12 and 19 (See Section 4, 14b, pg. 29). This is why the vast majority of the Black youth in attendance at the September 12 rally were present.

In terms of Africa support work, STUDY AND STRUGGLE drew two lines of demarcation: (1) between itself and those groups who merely met to discuss the Rugby Turn of the Springboks (NBUF) rather than mobilizing a mass resistance; and (2) those groups (i.e., SART leadership) who confined the South Africa issue (i.e., the Rugby Tour, Divestment, etc) to the narrow ends of anti-apartheid rather than exposing the relationship of U.S. imperialism to the maintenance of class exploitation and national oppression in South Africa/Southern Africa hence enabling the struggle in this country to be built.

We struggled for an advanced anti-imperialist line to guide South Africa support work.

SECTION IV INDEX (IV.A)

- DOCUMENT 1: "Free Zimbabwe" (December 9, 1979, pg. 1).
- DOCUMENT 2: CCFA initiates Zimbabwe Liberation Week (Dec. 9, 1979, pg. 2).
- DOCUMENT 3: Anniversary of the Sharpesville Massacre (March 21, 1979, pg.3).
- DOCUMENT 4: "South Affrica: The Struggles Continues" (March 6, 1980, pg. 4).
- DOCUMENT 5: Agensia-Resolution (May 6-7, 1981, pg. 5).
- DOCUMENT 6: "Victory the Southern African Peoples" (May 24-27, 1981, pgs. 6-7).
- DOCUMENT 7: "Stop the South African Rugby Match" (August, 1981, pgs. 8-9).
- DOCUMENT 8: "Black Students/Youth Unite" (August, 1981, pg. 10).
- DOCUMENT 9: "Open Letter to Contacts" from STUDY AND STRUGGLE (August 31, 1981, pg. 11).

Full Support
for the
PATRIOTIC
FRONT

FREE

ZIMBABWE!

U.S. OUT OF SOUTHERN AFRICA!

ZIMBABWE
LIBERATION
DAY

WHEN? SATURDAY, DEC. 9th
1-10 P.M.

WHERE? FERNWOOD U.M. CHURCH,
100th PLACE AT WALLACE

WHO? YOU, and lots of other
beautiful people!

ZIMBABWE (called Rhodesia by racists) has a population of 6.5 million Africans and only 250,000 Europeans. But the white minority rules and gets rich from the wealth of chrome, copper, gold, etc. U.S. imperialists like Int'l Harvester, Mobil, etc. also exploit Zimbabwe with the aid of the U.S. government. This is why we must support the just struggle of the people of ZIMBABWE for FREEDOM!

- * AFRICAN AND AFRO-AMERICAN BAZAAR AND CULTURE
- * FILM ABOUT AFRICAN LIBERATION
- * PLAY ABOUT STEVEN BIKO
- * POLITICAL RALLY

Special Guest Speaker: T.J. Kangai,
Patriotic Front, ZANU Representative to
the United Nations

DONATION: \$2 (\$1.50 for groups of 25 or more)
Donations support Patriotic Front

JOIN US FOR A DAY OF CELEBRATION AND COMMITMENT

Sponsored by CHICAGO COMMITTEE FOR A FREE AFRICA
For further information call 280-7804 or write
P.O. Box 87141, Chicago, 60680

VICTORY TO THE PEOPLE OF SOUTHERN AFRICA!

WHY DID THE CHICAGO COMMITTEE FOR A FREE AFRICA (CCFA) INITIATE ZIMBABWE LIBERATION WEEK? 2

ZIMBABWE is a small African country fighting for freedom against invaders from Europe who have dominated her for over 100 years. The people of Zimbabwe (called Rhodesia by racists) have been waging armed struggle since 1966, fighting a war of national liberation to gain their freedom. Today this struggle is being led by THE PATRIOTIC FRONT: ZANU (Zimbabwe African National Union) and ZAPU (Zimbabwe African Peoples Union). The people and the Patriotic Front have liberated about 2/3 of the countryside and are preparing to attack the European strongholds in the cities, but there are serious problems to be solved.

PROBLEMS: Victory is certain but the enemies of Zimbabwe still fall into three types:

- A. **IMPERIALISM.** This is the worldwide system of capitalist economic exploitation and racist colonial oppression. In Zimbabwe this is currently being led by the imperialists of the U.S. and Britain. While South Africa plays a leading role in the economy of Zimbabwe, the U.S. and England are backing Zimbabwe and South Africa. The main enemy agents are President Jimmy "Jaws" Carter, Cyrus Vance, Zbigniew Brezinski, and of course Andy Young.
- B. **WHITE MINORITY RULE:** All white people of Zimbabwe are part of the nation of oppressors led by Ian Smith and their illegal Rhodesian government. The whites in Zimbabwe have only one choice: to become Zimbabweans and work the overall good of the entire country or leave! The current situation is that the white minority government is backed by imperialism and runs a fascist police state, with the help of some sell-out African "Uncle Toms."
- C. **REACTIONARY SELL-OUT AFRICANS.** This includes everyone who has given support to the so-called "internal agreement" with the white minority government. The "internal agreement" is a meaningless piece of paper full of promises and lies about democratic elections and an African majority government. The truth is, however, that the minority whites would continue to control the army and the police and have veto power over all major decisions.

The masses of people and the Patriotic Front must be united in order to fight effectively against these three enemies.

In addition to these problems, there are two other aspects of the situation which must be understood. (A) Some leaders of the Patriotic Front might hold secret meetings with the enemy to get a good deal for themselves. (Fact: Nkomo of ZAPU has already done this and exposed himself as an opportunist who sees himself as being above the masses of people!) (B) Some country might try to replace the U.S. and Britain after liberation by posing as a friend of the liberation movement. (Fact: the U.S.S.R. and Cuba have already given many more arms to ZAPU than to ZANU and have laid the basis for a split in the Patriotic Front. They obviously hope to create a place for their "interests" in a new Zimbabwe.)

The masses of Zimbabwe are thus fighting the problems of world imperialism, white minority rule and Black sell-out traitors. What is the solution? What can we do?

SOLUTION. The people of Zimbabwe will be their own liberators! Of this main part of the solution we are certain. Our role, our part, is to provide political and material support. The most important task is to expose and to fight the role of U.S. imperialism in Southern Africa, particularly in Zimbabwe. For each of the above problems we must be clear on what our political line (our political understanding and demands) is:

U.S. OUT OF ZIMBABWE! SUPERPOWERS HANDS OFF!
DOWN WITH WHITE MINORITY RULE IN ZIMBABWE!
FULL SUPPORT FOR THE PATRIOTIC FRONT!

The CHICAGO COMMITTEE FOR A FREE AFRICA (CCFA) is a small group fighting to educate people and mobilize them to fight to stop U.S. imperialism. Our current campaign is a week long schedule of educational programs about the struggle in Zimbabwe which concludes on ZIMBABWE LIBERATION DAY--DEC. 9th, 1-10 P.M.--FERNWOOD U.M. CHURCH--WALLACE AT 100th PLACE

We are calling on everyone to come and join many other people in a total experience of supporting the African freedom struggle--a bazaar with books and artifacts of Black and African culture, poetry, music, a play about the murder of Steve Biko, films, etc. The most important event will be a speech by a leading official of the Patriotic Front.

COME TO THIS PROGRAM! THE STRUGGLE FOR AFRICAN LIBERATION NEEDS YOU!
(For the schedule of activities during the week of Dec. 3-9th, call CCFA at 280-7804).



VICTORY TO THE SOUTHERN AFRICAN PEOPLES:

A Statement of Solidarity from STUDY AND STRUGGLE

African Liberation Day! Long live the progressive struggles of the peoples of Africa against imperialism, foreign domination and all forms of oppression and exploitation of the many by the few! The month of May is "AFRICAN LIBERATION MONTH" and STUDY AND STRUGGLE: The Chicago Student Mobilization for Black Liberation stands in full support of just struggles of African people against our common enemy: the imperialist system and its racist props which support it. While we have always maintained that the main fight of Black youth is here at home, we recognize that our support to progressive peoples struggles against U.S. imperialism not only weakens our own enemy but it contributes to forging bonds of solidarity among anti-imperialism not only weakens our own enemy but it contributes to forging bonds of solidarity among anti-imperialist everywhere. We gain allies among the peoples of Asia, Africa and the Americas in support of our just struggle. ...

SUPPORT FOR AFRICAN LIBERATION DEMONSTRATIONS

We unite with the common sentiment among Blacks in the U.S. who relate culturally and racially to Africa as the land of our common descent. While we recognize that there are differences in our situation, we recognize the important similarities in the conditions of most Afro-Americans and the vast majority of African peoples, particularly the Black people of South Africa whose situation of (class exploitation) rigid, caste-like racial segregation and political powerlessness most approximates that among Blacks in this country. However, we recognize the important contemporary differences in these situations which dictate different modes of political struggle in response to real differences. All over Africa, its diverse peoples have demonstrated that the people themselves have been their own liberators. We must take the responsibility of gaining our liberation from imperialism and racial oppression.

The early 1970's were years marked by intense support work built by and among Blacks and other progressive forces which contributed to the independence of Buine' (Bissa), Mozambique and Angola. Over the past two years, we have seen a newly entrenched liberation government in Zimbabwe take its first feeble steps toward consolidation after dislodging Western Imperialism. As we enter the decade of the 1980's, the struggles in South Africa (properly Azania) and Namibia have been heating up against the last bastions of visible minority rule and white supremacy. Yet, imperialism-- in its various forms--still lords over the peoples of Africa. The U.S. imperialists in their contention with that other super power--(the Soviet Union)--are the common enemy to all the Africa people. While the social-imperialist policies of the Soviet Union-subordinating the interests of African peoples to its own ends must be exposed, the interventionist, exploitative and supportive role of the U.S. throughout Africa in general and South Africa in particular, should be our main focus. FREE AFRICA, U.S. HANDS OFF!!!

SOUTH AFRICA, APARTHEID AND IMPERIALISM

In sum, the situation in South Africa (Azania) is that of a blatantly racist state that has systematically used race to deny democratic rights to 80% of the population in order to maximize the ruthless exploitation of working people and to minimize the potential of their resistance. Yet, there has been--and continues to be--"generations of resistance." Through its investments

7

of private capital, extension of bank loans and through the U.S. government's foreign policy--now under "racist, Ronnie Ray-gun"--U.S. imperialism is giving open support to the continued exploitation of millions of Black workers, the destruction of the health and welfare of millions more, while propping up a near-facist white minority government and apartheid. In fact, many progressives contend that apartheid could not exist without the support of the U.S. (including the sale of the despicable Krugerrand Gold Coin). To support \$4 billion worth of investments in South Africa is one thing to generate profits; but to do so while proclaiming how "bad is the Apartheid system" is the foulest form of hypocrisy. Not only does the government support the naked, slave-like exploitation of Black workers, it is patently racist. The only clear position in opposition to apartheid is to oppose both white minority rule and U.S. imperialism.

APARTHEID NO! WHITE MINORITY RULE MUST GO! BREAK UP U.S. IMPERIALISM IN AFRICA!

STUDY AND STRUGGLE support the call of AGENISA other Black and White progressives who oppose the Northwestern/Chicago Council on Foreign Relations "Conference in South Africa" (May 27-28) as being a deceitful hoax, a misrepresentation of history of the struggle to get NU and its board of directors to divest of more than \$80 million in capital investments, investments which not only support Apartheid (and white minority rule) but supports the maintenance of the brutal exploitation of African workers and the emiseration of all the peoples of South Africa. Yet, the NU board of trustees wishes to do the bidding of U.S. imperialism by hiding under a cloak of liberation and "fairness." The conference will help to legitimate NU's continued investments in South Africa and jode the issue of imperialism. How can it be fair when the representative of the majority of the African people (nor the liberation groups) are not recognized? How can it be fair to have a fruitless "academic" discussion about the virtue of "Apartheid" (shall NU endorse Carter's bankrupt approach or Reagan's approach?) The real issue confronting anti-imperialist, anti-apartheid forces is the role that Northwestern University is imperialist and a hypocritical, opportunist, and racist imperialist at that. It supports imperialism abroad as well as at home. It practices apartheid at home while opposing it abroad. While the major banks (where NU invests) and corporations are quick to invest in superprofits in South Africa markets, they are not so quick to put people to work in Chicago rebuilding our communities they have rubbed and bled dry. And, now most Banks refuse to grant low interests loans in these (mostly) Black communities to revitalize them.

Have you noticed how the Black enrollment has declined? (Wait until next quarter!) While NU's stock portfolio continues to climb by leaps and bounds it continues to jack up the tuition rate (now over \$6200). This means that most Blacks and working class students will not be able to afford to go to Northwestern (or most other schools like it). Thus, we will be kept out, by a passport called (\$) tuition--The Northwestern System.

STUDY AND STRUGGLE call upon Black students and progressive forces to oppose Northwestern's imperialism, its racism and the hypocritical conference on South Africa. Join the Divestment movement at Northwestern by opposing Northwestern's imperialist role in South Africa and in Chicago. While we oppose apartheid and imperialism abroad, we must fight at home under our own nose.

OPPOSE THE NU CONFERENCE AGENDA! SUPPORT THE 5 POINT PROGRAM OF STUDY AND STRUGGLE!

APARTHEID "NO" DIVEST "YES" NORTHWESTERN MUST DIS-INVEST!

IMPERIALSIM NO, RACISM MUST GO (FROM USA TO USA) BLACK PEOPLE MUST BE FREE!

CALL: STUDY AND STRUGGLE AT NORTHWESTERN 864-5365 / 492-9099

CONTACT: STUDY AND STRUGGLE 842- 8242

STOP THE SOUTH AFRICAN RUGBY MATCH

FREE AFRICA, U.S. OUT!!

STUDY AND STRUGGLE, The Chicago Student Mobilization for Black Liberation actively opposes the South Africa Springboks Rugby football tour in the U.S. and the Sept. 19th scheduled match between this national team of South Africa and the local Chicago Lions Rugby Football team.

WHY DO WE OPPOSE THE TOUR AND MATCH?

1. Because the South African team "plays" a role intended to retain and extend support for the racist apartheid (rigid forced segregation) system imposed by the fascist like White-minority government of South Africa upon the majority population of African people (Azanians). Such support will undermine the liberation struggles taken place among the Azanian peoples. The racist system of Apartheid and White minority rule denies the Azanian peoples the rights to determine their own affairs and establish the type of society best for them.
2. The Apartheid system of White minority rule supports a system of vicious economic exploitation of the working peoples of Azania where wages are held down to a base minimum subsistence level due to caste-like discrimination of the majority of Black working class. U.S. corporations reap tremendous super profits as a result of differentiated wages paid to Black and White workers.
3. The U.S. government (along with the wealthy corporate owners and investors in this country) are demonstrating their support of apartheid, white minority rule, imperialist domination and exploitation by allowing the South Africa Rugby team to serve as "goodwill" ambassadors to tour the U.S. and paint the false impression that real changes are taking place in South Africa which benefit the vast majority of the people. All progressive peoples in the world sees this as a sham!
4. Despite the differences in the conditions facing the Azanian peoples and those confronting Black people in the U.S. their are important similarities.
 - a. We have a common economic and political condition of exploitation and powerlessness.
 - b. We have a common heritage and legacy most informed by our histories of oppression and struggle.
 - c. Most importantly we have a common enemy, a common source of this oppression----Imperialism--the imperialist system of racist national oppression. The same forces that propel Black youth in SoWeTo to take to the streets repeatedly in mass resistance and spontaneous upsurges against the various forms oppression takes are propelling Black youth in Chicago to take bold, militant actions in resistance against this international system of domination, exploitation and oppression.
5. As the struggles on Azania (South Africa) and Namibia (Southwest Africa) heat up, the possibilities of U.S. military intervention

BLACK STUDENTS/YOUTH UNITE!!

STOP THE SOUTH AFRICAN RUGBY MATCH!!

FREE AFRICA, U.S. OUT!!

BLACK YOUTH COALITION FOR UNITED ACTION PRESENTS: AN OPEN FORUM

PURPOSE: Designed to educate people around the necessity of protesting the South African Springbok Rugby match scheduled in Chicago, September 19, 1981, and why we should give full support to Dennis Brutus, a South African exile who has been threatened with deportation by the U.S. government.

DATE: Friday (6:30 p.m.) August 28, 1981

WHERE: Timbuktu (The Black Peoples Bookstore) 2530 S. Michigan Ave.

FILM: "The Last Grave At Dimbazza" is an excellent film that was smuggled out of South Africa because of its brutal depiction of what life is actually like for African people under White minority rule.

GUEST SPEAKER: Dr. Dennis Brutus, A South African who was exiled from his homeland because of his opposition to Apartheid (ridged forced segregation). Dr. Brutus is presently a professor at Northwestern University.

STUDY AND STRUGGLE
c/o TIMBUKTU BOOKSTORE
2530 So. Michigan Ave.
Chicago, Ill. 60616

August 31, 1981

Dear Friends,

We are putting out a call to all members of the Black community - various organizations, churches and individuals - who are concerned about what is happening to our brothers and sisters who are fighting for their freedom in So. Africa (Soweto). We are having a forum on Steve Biko and Soweto on Saturday, September 12, 1981 at 8 p.m. at the TIMBUKTU BOOKSTORE. This forum will not only provide us with an opportunity to educate ourselves about Soweto, but will also allow us to show our support for the people of Soweto; a support that we are called upon to render until their victory of liberation is won.

While Black people in So. Africa are still fighting an intense fight for their liberation, Black people in Chicago (and around the U.S.) are fighting for their equality, human rights and liberation. For example, just as Chicago has the highest Black infant mortality rate in the country, over half of the Black babies born in So. Africa die before the age of 5. In So. Africa a Black family of 4 annual income is 1,000.00 while the annual income of their white counterpart is 13,000.00. The similar conditions exists for Blacks in the U.S. (51% of white families average income is 20,000.00 while the average income of most black families fall far below this amount). These are just a few of the many injustices that are happening to Black people from Chicago to Soweto. In order to fight against these injustices we must fight back through mass action. Because of our So. African brothers and sisters fight against the apartheid system, many of them have been jailed, tortured and murdered. One of the most outstanding and heroic brothers involved in this freedom movement was Stephen (Steve) Bantu Biko.

Steve Biko, a physician, took on the role as a freedom fighter for the oppressed people in his homeland. He was jailed several times for his involvement in the freedom struggle. During his last imprisonment he was brutally murdered. Because of Steve Biko's liberation struggle for our people and the terrible way he and many of our other brothers and sisters have died, we must get more information about So. Africa (Soweto). We must support the liberation struggle of our African brothers and sisters. Steve Biko symbolized the militancy and determination of a whole generation of youth in So. Africa. That same militancy and determination must be rekindled among youth in our struggle here in Chicago for jobs, expanded educational opportunities, opposition to unjust wars and increasing racist attacks on Black people. For those reasons you should support these two activities on September 12:

- 1) The broad-based rally sponsored by the multinational coalition SART (Stop Apartheid Rugby team) at 1 p.m. at the Federal Plaza (Dearborn & Adams)
- 2) Steve Biko & Soweto forum at 8 p.m. at TIMBUKTU BOOKSTORE 2530 S. Michigan

For more information please call 842-8242 or 842-2112

VICTORY TO THE PEOPLES OF SOUTH AFRICA!!!!

SECTION IV. B. RESISTANCE TO "RACIST RONNIE RAY-GUN'S" ATTACKS

0

OVERVIEW OF SECTION IV.B.

STUDY AND STRUGGLE has been engaged in a number of key battle zones along the Black youth and student front of the BLM and anti-oppression/resistance movements among progressive forces.

We have supplied troops around critical battles where the masses were being attacked (Document 1, 2, 3) playing a key role in mobilizing Black youth as part of the massive show of resistance to Racist Ronnie Ray-gun's visit to Chicago. Beginning in the Spring of 1981 - after Reagan announced his notorious budget cuts STUDY AND STRUGGLE joined and participated in the I-CARE (Illinois Coalition Against Reagan Economics) a broad-based coalition of social service professionals, public agency types, workers and welfare recipients from Black, Hispanic and white communities being directly or indirectly hurt by the cut-backs. (Documents 1, 2, 3).

When it became clear that the reformist and liberalist leadership wanted to hold down the righteous anger of thousands of people who identified with the coalition, and hand over the Coalition to a new Democratic Party Coalition, STUDY AND STRUGGLE members "cooled" on the Coalition. ICARE has since lost much of its potential base (which at one time had 175 organizations and several strong chapters). These documents reflect our view to put a face on imperialism by making "Racist Ron Reagan" ("RRR") our target and symbol of all that Black youth

Sometimes when we were not sufficiently informed of issues, it was necessary to go places where the issues are being discussed. This was the case in our involvement with Bennie Lenard (Document 4), the Mollison (School) Parents Struggle, the Cabrini Green Struggle, the Manfred Byrd (School Board/Superintendent) issue, as well as the Pontiac Case. Except in that case we we hosted a forum where lawyers representing clients presented insightful information (Section 2, document 21, pg. 23).

Most often we were learning in battle, summing up our experience and applying them to bigger battles. Such was the case with the work within the March to Save the Children Coalition (Documents 5, 6, 7). Initiated by Peoples College, this struggle was one of the first efforts attempting to link up the attacks and murders of the children in Atlanta with the murders of 10 Black youth in Cabrini-Green and the fact that Chicago has one of the highest Black infant mortality rates in the country. The issue was placed in the context of the mounting racist violence directed at Black people resulting from the current crisis and racism being promoted by the gout.

Within the "May 2 Coalition" STUDY AND STRUGGLE members performed key roles as mobilizers, agitators, security, etc. STUDY AND STRUGGLE also participated in related motions in support of the "Atlanta Mothers" in the community (Document 7) and on the Loyola, Mundelein and Circle campuses.

In the Fall of 1980 one of the hottest issues was the announced march of the Marquette Park - based American National Socialist Party (NAZI'S) in Evanston bordering on Skokie to the North of Chicago (Document 8a,b). It was all a part of the growing rightward drift to conservatism and reaction in U.S. politics - signalled by Reagan's candidacy and election-that was bringing this trash and vermin out of their hovels into the light of day. STUDY AND STRUGGLE at Northwestern launched an intense mobilization and education program, led a contingent of Black students on a 3-mile march to the NAZI march site and celebrated the victory with a protest rally overheard by thousands in Lovelace Park. (For more details see documents in Section 6). After this episode, the topic of the rise of the "new right", and "fascism" stayed on the minds of students, being a subject of increasing discussion on the local campuses and community forums. In this instance S and S demonstrated its capacity to provide militant leadership and build broad unity.

STUDY AND STRUGGLE members participated in a number of forums at Northwestern, Circle, U of C and elsewhere (Document 8b).

From its inception STUDY AND STRUGGLE has (in principle) opposed sexual oppression, sexual discrimination and fight actually against male supremacy within its ranks. Document 9 is the view of Peoples College on the triple oppression of Black women which is endorsed by STUDY AND STRUGGLE and also serves as a guide to relations between male and female comrades. Yet the real fact is that we have not transformed this principled position into a real action agenda either as part of our mass work or in terms of our internal organizational life.

Unite To Fight Reaganomics Racism & Reactionary Politics!

**Oppose Imperialism
At Home And Abroad!!**

Black youth/students, Black people and the majority of American people in general were in jeopardy while Carter was in office, and now we are in double jeopardy under the Reagan Administration. Massive cutbacks are being made under Reagan. Not only are there massive cutbacks in social services in order to expand military expenditures, Reagan's program undermines all the progressive gains that have been struggled for over the last 50 years. Blacks are being most affected (which is particularly true) but so are the vast majority of working people. We are all being sold out by Reagan's program, to the rich and wealthy monopolies (i.e., Big oil, Big Auto, Big gun makers, etc.). These massive cutbacks did not begin with Reagan. They are Products of the last ten years of Government mis-planning and cutbacks upon large segments of the people. Even under Carter these cutbacks were being initiated. They have merely been drastically increased under the Reagan administration, (i.e., Carter's cutbacks on job programs and deregulation of oil and natural gas, bail out of Chrysler, etc.) The particular feature of Reaganomics is that it presents the leading role of hard core political conservatives and Republicans along with the bankrupt cooperation of Democrats, who can offer no program of fundamental benefits to the majority of the people.

The consequences of this reactionary political program is to wage a domestic war at home against the people while beefing up the imperialist war machine for another costly war abroad.

WHO IS BEING ATTACKED!

Reagan has declared war on the U.S. people! The vast majority of working people and middle class interest are being affected by the cutbacks and the increasing conservatism in U.S. politics (i.e., loss of jobs and income, mortgage loans, increasing rents, attacks on democratic rights, etc.--The American Dream is quickly becoming a nightmare with Reagan playing the leading role).

The people hardest hit by cutbacks are people on fixed income, low income, and no income. Most often these people are the elderly, Blacks, Hispanics, women and working class people who are unemployed and under employed. People must fully understand the effect of the crisis on youth--Black youth/people in particular and youth in general. For example; the median age of the American population is 34 years; for Black people the median age is 26 years. Thus, most Black people are between the ages of 20 and 28. What this means in Black youth (as well as Hispanics) are: most likely to be underemployed or unemployed; without advanced education skills and faced with increasing competition for fewer jobs and opportunities. It is precisely this category of young men and women who-if not imprisoned will be forced into the military independent of a peace time draft because civilian opportunities with decent income will be zero. This is a forced economic draft because these people don't have any real choice.

WHO LOSES

Certainly it's plain to see youth, women, Black people, and other oppressed nationalities will not benefit from war, cutbacks in social security, education and other social services. We wonder why everyone sees this accept Reagan. Maybe it's because he is deliberately overlooking it. Maybe because he is the leading spokesman for a vicious system that puts profits and property rights before peoples rights to a decent livelihood.



OPPOSE IMPERIALIST WAR DRIVE !

(THE DRAFT IS BACK)

FIGHT AGAINST RAY-GUN'S CUTS !

(AND MILITARIZATION OF U.S. BUDGET)

RESIST THE RISING RACIST RIGHT !

(FROM ATLANTA TO CHICAGO)

BLACK STUDENTS UNITE !

(FIGHT FOR EXPANDED EDUCATIONAL OPPORTUNITIES ON THE CAMPUSES!
COMMUNITY-WIDE STRUGGLES AGAINST OPPRESSION AND EXPLOITATION!) SUPPORT

SUPPORT THE 5-POINT PROGRAM OF STUDY AND STRUGGLE

(REBUILD A FIGHTING BLACK STUDENT MOVEMENT IN THE 1980's)

SUPPORT AND ATTEND
**BLACK YOUTH UNITY FORUM
Sat. April 18, 1981, 5:00 p.m.
TIMBUKTU BOOKSTORE
2530 S. Michigan Ave.

WE DEMAND:

1. NO DRAFT, NO IMPERIALIST WAR (in Southern Africa or El Salvador)!
2. JOBS AND INCOME FOR ALL (more access and equal opportunity education)!
3. AN END TO THE MURDER AND RACIST ASSAULTS ON BLACK YOUTH. (From Soweto to Atlanta, and from Pontiac to Chicago)!
4. CEASE DISMANTLING BLACK STUDIES AND AFFIRMATIVE ACTION PROGRAMS (more \$ for social welfare and less for warfare)!
5. A NEW MILITANT BLACK LEADERSHIP COMMITTED TO POWER TO THE PEOPLE!

SUPPORT MAY 2ND DEMONSTRATION "TO STOP RACIST VIOLENCE AND MARCH TO SAVE
THE CHILDREN"!!

CONTACT: STUDY AND STRUGGLE, 2530 S. Michigan Avenue, (312) 842-8242

stop police brutality:

6
NOON - AUGUST 16 - SATURDAY

P I C N I C

On January 31, 1977, Bennie Lenard, a Black auto worker and father of 11, was nearly beaten to death by four Melrose Park policemen.

During the past three years with community and union support, Mr. Lenard has been fighting for justice.

The Bennie Lenard Support Committee is sponsoring its Second Annual Picnic to raise the funds necessary for continuing Bennie Lenard's struggle and the struggle against police brutality.

JOIN US AT 57TH AND PAYNE IN THE PARK.

FOR MORE INFORMATION - CONTACT THE COMMITTEE: P.O. BOX 20203
CHICAGO, IL. 60620

372-5903

MENU:
RICE DINER \$5.00
CHICKEN DINER \$3.50
HOT DOGS-SODA POP-SALADS

WASHINGTON PARK

99
P I C N I C FUNDRAISER !!

DRAFT!

DRAFT!

DRAFT!

DRAFT!

DRAFT!

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MARCH TO SAVE OUR CHILDREN COALITION

Dear Friend:

We are quite concerned about the racist violence sweeping the entire country, and especially about the murder of Black children in Atlanta. In fact, we are mad and we want to do something about it! Many of us are wearing the colors of Black Unity (red, Black, and green) to demonstrate our unity and solidarity with the Black parents of the murdered children in Atlanta as we also turn to address our problems right here in Chicago.

We have come up with a plan to demonstrate our collective concern and anger: A MASS PROTEST MARCH ON MAY 2ND IN DOWNTOWN CHICAGO!

MARCH TO STOP RACIST VIOLENCE!

MARCH TO SAVE THE CHILDREN!

We refuse to be confused and depressed by the media and the government. We refuse to return to old days when Black people had to learn to live under the threat of Klan violence, lynching, and poverty. Why does Reagan rush millions of dollars to El Salvador but treat the murders in Atlanta like "charity." A million dollars for Reagan and his millionaire cabinet cronies is "chump change."

WE ARE MAD! AND WE ARE GOING TO MARCH! WE ARE GOING TO MAKE SURE THAT SOMETHING IS DONE TO TURN THIS SITUATION AROUND!

And we are not going to forget about CHICAGO! We are also mad because:

- (1) Chicago has the highest non-white infant mortality rate of any city in the U.S. OUR BABIES ARE DYING!
- (2) Jane Byrne has undermined Black Power by giving white racists a majority on the School Board. OUR CHILDREN ARE NOT BEING EDUCATED!
- (3) Cabrini housing complex and our communities are under attack by gangs-- youth street gangs and by the Chicago police. OUR CHILDREN ARE BEING KILLED IN THE STREETS!

For all these reasons and many more, we are sending this open letter to organize a march against racist violence. Please endorse the march! Please spread the word! Please be there on May 2nd and bring others. Either we stand together or we fall separately!

Signatures of Co-Callers
Endorsements to be added

Peoples College

BOX 7696 • CHICAGO, ILLINOIS 60680 • USA

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March 30, 1981

Dear Friend:

Just as we are sure you are, Peoples College is very concerned about the murders of Black children in Atlanta and the racist violence that is sweeping the U.S. There are some serious problems right here in Chicago as well. We are also quite concerned that we find a way to demonstrate our collective concern and anger.

We are thus proposing a mass march and demonstration on May 2nd in downtown Chicago with the slogans:

STOP RACIST VIOLENCE!

SAVE OUR CHILDREN!

We are prepared to commit a substantial amount of our time and our resources to facilitating this effort.

As a leading person in a key sector of the Chicago community or neighboring communities, we want to call on you (as one of 25 or so people) to join us as co-callers of the march. It is important that we demonstrate our unity on this issue--people from different parts of the city, from different walks of life, of different political views, of different nationalities, and from different organizations.

What is expected of you over the next month:

- (1) Endorsement of the march and your signature on this initial call.
- (2) Any resources you can provide--office staff, money, services (printing, mailing, etc.)
- (3) Help in mobilizing your constituency
- (4) Input on the final list of speakers, march route, etc.

We are prepared to get the ball rolling by providing some initial resources:

Office space: Liberation Hall, Timbuktu Bookstore, 2530 S. Michigan Av.
Special Coalition Telephone:

Office Coordinator: Maryemma Graham

Initial Leaflet: The enclosed open letter on one side, poster on the other
Posters, buttons, stickers, etc.

Some phone calling on raising funds to support the effort.

Please join us in this important collective and united effort. We think that the Black community of Chicago and others who are concerned are demanding such a mass display of unity in this common cause!

Abdul Alkalimat, Chair
PEOPLES COLLEGE

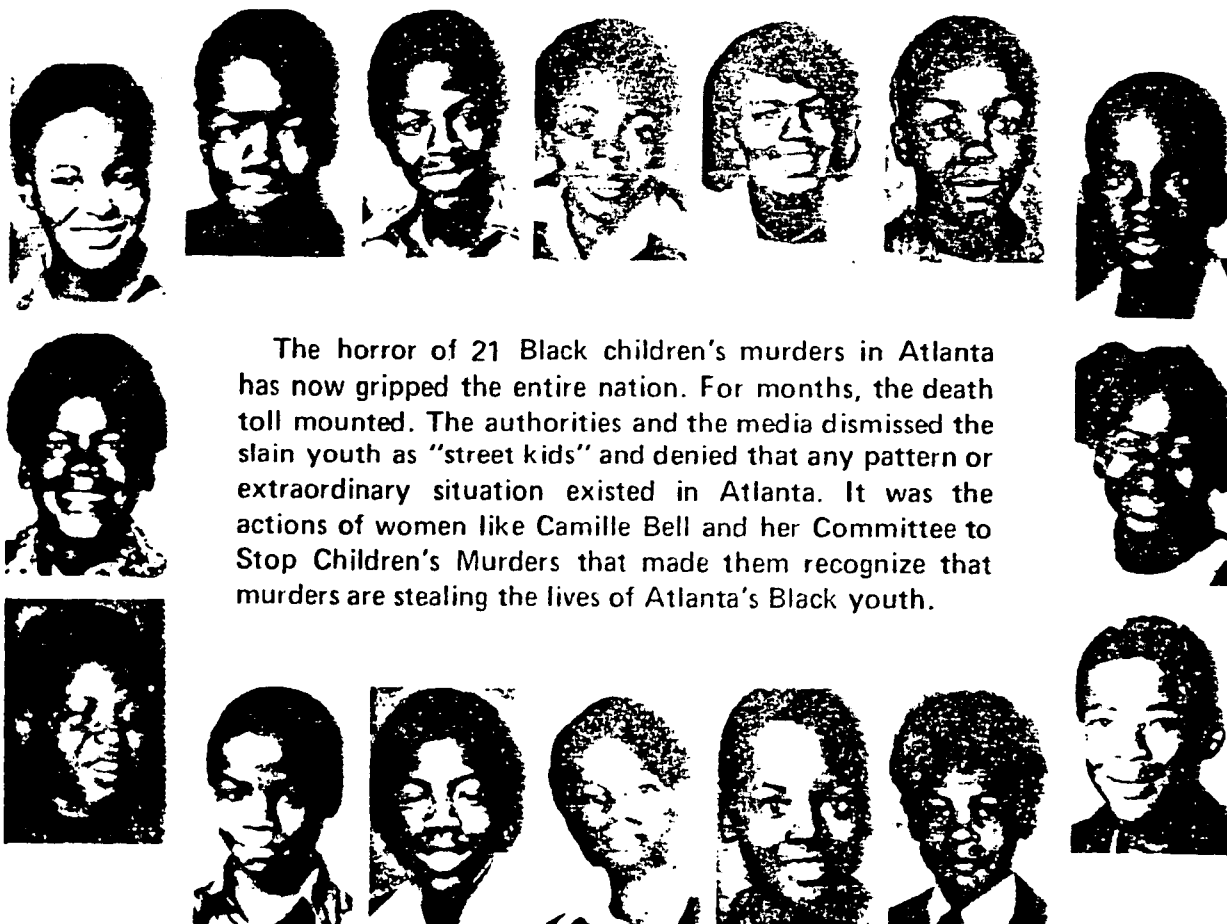
FURTHER THE ANALYSIS, HEIGHTEN THE CONTRADICTIONS

Stop
the Murders
of Black Children
in Atlanta

Speaking in Chicago

Camille Bell Venus Taylor Willie Mae Mathis

— Mothers of Slain Children in Atlanta and Founders
of the Committee to Stop Children's Murders



The horror of 21 Black children's murders in Atlanta has now gripped the entire nation. For months, the death toll mounted. The authorities and the media dismissed the slain youth as "street kids" and denied that any pattern or extraordinary situation existed in Atlanta. It was the actions of women like Camille Bell and her Committee to Stop Children's Murders that made them recognize that murders are stealing the lives of Atlanta's Black youth.

dates & times

Bring donations. Make payable to Committee to Stop Children's Murders.

SATURDAY, APRIL 4 — 11 A.M. - 1 P.M. BENEFIT BRUNCH

At Cross-Currents Cultural Center
3206 N. Wilton
472-7884

Speakers: Ms. Mathis & Ms. Taylor

MONDAY, APRIL 6 — 12 Noon COOK COUNTY HOSPITAL PROGRAM

Speakers: Ms. Mathis & Ms. Taylor

SUNDAY, APRIL 5 — 4:30 P.M.
MASS MEETING FOLLOWED BY
CANDLELIGHT MARCH AND VIGIL
at Fernwood United Methodist Church
10057 S. Wallace

Speakers: Ms. Bell & Ms. Taylor

MONDAY, APRIL 6 — 7:00 P.M. WEST SIDE COMMUNITY PROGRAM

at Livelystone Baptist Church
4938 W. Chicago

Speakers: Ms. Mathis & Ms. Taylor

Chicago Support Committee to Stop Children's Murders. For more information call
Wallace Davis —733-0943

Fernwood United Methodist Church—445-7125
New Life Baptist Church—379-1806

The Daily Northwestern

Vol. 101, No. 22 Evanston, IL (USPS 5852520)

Monday, October 20, 1980

'Never again;' 4,000 hear rally vow

Anderson, leaders decry Nazi forces

By Marcia D. Davis and Bob Kowalski
Daily Service Reporters

Nazism in the United States should not be ignored. That was the message of independent presidential candidate John Anderson and 13 other religious and community leaders Sunday when they joined 4,000 people in Deering Meadow in song and in peaceful protest of the Nazi march to come in Evanston's Lovelace Park.

They gathered under the noon sun to resound the words, "Never, never again."

"WE HAVE SEEN in recent years a dangerous resurgence of anti-Semitic events," Anderson said, citing the recent terrorist bombing at a Paris synagogue.

"In the face of this and more, I submit that it is a sin to remain silent, and I am here today because I feel it is my duty to be with you," Anderson said above loud applause and the waving American flags of the crowd.

"An attack on Jews is by implication an attack on everyone," he said. "If we do not draw the line here and now, then we can not draw it anywhere."

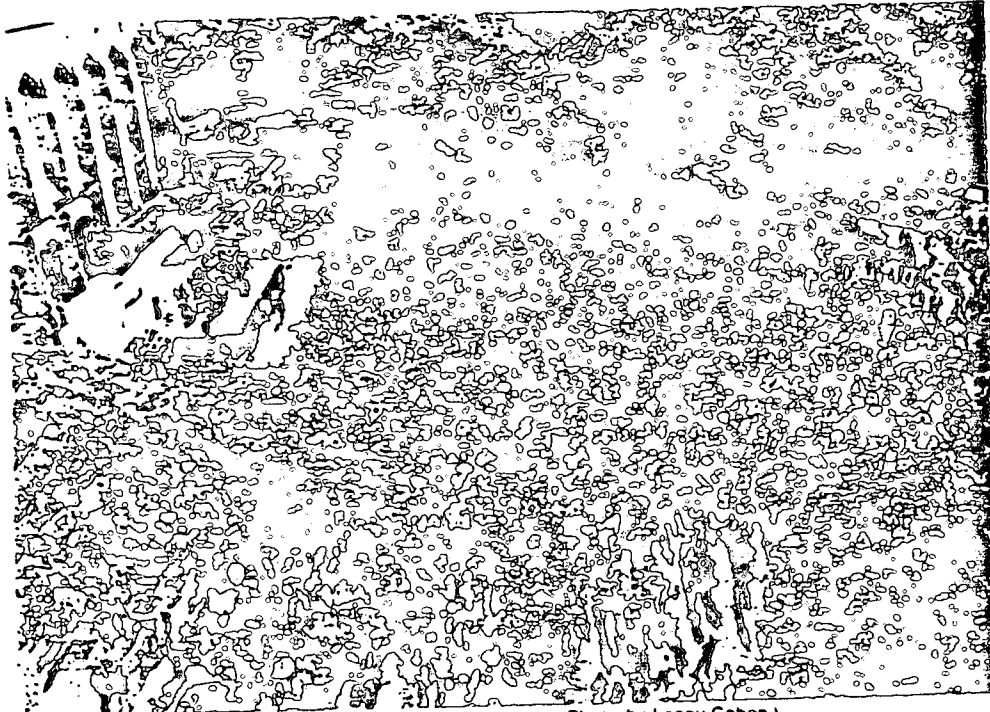
Sol Goldstein, who led protests against the Nazi march through Skokie in 1979, said the Nazis must be stopped.

"IN TIMES OF evil, indifference to evil is evil itself," he said. "I shiver because of Auschwitz. Never again swastika, never again an Auschwitz, not in any place!"

In the background some groups not invited by the N. B'nai Brith Hillel Foundation, the rally sponsors, passed out leaflets and shouted to the crowd to join them later for a direct confrontation with the Nazis in the Evanston park.

But at least for an hour and 15 minutes the crowd was

see RALLY on page 5



Thousands packed Deering Meadow for the anti-Nazi rally. (Photo by Lenny Cohen.)

Mob violence ends Nazi rally; five arrested

By Ed Dufner and David Steinberg
Daily Service Reporters

A small Nazi rally in an Evanston park broke up Sunday almost before it began as part of the crowd of about 2,000 counter-demonstrators and onlookers showered the neo-fascist group with stones, bricks and eggs.

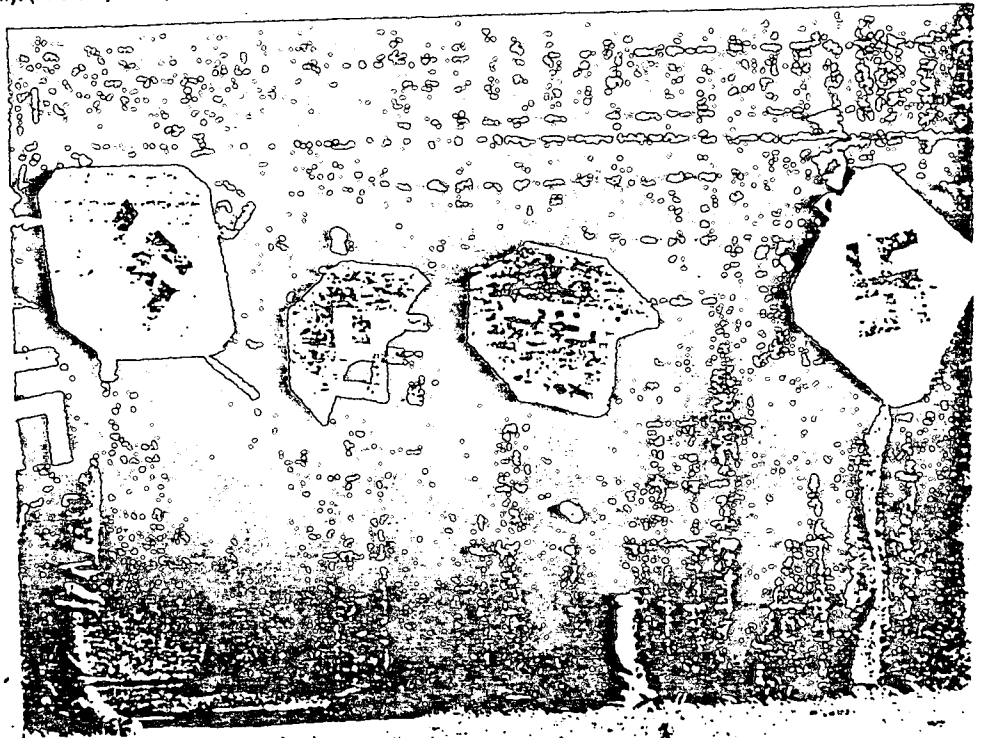
But contingents of Illinois State and Evanston police may have prevented a major outbreak of violence when they forced back part of the crowd surging from behind police barricades toward the 10 Nazis, who huddled under the eaves of a public restroom building in northwest Evanston's Lovelace Park.

Michael Jones, 18, of Chicago, was arrested and charged with aggravated battery for hurling a rock that struck Evanston patrolman Richard Whitney on the head. Jones' bond was set at \$10,000 Sunday and a preliminary hearing is scheduled for today in Cook County Circuit Court in Evanston, 1454 Elmwood Ave.

A SPOKESMAN for Evanston Hospital, however, said Whitney was not treated. Patrolman Louis Boone was treated for a minor leg injury and released, the spokesman said.

Four other men, two from Chicago and two from Skokie, were arrested and charged with disorderly conduct for bursing through police lines at the park, on Crawford Avenue near Gross Point Road. All four were released on their own recognizance.

see NAZI on page 5



Several Nazis shield themselves from eggs and other objects at Lovelace Park. (Photo by Ralf Hestoft.)

The growing radical right:

THE RISE OF NEO-FASCISM

VALERIE BUNCE, Political Science

JEFF HOLDEN, History

DOUG GILLS, Study and Struggle

HOW CAN WE STOP IT?

NOV. 20

8 pm

library forum

PRESENTED BY THE PROGRESSIVE STUDENTS COALITION

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YESTERDAY, TODAY, AND TOMORROW: THE RELATIONSHIP BETWEEN BLACK MEN AND BLACK WOMEN

This statement has been prepared by Peoples College, an organization of revolutionary men and women. It is not definitive or complete but represents our general understanding of the special oppression of Black women and male/female relationships in the broader context of the situation facing Black people. Peoples College has produced a more extensive though not final statement in Chapter 12, "Black Women and the Family," in *Introduction to Afro-American Studies* (Peoples College Press, 1978-79); and in an article "Fighting Triple Oppression" in *Black Liberation Month News* (Feb. 1979). We welcome your comments and criticisms as we will be working to increase and share our understanding on this subject in several ways. Contact us at: Peoples College, P.O. Box 7696, Chicago, Illinois 60680.

Peoples College welcomes this opportunity to discuss the relationship between Black men and Black women. There is a growing movement among Black women as a legitimate response to the special oppression that they face. As the crisis in our society gets worse--rising inflation, increased unemployment, cutbacks in social programs--many women who feel the effect of this crisis so sharply are rising up. They are revolting against centuries of abuse, neglect, exploitation, battery, and victimization often at the hands of Black men.

We think that this growing sentiment is a good thing. It is good because women are coming together to speak bitterness against their oppression and have just cause to do so. It is a good thing because Black men must be thoroughly criticized so that they can be transformed from being oppressors into staunch allies in the struggle against the oppression of Black women. This movement has brought about active and open dialogue, spurred on by popular literature and cultural performances such as *Black Macho*, "For Colored Girls," and "The Sirens," and events such as this forum. This reawakening of the movement among Black women is especially important. Black women have played major roles in the struggle for freedom and liberation: women like Harriet Tubman and Sojourner Truth, Ida Wells Barnett, and Fannie Lou Hamer. There is a rich legacy to uphold and follow.

THE TRIPLE OPPRESSION OF BLACK WOMEN

The main thrust of our brief comments is to focus attention on the broader social forces which shape Black male/female relationships. It is in this broader context that we can fully understand the examples of oppression depicted in "The Sirens," grasp the full depth of the intense hurt and pain expressed by Black women when they describe their experiences, or discuss the prospects of love and respect and Black men and women working together for a better life. What is the overall situation facing Black women and Black men? What is the main cause of the special oppression and deteriorating conditions of Black women?

We believe that the vast majority of Black women are confronted with TRIPLE OPPRESSION based on RACISM, MALE SUPREMACY AND CLASS (ECONOMIC) EXPLOITATION. Much discussion in the present movement has focused on the first two of these--racism and sexism--but have not adequately addressed the problem of class exploitation that confronts the majority of women who are workers. If this is done, we see that the main problems faced by Black women are related to the social, economic, and political problems that Black people encounter in society as a whole.

(1) RACISM. Throughout the historical development of America, racism and national oppression have remained an important feature of the oppression of Black people. This is painfully clear during the period of slavery and when Black people were confined to southern farms as tenant farmers and sharecroppers. During the current economic crisis, racist discrimination has intensified as seen in employment and wage differences, attacks against affirmative action like the Bakke decision, and in Chicago through police brutality and cutbacks in train service to the Black community during the winter.

Black women have borne more than their share of these racist attacks. Racism serves to legitimize the greater exploitation of Black people as compared to whites. It also fosters divisions among working people and oppressed people of all nationalities who should be united in struggle against a common oppressor. The main benefits from racism go to a handful of rich capitalists who reap extra profits from the many acts of racist discrimination.

(2) MALE SUPREMACY. Just as racism legitimizes the exploitation of Black people under capitalism, male supremacy or sexism oppresses Black women. At the heart of male supremacy is the double standard which condones dual and unequal standards of social and sexual practices among Black women and Black men. Among Black people sexism and male supremacy are manifested in many ways. (a) Most concretely, women bear greater if not sole responsibility in such areas as pregnancy, abortion, childrearing and housekeeping responsibilities. In addition, women suffer greater harm from venereal disease. The wealth of the society is not used to solve these problems. (b) In culture, it happens in language expression ("fuck you" and "bitch"); popular songs ("Bad Girl" and "Midnight Flowers"); jokes (playing the dozens); and in entertainment (Redd Foxx and Richard Pryor); and in

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the widespread commercialization of sexist exploitation (pimping and prostitution) and sex based advertising which uses women and targets them as key consumers.

But the big payoff from male supremacy does not accrue to Black men, but to the capitalist owners of factories, banks, and large corporations who rake in extra profits as a result of not paying women "equal pay for equal work" and promoting the double standard. For example, when the U.S. Supreme Court refused to give women at General Electric paid maternity leaves though male workers had unlimited sick leave provisions, it stated that such a plan would cut profits too much. It is this economic basis of the oppression of Black women and all working women which has been absent from many discussions regarding Black women and Black men.

(3) CLASS (ECONOMIC) EXPLOITATION. In the U.S. today, Black women are the most economically exploited sectors of the working class. They work the shit jobs of advanced capitalism--the dirtiest, hardest, and lowest paying jobs with the least opportunities for advancement. Though only 11% of the workforce, Black women comprise 65% of all cooks and maids, and 41% of all housekeepers (but only 4-6% of all lawyers, doctors, or college teachers are Black women). Often Black women are concentrated in certain industrial jobs (textile and apparel sweatshops, electronics assembly). They are the last hired and first fired--drawn out of unemployment when the capitalist needs them, and pushed out when they are no longer needed. This class exploitation is important more so when we see that 33% of Black families are headed by Black women.

WHAT IS THE SOLUTION TO THE OPPRESSION OF BLACK WOMEN?

The problems facing Black women and shaping Black female/male relationships are very complex and must be carefully analyzed to be solved in our interests. One solution put forward by some women, especially Black feminists, focuses on the self-realization and the self-actualization of the potential of Black women. Others stress the importance of combating the violence against Black women, extending daycare services and legal action to make sure that affirmative action works in the interests of women. These goals are all essential and necessary. Our view is that we must treat the root cause as well as the symptoms if the problems are to be solved. For us, the cause of the triple oppression that Black women face and the oppression of all Black people is the system of U.S. capitalism. It is capitalism which forced Africans into the U.S. as slaves, kept us in slavery and on the rural farms until it needed us in urban factories, and then herded us into the cities. It is capitalism that rips off billions of dollars in profits from working people for the benefit of a few (mainly white) individuals while more and more Black people find it difficult to pay for gas, pay for rent, and pay for food. It is capitalism that denies Black men and Black women the resources to lead a decent life and forces us into socially destructive behavior in order to survive.

It will take major surgery to root out this cancer. We see the necessity for the struggle of Black women to be linked with the struggle of Black people and the vast majority of other oppressed and working people to rid ourselves of capitalism because capitalism has proven itself incapable of meeting the needs of the majority of people in this society.

Peoples College believes that only under socialism can the conditions be provided for eliminating the oppression of Black women and the destructiveness which is growing in Black female and male relationships. By socialism, we mean a society in which governmental power is in the hands of the masses and not a small ruling class: and where exploitation of the many by a few has been eliminated and the wealth is used to meet the basic needs of the majority of people in the U.S.

This struggle against capitalist/imperialist exploitation and oppression and the fight for socialism is a rich lesson being taught us by the revolutionary national liberation struggles in Southern Africa, especially in Mozambique and by the Zimbabwe African National Union, or ZANU. There are significant lessons also about the problems and the important role played by women in the struggle.

All of this will certainly require more discussion and analysis. But we think we are on the right track with sessions such as this. We look forward to more of them. In sum, we would mention three main points which we want you to keep in mind and think about as we discuss these issues in the future:

- (1) The movement among Black women and the struggle against their oppression is a good thing and should be fully supported by men and women.
- (2) Our discussion must take into account the situation that the majority of Black women are confronted with. This can be summed up as triple oppression: racism, male supremacy, and class exploitation.
- (3) The solution to the oppression of Black women cannot result from reforms under capitalism. Only under socialism achieved through the struggle of the masses can the oppression of Black women and all Black people be defeated.

SECTION V. SUMMER STUDY AND STRUGGLE:
A LEADERSHIP DEVELOPMENT PROGRAM

SECTION V. SUMMER STUDY AND STRUGGLE: A LEADERSHIP DEVELOPMENT PROGRAM
OVERVIEW OF SECTION V.

The Summer of 1981 marked the second of our Summer STUDY AND STRUGGLE programs designed to (1) concentrate on leadership skills development among the core of S and S, and (2) build unity with returning students who reside in Chicago but attend schools elsewhere.

The previous year (Documents 1-3) we concentrated on mass outreach using agitation/political education around our view on opposing registration for the draft, and the threat of imperialism war as our leading line. But as can be sensed from Document 3 we did give considerable attention to preparation for campus work (i.e., "Back to STUDY, Back to STRUGGLE"). (See Section 6 documents). We also attempted in these programs to work on our overall organizational deficiencies. We tried to improve internally to do better externally work.

During the 1981 program this was our main concentration, although we did do significant mass outreach around the cutbacks, building opposition to Reagan's visit to Chicago and the tour of the South Africa ("Springboks") Rugby Football team. Our main vehicle of outreach was the Black Youth Coalition for United Action initiated by STUDY AND STRUGGLE as a means to build political unity with a relatively large numbers of returning students (Documents 10a-f).

Because many of our new members were not comfortable with their understanding of the relationship between imperialism and their university, considerable time was spent on analysis of the imperialist nature and character of universities in Chicago (Document 4).

Documents 5, 6, and 7 indicate attempts to improve the organizational style of work through better planning as organizers-collectively and individually-particularly as it relates to internal aspects of our work while Documents 8 and addressed the question of leadership from the perspective

of making us better prepared to unite (externally) with the many youth and students who desire to unite to fight our common enemy. (In addition to these documents, see "How to Go to Conferences", Peoples College Student Handbook, 1980).

In order to better fight the common enemy STUDY AND STRUGGLE has learned that unity building is a dynamic process that has to be struggle for, built and maintained and it can best be forged through struggles around concrete issues affecting the masses of people where all are able to learn and apply lessons of struggle. To facilitate unity it's important to reach out broadly to pull in closely those who desire to defeat the enemy. Earlier we used this approach around the Anti-Draft work (Summer 1980). The past Summer, we initiated the Black Youth Coalition for United Action (Documents 10a-f). While this organization did excellent work, its leadership has to overcome the difficulty presented by the fact that many of its membership are students and most were on out-of-town campuses. The struggle is to grasp how to maintain unity and build on it.

Unity is not accomplished without criticism either within STUDY AND STRUGGLE or between S and S and other organizations within the movement. Document 11 represent our attempts to formulate our criticism of the PUSH-CBUC "Coke Boycott" while at the same time we were actively fighting to unite with members of these organizations on other basis (i.e., 5-Point Program, Southern Africa, etc).

Section V Index

- Document 1: "Summer STUDY and STRUGGLE Program" (June 1980) pp. 1-5
- Document 2: "Summer STUDY and STRUGGLE Meeting: Agenda" (June 26, 1980), pg. 6.
- Document 3: "Developing a Core Leadership on the Campuses" (July 1980), pg. 7-16
- Document 4: "How to Get a Handle on Imperialism on the Campus" (July, 1981), pg. 17-19
- Document 5: Partial "Schedule for Summer STUDY and STRUGGLE Program, August 1981. p.20
- Document 6: "Organizational Meeting Summation Form" (July, 1981) pg. 21
- Document 7: "STUDY and STRUGGLE EVENT WORK TICKET" (July 1981) pg 22
- Document 8: "How to Give Leadership to Political Forums" (August 3, 1981), pg. 23-26
- Document 9: "Notes on Speech Making" (August 3, 1981), pg 27
- Document 10a-f: Selected Documents on the Formation of the Citywide Black Youth Coalition for United Action (August-September 1981), pg. 28-43. (Conference Package for August 20, 1981 Black Youth Unity Forum-Agenda is recorded in Section III, Document 18b, pg. 35).

SUMMER STUDY AND STRUGGLE PROGRAM

OF POLITICAL EDUCATION AND ORGANIZATIONAL UNITY.

INTRODUCTION:

WHY THE STUDY AND STRUGGLE PROGRAM

PROGRAM ELEMENTS

WORK

STUDY

STRUGGLE

END NOTE

A Draft Document for Internal Discussion and Unity

June 18, 1980

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The purpose of the work is to provide:

- (1) services in kind to Timbuktu for use of its space
- (2) provide volunteered labor to STUDY AND STRUGGLE
(given we don't have funds)
- (3) set-up the office of STUDY AND STRUGGLE to gear up
for fall school opening.
"BACK TO STUDY, BACK TO STRUGGLE"
- (4) prepare materials needed to build the organization,
educate and mobilize the mass movement on the local
and national level through mailings, leafleting
forums etc.
- (5) Needs: A
 1. desks
 2. lamps
 3. typewriter(s)
 4. file cabinets
 5. office supplies
 6. telephone (rent)
 7. mimeograph machine
 8. newspaper subscriptions (commercial
community, campus.)
 9. money (stamps, supplies)B
 10. more people who are:
 1. artists, photographers, journalists
 2. editors, reporters, copyists
 3. organizers, recruiters, trainers

Note: The ability of STUDY AND STRUGGLE to impact the BSM is
a function of people with:

- (1) political line (views and systematic ideas)
- (2) strong organization - which is why we need the above
- (3) good style of work - which we must improve upon

STUDY: "Small forces united around correct political and or-
ganizational views and methods can wage big battles."

The main objective of STUDY AND STRUGGLE SUMMER STUDY (Politi-
cal Education) is to consolidate the membership around the
political line of STUDY AND STRUGGLE, the particular line of
the "Anti-Imperialist, War, Anti Draft" Campaign, while deep-
ening our grasp of revolutionary theory in light of the summa-
tion of our own experiences.

Without revolutionary theory, there can be no revolutionary
movement. But theory need not be text bookish recitations,
mechanically applied to our dynamic conditions we must create
theory from our own experiences as well as looking into the

socialists and national revolutions and liberation struggles among oppressed peoples in (Asia, Africa, Latin America, and Europe as well).

The intensifying crisis of imperialism abroad has its counterpart in the U.S. as the imperialist find it difficult to grow and expand their profit margins. Hundreds of thousands of workers have been laid off in the most productive sectors of the economy (auto, steel, rubber, etc.). The unemployment picture has reached crisis proportions unraveled by any period since the Depression. In a never ending search to increase profits and investment returns, large and small corporations have put the freeze upon "humanitarian" or non-essential spending, the sponsoring of social service type programs.

The response of Blacks, other oppressed nationalities working people and other sectors of American society is likely to be increasing resistance, rebelliousness and measuring mass activity. The greater the oppression the greater the potential for militant resistance. The character of that resistance is a function of how well the people are organized.

In the past, Blacks have rose up in open mass struggle and rebellion (like in the recent Miami situation). The system will respond with reforms like in the sixties or with greater armed violence and repression. In simple economic terms the bigtime decision makers have opted to control social conflicts generated by the deepening crisis by ordering "more guns, and doling out less butter." It is within the context of the worldwide crisis of imperialism, and its direct effects upon the political economy within the U.S. that the stepped-up preparations for war, the passage of draft registration legislation has been passed. It is within this context, that the

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little wonder that Black youth will do a disproportionate amount of the dying and suffering in an imperialist war, should we not stop the present drive towards the military draft.

Because of the tremendous significance of this issue of war, the major campaign of STUDY AND STRUGGLE is oriented towards educating and mobilizing Black youth to say, "No to Imperialist War, No Damn Draft" "Hell No We Won't Go" "Our fight is at Home!"

However, since the registration legislation has been passed our struggle must enter a new phase. We must prepare ourselves to provide militant, bold anti-imperialist leadership to the Black Student/Youth Movement against the draft, and for progressive reforms that lead to better jobs, quality education and improvements in the relative position of the most oppressed and exploited sectors of society.

To do this the members of STUDY AND STRUGGLE must prepare ourselves mentally, physically, organizationally and emotionally to make a greater contribution to the anti-imperialist resistance and Black liberation struggle that the student youth movement is a component part.

Why the STUDY AND STRUGGLE Program

The basic purposes of the STUDY AND STRUGGLE Summer Program are as follows:

1. Train and develop advanced youth to provide leadership to anti-imperialist struggles on many fronts of the battle against imperialism, racial and sexual oppression.
2. To forge greater ideological, political and organizational unity among the progressives, militants and revolutionary youth who comprise the ranks of STUDY AND STRUGGLE through organizational work, theoretical study and education and active involvement in a campaign (with many battles) of mass struggle.
3. Strengthen the capacity of STUDY AND STRUGGLE to provide bold, militant daring anti-imperialist leadership.

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STRUGGLE The main public, political work of STUDY AND STRUGGLE

will continue to be on the issue of Imperialist War, and the Draft.

Our main area of political work is on:

- (a) the streets- community centers, school grounds, shopping centers, work areas, discos where youth are to be found.
- (b) public forums- rallies, meetings which anti-draft forces sponsor. We will work to put our views, oppose bad views and engage in some united efforts.
- (c) mass agitation in target areas (mainly South Side, West Side)
 - 1. decorating, stickering, leafleting, flyers
 - 2. street corner displays and "rap offs" (mega phones)
 - 3. one-on-one conversations
 - 4. Draft counseling
- (d) Propaganda and political education
 - 1. speeches
 - 2. forums (Timbuktu- community)
 - 3. film showings (slide shows etc.)
 - 4. study sessions
 - 5. small group meetings
 - 6. media (radio Renee Pruitt, etc.) Defender

We shall attend meetings of anti-draft forces, participate in joint rallies and activities with other progressive forces striving to build anti-imperialist unity. At the same time our strategic objectives are to:

- 1. heighten consciousness, through mass education and mobilization for Labor Day and resistance at local post offices during registration week.
- 2. We will target neighborhoods in proximity to local post offices for intensive work: agitation and propaganda mainly South Side.
- 3. We will attempt to unite with and consolidate advanced forces who came forth in our draft work and attempt to achieve anti-imperialist unity (political and organizational) where possible.

Needs:

- A.
 - 1. leaflets, stickers, buttons
 - 2. banners, posters, T-Shirts
 - 3. pamphlets, draft counseling, literature
 - 4. paint, magic markers, mark-o-lots

SUMMER STUDY AND STRUGGLE

(A Contribution Toward Developing a New Leadership in the Student Movement)

June 26--AGENDA

1. Why we are here? An Introduction to "STUDY AND STRUGGLE".
2. The immediate conditions of Black Youth/Students in Chicago.
3. History of STUDY AND STRUGGLE A summation of last year's program.
4. Who is the Enemy? Mr. Reagan and the Imperialist: A Seminar
5. We Want Action! A Proposal from Study and Struggle in Preparation for Reagan's Visit to Chicago.

Announcements

*Contributions will be encouraged to defray the cost of refreshments

DEVELOPING A CORE LEADERSHIP ON THE CAMPUS

Where to Start

Doing Analysis. Any two people who share the belief that (1) something is wrong with the situation of Black people on the campus and (2) that something can be done about their situation can begin to build a nucleus within which other students can be drawn into do work on the problem.

The starting point is to find out as much as possible about the objective situation of Black students (how many, where are they located, what courses they take, where do they come from, etc.). We can deepen this analysis as we go. New facts will lead to new questions upon which to base an analysis of the objective factors that make up the campus social environment. We also need to have information concerning the political economic and social characteristics of the school and its connection with the broader urban political economy (i.e., private, catholic or protestant, number of overall employees, board members and what they do, faculty and what they have been hired to do, the contribution of the school to the local economy as well as its main sources of revenue).

Moreover, we need to determine something of the history of the campus, college or university how it evolved in relation to the broader surroundings. More importantly, we need to know what has been the history of student struggle on the campus, especially during the 60's and 70's (civil rights, black power, anti-vietnam and even divestiture struggles). The campus news paper and news bulletins can help (check the library). More importantly information on the recent history of issues over the past two years can be researched through two main sources: (1) newspapers and (2) senior students and progressive faculty types. Every campus has an unofficial historian that prides his/her self on this fact alone. In addition, the SGA/BSU archives can be a source of information particularly if the correct tactics are used to get the information.

Why This Information? The basic purposes of this information are to: (1) provide an objective base to form an analysis (quantitative data and facts) and (2) gain an assessment of the mood, thought and activity that are important to the campus and students in general and Black students in general (qualitative). Both of these types of information are essential in making an analysis. In addition to the historical information we need to find a method to find out what issues and developments are important now for Black students (i.e., tuition, hikes, Black Studies, winning sports (sororal/fraternal competition, BSU budget, day-care, etc.). Surprisingly, Black students can and will be brought into motion around any or all these diverse elements depending upon the objective facts of your campus and the subjective factors shaping their thinking and attitudes toward struggle. Do not belittle any issue as being above the masses of students or too narrow for you to get involved in - even if you share a broader set of more fundamental concerns. Remember you must attempt to build unity where students are around their concerns before they will unite with you around your concerns.

Composition of Campus. There are several types of colleges and universities which we must develop a particular type of analysis. For example, there are large private and state support campuses. The private schools (NU, Chicago, Loyola, Harvard, Yale, Duke) usually have residential facilities (dorms and

dining halls). At the large state colleges they are often commuter campuses in large urban areas (UICC, CSU, SUNY). Though many are not (UNC-Chapel Hill, Ohio State). On many of these campuses the student union is the predominant center of life (if you hadn't noticed) and out side of classes (and sports games) you don't see selected students without an appointment. These schools also have graduate and research programs. There are other types of colleges that are especially important to us. First there are the predominantly Black and historically Black colleges. While some are public (state), (NCC, A & T, Southern, Florida A & M), many of them are private church related. The major location of these 110 + plus schools are that most of them are located within the historic south (the product of forced segregation and the initiative of Black people after the Civil War. Since 1945 the rate of closure of these schools or their merger into state college systems has been growing at a tremendous rate. At the same time a new trend emerged of major significance in large urban areas. This is the second type of college we are interested in because of their large concentration of Black students.

The period after WWII brought with it a rapid expansion of two-year community and city colleges across the country. The primary purpose was to facilitate the expansion of high technology industries for skilled labor and as an outlet for returning veterans with skills experience and little intellectual polish. With the rapid growth and aging of Black youth into urban areas particularly in the North, the two year college became a avenue in which Black youth from working-class backgrounds could get a shot at education. In many instances, by the late 70's many of these city college systems took on a predominantly Black character (students, faculty as well as administration - not to mention the maintenance staff virtually always Black).

During the late 70's a new trend began to overlap the rapid influx of Black students into higher education. The transformation of the labor market (need for more advanced training to earn relatively the same real wages), the expansion of government and service area employment facilitated or forced large numbers of working class and lower middle-level employees to return to schools. Many have families. Thus the average age of students in predominantly Black and two year college programs ranges from the late 20's (Loop, OHC) to the early thirties at schools like CSU and Roosevelt colleges. Although these are four year colleges, they are significant here because they fit into the emergent pattern.

Thus, at these predominantly Black student colleges in urban centers there are two trends that overlap. They are comprised of two divergent age populations (1) young working class Blacks with limited job experience and (2) older middle class government employees and service workers who are married, have continued work experience and the (3) overlap is created by many women who are parents of pre-school age children and are also in the labor market (part-time or full-time). The importance of taking these factors into consideration in doing an analysis of Black student life will avoid the error of overgeneralization (dogmatism) where everything is treated the same. Furthermore, an objective appraisal of race and class dynamics as they interplay within the college. Setting allows us to see more clearly the connection between education, social services and educational opportunities among Black students.

A general analysis of the socioeconomic characteristics of Black students in Chicago reveals that Black students are mainly (80%) first generation students in school for the first time. The largest proportion of second generation students are concentrated in the larger university (NY, U of C), North Shore school (Mundelin, Loyola, NY, Depaul). Moreover, the largest proportion of Black graduate students that are second generation (i.e., middleclass) students.

Another factor of significance in making analysis of Black college students is the rate of new admissions and the rate of graduations. Though these data are usually not easily acquired, it is possible to get them. General data indicate that absolute numbers of Black college students have begin to decline over the past two years even in the two year colleges (Kennedy King, Olive Harvey). In particular instances (NU, NIU, Circle) absolute numbers of Black students might have tended to increase but the relative proportion of Black students as a percentage of overall admissions have been declining since 1974. This trend started with the Nixon administration and has increased ever since. One factor accounting for this has been the change in loan policies that enabled more middle-class students (who are white) to get into the major schools and escape the city college system. The city budgets have been declining per capita, in the city college system ever since.

In sum, if Chicago is used as an example over 45,000 of the 60,000 Black students are in two city college programs and less than 20 percent are in the largest four-year universities, colleges and research institutions. What does this mean when placed in the context of larger political-economic factors is the following:

- *Given the capital-intensive nature of capitalist production many Black youth are training for vocational positions that are declining in the market place.
- *Given the fact that industries are leaving highly populated urban areas where high cost labor wages prevail many Black youth will remain underemployed or unemployed.
- *Given the reduction in federal expenditures and support for jobs creating programs and social agencies normally a haven for the Black middle income employee. Many Black youth with advanced education are on a trajectory from the work-class, back to the working-class (the new "Chicago Loop").

Where to Go

Using the Analysis. Facts and figures serve only as mistifications and collections of facts and figures if we can not use them to determine how best to bring Black youth into motion to fight the attacks coming down upon them both as students and as young Black people. Thus the task is to identify the campus sector students to base the struggle around. Given the transitory nature of student life and day to day experiences this is often difficult and will vary from day to day. Thus organizing students is different from organizing shable populations of workers (plant) or communities (neighborhood, church, etc.).

Thus beyond what we have said above the following thing have been able to bring Black youth into motion on a fairly consistent basis. The potential on any of these is not exhausted by hard and consistent work:

- 1) the fight against the draft among men and women
- 2) The fight against educational cutbacks and tuition hikes
- 3) the fight against support services cut backs, including BSU funding
- 4) womens issues including day care needs on commuter campuses
- 5) the struggle to get Black representation on school boards

- 6) athletic and academic discrimination
- 7) the struggle to retain Black Studies and progressive Black faculty
- 8) Southern Africa
- 9) reactionary racist attacks upon Black students by white students and security cops
- 10) economic struggles for jobs in the community and support for staff strikes

We shall explore these areas of work in more detail below. But for the moment we need to focus attention on means of expanding the circle of contacts and consolidating the Black student core on the campus.

Tendencies Among Black Students. In building a motion around any issue on the campus we must not that their are subjective and objective conditions that differ among Black students. All of them will not be brought into motion around a given issue nor will all of them stay involved from one issue to the next.

Often the struggle is not predicated how many or even how long Black students stay involved but the quality of their participation. Although we want to bring as many of them into the sustained motions as possible, the main thing is to expand the circle of committed activist who are willing to work grow and develop together through systematic study and struggle (theory and practice) in a collective context. Although some students have natural leadership abilities the collective context enables us to maximize and fully develop every one's leadership potential.

The task is to identify these students who came forth in different social context including mass struggles bring them into collective work around common problems, agendas with differentiated division of labor that involves them all in building the movement, its organization and accomplishments.

There are essentially two types of movement students owing to the nature of student life and current conditions in society. There are students who are mainly intellectuals, who grasp ideas acquire skills of various sorts which can be used within the movement, the organization or a particular campus motion. The other type of student brought into the movement are activist and workers who thrive on the mass contact, and are anxious to do battle. Fundamentally, the movement, the organization of the struggle needs both. The absence of either is an insufficient condition for fully developed anti imperialist struggle. We need the type of organization that than forge elements of both types of students into an integrated whole. Therefore, we must facilitate the unity of study and struggle within the core of the campus collective.

Political Tendencies. At this period the spontaneous sentiment of most Black students is toward nationalism. What this means is that the objective conditions of U.S. society, its historical and continued racism and racial oppression, create the situation where the dominant response on the part of Black students is nationalism, closing ranks and responding to the white attackers or Black operating in white interests. Nationalism is a legitimate response to objectively real perceptions of campus reality particularly on major university campuses. This is not a bad thing in fact it repeatedly demonstrates that Blacks have the will to fight back when attacked. The intricacies of race and class factors in U.S.

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Society do demand, however, that we deepen the analysis of the objective situation of Black people in the U.S. as well as the particular position of Black students within higher education. The role of advanced students is to unite with the sentiments of the Black students, their concerns and aspirations. And to struggle for political clarity because the real goal - Black Liberation is to win. In order to win we must not seek easy solution nor claim easy victories. We must deepen the concrete analysis of the real world drawing from the experiences of Black students in order to point the road forward.

The majority of Black students are not narrow-minded despite some narrow Black leadership that continue to deny either race or class realities. Most Black students have the experience of both these objective phenomena and are willing to discuss how they affect their present situation when approached in an honest and open way. This is what we must do in order to raise the consciousness of Black students to the struggle against imperialism and all its forms of oppression including racial oppression of Black people.

To do this, the core must be forged through practical work that involves the summation of practice and its application to deepened practice. In this period where struggle is at a low ebb the main aspect that a core needs is to deepen its grasp of theory, the history of the Black student. Movement and Black History and development within the U.S. in particular. This will enable a core of people who never lost touch with Black student life to bring the applications of the lessons of past struggle to bear on the resurgent Black Student Movement. This is the significance of the statement that without revolutionary theory there can be no revolutionary movement. Why? Because there will always be struggle to resist oppression. The key question in point is where and whom will we struggle against and how?

The point of the core members working together fosters unity, engaging in collective decision-making and each member contributing to the work of the whole can not be over emphasized. For example, the who analysis phase should be a joint project which involves everyone taking on a task and making a report shared with the group. This is important to doing effective outreach.

Developing A Work Group. Once a small collective has been formed and initial work projects have been completed, the analysis should lead the core group to broader outreach among students. Invariably the question that comes up is where do we start and what do we do to reach more Black students.

The first question is more a challenge than a difficulty for the core. The point is that they are every where (i.e., your classes, Black Studies, student meetings, the dining hall, sports games and at parties). To reach them effectively requires a bit more thought, planning and the resources to implement the plan once it is united around by the core group. Second, it required the necessity of some goal or serves of related objectives that are designed to:

1. develop new contacts to draw into the circle
2. educate the majority of Black students to a problem, issue or to announce a forum or meeting to discuss the issue
3. summation of a development, event or issue with some call to continued action
4. at a later point, to call for a protest rally, demo, picket, boycott or support action against the enemy or its henchmen and agencies.

At any rate the purpose must be clearly and honestly spelled out or explained to people and in a way that is defensible by the group.

It will be necessary to call this group something (i.e., STUDY and STRUGGLE, Black Students Liberation League, etc.). It should give a contact place, a name and a number. Thus it is preferable if a leaflet or flyer is developed in a good professional style. This makes people respect your work and be less likely to throw it away.

The literature or verbal conversation should briefly and clearly tell the following:

- * 1. What's the problem? Who's being attacked?
- * 2. What is the source or what's the nature of the problem?
- * 3. Who is the target (i.e., Black women students, Black students, Black youth or Black people)?
- 4. Why should they get involved?
- * 5. What must they do to show support?
- 6. When and where do they make contact (time, place of meeting, address, etc.)?

*NOTE: When doing a leaflet, don't try to tell every detail but not fudge the truth either. Be professional, sum up your notice on the front and use the back side for more elaboration. Avoid combining too many issues which seemingly bear no relationship. Even if you target a segment of the Black community show how other segments are also affected and should support the issue or action.

Another organizing tactic is to call a series of meetings of progressive students, using available forms of PR to get the word out. However, if you use this approach you will be publicly announcing your intentions and opening up for some elements that will come to the meeting to organize and politicize people you intended to be there. This is normal, the extreme case is that you invite in some crazies who will attempt to disrupt your meeting while pretending to be your friend.

Whether your group calls a meeting or distributes a leaflet you'll likely encounter or attract some people who are serious to hear what you have to say. They may be searching for clarity, weighing what you say against other views, etc. You must be prepared to honestly respond to questions - some of which you will not have answers for. They will also present challenges to your views. In most cases, discussion and lively debate will be beneficial to everyone provided that you build unity with people who wish to follow-up on some proposal for future action that you present. At the minimal level this should be an agreement to meet again, present another proposal for action. Finally there will be those who stay around after the session or who ask you questions that suggest they are interested in what your group has presented. Be sure to have a mailing list or an address list present. This list can later be placed upon cards for later reference. Finally, delegate or have someone take notes of the meeting. Everyone should attempt to do so but at least one person should be designated to do so (a tape recorder would help). This does not have to be a female, either (common practice).

Summation. One of the most important but under rated aspects of any organized activity of your group is the process of summation. This is a vital tool, and if used correctly, it could be your major source of strength. It provides the major means for correcting mistakes, in planning execution and follow through. A good summation provides the following pieces of information:

1. Who came? vs. Who did we expect?
2. How many came? vs. How many did we expect?
3. What was presented? vs. What was planned?
4. How effectively? vs. How we thought they would react?
5. What was achieved? vs. What did we plan to achieve?
6. What did people think? vs. The way we thought?
7. What views were represented? vs. What views we expected?
8. What views were united with? vs. What we expected people to unite with?
9. What were our strengths? vs. How do we improve?
10. What were the mistakes? vs. What do we do to solve them?
11. What is the road forward? vs. What did we learn to get us there?
12. What did we unite with? vs. How do we bring the people closer to us?

The manner in which these questions are answered (or other types of specific questions) determine the direction to be taken in the future. The important thing is to get people involved in the process including people outside the circle of people close to your core group.

Upon completion of the summation the most important step is to make use of it. Have it written up and shared by the group and referred to at various periods to measure your progress (or regression) in some cases. The most important thing about a critical summation is that we can learn from it but its no substitute for practice. Without the former there will be nothing to sum up.

Consolidating New Contacts. One of the basic reasons for holding some types of activities is to "reach out broadly to draw in closely." What this means is that in order to build the organization we must be able to unite with the sentiments (issues and concerns) of Black students and demonstrate that our ideas are correct and that their concerns can be addressed within an organization such as ours. There is another side to this process and that is "draw in close to more broadly reach out." What this means is that in order to have a greater impact upon the movement coming of any event, campaign or activities we must find ways to consolidate new contacts, evaluate our strengths and weakness and make adjustments. The summation provides a vehicle for doing this.

Essentially there are several aspects to political development.

- a) Ideological development - based upon study of revolutionary theory and the summation of present practice of revolutionary movements.
- b) Political line and political work - the application of of revolutionary theory to political practice from the stand point of the most oppressed and exploited sectors among Black and oppressed people. This determines who benefits by our deeds and practices. and
- c) Organizational development here we are mainly concerned with how people are organized to carry out the political work internally and externally.

All these aspects must be developed but from time to time one will take precedence over the other or lag behind the others. In the first period much more attention was placed upon ideological matters when the core was small. While this was continued in the second period, more attention was given to what we said and did within the movement in building unity and doing work of educating and fighting back.

In the third period, when the group has begun to expand two needs are important to its continued success:

- (1) continued political education for the solid core and the work group of people drawn into the group; and
- (2) organizing the group into a collective on a more consistent, disciplined revolutionary basis.

The ideological and political work of the organization must continue throughout the organization through (collective and individual study) and continued contact with students respectively. However, organizational work has a tendency to lack behind and since new people have not been consolidated into the internal collective life, there is the tendency for deviate practices such as individualism, lateness, absences and a family spirit (based upon friendships) to erode the morale and sap the energy of the new organization. If the leadership does not pay attention to these matters (which is its responsibility) then major conflicts are likely to occur. Therefore, attention should be paid to the orderly process of:

- political education
- internal administration
- making collective decisions
- involving everyone into an area of work
- coordination of areas of work
- planning and logistics
- developing resources

Thus it is very important that the organization began to function as an organization rather than in an adhoc fashion. Why is this so important? One main reason is that initial success and recognition among the vast majority of students (an other progressives) is likely to bring new challenges and pressures upon the newly consolidated organization which can not be responded to (in total or even in part) unless the organization has a systematic plan (that is flexible) and a structure for making decisions and deploying resources. It also will have to deal with the problem of financial and other material resources. Therefore, the main aspect of this "third" phase is internal consolidation of the organizations even while political education and practical work continues within the context of a plan of action.

Planning. The development of a plan must take into consideration that students and student life are transitory categories. A plan involves several important aspects:

1. an assessment of the objective conditions and the mood of the students;
2. the nature of the problems students face and the goals they can be won to struggle for;
3. who is the enemy and who are the friends that are likely to struggle against the enemy;

4. what tactics can be used to build the struggle and implement the plan;
5. what resources can be committed to make the plan work.

The plan should be clear on the main goal, the main objective and the main road the group will take to achieve its goals and objectives. It should provide some means to monitor the work towards the goal (how close to meeting targets in a given area of work). It should be frequently looked upon to review and even to make realistic.

Implementation. Implementation of the plan is a function of the degree of consolidation of the core and its work group. Attention should be paid to such matters as leadership, tactical planning and logistics for the program or activity and the divisions of responsibilities and labor. Once the plan has been united around this aspect become most important to the life and work of the core and its organized form. While organization is important, the main thing is what people united to do and towards what ends. Since conditions require us to change plans, organization will also have to be flexible and consistent with the purposes and goals of the core of progressive Black students.

Resources. Conditions dictate that the core will have to rely on its own resources - in the main (dues, fund raising, donations, etc.). While attempts can be made to become a registered campus organization by exploring various tactics, they are not likely to work and might even be an impediment to the group's freedom of action. Fundraising and resource development must be put on a footing with all other organizational work. Too often this factor is neglected. We must struggle for self-sufficiency and the deliberate use of resources just as we plan on anything else. Since this is often a weakness, we must pay closer attention to this front.

Study Sessions and Struggle Sessions

Study Sessions should be held frequently and regularly. They must be an integral part of the overall plan of action and designed to facilitate the political and organizational work of the political organization. Preparation for study includes members knowing what is to be studied and why? It should not be abstract. Therefore, it should be relevant to issues and activities that the group is involved in. This does not mean that revolutionary theory should not be taken up. What it does mean is that all study must serve some level of practice. The study sessions should not be longer than 2½ hours, provided that pre-study has been done by individual members. If this is done everyone can come to the sessions aimed to participate.

Struggle Sessions are designed to present and review tactical planning for an event, activity, program or action that the organization is involved in or giving leadership. Foremost, it is designed to map out the objectives, define tactics and get clarity on division of work and responsibility. Every member involved in the activity should be brought into the work consistent with their political development and demonstrated capacity to assume leadership and responsibility. Finally, struggle sessions are designed to foster discipline collective action and team work. The success of an undertaken is often determined by the effectiveness of leadership in developing these pre-activity sessions.

Linking up with other forces or participation in other movement activities.

This area requires some detailed discussion that should go beyond the pointers given below. There are several reasons for participating in movement events (rallies, demos, forums, joining work, etc.). They are to be:

1. interested observers
2. active participants
3. involved in joint work
4. demonstrate solidarity and support

In any event these activities should be planned in advanced and responsibilities worked out and reviewed by the participating members. For example, if the group plans to go to a conference or forum then the following procedure may prove beneficial:

1. Who is giving it and towards what ends?
2. Who is likely to be in the scene?
3. What are they expected to say or do?
4. What are our objectives for participation or attendance?

Going to movement events is a collective activity so some designated leadership should be mapped out as well as other responsibilities.

At the conference people in the organization should:

1. observe and listen
2. take notes
3. confer frequently to pass on information
4. speak after summing up the situation and the various views.

In the other three types of activities where active participation is required it is advisable to have written literature, proposals or position statements appropriate to the occasion ready for distribution or presentation. As much as possible the organizational participants should know what will be presented and why? Efforts should be made to bring them into the discussion and formulation of the proposals, presentations and position statements.

Campus Work

Identifying the campus mainstream

Developing a program or plan

Strategy and tactics of leadership

Building unity on the basis of action

Building unity from the bottom up

Areas of work:

BSU's, SGA's, Social Groups, Black Studies, Black Women

Community Work

Local and National Black Student Networking.

I. How do we get a handle on Imperialism on the campus?

A. We need the facts:

B. Let's start with what people do.

- a. Overall population of school: percentage Black/White/Hispanic/Name areas of study
- b. Number of faculty
 1. Percentage Black/White/Women
 2. Tenure vs. Non-tenure
 3. Age
 4. percentage in Social Sciences vs. Hard Sciences
- c. Administrators (number: percent Black/White/ Hispanic/Key positions)
 1. Financial aid
 2. Admissions
 3. Special Activities
 4. Printing
 5. Maintenance
- d. Maintenance and staff (number)
 1. Percent Black/White/Hispanic/Women
 2. Areas of work: cafeteria/buildings and grounds; Janitors/ printing/ audio visuals/security
 3. Wages
 4. Working conditions (who are last hired and first fired)
 5. Who are the progressives among them? Are they involved off the campus?
- e. Board and Executive Officers
 1. Board Members
 2. President, V-Ps, Provost
 3. Composition of Board
 - a. Race, class, sex (faculty, student representatives)
 - b. Where do they work?
 - c. What corporations, banks etc. do they represent?
 - d. What civic/ or political institutions are they concerned with?
 4. President (staff) composition
 - a. School background
 - b. Race, class and sex background
 - c. Other connections

C. What is to be owned? Does the school own property?

- a. Where?
- b. How much?
- c. Who manages it?

D. How is it owned? Who operates it? How did the school develop?

1. Public (state supported)
 - a. state - 4 year
 - b. state - 2 year
 - c. city school
2. Private (4 or 5 year or graduate school)?
 - a. research - primarily research
 - b. teaching - primarily non-research
3. Vocational/ Training/ Business (schools 2 years)

E. What was the budget last year?

F. Source of funds for operations

1. Public money (via taxes and grants from government)
2. Private endowments (gifts)
 - a. inheritance (who)
 - b. Foundation grants (which was)
 - c. fund raising drives (main contributor)
3. Tuition (student direct costs)
4. Sports (Big Ten vs. other associations make money off ticket sales, TV, radio broadcasts) ---- exploitation of Black athletes.
5. Special state and corporate
 - a. Research or program grants (i.e. African Studies, Scientific Research Urban Research on Crime, etc.)
6. Are private donors and contributors investors in other companies who invest in So. African markets?)
7. Does the school invest endowments? Where?
8. Does it have any businesses?

G. Where do their faculty go when they leave?

1. government
2. major companies
3. other large schools and institutions

Where do graduates/professionals go?

1. private businesses/ corporations
2. state employment (federal, state, local)
3. welfare programs

Does the school run a : hospital/medical school/ law school? (privately or publicly funded)?

H. Does the school publish: Ideology

1. major journals
 2. books
 3. pamphlets
 4. campus/student newspaper
 5. Does it maintain a radio station ?
- Does school have major institutes (Ideology)?
1. African or Asian Studies/Black Studies
 2. Policy Studies
 3. Urban or Economic Development Schools
 4. Management Schools
 5. Seminary (Garrett)

R
Political
Relations

- I. When politicians campaign do they?
 1. Visit - speak?
 2. Recruit staff from campus?
 - a. administrators/ teachers
 - b. students
 3. Do politicians work at the school (past/present) Ex. McGovern at Northwestern
 4. Do politicians hire school's professionals after they get elected?

(what peers think)
Professional Status

- J. Professional Positions
 1. Ranking of various schools and departments in University or colleges
 - a. Does the school or department rank in the top 20?
 2. Number of undergrads who go on to other schools.
 - a. graduate/professional schools
 - b. receive scholarships to do advanced work
 - c. retained as teachers
 3. Where do they (teachers, administrators) publish works?
 4. How much do they publish?

(what lay people think)
Social Status

- K. What does the community think about the value of the school, college or university?
 1. community leaders
 2. city, civic leaders
 3. former graduates (alumni fees paid)
 4. neighborhood support
 5. young people
 6. old people
 7. middle class; working class people
 8. Business community (funding donations given)
 9. Religious community
 10. Resource center/ Services (who uses the school for:
 - a. conferences
 - b. training institutes
 - c. meetings
 - d. protest rallies

Legacy of Struggle

- L. Major Issues/Motions in campus over past decade/2 years?
 1. Racism----- Discrimination
 2. Divestment/Investment Policies
 3. Attacks on Black Studies/Black Education
 4. Attempts to close or change schools or to fire teachers.
 5. Other community struggles (tenants, housing, redlining, community development etc.
What has been the role of the campus in providing leadership?
 - a. leadership for the movement
 - b. leadership against the movement
 - c. support for community struggles gaining support for its' struggles from community?

SCHEDULE FOR SUMMER STUDY AND STRUGGLE PROGRAM

AUGUST 8, 1981

UNITED FRONT PART III

1. Intro - (D.M.) 2
2. " United Front In General Student Movement" - (D.M.)
3. " Coalition Work In The Black Community" - (D. M.)2
4. " United Front Among Churches" - (K.L.)
5. " Imperialism And Mr. Reagan" - (D.G.)
6. " Class, Race And Sex ~~Consolidation~~" - (J-L)
7. Logistics - (B.S.) ^{Contradictions}
8. Security - (E.W. & J.B.)
9. Book Display - (E.H.)

AUGUST 15, 1981

BLACK POLITICS AND STUDENT WORK

1. Intro - (E.H.)
2. " PUSH , CBUC AND VOTERS REGISTRATION" - (J.B.)
3. " Going For Power On The Campus" - (E.W.)
4. " Black Politics And Revolution" - (R.B.)
(Security, Logistics And Book Display yet to be assigned)

ORGANIZATIONAL MEETING SUMMATION FORM

Organization(s) sponsoring meeting _____

Day _____ Date _____ Time _____ Location _____

of people in attendance _____

Race, Class, Ethnic make-up of people in attendance _____

Study and Struggle members in attendance _____

Objectives of meeting _____

Issues raised _____

Lines raised _____

S&S lines raised _____

Unities built _____

Future actions recommended _____

Key contacts

1. _____
2. _____
3. _____
4. _____
5. _____

Other comments: _____

STUDY AND STRUGGLE EVENT WORK TICKET

Name of event _____

Day _____ Date _____ Time _____ Location _____

Study and Struggle Member _____

Pre-Event responsibilities _____

Event responsibilities _____

Post-Event responsibilities _____

Were all responsibilities met? Yes _____ No _____

Which responsibilities were not met? Pre-Event _____ Post-Event _____ Event _____

Quality of work _____

Other Comments: _____

How to Give Leadership to Political Forums For Study and Struggle Activities

- I. There are several types of forums, meetings and events which S and S core members will have to give leadership to in carrying out our work:
 1. Meetins in our home base
 2. Forums in our home base
 3. Meeting on our campuses and in the field
 4. Forums on our campuses which we initiate
 5. Rallies and demonstrations on campus and in community which we initiate
 6. Activities in which we co-sponsor and/or participate jointly or in part in buildin with other forces in the movement and within the institutional base(s) in which we do work (colleges, Black Studies, H.S., community centers).

- II. This note basically refers to forums and perhaps meeting we initiate mainly on the home base (Timbuktu) and secondarily on the campuses. However, some aspects of this note refer to general activities in which we paly a leading or active supporting role in carrying out.
 1. Political line and objectives must be grasp.

This is the most important aspect for we have learned through repeated practice and summation that grasp of political line is decisive.
 2. What are the main strategic objectives for the activity? Grasp the strategic objectives!
 - (a) gain as much as can be gained in the immediate activity
 - (b) raise the level of political consciousness by planting a left pole of struggle and fight back capacity of the masses
 - (c) unite with the politically advanced, win over or neutralize the middle forces, and isolate the reactionary and most backward views held by the masses and reactionary opportunist.
 3. Unity must be build in the concrete!

Find a means to unite concretely on some level. Find a means principally to involve others in the political and organizational work.
 4. Plan on follow-up and summation

A plan of follow-up must be implemented to concretely unite with new contacts and retain older contacts.

Summation(s) should be shared with those who return and new people coming into the process. However, the main thrust of our political summation is that we may draw lessons to guide future practice.

5. When political line is decided and grasped centrally and by all those involved in the political task at hand, then organizational matters and style of work is decisive!!

It is not sufficient to grasp line in the abstract, we must be capable and willing to implement it through a centralized division of responsibilities and specialized implementation of specific task that flow from a clearly defined division of labor.

Our style of work provides a clue to whether or not we are serious and whether or not we will gain respect from the masses. We must be serious, thorough and systematic in all matters of our work and on our best behavior.

Avoid being slipshod and liberal while avoiding the opposite error of commandism.

6. Grasp immediate tasks, once strategic objective are understood. This is the relationship between strategy and tactics.

Once we are clear on why it is important to carry forth all aspects of the planned activity we must understand the central importance of each particular task and function to the success of the overall activity.

7. Rely on the the collective, respect the initiative of our comrades and the masses in carrying out the work.

Avoid commandism and rigidity. Once the general line and specific responsibilities are grasped by comrades, the important thing is to allow for initiative and being flexible (allow for spontaneity within the context of a conscious political plan). At the same time, do not worship spontaneity!!

8. Sum-up Thoroughly but Grasp Main Lessons

III. Task of the political coordinator in preparation for forums and meetings.

1. Be clear in the political line, organizational line and division of responsibility and labor.
2. Know the program content and the relations between various components of the program to the whole.
3. Know who is to speak and what they are going to talk about.
4. Know who has various responsibilities for the activity/event and be prepared to assume responsibility or reassign task when appropriate
5. Follow-up and check-up on comrades in a good manner-avoid commandism-make suggestions.
6. Make thorough introductions and explain to audience why this aspect of the program is important.
7. Assist the masses and advance forces in getting answers to their inquiries or questions.
8. Keep discussion on task and be conscious of scheduling.
9. Follow-up to make sure that possibilities for building unity are maximized.

10. Summation is the most important aspect of the program to insure that we accomplished objectives in part or in total. Prepare summation by starting in advance.

IV. Key Points To Check Up On in Preparation for Forum or Meeting

1. Grasp political line, promote production!
2. Grasp and insure organizational line is implemented including outreach/follow-up.
3. Check up on division of responsibilities and tasks (including outreach!!).
4. Follow-up on program participants.
5. Provide timely materials and aids to heighten consciousness.
6. Follow-up on contacts to insure that audience will be present.
7. Make sure all logistics are in order.
8. Check on security function.
9. Make sure that concrete unity is built with contacts.
10. Make sure summation is prepared.

V. Key Tasks in Mini-Forums

1. Make sure that everyone has grasp of line (political, organization, main style).
2. Provide lively introduction of participants and provide context.
3. Make sure presenters have completed their contributions to program (ask for outlines or review of content of presentation).
4. Follow-up on members political responsibility (i.e., logistics, security, registration, documentation (taping, picture, summation), outreach and one on one functions, etc.).
5. Find your bearings... you are in charge of program.
6. Involve others in timely discussions, but keep discussion on track.
7. Make appropriate announcements.
8. Involve others in summation, including new contacts.

VI. Key Questions to Ask

1. What is the nature of the program?
2. What are we attempting to accomplish?
3. How is this being accomplished and why?
4. What will the consequences of not grasping 1-3 above?
5. Who are the resources?
6. What are the resources at our disposal?
7. What is the division of responsibility (collective and individual)?
8. What is the division of labor (specifically)?
 - a. Political leadership function?
 - b. Tactical leadership function(s)?
 - c. Who is presenting? What are they speaking on? Why is what they will have to say important?
 - d. Who's doing outreach? Who is expected to come?
 - e. Who actually came? How?
 - f. Who's in charge of logistics?
 - g. Who's in charge of security?
 - h. Who's in charge of registration?
 - i. Who's in charge of summation?
 - j. Who's in charge of follow-up?

9. How successfully was program? Errors?
10. What lessons were achieved?

Notes on Speech Development

1. See draft speech we developed last year, most people already have a copy.
2. What type of speech are we developing?
3. Who is the audience, who is it aimed at?
4. What are we trying to get people to do? Who are we and why are we doing what we are doing?
5. What is the main issue(s) to be addressed? What is the problem or attack? How does it relate to other problems?
6. What is its impact upon people? Upon the Movement (give facts)? How does it affect the people, the movement? Give facts, examples of errors, past successes).
7. What causes it? How? Why?
8. What is the solution? Long run? Short Run? (Reform, revolution, mainstream, left pole). What are the different views on solutions?
9. What is our view? Why do we think we are correct?
10. What is our program and why?
11. In summation:
 - a. restate the problem.
 - b. its impact?
 - c. its cause(s) relationship to other problems?
 - d. What is the solution? Long run, short run?
 - e. What is the program of S and S? How can you help?
12. Stress unity, struggle unity in a concrete way?

Other Points

1. Cite current as well as historical facts? (Read up on the issue.)
2. Be familiar with different views, demonstrate why other views are incorrect, or partially correct but incomplete? Leave room for unity based in practice.
3. Have something to give people (to read, to study, to act upon)?
4. Always have our program (know the 5-Point Program----- 10-Point Program).
5. Have something for people to do?
6. Get some names and addresses.
7. Summation: ask people what they think.
8. Get others involved in your presentation through appropriate techniques, be honest, humble, not arrogant. Be confident!!
9. Follow-up on contacts: build concrete unity?
10. Summary on our forum and share summation with others.
 - a. main characteristics of event
 - b. key issues raised
 - c. line raised
 - d. unities build (successes)
 - e. errors made, why, consequences, how they can be avoided?
 - f. road forward

A CITYWIDE BLACK YOUTH
COALITION FOR UNITED ACTION
C/O STUDY AND STRUGGLE
2530 S. Michigan Ave.
Chicago, Ill. 60616

August 10, 1981

To; Black Youth, Community and Citywide Organizations Among
Black People!

Re: A Call to Unity and Action!

Dear Friends:

We call upon you and your organization to join, support and build a Citywide Black Youth Coalition for United Action now in the process of formation. The idea for such a broad based coalition where organizations and individuals could get together and work on common issues/problems confronting Black youth/Black people, was initiated by STUDY and STRUGGLE (Chicago Student Mobilization for Black Liberation). We need a mass organization where we can work upon common programs and take up the issues affecting Black youth while recognizing that differences in views, policies and strategies and tactics do exist and respecting these differences.

There are many problems confronting Black youth in particular and Black people as a whole. For example: The threat of war and the draft, unemployment, and loss of income, declining educational opportunities, the increasing all-out racist attacks upon Black people in this City and across the country along with the continued liberation struggles of the peoples of Southern Africa and elsewhere.

Now is the time for us to Unite the tremendous potential and resources of Black youth to aid the Black Liberation Movement. To do this we must build an organization capable of addressing the special concerns of Black youth: (women, students, high schools, unemployed and working youth, etc.) to raise up the demands of Black youth in a manner consistent with the interests of the vast majority of Black and poor people.

The coalition planning meetings are held each Monday from 6:00-7:30 at Timbuktu: The Black Peoples Bookstore, 2530 S. Michigan Avenue. We ask you to join with the initiators of this coalition and others who have answered the call in order to build the instrument to further our struggle.

Building Unity for the Struggle.

Co-Coordiators

(WHAT'S THIS ABOUT)
 BUILD AND SUPPORT THE CITYWIDE
 COALITION OF BLACK YOUTH IN CHICAGO!!

(TO DO WHAT?)

ARE YOU CONCERNED ABOUT:

- O THE THREAT OF WAR AND THE REINSTITUTION OF THE DRAFT?
- O PROSECUTION OF NON-REGISTRANTS WHO REFUSE TO PARTICIPATE IN UNJUST WARS?
- O HIGH UNEMPLOYMENT AND LACK OF OPPORTUNITIES FOR ADEQUATE INCOMES FOR BLACK YOUTH?

ARE YOU CONCERNED ABOUT:

- O DECLINING EDUCATIONAL AND EMPLOYMENT TRAINING OPPORTUNITIES AND THE DISMANTLING OF AFFIRMATIVE ACTION?
- O THE INCREASING RACIST ATTACKS UPON THE BLACK COMMUNITY AND BLACK PEOPLE?
- O THE CONTINUED OPPRESSION AND EXPLOITATION OF AFRICAN PEOPLES?

(WHO STARTED THIS?)

STUDY AND STRUGGLE HAS INITIATED A CALL TO BUILD A CITYWIDE BLACK YOUTH COALITION FOR ACTION ON THESE ISSUES. OTHER ORGANIZATIONS AND INDIVIDUALS HAVE RESPONDED TO THE CALL. THEY SAY "YES!", LET'S GET ORGANIZED, NOW!"

(WHAT DO YOU WANT?)

WE DEMAND:

- O NO DRAFT, NO UNJUST WARS AND FULL SUPPORT TO NON-REGISTRANTS!
- O FULL EMPLOYMENT AND INCOME FOR BLACK YOUTH AND POOR PEOPLE!
- O EXPANDED EDUCATION/SKILLS TRAINING FOR BLACK YOUTH AND SUPPORT FOR AFFIRMATIVE ACTION!!
- O STOP THE RACIST ATTACKS ON THE BLACK COMMUNITY/BLACK PEOPLE!
- O FREE AFRICA U.S. OUT OF SOUTH AFRICA!

(HOW DO WE DO IT?)

BUILD A MASS RESISTENCE MOVEMENT AMONG BLACK STUDENTS, H.S. YOUTH UNEMPLOYED AND WORKING YOUTH!! FIGHT FOR BLACK LIBERATION!!

WHERE TO COME

TIMBUKTU: THE BLACK PEOPLES BOOKSTORE
 MONDAYS, 6-7:30 P.M. 2530 S. MICHIGAN AVE
 (312) 842-8242

JOIN THE BLACK YOUTH COALITION

FIGHT BACK AGAINST THE ATTACKS

STUDY AND STRUGGLE
(Chicago Student Mobilization for Black Liberation)
c/o Timbuktu: The Black Peoples Bookstore
2530 S. Michigan Ave. 60616

August 14, 1981

Dear Fellow Youth Leaders:

Based upon discussions held between Leo Webster (CBUC), Tyrone Crier (PUSH), and [redacted] Field Representative and [redacted] Field Coordinator of Study and Struggle, I was informed that your organization and several other Black youth organizations located in Chicago have agreed to sit down and discuss methods of developing a working relationship on a principle basis. It has also been brought to my attention that the meeting is scheduled for Thursday, August 20, 1981, at Timbuktu (The Black Peoples Bookstore) 2530 S. Michigan Ave., Chicago, Illinois.

We contend that Black unity is essential during this period of crisis and increasing racial oppression. We must unite to struggle against the increasing attacks on us as youth and as a people: the threat of unjust war, the racist Ronnie Ray-gun's budget cuts, escalating unemployment among Black youth, declining education opportunities and cutbacks in higher education, the crisis in the public school sector and attacks on affirmative action throughout American institutions. We must also support the just liberation struggles being launch by African people--especially in South Africa where the majority of people are struggling for self-determination. It is clear that we need to do something now!!

Now is the time for us to unite the tremendous potential resources of Black youth by forming a citywide coalition that consist of concerned organizations and individuals who see the necessity of struggle against racist oppression from the U.S.A. to South Africa. Therefore, we look forward to discussing with you the issues of the coalition and South Africa's sport events.

We think that the August 20, 1981 meeting can take one (1) or two (2) forms:

- (1) We can organize a meeting that consist of leadership or preferably,
- (2) We can make arrangements to mobilize the vast sector of Black youth in order to consolidate them around the principles of unity and program of action.

Please contact us at the above address. Other invitees include representatives from: CBUC, NAACP, Urban League, Concerned Young Adults, Study and Struggle, Black Youth Coalition for United Action.

We look forward to meeting with you on August 20, 1981, at 6:30 p.m.

Yours in Struggle,

Coordinator

A BLACK YOUTH COALITION FOR UNITED ACTION

AGENDA

MONDAY, AUGUST 24, 1981

1. Introductions
2. Summation/Review
 - (1) PUSH-CBUC
 - (2) Leadership Meeting
 - (3) South Africa Tour Reports
3. Proposals for Upcoming Events: A Plan of Action
 - A. "Our Main View"
 1. Stop the Apartheid Rugby Tour and Match
 2. Oppose Apartheid and White Minority Rule
 3. U.S. Out!! Victory to the Peoples of Southern Africa!!
 - B. Friday August 28th Forum
 - C. Saturday, August 29th (S and S Forum)
 - D. Saturday, September 12th
 1. Rally
 2. Steve Biko-SoWeTo to Chicago Youth Forum
 - E. Saturday, September 19th
 1. Demonstration/Mobilization
 2. Telegram to DC Demo. Message of Solidarity
4. Organization
 1. Mass Leafleting
 2. Petition Work
 3. Selection of Key Targets/Target Dates
 4. Mass Mailing
 5. Phone Calls/Phone Tree
 6. Programs
5. Division of Labor
6. Other Business

A CITYWIDE BLACK YOUTH COALITION FOR UNITED ACTION

Draft Proposal for Building an all city-wide coalition of Black youth against WAR, DRAFT and REGISTRATION.

1. Why is this coalition being called for?

(a) Need to build broadest possible unity among all sectors within the Black community (i.e., youth, teachers, preachers, working people, etc.) at the highest possible level of unity.

(b) STUDY AND STRUGGLE, as an anti-imperialist organization of Black student/youth has been doing anti-draft, anti-imperialist war work on the basis of its 5 Point Program over the past 18 months. Yet, while we do want to put forth our views on the basis of principled unity and struggle, we recognize the importance of building unity among the broadest sectors of the people--the majority of them are democratic and justice-seeking people who: (1) stand with the oppressed, (2) who seek genuine reforms and just demands from the government and the wealthy rulers who make the fundamental decisions about U.S. policies:

(1) We believe that the vast majority of Black people are opposed to unjust wars (intervention in the internal affairs of other nations, wars of aggression against weaker nations and reactionary regimes carried out against oppressed peoples).

WE OPPOSE UNJUST WARS! We demand that the U.S. Government never commit its military forces to intervention in Africa and Latin America and Asia in wars of aggression, expansions and oppression.

(2) We believe that the majority of Black people are opposed to war time and peace time forced conscription of drafting Black youth (i.e., thru de facto or de jure recruitment). Black youth and Black people will not benefit from participation in U.S. wars nor is it in our interests to fight in unjust wars.

We oppose the reinstitution of the Draft because it is a step towards preparation for U.S. military intervention and unjust wars where we have nothing to gain. Reagan campaigned on a no draft platform. Now he is looking for ways to justify forced conscription (i.e., draft).

We are opposed to the peace-time Draft which has contributed to the ranks of the U.S. armed forces being swollen by Black youth, mainly because of the absence of adequate jobs, income and educational opportunities in the civilian economy. Black youth--and youth from among other oppressed nationalities and peoples--will stand the most to lose; and only the wealthy and powerful will benefit from unjust wars.

- (3) OPPOSE THE DRAFT AS A STEP TOWARDS WARS! We are for Jobs and Income for All! Black and Hispanics youth and all youth from working class backgrounds are being hardest hit by the economic crisis. Without jobs, they turn to the military as an alternative to destitution, or to the "streets" as a source of income.

We Demand Jobs and Income for All and abandonment of proposals for a "two-tier" minimum wage" which would not be a good alternative policy because it would put older and younger workers against each other while employers rack in bigger profits. The employers will be too willing to pay lowest wages possible.

- (4) We demand expanded educational opportunities and advanced skills training for all youth as a legitimate right. The present policy of the Government has made it increasingly difficult for youth who desire meaningful jobs and adequate skills preparation to gain access to advanced education. Many Black youth (male and female) turn to the military as the last resort to gain skills.

GREATER ACCESS TO PUBLIC HIGHER EDUCATION! STOP THE ATTACKS ON AFFIRMATIVE ACTION!

- (5) We support those Black youth and the youth of other nationalities who righteously opposed registration as a step towards the draft and unjust wars of aggression and U.S. military intervention. We believe that this act was a legitimate expression in opposite unjust policies of the U.S. government to prosecute non registrants would violate the democratic rights of people to protest unjust policies of the government.

FULL SUPPORT FOR NON-REGISTRANTS! OPPOSE GOVERNMENT PROSECUTION OF WAR PROTESTERS!

- (6) We believe that the election and subsequent policies of "Racist Ronnie Reagan" is a concrete expression of the rights and draft to conservatism in U.S. politics and a further representation of the stepped-up racist war against the Black Community. Societal-wide racism, sweeping across the country, is fanning the flames of individual attacks and institutional acts of racism directed at the Black community.

Among the current attacks of "Reaganomics" and "Reaganism" upon the vast majority of the American people, it is Blacks (elderly youth, women and children among the working masses) who are most affected. This is because a larger proportion of Blacks are among the poor. Thus, while the rich stand to gain (the "truly greedy") and the poor stand to lose (the "truly needy") Reagan's policies are racist in their effects upon Blacks as a whole.

STOP THE RACIST WAR ON THE BLACK COMMUNITY!

A Proposal To Citywide Black Youth Coalition Planner To Expand the Principles of Unity (8-9-81)

As you know the struggles of oppressed and exploited peoples of Africa have been taken up by Black people over the past 10 years or so by giving concrete material aid, during mass political education and through mass actions in support of liberation groups. At the same time, support groups have been building resistance to the policies of the U.S. government and U.S. corporations whose actions undermine the struggles of African people (or suppress them) while maintaining forms of oppression and exploitation.

In South Africa (Azania) and Southwest Africa (Namibia) the struggle continues. These countries represent the last bastions of visible White-minority rule (settler colonialism), apartheid and denials of democratic rights of the majority population as well as the right of these oppressed nations of people to self-determine the kind society they wish to have.

In South Africa, the struggle has three interrelated dimensions:

- (1) The struggle against the brutal system of apartheid (an extreme form of racist segregation against the democratic will of the majority Black people implement through the state and buttressed by a racist ideology of White supremacy.
- (2) White minority rule which denies the will of the Black majority to independence and nationhood.
- (3) Economic imperialism supported and defended by the South African government and supported by the governments of other imperialist countries who have corporate investments in the exploitation of South Africa workers (against, the majority are Black working at ridiculously low-wages under inhumane working conditions.

We believe the struggles of the peoples of South Africa should be supported in opposition to apartheid, White-minority rule and the continued system of international exploitation, domination and control in South Africa and abroad. The U.S. has played a major role in the direct and indirect support of apartheid, White-minority rule and imperialism through its investments, and encouragement of the racist South African government.

Therefore, the U.S. government and corporations of the U.S. super rich have to be opposed if the Azanian and Namibian people are to be free. Our support can speed up this process and hasten the day of our victory at home.

While important differences in the situation of Afro-Americans and that of the vast majority of Azanian people do exist, there are important similarities.

1. Common economic conditions of exploitation;
2. Common political conditions of powerlessness;

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3. Common victims of racism and racist oppression;
 4. Consumer cultural linkages and history of oppression and legacy of struggle with other African peoples and peoples of African descent. However, in the main age of international economic and political systems of imperialism and national oppression we have one fundamental thing in common!

We are the common victims of the same world wide system and therefore we have the same fight.

In light of the above, we propose the following principle of unity be adopted within the developing coalition and one which is consistent with the overall thrust of the coalition (i.e., No Draft, No Unjust Wars):

FREE AFRICA!

(We demand that the U.S. never commit its troops to fight in Wars of aggression in Africa that the U.S. withdraw legal and illegal support to the racist government of South Africa and U.S. Corporations divert from South Africa, Now!)

BASIC PRINCIPLES OF UNITY:

1. NO UNJUST WARS!
NO DRAFT (AS A STEP TOWARDS UNJUST WARS)
2. FULL SUPPORT FOR NON-REGISTRANTS! OPPOSE GOVERNMENT PROSECUTION OF WAR PROTESTORS!
3. JOBS AND INCOME FOR ALL!
4. GREATER ACCESS TO PUBLIC HIGHER EDUCATION!
OPPOSE THE DISMANTLING AND ATTACKS ON AFFIRMATIVE ACTION!
5. STOP THE RACIST ATTACKS ON THE BLACK COMMUNITY!
6. FREE AFRICA: U.S. OUT!!

PROGRAM

We are united around the Principles of Unity and we commit ourselves to the maximum possible political exposure of the policies of the U.S. government and broadest education of Black youth/people to the need for these demands through the following times of actions and activities:

1. Mass community education programs (i.e., stickering, leafleting, newsletters, button sales, etc.);
2. Petition work;
3. Forums and public meetings where open discussion of issue views related to the program of the Coalition can be put forth and debated with the aim of achieving greater unity
4. Through involvement of the Coalition in mass resistance programs and activities against the growing threat of war and the draft, and in support of other struggles and activities consistent with our overall program and with our Principles of Unity.

COALITION STRUCTURE

The Coalition was called for and initiated by STUDY AND STRUGGLE. STUDY AND STRUGGLE is prepared to give leadership to its growth, work and political development as a member organization. Membership in the Coalition is open to any one or any representatives of organizations who agree to:

- (1) Support the basic Principles of Unity;
- (2) Support the ongoing activities of the Coalition;
- (3) Assume some minimum responsibility to build the Coalition and to develop its areas of work among youth in the Black community.
- (4) Respect the right of groups to put forth different views, consistent with building principled unity in the Coalition.
- (5) Contribute materially and financially to the Coalition's work (recognize that our main contribution is time rather than money).

VOTING RIGHTS

Mainly, the organizational life of the Coalition should be characterized by discussion and debate lending to consensus. While any individual member is free to put forth views, proposals and alternative methods for guiding our work, all individuals shall be limited to one vote and all organizations shall be limited to no more than four (4) votes among those who shall be bonafide members in regular attendance. Voting membership is open to any group or individual who (1) accepts the principles of unity and (2) has paid minimum dues or registration fees; and (3) has attended at least one prior regular meeting before eligible to vote.

Organizational Structure

STUDY and STRUGGLE proposes that the internal organization of the Coalition be composed of the following leadership structure:

Co-Coordiators (Chairpersons) responsible for

- (1) Outreach Coordinator
- (2) Internal operations

The coordinators shall be responsible to the Coalition through a developing steering committee of the convenors and charged with the responsibility of building the Coalition.

The Steering Committee of the Coalition shall be composed of:

- (1) The co-coordinators (Chairpersons);
- (2) Outreach organizers for the following:
 - (a) high school(s)
 - (b) colleges
 - (c) communities (neighborhood)
 - (d) churches
 - (e) youth groups
 - (f) organizations
- (3) Research and publications, director;
- (4) Jobs and employment, director;
- (5) Education and training, director;
- (6) Secretary/recorder;
- (7) Fundraiser, and such other positions as might be required from time to time.

ELECTIONS SELECTIONS

Until such time as the Coalition as a whole sets a time for general elections, by vote of its members, the following criteria shall guide the selection of steering committee appointments:

- (1) Assumption of responsibility for leadership;
- (2) Demonstrated willingness to work in an area of responsibility;
- (3) Willingness and ability to build the Coalition; and
- (4) Co-optation as work areas of the Coalition expand, with approval of the Coalition members.

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MEETING TIMES

The full Coalition shall meet not less than once a month, and more than once a month as it deems appropriate.

STEERING COMMITTEE MEETINGS

The Steering Committee of the Coalition shall meet not less than twice monthly and at other times (more often) as deemed appropriate by the steering committee or as authorized by the Coalition.

PRINCIPLE CHANGES

- a. The Steering Committee can initiate recommendations for changes in the Principles of Unity on the basis of a well defined and circulated proposal to the Coalition as a body.
- b. The Coalition may endorse a change in the Principles of Unity on the basis of discussion and debate and consensus, or by 2/3 (two-thirds) vote of the active members in attendance provided that at least two weeks have been given for consideration for a change.
- c. Principle of Unity changes can also be initiated by members of the coalition, provided that the proposed change is presented at a regular meeting of the Coalition and at least two (2) weeks transpire before the Coalition acts upon such a change. The requirement (b.) above is also to be met. These proposals shall be acted upon and endorsed at the first full meeting of the Coalition and ratified at the first coalition meeting after September 3, 1981.

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BLACK YOUTH COALITION
ORGANIZING COMMITTEE
C/O TIMBUKTU BOOKSTORE
2530 S. MICHIGAN AVE
CHICAGO, ILLINOIS 60616

The following individuals or organizations shall be acknowledged as initiators, convenors and charter endorsers of the Coalition of this working draft is approved and signed between August 3, 1981 and September 3, 1981.

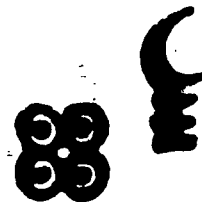
August 1981

Chicago Student Mobilization for Black Liberation
STUDY and STRUGGLE.

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STUDY and STRUGGLE
CHICAGO STUDENT MOBILIZATION
for BLACK LIBERATION

2530 S. Michigan Avenue
P.O. Box 6291
Chicago, Illinois 60680
(312) 842-8242



August 20, 1 81

A Resolution

1. Be it resolved that: Whereas the current conditions facing Black youth/people have reached a critical stage, whereas the social, economic and political attacks upon the vast majority of Black people have been intensifying; and increasing incidents of racial oppression have accompanied the current economic crisis in U.S. society, we progressive Black youth representing organizations and individuals dedicated to the pursuit of the interests of Black people as a whole, support the call by Study and Struggle to build a United Citywide Coalition among Black youth in Chicago, to work for the liberation of Black people, and to take united action around the major issues confronting Black youth in particular and Black people in general.
2. Be it further resolved that we support the Five Point Program for principled unity in the Black community as put forth by Study and Struggle and currently endorsed by several thousand people in Chicago and across the nation as a positive program and a starting point to achieving the goals of freedom, liberation and articulating the immediate concerns and demands of most Black youth..

A CITYWIDE BLACK YOUTH
COALITION FOR UNITED ACTION

August 20, 1981

Resolution And Call To Action

Whereas the Springbok Rugby Football Team, from the Racist Apartheid State of South Africa represents the interests of those forces who support Apartheid, White minority rule, being imposed upon the Azanian people, whereas the Apartheid system and the white minority rule serve to maintain the economic domination and ruthless exploitation of the vast majority of the working peoples of Azania; and whereas the Springboks rugby team's tour in the U.S. serves to undermine the efforts of the liberation movements among the peoples of South Africa by painting the false picture that substantial changes are taking place to end apartheid, racial discrimination, White minority rule; and whereas the U.S. government and U.S.- based corporations give aid and comfort to the racist apartheid minority government and the vicious system of economic and political oppression of the majority Black population in South Africa (including Namibia and South West Africa); Be it resolved that: The representatives from Black Youth organizations and interested individuals in attendance at the August 20, 1981 meeting of the All Citywide Black Youth Unity meeting make the following assertions, demands and call for action:

1. We demand along with the organized Black Community and other progressive individuals and organizations-- That the sponsors withdraw their support and stop the South African Rugby Tour and Match to be played September 19th in Chicago.
2. We resolutely condemn and oppose the sponsorship of this match by individual, organizations and corporate bodies based in the Chicago area and any actions by the State and local officials that facilitate this match being played.
3. We are opposed to Apartheid and White minority rule and resolutely support the just struggles of the South African (Azanian) peoples for independence and liberation from all forms of oppression.

WE SUPPORT THE CALL TO
"VICTORY FOR THE PEOPLES OF SOUTHERN AFRICA!"

4. We call upon the U.S. government and U.S. corporations, firms, and institutions to cut their political and economic

ties that support Apartheid, white minority rule and the economic exploitation and domination of the peoples of Southern Africa and their resources.

Be it further resolved that:

1. We support efforts which broadly educate the Black community to the nature of the struggle in Southern Africa and that explain the conditions in the area of South Africa as a whole. We support all efforts of exposure through the public media (i.e. films, leaflets, forums, press, rallies, demonstrations, etc.)..
2. We support efforts to build a united mass mobilization of progressive people and all those who can be united to oppose the Springboks Rugby football Tour and match scheduled for September 19, 1981; and
3. We support efforts of the Black Youth Coalition Organizing Committee, Study and Struggle, FUSH, CBUC, BUF-Chi, NAACP, and all other organizations to stop the match and contribute to the victory of the peoples of Southern Africa.

WHO ACTUALLY BENEFITED FROM THE "DON'T CHOKE ON COKE CAMPAIGN"

In approaching the question of who benefits and who loses, we must first recognize that the Coca-Cola boycott was actually a struggle between the monopoly capitalist. Black business persons were raising the question of "Why doesn't Coca-Cola give more investments to us?" The white monopoly capitalist were in effect saying, "Why should I invest more money in advertising in Black magazines, when periodicals like People, Time, etc... have a broader circulation"? This basically explains why more money is spent with Newsweek as opposed to Jet. The monopoly capitalists are in business to make money.

The \$34 million that has been channeled to Black business-persons only help a small segment of the Black population. It can be argued that by having Black business-persons will help create employment for inner-city Black youth, however, we must realize that all capitalist are in business to make profits. Therefore if Black business persons can get a better tax break in Wilmette, they will construct the company there as opposed to Chicago. And even if the company did stay in Chicago, this would have no significant impact on the high unemployment problem. Consequently, the Black people/youth who actually bought and distributed the Coca-Cola will see very few of the benefits----- the only people who benefited from the campaign was the monopoly capitalists, Black petty capitalists, and the Black middle class who will occupy top management positions.

WHAT PROGRAM OF ACTION WOULD HAVE BENEFITED THE BROAD SECTOR OF THE BLACK COMMUNITY WHO ACTUALLY BOUGHT AND DISTRIBUTED THE PRODUCT?

- * The leadership of the Black community should have demanded that Coca-Cola play a leading role in organizing other bottling companies to set up training programs to replace CETA. This would have benefited inner-city youth by training them to develop marketable skills.
- * The bottling industries should have been forced into setting-up a scholarship program to replace the cutbacks in BEOG (Pell Grants) and ISSC. It is good to help traditionally Black colleges, however, the majority of poor and working class Black youth attend public 2 and 4 year institutions in urban areas (e.g. Olive-Harvey, Loop, Malcolm X, Chicago State, etc...).
- * The leadership of PUSH should have demanded that Coca-Cola sell its stock in South Africa because these investments help to prop up an illegal white racist minority government that oppresses the masses of Black people with fascist terror.
- * This is not to say that Black business persons should not have an opportunity to expand but if we are going to struggle ---- we should bend the stick toward the masses and not to the elite.
- * So BEWARE OF THE NEXT CAMPAIGNS: "DON'T FILL YOUR CUP WITH 7UP", "DON'T BLITZ ON A SCHLITZ", "DON'T DROWN ON ROYAL CROWN"
RAISE THE QUESTION OF WHO BENEFITS AND WHO LOSES!!!

For More Information Contact:

STUDY AND STRUGGLE

CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION

2530 S. Michigan

P.O. Box 6291

Chicago, Illinois 60680

(312) 842-8242 or 842-2112

We Welcome All Criticisms And Rebuttals

THE REASONS WHY OPERATION PUSH CALLED UPON THE BLACK COMMUNITY TO BOYCOTT
COCA -COLA.

The boycott of Coca-Cola was initiated by Operation PUSH because "the Black community was not getting its fair share". It was discovered by PUSH that poor and working class Black people bought \$480 million worth of the soft drink in 1980, however, the Coca Cola company only spent \$750,000 with Black businesses (i.e. banks, newspapers, magazines, etc.). The leadership of PUSH came to the defense of Black businesses (small capitalists) and Black professionals by placing the following demands on Coca-Cola:

- *1. There must be Black representation on the 18 member Board of Directors.
- *2. Coca-Cola must spend more money on advertisement in the Black news-media (radio, newspapers, magazines, etc.)
- *3. Coca-Cola must increase its deposits and borrowing with Black owned banks.
- *4. Coca-Cola must set up more franchises that are owned and operated by Black business persons.
- *5. Coca-Cola must hire more Black law firms to represent its business interest throughout the world- presumably in South Africa as well.
- *6. There must be more endowment scholarships made to traditional Black colleges.

On August 10, 1981, an agreement was reached "to channel more than \$34 million into Black businesses. The plan calls for Coca-Cola to increase Black involvement in eight company areas including advertising, banking, management and employment, Black business development and corporate contributions".

PROBLEMS CONFRONTING POOR AND WORKING CLASS BLACK YOUTH

Black youth throughout America and Chicago in particular are faced with multiple problems. The unemployment rate among Black youth is conservatively estimated at 15% in most urban areas. Under the Reagan administration CETA jobs will be eliminated (10,000 youth in Chgo. alone will lose jobs), financial aid to poor and working students will be drastically reduced as public and private four year schools (e.g. DePaul, Loyola, Northeastern, Northwestern, NIU, UICC, etc.) increase tuition and higher admission policies (e.g. the selective index). This has created a situation whereas the overwhelming majority of Black youth from working class backgrounds are being denied an opportunity to obtain a college education.

The problem of high unemployment, cutbacks in social services, and vicious attacks on Black higher education has been compounded by the fact that the U.S. government is moving towards imperialist war. Consequently, Black youth from working class backgrounds who are denied the right to decent employment and quality education will be called upon by the federal govt. to fight for the profits of multi-national corporations -- like Coca-Cola, GM, Chrysler, Standard Oil, etc... Thus, we will be called upon to fight for the same corporations that systematically under-pay, under-employ and unemploy us both at home and abroad----- from America to South Africa.

HISTORICAL DEVELOPMENT OF THE BOYCOTT

The origins of the Coca-Cola boycott can be traced to 1980 when Operation PUSH began its negotiation with the company. When the company did not comply with the suggestions, Black leadership put out a call to boycott Coca-Cola because of its racist practices. The Black community was encouraged not to buy Coca-Cola and "DON'T CHOKE ON COKE" was the main battle cry. Churches were asked to avoid Coke, colleges and high school students were told to demand that Coca-Cola products be removed from their institutions, and poor and working class Black people/ youth who actually bought Coke were encouraged to stop buying the product until the demands were met.

SECTION VI. BUILDING STRUGGLE ON THE CAMPUSES

SECTION VI. BUILDING STRUGGLE ON THE CAMPUSES

The documents (1 and 25) at the beginning and end of this section attempt to do similarly things with difference audiences. The first document was used as a basic hand-out tool in mass distribution it is a four page, 2 sheet document that can be easily reproduced and is general enough to meet the needs of most student settings involving new contacts. On the other hand the 12 - page pamphlet at the end of the section is/was aimed at a different audience - one designed for those students who wish to learn more about S and S and possibly unite with us.

At the beginning of 1980-81 school year both documents served their usefulness. So did more concrete material such as the data on Black enrollments in the state of Illinois. (Such as provided in Document 3). We tried to be as concrete as possible and even though we developed a general program of action for doing work on the campuses (Document 4) "Back to Study, Back to Struggle", we developed documents which exposed common issues, concerns and problems of students at Loyola, NU Mundelein, Circle, etc. (Documents 5, 8, 10, 14 are examples).

Documents 5 through 9 are all related to some aspects of the general work of STUDY AND STRUGGLE. Over the 1980-81 year branch members led a successful struggle for recognition by building concrete unity among students within student organizations (Document 5). Chapter members developed several programs in January, 1981 around Martin Luther King Day, Black Liberation Month and Malcolm X's birthday (Document 6). Other forums and issues provide a context for the branch to maintain close relations with students (Document 7 and 8) earning their respect and recognition.

At Mundelein (Document 9-12), some very important work has unfolded particularly around Black Studies, quality education issues. S and S attempted

to build broad-based unity by uniting with the BSU - "MUCUBA" (Documents 10, 11). In addition, it has built activities on its own (Document 12), raised funds and given important support to work at Loyola and on a citywide basis as well.

This order of networking was exemplified in the "May 2nd Coalition" work and in support for the "Atlanta Mothers". And in the Fall 1981 (November 18) a major joint forum around the crisis in Black Higher Education at Loyola was given leadership by members of STUDY AND STRUGGLE who built a planning committee composed of Loyola and Mundelein students. The forum drew nearly 100 students for a four hour format. Similar forums were held at Truman, Loop and Mundelein College. Yet none were held at Circle or on the South Side Campuses. This remains a significant shortcoming of our work to date.

At Northwestern (Documents 13-17) STUDY AND STRUGGLE not only participated in the renewed struggle against NU's investments in South Africa (Section 4.a) but earlier in the year, its members gave leadership to a mass mobilization/educational campaign to resist the Nazi demonstration in Evanston (Documents 14-17). In Document 17 the Daily Northwestern references the crowd at the rally called by the NAACP. But without the leadership of STUDY AND STRUGGLE and the work of other student leaders at NU, the NAACP action would have failed miserably.

During the 1981 school year some very good work at Truman has been centered around rebuilding the BSU as a popular organization to service the needs of Black students there. The 1981-82 school year started off as a struggle to defend the autonomy of the BSU (Document 18) and prevent it from being disbanded by the administration (Document 19). There quickly developed two lines on the question of what should be the character of Black student leadership. STUDY AND STRUGGLE backed the winning candidacy of D. Morgan

(Document 20) not only because his opposition to reaction but because he had actively support STUDY AND STRUGGLE'S work at Truman over the past 12 months and provide positive mass leadership.

In October (9-11) STUDY AND STRUGGLE participated in a conference of Black student government leaders held at Northern Illinois University. The conference leadership is reflected in Document 21 and its overall view in Document 22. STUDY AND STRUGGLE led a contingent of 12 students from Chicago to Dekalb and were successful in building unity with representatives of many midwestern campuses around the proposal put forward in the "Open Letter to Black Students" (pgs. 43-44).

Finally STUDY AND STRUGGLE has maintained its relationship to the progressive wing of the Black Studies Movement and is building for the significant 6th Annual NCBS Conference to be held in Chicago, March 17-20, 1982, (Document 23). Many of STUDY AND STRUGGLE'S members will be participating in the NCBS Student Essay Contest and active in the student workshops and caucuses.

To facilitate the unity building process, STUDY AND STRUGGLE initiated a broad based planning committee composed of young student leaders and activist who are working on a City Wide Summit Conference (Jan.30, 1982). Student leaders from throughout the state have been invited and to participate.

This along with other actions contribute - not only to building unity in the Black Student Movement - but the broader Black Liberation Movement.

On To The Black Student Summit

On To "Black Liberation Month" (February)

On To NCBS (and the meeting of Black Students across the nation).

SECTION VI INDEX

- DOCUMENT 1: "STUDY AND STRUGGLE" (August, 1980, pgs. 1-4).
- DOCUMENT 2: "Student Characteristics Data from Illinois Board of Higher Education" (1980-81, pgs. 5-10).
- DOCUMENT 3: "S and S: Back to Study, Back to Struggle" (August-September, 1980, pgs. 11-13).
- DOCUMENT 4: "Loyola Black Students Unite" (August, 1980, pgs. 14-15).
- DOCUMENT 5: "Letter to Supporters from Loyola Chapter of S and S" November 8, 1980, pg. 16).
- DOCUMENT 6: "Dedication: Martin Luther King, Jr., LUASA STUDY AND STRUGGLE" (April, 1980, pgs. 17-23).
- DOCUMENT 7: "Loyola Black Students Unite" (1981-82, pgs. 24-25).
- DOCUMENT 8: "Meeting Announcements: Loyola Chapter" (September, 1981, pg. 26).
- DOCUMENT 9: "Mundelein Black Students Unite" (September, 1980, pgs. 27-28).
- DOCUMENT 10: "MUCUBA PRESENTS A FORUM ON BLACK STUDIES" (October, 1970, pg. 29).
- DOCUMENT 11: "MUCUBA PRESENTS A FORUM ON BLACK STUDIES" (January, 1981, pg. 30).
- DOCUMENT 12: "STUDY AND STRUGGLE CO-SPONSORS A FORUM ON THE CRISIS IN Black Higher Education", (February 23, 1981, pg. 31).
- DOCUMENT 13: NU Black Students Unite (September, 1980, pg. 32).
- DOCUMENT 14: "All Black Students Unite", Northwestern, (October, 1980, pg. 33).
- DOCUMENT 15: "Black Students Unite", Northwestern University (October 13, 1980, pg. 34).
- DOCUMENT 16: NAACP Evanston "Show the Nazi's an Evanston United...Meeting", (October, 1980, pg. 35).
- DOCUMENT 17: From Daily Northwestern "Nazi Reaction Rally" (See Section 4b also), (Monday, October 20, 1981, pg. 36).
- DOCUMENT 18: Truman College "Black Student Autonomy Under Attack", Notes from a S and S member, (September, 1981, pg. 37).
- DOCUMENT 19: "Black Students Unite...Save the BSA"!! (September, 1980, pg. 38).



STUDY & STRUGGLE

88



BLACK STUDENTS UNITE!!
REGISTER FOR BLACK LIBERATION!!
BUILD THE MOVEMENT AGAINST IMPERIALIST OPPRESSION!!

WHAT'S HAPPENIN ?

Black people, like oppressed people everywhere, are victims of growing economic, political and social attacks on our living conditions. These attacks carried out by the government, big corporations and right-wing social forces - serve the interests of a few wealthy, corporate fat cats and big-time politicians. Meanwhile the majority of working people, especially Blacks, have their interests sacrificed to those who seek profits at the expense of the people. Unemployment in the U.S. is now over 10 percent. It is nearly double this rate for Black working people and worse for some sections among Black people. Some industries are on the verge of complete shutdown which would throw millions of workers into the streets. At the same time, full-scale attacks on the welfare system has resulted in declining benefits for displaced workers and sections of the population who depend upon the government for meagre survival benefits. Meanwhile, the military warlords continue to spend billions of new dollars on war preparations while fighting to reduce spending on social services, health, education and welfare needs of people. While every segment among the majority of working people suffer as a result of these maneuvers, Black people bear the brunt of these attacks. This is due to increased racism and the more blatant forms of racial oppression generated by the system at all levels (i.e. cutbacks and cutouts of affirmative action, more open discrimination and racial attacks by the KKK, the Nazis and other right-wing trash).

BLACK YOUTH AND STUDENTS ARE SPECIAL TARGETS

Black youth (16-30) are special targets of the deepening economic political and social crisis in the U.S. This segment has the highest joblessness rate (nearly 50%). Educational opportunities and vocational/educational training services have declined and deteriorated in quality at all levels. This makes it increasingly difficult for the majority of Black youth to overcome the vicious cycle of racism, poverty and social neglect. Black students are adversely affected by high tuitions, lower rates of admissions to colleges and declining educational support services. At the same time, the U.S. government, its politicians and military big-brass continue the assault on Black youth - and American youth as a whole - with a full fledge attempt to reinstitute the military draft. This move comes as the result of the growing threat of Imperialist War abroad. While the crisis at home has become worse, the people of the world are threatened by the all-out devastation that new World-Wars of aggression will bring. The root cause of these aggressive wars flows from the nature of imperialism itself. THE DOMESTIC CRISIS, THOSE WHO PROFIT FROM IT AND THEIR DANGEROUS IMPERIALIST WAR PREPARATIONS MUST BE EXPOSED AND OPPOSED!!

WHAT IS IMPERIALIST CRISIS ?

Imperialist war will certainly come if we do not unite and lead a united mass movement to stop it by battling against the war makers and those who put profits above the interests of the people. Wars of aggression stem from the imperialist system. Imperialism is a worldwide system of capitalist production, exploitation and political control which results from larger, more powerful nations dominating smaller, weaker nations and peoples for profits and greed. At the head of this exploitative, racist system are always a few rich blood-suckers and their henchmen who do their bidding around the world and at home. U.S. imperialists reap themselves benefits based upon the exploitation via their business corporations and the force of military troops stationed around the world. But imperialism is based upon capitalism. By its very nature it leads to cut-throat competition, fierce rivalry as well as full-scale conflicts for world supremacy by imperialist powers.

Today, the U.S. is being challenged by other imperialists and its position as the chief exploiter and oppressor is being threatened. The competition among all imperialists has become more intense over the past decade but, the main threat to U.S. domination comes from the Soviet Union. The Soviet Union once a socialist country and friend to the oppressed peoples struggles has now become an imperialist country using a "Socialist" rap in order to better fleece and suck dry the worlds peoples (i.e. Afghanistan, Angola, Ethiopia, etc). These two super-powers are locked in a dangerous struggle for world supremacy and the threat of war grows sharper every day as more and more international hot spots flare up (i.e. Iran, Southeast Asia, Southern Africa, Latin America, etc).

THE MAIN STRUGGLES ARE AGAINST IMPERIALISM

As Malcolm X noted during the 1960s, since WWII the world situation has been changing. Throughout the world people have been rising up, uniting in common struggle against a common enemy. While the imperialist crisis has sharpened conflicts among the major capitalist countries who side with the two super-powers, and the main source of war is due to the contention and rivalry of the US and the Soviet Union, the main source of revolutionary struggle is among "third world" countries. (In Asia, Africa, and Latin America) where peoples are fighting for national liberation and the right to determine the kind of social system under which they will live. The struggles in Iran, Palestine, Southern Africa and Latin America deal powerful blows against the exploiters and oppressors, the racists and cultural chauvinists and inspire movements of resistance within the imperialist countries. For example the Viet Nam and African liberation struggles ignited resistance movements in the U.S. among Black people, students and young working people. First these movements took on the character of being in mainly support of these struggles against imperialism abroad. Later, they began to shift focus, to take up the fight against the seat of imperialism at home. Today, we must link up these struggles at home and abroad to build a united mass movement aimed at the common enemy - imperialism and all its forms of oppression. WHILE WE MUST SUPPORT JUST STRUGGLES OF PEOPLES ABROAD (i.e. SOUTHERN AFRICA) WE MUST AIM OUR MAIN THRUST AT IMPERIALISTS AND OPPRESSORS AT HOME!

ROLE OF BLACK YOUTH AND STUDENTS

The imperialist crisis at home has served to heat up the struggles among working people, Black people (and other oppressed nationalities) within the U.S. Although the new mass movement is growing and taking shape, it remains unconnected, fragmented and its leadership is weak. During the 1960's and early 1970's Black youth were storm troopers, who made very important contributions to the Black Liberation Movement. Organizations such as SNCC, SOBU-YOBU, NABS and FFM as well as the African Liberation Support Committee made significant contributions that benefited all Black people and the majority of poor and dependent populations in the U.S. During the mid-and late 1970's the Mass BLM and the Black Student movement suffered a serious demise. Many mistakes were made and important lessons were learned that we can take advantage of in building up these movements in the 1980's. When the Black Student Movement becomes weak and fragmented, when its leadership abandoned the student arena of struggle, the mass movement among Black people suffered serious blows and setbacks. In the 1980's, we need to rebuild the Black Student Movement and rekindle and fine-tune the hot fires of the overall movement for Black Liberation. Black students and youth are hard hit by the crisis (high unemployment, crisis in Black education on the campus and in the community, increased police brutality as well as the threat of military conscription into the armed forces of U.S. imperialism) Black women are even more severely affected by the crisis. Male chauvinism, coupled with racial discrimination and economic exploitation combined to give their oppression a triple character. In many instances, Black women are prohibited from going to school or achieving higher education due to the lack of adequate child care services to free them to attend school. All this means that Black students as a whole have an objective basis to join the broader struggle of Black youth and Black people.

WE MUST UNITE TO FIGHT FOR BLACK LIBERATION

We must fight through the petty prejudice and hindrances that make unity difficult and prevent us from linking the struggles on the campus with the broader mass struggles in the community (i.e. jobs, education, health care, the draft, etc). The most immediate attack coming down upon Black youth, whether on the campus or in the community is the draft and the threat of war where Black youth will become the cannon fodder used to fight wars of aggression against "third world" peoples. We'll continue to do a disproportionate amount of the dying just as we did in Korea and Viet Nam. We must say, Hell No, No Damn Way, our fight is at home for jobs, income, education and Black liberation!! We need progressives, militants, and revolutionary Black students and youth to take a stand with the majority of oppressed Black people, unite our scattered resources to organize the United Black Student Movement and make a bigger contribution to the fight for Black Liberation and the movement against imperialism.

WE NEED ORGANIZATION !

It is not enough to unite without plan or means of implementing it. Therefore, to take on the issues confronting Black people - youth and students - we need to build up the organizational capacities of Black people to wage principled political struggle against the common enemy. For students, this means building up the campus organizations, struggling for joint unity of action among them and creating links among advanced students within the movement who come out of struggles on the campus and in the community. We need strong BSU's, FMO's, OBS's and LUASO's on the campuses as well as a city-wide network of Black students capable of engaging in community struggles among Black people.

JOIN STUDY AND STRUGGLE

The Chicago Student Mobilization for Black Liberation: STUDY and STRUGGLE is a city-wide organization of Black students on Chicago area campuses. We believe that the road forward for Black people is to fight for Black liberation by eliminating imperialism, racism and all its other forms of oppression. To do this, we believe political unity among students and united mass struggle are essential. Therefore, we will struggle for our objectives while attempting to build unity with all progressive forces within the Black Student, Black Liberation and Anti-Imperialist Movements. We encourage Black youth and students to support us, work with us and join us in the fight against the common enemy.

JOINT WORK AND UNITY OF ACTION IS ESSENTIAL

1. Join an organization that is engaged in political study and struggle (political action).
2. Fight for jobs, education and social service benefits for oppressed and exploited people, while fighting to eliminate the military draft and the threat of war.
3. Build up Black student (youth) organizations and fight for unity in the BLM and the movement against imperialism through joint work and unity of action around specific issues. We must build up our capacity to organize the student movement.
4. Enduse the 5 point principles of unity for building political unity in the Black community (oppose imperialist war and the draft, fight for jobs and income, oppose interventions of U.S. military in Africa, and fight against the rightward draft in U.S. politics (i.e. the Klan and Nazis, especially)).
5. Support Black Liberation Month and the TewPoint Program for Revolutionary Black Power in the 1980's as Advanced by Peoples College (at Timbuktu Book Store 2530 So. Michigan)

Contact Us: STUDY AND STRUGGLE
The Chicago Student Mobilization for Black Liberation
P.O. Box 6291 Chicago, IL 60680
Liberation Hall 2530 So. Michigan Ave.
Phone: (312)-842-8242



BUILD THE BLACK STUDENT MOVEMENT ON AN ANTI-IMPERIALIST PLANE
OF STUDY AND STRUGGLE!!

JOIN AND SUPPORT STUDY AND STRUGGLE!!

TABLE 11-9

STUDENT CHARACTERISTIC DATA

RACE OR NATIONAL ORIGIN OF STATE POPULATION AND DEGREE CREDIT STUDENTS ENROLLED IN ILLINOIS COLLEGES AND UNIVERSITIES BY TYPE OF INSTITUTION, FALL 1979*

RACE OR NATIONAL ORIGIN	PUBLIC UNIVERSITIES			PUBLIC COMM. COLLEGES			PRIVATE INSTITUTIONS			ALL INSTITUTIONS			1970 STATE POPULATION	
	NUMBER OF STUDENTS	% OF TOTAL RE-SPENDING		NUMBER OF STUDENTS	% OF TOTAL RE-SPENDING		NUMBER OF STUDENTS	% OF TOTAL RE-SPENDING		NUMBER OF STUDENTS	% OF TOTAL RE-SPENDING			
BLACK NON-HISPANIC	20,886	11.9		47,775	17.7		14,110	11.2		82,791	14.6		1,425,700	12.9
AM. INDIAN OR ALASKAN NATIVE	495	.3		2,282	.9		249	.2		3,026	.5		11,400	.1
WHITE NON-HISPANIC	146,014	83.4		177,366	74.1		105,737	83.9		449,117	79.1		9,219,700	83.1
ASIAN OR PACIFIC ISLANDER	3,560	2.0		5,352	2.0		2,783	2.2		11,695	2.1		31,800	.3
HISPANIC	4,194	2.4		13,657	5.1		3,149	2.5		21,007	3.7		380,700	3.4
SUBTOTAL**	175,149	100.0		266,454	100.0		126,028	100.0		567,631	100.0		11,069,300	100.0
NO INDICATION AND ALL OTHERS***	13,505			57,198			10,714			81,617			44,700	
TOTAL	188,654			323,652			136,742			649,248			11,114,000	

* DATA INCLUDES ON AND OFF-CAMPUS FOR ALL INSTITUTIONS EXCEPT COMMUNITY COLLEGES WHICH INCLUDES TOTAL ENROLLMENT.

** PERCENTAGES MAY NOT TOTAL 100.0 DUE TO ROUNDING. (TOTALS FROM PRIVATE INSTITUTIONS ARE INCOMPLETE.)

*** INCLUDES NON-RESIDENT ALIENS.

SOURCE: FALL ENROLLMENT SURVEY

TABLE 11-10

STUDENT CHARACTERISTIC DATA
RACE OR NATIONAL ORIGIN OF DEGREE CREDIT STUDENTS ENROLLED IN
ILLINOIS COLLEGES AND UNIVERSITIES, BY INSTITUTION, FALL 1979*

INSTITUTION	BLACK NON- HISPANIC	AM. INDIAN OR ALASKAN NATIVE	WHITE NON- HISPANIC	ASIAN OR PACIFIC ISLANDER	HISPANIC	NO INDICATION AND ALL OTHERS**	TOTAL
PUBLIC SENIOR UNIVERSITIES							
BOARD OF GOVERNORS							
CHICAGO STATE UNIVERSITY	5,378	10	1,344	27	150	304	7,213
EASTERN ILLINOIS UNIVERSITY	615	9	9,399	15	32	466	10,516
GOVERNORS STATE UNIVERSITY	1,221	17	2,698	43	176	248	4,403
NORTHEASTERN ILL. UNIVERSITY	1,131	30	7,205	401	929	285	10,061
WESTERN ILLINOIS UNIVERSITY	837	18	9,206	12	93	2,560	12,766
TOTAL BOARD OF GOVERNORS	9,182	84	29,912	518	1,380	3,863	44,959
BOARD OF REGENTS							
ILLINOIS STATE UNIVERSITY	1,768	40	18,197	165	138	237	20,535
NORTHERN ILLINOIS UNIVERSITY	1,276	15	22,054	222	299	1,333	25,259
SANGAMON STATE UNIVERSITY	176	66	2,760	17	15	546	3,518
TOTAL BOARD OF REGENTS	3,220	119	43,091	404	452	2,116	49,312
SOUTHERN ILLINOIS UNIVERSITY							
CARPONDALE	1,856	89	18,244	150	120	2,166	22,695
EDWARDSVILLE	1,613	20	8,091	55	55	641	10,475
TOTAL SOUTHERN ILL. UNIV.	3,469	109	26,335	205	245	2,807	33,179
UNIVERSITY OF ILLINOIS							
U OF - CHICAGO CIRCLE	3,583	82	12,505	1,209	1,596	1,760	20,735
U OF - MEDICAL CENTER	241	66	4,137	296	131	116	4,923
U OF - URBANA	1,191	99	30,104	928	390	2,843	35,555
TOTAL UNIV. OF ILLINOIS	5,015	183	46,746	2,433	2,117	4,719	61,213
TOTAL PUBLIC SR. UNIVERSITIES	20,806	495	146,014	3,560	4,194	13,505	188,654

TABLE 11-10 (CONTINUED)

STUDENT CHARACTERISTIC DATA

INSTITUTION	BLACK NON- HISPANIC	AM- INDIAN OR ALASKAN NATIVE	WHITE NON- HISPANIC	ASIAN OR PACIFIC ISLANDER	NO INDICATION AND ALL OTHERS	
					HISPANIC	TOTAL
PUBLIC COMMUNITY COLLEGES						
BELLEVILLE AREA COLLEGE	501	60	9,575	63	46	11,003
BLACK HAWK COLLEGE - EAST	16	00	760	00	00	760
BLACK HAWK COLLEGE - MIDLAND CITIES	105	14	4,342	117	137	4,595
BLACK HAWK - TOTAL	1201	100	15,110	1120	174	15,593
CARL SANDHURGH COLLEGE	76	7	2,049	8	46	2,092
CCC - CITY-WIDE INSTITUTE	1,298	20	4,193	93	171	5,519
CCC - HARRY S. TRUMAN (MAYFAIR)	1,074	61	00	452	00	1,526
CCC - KENNEDY-KING COLLEGE	6,704	21	00	7	00	6,722
CCC - LOOP COLLEGE	3,970	23	00	123	71	4,096
CCC - MALCOLM X COLLEGE	3,666	945	259	119	221	5,190
CCC - OLIVE-HARVEY COLLEGE	4,533	15	54	5	161	4,768
CCC - RICHARD J. DALEY COLLEGE	611	23	00	16	379	1,029
CCC - URBAN SKILLS INSTITUTE	12,766	447	5,451	1,313	781	19,667
CCC - WILBUR WRIGHT COLLEGE	791	22	3,707	117	435	5,032
COLLEGE OF IMPAGE	191	50	7,153	320	151	8,015
COLLEGE OF LAKE COUNTY	667	19	00	105	397	1,179
DAVIEVILLE JUNIOR COLLEGE	220	9	8,651	23	31	9,003
FLORIAN COMMUNITY COLLEGE	119	00	4,636	00	122	4,877
HIGHLAND COMMUNITY COLLEGE	63	00	1,463	00	00	1,526
ILL. EASTERN - FRONTIER	6	00	00	27	10	33
ILL. EASTERN - LINCOLN TRAIL	5	00	00	00	15	20
ILL. EASTERN - LINCOLN CENTRAL	12	00	00	00	00	12
ILL. EASTERN - MARSH VALLEY	127	11	1,623	7	00	1,767
ILLINOIS CENTRAL COLLEGE	127	142	00	767	00	942
ILLINOIS VALLEY COMM. COLLEGE	33	6	3,967	46	00	4,214
JUNIATA A. LOGAN COLLEGE	195	00	1,010	18	20	1,050
JOHN WOODS COMMUNITY COLLEGE	42	7	1,502	23	15	1,545
JULIETT JUNIOR COLLEGE	075	17	2,391	7	00	2,419
KANSAS COMMUNITY COLLEGE	422	9	1,753	70	00	1,922
KANSASIA COLLEGE	57	9	3,040	68	254	3,423
KISHWAUKIE COLLEGE	113	13	2,435	9	17	2,633
LAKE LAND COLLEGE	111	25	3,342	18	42	3,626
LEWIS & CLARK COMMUNITY COLLEGE	229	10	3,779	11	60	4,054
LINCOLN LAND COMMUNITY COLLEGE	204	8	5,517	10	304	6,035
MCHEERY COUNTY JUNIOR COLLEGE	00	14	2,975	20	20	3,029
MORRIS VALLEY COMMUNITY COLL	235	12	6,554	10	14	7,211
				52	105	7,318

TABLE 11-10 (CONTINUED)

STUDENT CHARACTERISTIC DATA

INSTITUTION	BLACK NON- HISPANIC	AM. INDIAN OR ALASKAN NATIVE	WHITE NON- HISPANIC	ASIAN OR PACIFIC ISLANDER	HISPANIC	NO INDICATION AND ALL OTHER	TOTAL
PUBLIC COMM. COLLEGES (CONT.)							
MURKIN COLLEGE	0	96	3,171	16	69	123	3,301
MARTON COMMUNITY COLLEGE	161	13	8,057	402	272	1,193	10,110
PARKLAND COLLEGE	463	38	5,643	53	51	556	6,804
PRAIRIE STATE COLLEGE	603	10	3,601	68	87	1,270	5,119
RENO LAKE COLLEGE	33	14	2,710	10	7	340	3,114
RICHLAND COMMUNITY COLLEGE	272	5	2,164	17	7	42	2,527
RICK VALLEY COLLEGE	331	10	6,791	42	70	1,094	8,328
SANM. VALLEY COLLEGE	20	10	2,717	34	104	204	3,117
SHAWNEE COLLEGE	320	7	1,716	14	6	34	2,297
SOUTHEASTERN ILLINOIS COLLEGE	229	66	414	15	17	1,010	1,708
SPRING RIVER COLLEGE	15	11	2,020	11	66	51	2,120
STATE COMM COLLEGE OF F. ST. LOUIS	1,025	66	53	1	66	96	1,074
THURMONT COMMUNITY COLLEGE	1,426	28	7,275	104	227	143	9,223
TRITON COLLEGE	1,353	7	16,562	282	402	213	18,821
WAUMANSSEE COMMUNITY COLLEGE	241	27	4,466	27	240	275	5,280
WILLIAM RAINCY HARPER COLLEGE	76	26	10,925	102	205	3,029	15,163
TOTAL PUBLIC COMM. COLLEGES	47,795	2,282	197,366	5,352	13,659	57,198	323,652
PRIVATE UNIVERSITIES							
BRADLEY UNIVERSITY	377	66	4,703	17	28	135	5,284
DEPAUL UNIVERSITY	1,397	57	10,500	309	412	100	12,057
ILLINOIS INSTITUTE OF TECHNOLOGY	701	66	4,616	577	193	NR	7,058
ILLINOIS WESLEYAN UNIVERSITY	64	66	1,548	16	7	7	1,667
LEWIS UNIVERSITY	273	66	2,373	36	57	26	2,788
LLOYOLA UNIVERSITY	1,027	22	11,370	356	507	80	13,362
MILLIKIN UNIVERSITY	NR	NR	NR	NR	NR	NR	NR
NORTHWESTERN UNIVERSITY	1,041	15	12,906	358	167	1,487	15,429
ROOSEVELT UNIVERSITY	NR	NR	NR	NR	NR	NR	NR
RUSH UNIVERSITY	81	66	865	47	23	7	1,004
UNIVERSITY OF CHICAGO	265	15	2,552	237	127	996	9,194
TOTAL PRIVATE UNIVERSITIES	5,366	122	56,513	1,959	1,525	4,647	70,112

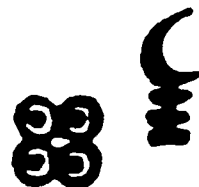
TABLE 11-10 (CONTINUED)

STUDENT CHARACTERISTIC DATA

INSTITUTION	BLACK NON- HISPANIC	AM. INDIAN OR ALASKAN NATIVE	WHITE NON- HISPANIC	ASIAN OR PACIFIC ISLANDER	HISPANIC	NO INDICATION AND ALL OTHERS**	TOTAL
PRIVATE SENIOR COLLEGES							
AUGUSTANA COLLEGE	125	0	2,237	12	15	15	2,404
AURORA COLLEGE	112	00	873	6	40	0	1,041
BLACKBURN COLLEGE	22	00	636	00	00	56	722
COLLEGE OF ST. FRANCIS	53	00	370	00	00	10	457
CEN. JHOTA COLLEGE	136	7	3,007	35	17	0	3,222
CONCORDIA TEACHERS COLLEGE	1,250	23	1,634	37	145	222	3,311
DEPAUL COLLEGE	12	0	1,063	6	5	10	1,116
ELMHURST COLLEGE	8	0	216	44	14	00	284
EUENKA COLLEGE	NR	NR	NR	NR	NR	0	0
GEORGE WILLIAMS COLLEGE	67	0	344	0	00	11	444
GREenville COLLEGE	150	00	762	6	26	656	1,011
ILLINOIS BENEDICTINE COLLEGE	49	00	808	5	11	5	879
ILLINOIS COLLEGE	20	0	621	00	8	1,311	2,031
JUNSON COLLEGE	13	0	727	00	5	00	750
KEIDALL COLLEGE	23	00	450	00	6	5	486
KNOX COLLEGE	69	0	340	0	0	27	436
LAKELAND COLLEGE	30	00	905	16	8	42	1,002
MACEDONIA COLLEGE	76	00	949	8	11	14	1,060
MCKAY COLLEGE	42	0	544	5	0	87	686
MIDWEST COLLEGE OF ENGINEERING	NR	NR	NR	NR	NR	0	0
MURKIN COLLEGE	00	0	171	21	00	00	179
MURKIN COLLEGE	29	0	620	0	5	32	696
NATHAN COLLEGE - MAIN CAMPUS	232	00	1,025	26	80	98	1,463
NATHAN COLLEGE - URBAN CAMPUS	NR	6	931	8	19	157	1,209
NORTH CENTRAL COLLEGE	249	7	225	14	68	60	631
NORTH PARK CHURCH THEOLOGICAL SEMINARY	45	00	1,010	13	24	7	1,111
OLIVE NAZARENE COLLEGE	102	00	1,210	22	27	17	1,379
PARKS COLLEGE OF ST. LOUIS UNIV	61	00	1,042	00	11	11	1,231
PRINCETON COLLEGE	46	0	850	00	10	40	958
QUINCY COLLEGE	7	0	827	00	00	30	868
ROCKFORD COLLEGE	20	00	944	00	0	24	1,006
ROSSAR COLLEGE	5	5	550	5	9	527	1,101
SHIMER COLLEGE	86	00	1,291	32	33	52	1,475
SPIRITUS COLLEGE OF JUDAIKA	43	00	114	00	00	6	168
ST. XAVIER COLLEGE	00	0	137	0	0	14	155
	157	00	1,951	8	12	00	2,113

STUDY and STRUGGLE

BACK TO STUDY, BACK TO TAKE UP RENEWED STRUGGLE
TO REBUILD THE BLACK STUDENT MOVEMENT



STUDY AND STRUGGLE---the Chicago Student Mobilization for Black Liberation is a city wide organization of Black youth drawn mainly from students among the various colleges and universities in Chicago. We are attempting to rebuild the Black Student Movement as a viable arm of the Black Liberation Movement and the fight against imperialism, racial, and sexual oppression of Black people and other oppressed people in the U.S. WE WELCOME NEW AND RETURNING BLACK STUDENTS TO CHICAGO AREA CAMPUSES AND UNIVERSITIES. We also urge Black Students to assume a greater responsibility to participate within and give leadership to the Black Student Movement. We believe Black Students have a major responsibility to contribute to the fight to change the deteriorating conditions confronting the majority of Black youth/Black people which are rooted in the worsening economic, political and social crisis of U.S. imperialism and the up swing in racial oppression of Black people and the conservative trend in U.S. politics.

THE OBJECTIVE SITUATION CONFRONTING BLACK STUDENTS

There are nearly 50,000 Black Students in Chicago area colleges and universities. Seventy-five percent (75%) of them attend two-year colleges mainly in the city system. These students have been confronted with growing attacks upon their ability to get into school (higher tuitions and admission standards), remain in school (declining services and support assistance), and to get a quality education enabling them to secure better employment opportunities. Like most Black youth, Black Students are from working-class backgrounds. This sector has been hard hit by economic crisis. Unemployment for Black youth in Chicago is over 50%, nearly five (5) times the national average and ten (10) times the white joblessness rate. The continued economic crisis, as it manifest itself in education, threatens to throw large numbers of Black youth into the streets, into jails, and prisons. As an alternative, many Black youth have turned to the U.S. military as an employer of last resort--to the streets, and a career life leading to prisons, dope, and waste. Black women are trebly oppressed. they are victims of male supremacy and sex discrimination in addition to suffering economic exploitation like all Black youth. The effect of the triple oppression of Black women is that it serves to deny them an equal shot at advanced skills and better living conditions. While the situation for Black youth (and students) from working-class backgrounds has become worse, the overall situation for most Black youth has deteriorated due to the pervasive character of racism and renewed attacks upon all Blacks. Black people are being attacked in the work place, the courts, the jails and prisons, by the police, the mayor's office as well as the racist Klan and Nazi groups that have reemerged over the past several years to terrorize Black people. For Black Students, the attacks came down in the form of cutbacks to EOP programs, Black Studies, reduction of student budgets and attacks on Black faculty. Meanwhile, the reactionary white administrators, teachers, and some students have reached new levels.

THE CRISIS OF BLACK EDUCATION IS IN THE PUBLIC SCHOOLS

The Chicago Public School situation is deployable despite the cosmetic changes to the Board of Education. Black youth continue to be forced out of high schools at an alarming rate. The quality of education has suffered due to administrative inefficiency, and poor policies, despite the best efforts of some teachers.

The real beneficiaries of the public school crisis are the large banks and their stockholders while the victims are Black children (60% of the enrollment) and the oppressed community who suffer from inadequate education and declining opportunities to break out of the cycle of racial neglect, poverty, and ignorance.

THE ROOT OF THE PROBLEM IS THE SYSTEM OF IMPERIALISM

The Crisis of Education that faces Black Students is rooted in the same system that gives us growing unemployment, sky rocketing prices for basic necessities, cutbacks to social services (health education and welfare) and other public services. It is rooted in the same system that gives us growing racial oppression throughout the country (Miami, Chatanooga, Greensboro) and movement of resistance in Africa, Asia and Latin America. The Crisis of Black Education is rooted in the same system that threatens the world's peoples with World Wars among the imperialists nations, especially the two super imperialist--the U.S. and the Soviet Union. Their bitter rivalry for world supremacy will lead to nuclear devastation if we do not unite to stop them. This same system that gives us educational crisis in the schools leads to unjust wars of aggression by imperialist in their vain attempts to crush national and social revolutions in the Mideast, Asia, Africa and Latin America. Therefore, the world over, people are confronted with a common enemy, a common oppressor, and a common set of conditions rooted in imperialism. Imperialism is a world-wide system of (class) exploitation and national (racial) oppression that pushes the poor, the powerless and the oppressed further into the lowest rung of society while a few corporate fat cats, big time politicians and their henchmen and lackeys derive profits, fame and privilege. They do this by standing on the backs of the majority of working people at home and abroad.

BLACK STUDENTS HAVE A KEY ROLE IN THE STRUGGLES OF THE 1980s

Black students have always played significant roles in the mass struggles among Black people, especially during the 1960s and 70s. These were decades of mass upsurge, of militant action that brought many progressive changes for large segments among Black poor and oppressed people. During that period student organizations such as SNCC, SOBU-YOBU and other youthful organizations made major contributions to the forward motion of the Liberation Movement and the fight against imperialism. During the later 1970s this mass movement became fragmented, localized, and isolated. As a result, many reversals were suffered by Black people in particular. Many important lessons can be learned and applied to guide the New Student Movement among Black people in the 1980s. Many mistakes must be criticized and corrected as we lay the basis to move forward.

**WE NEED A NEW UNITED BLACK STUDENT MOVEMENT
MORE BOLD, MILITANT AND DECISIVE THAN THE 1960s and 1970s !**

Black Students have two responsibilities to the Liberation Struggle of Black people. First, we have a responsibility to study: to gain the skills and tools of analysis to apply to building up the political and social resources of Black people, and to channel these resources into community struggles. The second responsibility of Black students is to struggle: to engage in united action to fight for Black Liberation on the campuses and ~~link~~ these struggles up to the mass motions among Black people in the community. In fulfilling these responsibilities, we contribute both to the movement for Black Liberation and the struggle against imperialism.

WE NEED PROGRESSIVE BLACK LEADERSHIP AND A PLAN OF ACTION !

It is not enough to engage in mass struggle. While this must be done, we must have politically guided, committed Black Student leadership which is united around a plan of action that tells us where to point our weapons, where we should shoot our daggers. Without such leadership, we cannot find the enemy and destroy it. Black students can make a significant contribution towards developing new progressive leadership on the campuses by encouraging open political discussion and debate, by taking up active struggle and through BUILDING UP BLACK STUDENT ORGANIZATIONS. We need a plan of attack, a plan of unity, and a process to implement that plan. This requires organization of committed students willing to go the long route.

STUDY AND STRUGGLE AND THE UNITED BLACK STUDENT MOVEMENT IN CHICAGO

The Chicago Student Mobilization for Black Liberation is an anti-imperialist, anti-racist, and anti-sexist organization among Black students. We want to contribute to rebuilding the Black Student Movement as a tool to assist Black Liberation and the fight against the common enemy. To do this, we must unite with progressive students, militants, and revolutionary minded Black youth, and also work to build unity of action among the broader movements among Black and other oppressed and exploited people.

We wish to work with you and your campus organization, to discuss and debate ideas and fight for unity around the best way to Rebuild the Black Student Movement. In order to do this, we need your help and your corporation, along with your support in the Black Student Movement.

WHAT CAN BE DONE?

1. We need to support Black campus organizations and struggles among Black Students that build up the capacity of students to fight back and achieve progressive gains for Black people.
2. We need to link the campus struggles with those in the community among Black people (for jobs, education, against racists attacks, the draft).
3. Fight against the current U.S. drive towards imperialist war by supporting our 5 Point Program for principled unity in the Black community in the fight against war and the draft. PLEASE SIGN THE PETITION AND DISTRIBUTE IT AMONG YOUR CONTACTS, HOLD FORUMS AND FILMS AROUND THE ISSUE OF "BLACK PEOPLE, WAR AND THE U.S. MILITARY."
4. Demand that Black Student organizations represent the best interests of Black people, Black youth, and Black Students on the campus.
5. Read and discuss the Ten Point Program for REVOLUTIONARY BLACK POWER IN THE 1980s as advanced by Peoples College
2530 South Michigan Avenue
through TIMBUKTU: The Black Peoples Bookstore
6. Support and join with **STUDY AND STRUGGLE** to contribute to the development of a new, progressive militant leadership of the Black Student Movement in Chicago in the 1980s. Contact us at:

THE CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION
Post Office Box 6291
Chicago, Illinois 60680

Phone: (312) 842-8242

LOYOLA BLACK STUDENTS UNITE!

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STUDY AND STRUGGLE---the Chicago Student Mobilization for Black Liberation is rebuilding the student movement at Loyola University. We believe that students at Loyola must unite with the community and other progressive student organizations to struggle against three evils: racism, sexism, and imperialism. We believe that students have a social responsibility to give leadership to the deteriorating conditions facing Black people/youth on the college campus and in the community. This is precisely the reason why Study and Struggle has constructed an organizational network that stands on two legs---campus and community.

THE OBJECTIVE CONDITIONS FACING BLACK STUDENTS AT LOYOLA UNIVERSITY

Black student enrollment at Loyola University is on a significant decline and attacks on Black educational support programs is on the rise. This contention can be substantiated by taking a cursory look at the developments over the past 6 months. The Equal Opportunity Program was recently reduced to a state of impotence by a drastic budget decrease. The number of counselors were reduced, secretaries dismissed, and financial assistance has become more scarce. Moreover, the BLACK CULTURAL CENTER (BCC) and LATINO AMERICAN STUDENT ORGANIZATION (LASO) is under threat of being defunded by the university.

THE PROBLEM CONFRONTING BLACK STUDENTS AT LOYOLA IS NOT HAPPENING IN ISOLATION

The problem facing Black students at Loyola is characteristic of the nationwide crisis in Black Higher Education. Everywhere we look at Black students come face to face with cutbacks. For example, Black students at Depaul, Bradley, Chicago State, and Northern Illinois University recently lost struggles to maintain Afro-American Studies Programs. These programs that came out of struggle during the 60's were either dismantled or reduced to a level of incompetence. The Black student body at Northwestern University is also engaged in struggle to reserve funds for the educational support program commonly referred to as For Members Only (FMO).

THE CRISIS IN BLACK HIGHER EDUCATION IS ALSO IN CHICAGO PUBLIC SCHOOLS

The crisis in Chicago public schools is directly related to the crisis in Black Higher Education. Public schools are rapidly closing. This forces many Black workers, teachers, and other oppressed nationalities to join the ranks of the unemployed. The rate of unemployment for Black youth between the age 16 to 24 is conservatively estimated at 50%. However, the real victim in the current crisis is Black Children who are receiving less than an adequate education.

WHY ARE BLACK PEOPLE/YOUTH BEING ATTACKED ON THE CAMPUS AND IN THE COMMUNITY

Black people/youth are being attacked because the crisis in Black Higher Education, Public Schools, and declining employment opportunities is inextricably linked to the crisis in imperialism or monopoly capitalism. This is a system that generates war, unemployment, and declining educational opportunities to maximize profits. The question of jobs, education, and human lives take a secondary position to profit accumulation. We must not fail to realize that the Universities like Standard Oil is in business to make money.

IMPERIALIST CRISIS INCREASES THE SIGNIFICANCE OF RACE

The race factor becomes more significant in times of economic crisis because increasing numbers of students or workers from various races and nationalities begin to compete for financial funds or jobs that are artificially shrinking. That is, the University which is part of imperialist America begins to spread lies that Blacks, Latinos, and other oppressed minorities are causing financial shortages for other ethnic groups. Thus, the students begin to close ranks on each other by blaming the other group for the crisis. This happened at Loyola when the administration contended that the BCC should not receive priority in funding over other student organizations. This tactic of divide and conquer is generally a successful approach. Consequently, the race factor becomes very important which is expressed through declining admissions, defunding educational support programs, removal of Black faculty, and attacks on Black Studies; however, the reality of the situation is that there is enough funds for everyone but the University refuses to give us back the money we put into our education.

STUDY AND STRUGGLE PROVIDES LEADERSHIP TO STUDENT STRUGGLE AT LOYOLA IN 1980

Recognizing the systemic nature of the problem, the Chicago Student Mobilization for Black Liberation provided leadership to the struggle at Loyola University. We took the initiative to develop a progressive newspaper, radio program, Students for Academic Excellence, and established a workable relationship between LUASA and ECC. We also played an instrumental role in getting representation in LSGA. However, these progressive gains could not have been accomplished without the unity of action between Study and Struggle, LUASA, BCC, and the broad sector of the Black student body. We must continue to build this unity on a principle basis.

WHAT CAN YOU DO TO BUILD THE BLACK STUDENT MOVEMENT ?

1. Begin to study the Black Student Movement in America so that the rich source of lessons can be used to avoid previous errors. This is absolutely necessary, because action without study is blind! On the other hand, study without action is empty! Therefore STUDY AND STRUGGLE!
2. Demand that Black student organizations represent the interests of Black students and relate to the struggles that take place in the community.
3. Fight against the dismantling of affirmative action programs which are designed to measure the degrees to which Black and other minority students are given access to educational opportunities.
4. Unite and strengthen Black Student organizations in order to make a move for power on the campus.
5. Fight against the current U.S. drive towards imperialist war by holding forums and showing anti-war films.
6. Support REVOLUTIONARY BLACK POWER IN THE 1980's as proposed by Peoples College.
7. Join STUDY AND STRUGGLE WHICH REALIZES THAT A BOLD POLITICAL STAND PRODUCES RESULTS.

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STUDY and STRUGGLE

CHICAGO STUDENT MOBILIZATION of BLACK LIBERATION

Loyola Chapter
6241 N. Kenmore #412
Chicago, Ill. 60660

November 8, 1980

Dear

Thankyou for your support of Study and Struggle to obtain recognition by the university as an organization by the signing of our petition. It is the position of the university that LUASA and Study and Struggle are similar and therefore should not receive recognition. Concerned students felt that the position of the university should be known and therefore called a meeting on November 5, 1980 to discuss this issue. At this time, the similarities and distinctions of both organizations was made crystal clear.

The similarities of the two organizations is that they both have a campus orientation and will work jointly on problems that affect Black students on Loyolas' campus. This has been demonstrated by the joint effort of both organizations to mobilize students to protest the defunding of B.C.C., participation of students to get Black candidates elected to LSGA, and Study and Struggles' development of the radio program format that LUASA is now in the process of implementing.

The distinction between Study and Struggle and LUASA is that Study and Struggle also has a community orientation. This has been demonstrated by Study and Struggles' anti-draft - anti-war petitioning, leafleting, and sticker campaigns in the community, participation at the National Conference on Black Studies (Milwaukee, March 80), participation at the Black United Front Conference (New York, July 80), and upcoming participation at the Progressive Student Conference at Kent State University (November 14-16, 80).

In summing up the meeting, students saw the distinction between Study and Struggle and LUASA and united with the efforts of Study and Struggle to obtain recognition by the university. LUASA, B.C.C., and EZE has also recognized the independent character of Study and Struggle and pledged to support our effort for recognition by sending letters to the university stating that they recognize Study and Struggle as an independent organization. We see these actions as a genuine step towards further unity among Black students here at Loyola.

Thankyou again for your support in our quest for recognition. We will keep you informed as the situation developes.

Yours in the struggle

Loyola Coordinator:
Study and Struggle

LUASA
STUDY and STRUGGLE

DEDICATION
MARTIN LUTHER
KING JR.

APRIL
1980

Welcome to the first edition of LUASA Study and Struggle, The Black Student Newsletter at Loyola. We are dedicating this issue to Martin Luther King who was assassinated April 4, 1968 and to all those who engaged in struggle during the 60s to ameliorate socio-economic conditions for oppressed people. Thus, we find it to be appropriate to begin this issue with a quote from Martin Luther King, Jr. 1967.

"We must honestly admit that capitalism has often left a gulf between superfluous wealth and abject poverty, has created conditions permitting necessities to be taken from the many to give luxuries to the few..."

The articles in LUASA Study and Struggle are as follows:

Background on Martin Luther King, Jr.....
Historical Background of LUASA.....
The Crisis in Public Schools is
also on College Campuses.....
No Registration, No Draft, No War.....
Black Athletes United to See the Light.....
The Meaning of Study and Struggle.....

DEDICATION

We dedicate LUASA Study and Struggle to Martin Luther King, Jr. because he was a man who struggled against racism, sexism and imperialism. King realized that Blacks and other oppressed nationalities had no stake in the Viet Nam War when they faced racial discrimination, low living standards, declines in social services and educational opportunities at home. Because he spoke out against all forms of injustice and oppression, he was assassinated April 4, 1968 in Memphis, Tennessee.

The death of Martin Luther King, Jr. precipitated ghetto revolts all through the country. The violence that spread through out cities had positive results because laws were passed prohibiting racial discrimination in housing, education, employment and other related areas.

Thus between 1968-1978, we saw more gains (as small as they were) during this era than we have throughout our history as Afro-Americans in America. However, we must raise the fundamental question as to whether or not our accomplishments are being eroded?

The Bakke Decision has decreased the number of minority students accepted into graduate and professional schools. Our brothers, sisters, and children are not getting an adequate education in public schools. The unemployment rate is at 40% for Black youth and we once again hear the war drums beating. Thus history has come full circle again, we are requested to fight for a government that does not and cannot provide freedom, justice and equality of results for Black people.

If Martin Luther King Junior's ideas are to stay alive, we have a social responsibility to struggle against the imperialist system that generates social and sexual oppression, economic inequality and exploitation directed against Black people and other oppressed minorities and working people within the United States. We must fight for reforms and for an end to oppression and exploitation at home. When we have accomplished this goal, we can say to Martin, "Your dream has become a reality."

Historical Background of LUASA
and Parallels Between Current
Crisis

Loyola University Afro-American Student Association (LUASA) was organized in 1962 to serve as a political arm for Black students. The creation of this political body was necessary in order to protect Black students from institutional racism at Loyola University. The Black students at our University found the academic, cultural, and social conditions for Blacks on campus deplorably limited. In order to counteract the physical, emotional and spiritual strains of Black students, LUASA led the militant student protest against institutional racism in the 1960s.

The Black student protest led at Loyola by LUASA received positive responses from the administration. The academic life of Black students was ameliorated through the creation of the Afro-American Studies Program. This Program served to rectify a misconstrued and underplayed Black history. Our fore-brothers and sisters must also be commended for their instrumental role in creating the Black Cultural Center (BCC) in 1971. The combination of these Programs resulted in a better social environment for the Loyola student body.

LUASA's struggle to implement these programs in the late 60s and early 70s required our fore-brothers and sisters to make large sacrifices. The sacrifices made by these students were secondary because they placed the collective interest of the Black student population in the fore-front of their minds and hearts.

We Black students at Loyola University are presently enjoying the fruit of the labor of our fore-brothers and sisters. However, the latent institutional racism is beginning to rise again as its fangs begin to sink into our programs.

History is a viable tool that must be used to sharpen our analytical ability. As the economic crisis begins to deepen in the 1980s, we once again see racist attacks directed at Blacks and other minorities. Afro-American Studies Programs have been systematically phased out at De Paul, Bradley, FIU and Chicago-State. And there is mounting suspicion that Loyola University may be next! We do have concrete evidence that the University is endeavoring to defund the Latin American Student Organization (LASO) and Black Cultural Center (BCC). According to the March 21 edition of the Loyola Phoenix, Gordon Stiefel, Director of Student Activities said "The University is making a strong effort to get out of the terrible bind." Stiefel sees his motion to defund BCC and LASO as "one attempt toward a positive solution." "The problem" said Stiefel, "is that there is just not enough money for these organizations to continue their same function."

We appear to be headed for a crisis that has strong parallels with our previous history. In the past, we were thought of as being deprived of a culture and a meaningful historic experience. We must refuse to let this happen to us again. We must unite our forces, study our problems, and struggle against institutional racism. LUASA supports Study and Struggle for the 1980s.

The Crisis in Public Schools
is also on College Campuses

Students at Circle, DePaul, Loyola, Chicago-State, NIU, etc... know what law retention rates, cutbacks to educational support programs and increasing tuition rates are all about. Along with the growing attacks against minority programs (i.e. Black Studies, Afro-American Studies, Affirmative Action, etc.) these developments in the current crisis on college campuses are not unrelated to the Chicago Public School system.

A growing number of Black students are linking these developments to the nature of the capitalist system which engages in massive lay-offs and cutbacks when profits are not being maximized. In the public sector, the Chicago Public School system threatens to close down schools due to mismanagement of bills. That is, the government has failed to match governmental revenues with social expenditures. The bottom line is that thousands of people get put out of jobs, many of whom are Black and minority teachers and workers without seniority.

The real victim in the current crisis will be the masses of Black students who are being denied a decent education. In a school system with a Black majority (60%+) the Black community has been unable to protect its interests in their education. Black students at Loyola University appear to be in a similar boat. One reason why these things are happening to us is because there is no effective Black Student Movement in Chicago. But one is on the rise at Loyola. We are tired of being the last hired and first fired!!!!

No Registration, No Draft, No War

Blacks have fought in every major war this country has had, from the American Revolution up until Viet Nam. We died disproportionately and received a disproportionate amount of benefits...none. Since Viet Nam, the situation for our people has gotten worse. Inflation has skyrocketed while the dollar value has taken a dive. There is more unemployment, more prisons, more infant mortality, less affirmative action, less quality education, less social services and worse public services. Black youth unemployment is at four times the national rate. For Black youth the rate is more than four times higher than the overall Black rate of unemployment. In cities like Chicago between 40% and 50% of Black youths between the ages of 16-24 are unemployed, and even greater numbers are underemployed. Meanwhile Carter has requested the implementation of the draft.

Registration serves two main functions. First, it serves to legitimize the draft and the clamor for weapons and war. It attempts to make it acceptable by making registration legal. Second, the registration of potential recruits provides a pool of men and women from which conscripts and draftees can be drawn.

We are increasingly fed up with the worsening economic, political and social crisis that confront us throughout the United States. We as Black people must ask ourselves for whom and what would we be fighting? Would we be fighting for the masses of people or the hand full of rich corporate fat cats and the military big brass. In both cases historical and present evidence points to the latter.

(Con't on next page)

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Our fight, the fight of Black people/Black youth, is at home against United States racism, oppression, sexism and for economic democracy.

B.A.U.L. (Black Athletes
Uniting for the Light)

For years black athletes, amateur and professional, have been stereotyped and considered more than a mass of muscle. On the collegiate level, black athletes have been duped into playing for schools which promised full scholarships, a better than average chance of becoming a professional athlete, and a degree. The sad truth of the matter is that less than half of these black athletes receive a degree and fewer than ten percent ever get a chance at a career as a professional athlete.

On the other side of the coin there is the professional black athlete. He is bought and sold on the open market like a side of beef. Young blacks look up to and emulate these athletes with hopes of becoming O.J.'s and Dr. J.'s, but end up as no J.'s.

Learning from the mistakes of other black athletes, the black athletes at Northwestern University are uniting for the light. The light is the realization that few of them really have a chance of becoming a professional athlete. They therefore think that it is vitally important for them to attain a degree so that they can contribute to the betterment of the black community and put an end to the exploitation of black athletes in the universities and professional arena.

B.A.U.L. sends out a plea to all blacks, athlete and non-athlete, to take a stand against racism, sexism and exploitation of all oppressed people and to study and struggle for the betterment of our condition.

The Meaning of Study
and Struggle

The first issue of LUASA Study and Struggle is a start in the direction of creating a progressive news organ which addresses the question of the necessity to build a strong Black Student Organization. LUASA needs the help of students who are major in biology, history, mathematics, business, political science, english and other related fields. Black students must utilize their expertise and skills to study problems that affect students at Loyola University. However, we must remember that thought without action is nothing and action without thought is blind. Consequently, we must maintain a balance between Study and Struggle.

We must face the fact that LUASA Study and Struggle faces many weaknesses. The main weakness is that we need more students to help LUASA in expanding its meaningful programs. We need students to help develop an organization for academic excellence, radio program, newspaper, Afro-American Research committee, editorial board, and a host of other creative programs. If LUASA is going to be democratic and mass based, we must have your input and help.

Visit us at 1037 West Loyola Ave.
at 4:30 on Thursdays.

LOYOLA BLACK STUDENTS UNITE!

1981-82

(24)

STUDY AND STRUGGLE---the Chicago Student Mobilization for Black Liberation is rebuilding the student movement at Loyola University. We believe that students at Loyola must unite with the community and other progressive student organizations to struggle against three evils: racism, sexism, and imperialism. We believe that students have a social responsibility to give leadership to the deteriorating conditions facing Black people/youth on the college campus and in the community. This is precisely the reason why Study and Struggle has constructed an organizational network that stands on two legs--- campus and community.

THE OBJECTIVE CONDITIONS FACING BLACK STUDENTS

AT LOYOLA UNIVERSITY

Black student enrollment at Loyola University is in jeopardy. With increases in tuition, the skyrocketing interest on loans, compounded with cuts in ISSC and BEOG, Blacks, Latinos, poor Whites and other minorities will find it virtually impossible to pay for a college education. Over the past year there has been attacks waged against the Educational Opportunity Program (EOP) and the Afro American Studies Program. The Afro American Studies Program office was moved from a spacious location to a small cubicle, and the budget decreased to a mere \$1000.00. The Black Cultural Center (BCC) along with Latino American Student Organization (LASO) has been and will be on the chopping block for defunding.

THE PROBLEM CONFRONTING BLACK STUDENTS AT LOYOLA

IS NOT HAPPENING IN ISOLATION

The problem facing Black students at Loyola is characteristic of the nationwide crisis in Black Higher Education. Everywhere we look Black students come face to face with cutbacks. For example, Black students at DePaul, Bradley, Chicago State, and Northern Illinois University recently lost struggles to maintain Afro-American Studies Programs. These programs that came out of struggle during the 60's were either dismantled or reduced to a level of incompetence. The Black student body at Northwestern University has recently struggled to reserve funds for the educational support program commonly referred to as For Members Only (FMO).

THE CRISIS IN BLACK HIGHER EDUCATION

IS ALSO IN CHICAGO PUBLIC SCHOOLS

The crisis in Chicago Public Schools is directly related to the crisis in Black Higher Education. About 1,500 teaching jobs and 4,000 career service jobs were eliminated by the Board of Education's 1981-82 budget. About half the teacher losses in the 1981-82 budget stemmed from cutbacks in federally funded programs. This forces many Black workers, teachers, and other oppressed nationalities to join the ranks of the unemployed. The rate of unemployment for Black youth between the age of 16 to 24 is conservatively estimated at 50%. However, the real victim in the crisis is Black children who receive less than an adequate education.

The Loyola Chapter of STUDY
and STRUGGLE would like
to invite you to attend
Our weekly meetings on
Wednesdays at 3:00 p.m.
at 1037 West Loyola Ave.
ON the 2ND FLOOR.

THE CONCRETE PROBLEMS FACING BLACK STUDENTS AT LOYOLA UNIV.

The quality of education for Black students at Loyola has been under attack for the past several years. We have witnessed the severe slash in the B&F budget. Black student enrollment has been declining, the Black Theatre will in all probability be unable to conduct its yearly play, the Black Cultural Center (BCC) had its scholarship fund reduced by \$500.00 and there is the growing possibility that the BCC will lose its entire budget this year. This is an attack on all Black and progressive minded students because these programs provide the only context for us to develop leadership skills on the campus.

WE NEED A LEADERSHIP THAT PERSISTS SOCIAL RESPONSIBILITY AND ACADEMIC EXCELLENCE.

The present student leadership has not made one response to these vicious attacks. They continue to say, "we cannot get involved with political events." Therefore, the leadership continues to have parties, card games, and meetings that are centered around aimless discussion. These student leaders must learn to stand on two legs-- ACADEMIC EXCELLENCE AND SOCIAL RESPONSIBILITY. If our fore-sisters and brothers had not taken this stand during the 40s we would not be in these schools today, and more importantly, we better begin to follow in the footsteps of our sisters and brothers or we will be out of school in the 60s and it will not be the result of bad grades.

SISTERS AND BROTHERS AND FELLOW PROGRESSIVE STUDENTS!!! LET US JOIN AND
MARCH FORWARD TO BUILD THE FUTURE.

MUNDELEIN BLACK STUDENTS UNITE!

STUDY AND STRUGGLE—THE CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION is rebuilding the student movement at Mundelein College on an anti-racist, anti-sexist, and anti-imperialist plane. We have a social responsibility to actively struggle against racial oppression and racism, sexual oppression and exploitation of women and discrimination based on our socio economic background on the campus and in the community.

THE HISTORICAL AND PRESENT CONDITIONS FACING BLACK STUDENTS AT MUNDELEIN COLLEGE

Black women at Mundelein College have historically been faced with discrimination on the basis of class and race at this institution. Prior to the militant student protest during the 60s, Black women were prevented from attending Mundelein in substantial numbers because of our racial or socio economic background. With the economic crisis beginning to intensify, Black students are becoming more scarce on the campus. For example: there are some cases where Black students were forced to return home this semester because their tuition was not paid before the deadline. However, the administration was aware of the fact that their financial aid would have arrived shortly after the beginning of the semester.

The problem confronting Black students on this campus is compounded by the fact that Mundelein does not offer a single course in Afro American Studies. These programs were established during the 60s in order to rectify a misconstrued and underplayed Black history. The dismantling of these courses indicates that Mundelein believes that we do not have a meaningful historical experience to share. We must refuse to let this happen! We must demand not only courses in Black Studies, but also a program that is run by progressive Black faculty!

THE PROBLEM CONFRONTING BLACK STUDENTS AT MUNDELEIN IS NOT HAPPENING IN ISOLATION

The problem facing Black students at Mundelein is symptomatic of the nationwide crisis in Black Higher Education. Everywhere we look—Black students are faced with declining admissions, dismantling of affirmative action programs, cutbacks in educational services, and attacks on Black Studies. For example: Black students at Depaul, Bradley, Chicago State, and NIU recently lost struggles to maintain strong Afro American Studies Programs. The Black student body at Loyola had their Equal Opportunity Program reduced to a state of incompetence by a drastic budget cut and the Black Cultural Center at this institution is under threat of being defunded. This also holds true for the Black student organization at Northwestern—For Members Only.

THE CRISIS IN BLACK HIGHER EDUCATION IS ALSO IN THE COMMUNITY

The masses of Black people are worse off than ever before. We remain the last hired and the first fired and often the worse paid. Black communities are crumbling with inadequate and over priced housing, closing hospitals and schools, police brutality, and increased rapes of Black women. This problem is compounded by a criminally high unemployment rate among Black youth and the current U.S. drive towards imperialist war!

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WHY ARE BLACK PEOPLE/YOUTH BEING ATTACKED ON THE CAMPUS AND IN THE COMMUNITY

Black people/youth are being attacked because the crisis in Higher Education, Public School closings and high unemployment is inextricably linked to the crisis in monopoly capitalism. This is a system that generates war, unemployment, and declining educational opportunities to maximize profits. The question of jobs, education and human lives take a secondary position to profit accumulation. We must not fail to realize that the universities like Standard Oil is in business to squeeze the people for every red cent.

IMPERIALIST CRISIS INCREASES THE SIGNIFICANCE OF RACE

The race factor becomes more significant in times of economic crisis. This racism is expressed through increasingly high unemployment for Black youth, defunding of Black educational support programs, removal of Black faculty and attacks on Black Studies Programs. The bottom line is that these programs cost money and in times of economic crisis, the universities or colleges are desperately in search of ways to reduce cost in order to maximize profits.

STUDY AND STRUGGLE BUILDS UNITY WITH MCUBA

Recognizing the systemic nature of the problem, THE CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION at Mundelein is working in conjunction with MCUBA to reestablish Black Studies on the campus. We took the initiative to develop a survey soliciting the opinions of students at Mundelein on this particular issue. The overwhelming majority were in strong favor of the implementation of Black Studies courses on the campus. We must continue to push this movement forward so that Black Studies courses will soon develop into a Black Studies Program. BUILD THE BLACK STUDENT MOVEMENT!

WHAT CAN YOU DO TO BUILD THE BLACK STUDENT MOVEMENT?

1. Begin to study the Black Student Movement in America and on your campus so that the rich source of lessons can be used to avoid previous errors. This is absolutely necessary, because ACTION WITHOUT STUDY IS BLIND! On the other hand, STUDY WITHOUT ACTION IS EMPTY! Therefore, STUDY and STRUGGLE!
2. Demand that Black student organizations represent the interests of Black students and relate to the struggles that take place in the community.
3. Fight against the dismantling of affirmative action programs which are designed to measure the degrees to which Black and other minority students are given access to educational opportunities.
4. Unite and strengthen Black Student organizations in order to make a move for power on the campus.
5. Fight against the current U.S. drive towards imperialist war by holding forums and showing anti-war films.
6. Support REVOLUTIONARY BLACK POWER IN THE 1980s as proposed by PEOPLES COLLEGE.
7. Join STUDY AND STRUGGLE WHICH REALIZES THAT A BOLD POLITICAL STAND produces results.

CHICAGO STUDENT MOBILIZATION for BLACK LIBERATION

2530 S. Michigan Avenue
P.O. Box 6291
Chicago, Illinois 60680
(312) 842-8242

Mundelein

Presents

A Forum on Black Studies

PURPOSE: TO BUILD SUPPORT FOR BLACK STUDIES SO THAT ALL MAY HAVE THE OPPORTUNITY TO STUDY AND UNDERSTAND THE BLACK EXPERIENCE ON MUNDELEIN'S CAMPUS.

McCormick Lounge
October 30, 1980
7:00 p.m.
6363 N. Sheridan Rd.
262-8100

SPECIAL ATTRACTION

Book display from
Timbuktu Book Store
2530 S. Michigan Ave.
842-8242

Refreshments will be served

Speakers

Albert Miller
Professor of Social Science
Mundelein College

Dr. Ronald Bailey
Ill. Council for Black Studies
Professor of Political Science
Northwestern University

Jocelyn C. Blaylock
Student at Mundelein College

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MuCuba Presents:

(Mundelein College United Black Association)

A Forum on Black Studies

Purpose: TO BUILD SUPPORT FOR BLACK STUDIES SO THAT ALL MAY HAVE THE
OPPORTUNITY TO STUDY AND UNDERSTAND THE BLACK EXPERIENCE.

McCormick Lounge

January 27, 1981

7:00 — 10:00 p.m.

6363 N. Sheridan

Speakers:

Sr. Ann Harrington

Chairperson of the History Department
Mundelein College

Dr. Ronald Bailey

Executive Director of the Illinois
Council for Black Studies
Professor of Political Science
Northwestern University

Jocelyn C. Blaylock

Educational chairperson of MuCuba

****** special attraction
book display from
Timbuktu Bookstore**

Refreshments will be served

University Students Strike to Protest Rising Tuition 2/

student aid under ax

College Systems in
Racial Imbalance

Job Bias

BUILDING

A FIGHTING BLACK
STUDENT MOVEMENT
IN THE 1980's

New Outbreak of Cross-Burnings
and Racial Slurs Worries Colleges

FIVE POINT PROGRAM
BLACK COMMUNITY PRINCIPLES OF UNITY
FOR BUILDING THE STRUGGLE
AGAINST REGISTRATION, THE DRAFT AND JUST WAR

Temporary U.S. Aid Measure
to Cut Loans, Delay Study

More chaos for financial aids

STUDY & STRUGGLE co-sponsors a forum
on the **CRISIS IN BLACK HIGHER ED.**

What is the solution?

SPEAKERS: Dr. Ronald Bailey

Douglas Gilles

City-wide COORDINATOR of STUDY & STRUGGLE

DATE:

MON. FEB. 23, 1981 at 5:20 in the STATE ROOM

NU BLACK STUDENTS UNITE!

Black Students at Northwestern are being increasingly victimized by institutional attacks and other political acts by reactionaries that are racist in character:

- *Over the past 3 years, tuition rates have increased by over 60%, resulting in the increasing inability of Black Youth to come to this elitist school.

- *The actual number of Blacks enrolled at NU and the relative proportion of Blacks to total enrollments has declined at an alarming rate. In fact, this year enrollment was down by nearly 40% from last year. This reflects the rise of a new conservatism in admission policies toward Black students and minority recruiting, as well as the deepening economic crisis affecting Blacks and indirect effects of the crisis in education.

- *Financial penalties will now be attached to bills of those unable to pay by the deadline. We know who will be hardest hit by this policy.

- *Black faculty, Black studies and Black educational support programs are under the hammer of costs conscious high level administrators less sensitive to the needs of the Black community at NU.

- *More open and blatantly racist assaults on Black students have been occurring with increasing frequency.

These issues and related ones must be addressed by Black students and an appropriate strategy adopted to deal with these issues. These developments are linked to more fundamental problems rooted in the nature of U.S. economic and politics that give rise to these increased racist attacks.

THE PROBLEM CONFRONTING BLACK STUDENTS AT NU IS NOT ISOLATED

The U.S. economic and political system is in deep trouble affecting the majority of American people. Blacks are more brutally affected. Black unemployment is at an all time high. The current crisis of the U.S. political economy is part of a global problem affecting poor, oppressed and working people like ourselves. The economic crisis increases conflict between powerful imperialist nations (U.S. SU etc.), between all imperialists and the peoples of Asia, Latin American and Africa (especially Southern Africa). These economic conflicts serve to sharpen political differences and increase the danger of global war: A threat to the world's people including Black people here in the U.S.

Black youth/people and the majority of youth in America have nothing to benefit from fighting foreign wars of aggression. Only a few rich and wealthy benefit. We can only benefit by deepening the fight at home for jobs, income, better social services and for Black Liberation.

NU Black Students have made important contributions to the Black Student Movement, the Black Liberation Movement (BLM) and the movement to support African liberation over the past decade or so. We must continue to do so in the 1980's. This way we can contribute to making the 1980's a decade of mass struggles more militant and effective than the 60's and early 70's. Our student leadership has been generally progressive. But today we face new challenges, that can be best met by bold, strong leadership capable of uniting the diverse elements among Black students and guiding them into struggles to maintain and extend the weakly protected gains resulting from previous mass struggles.

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ALL BLACK STUDENTS UNITE!

WEDNESDAY, OCTOBER 15, 7:00 P.M.

1914 SHERIDAN ROAD

BLACK STUDENTS AT NU ARE BEING ATTACKED :

- HIGHER AND HIGHER BILLS
- SHRINKING ENROLLMENTS
- DECLINING EDUCATION SUPPORT SERVICES
- ATTACKS ON BLACK STUDIES, FACULTY
- MORE BLATANT AND OPEN RACISM, INCLUDING NU'S INVOLVEMENT IN SUPPORT OF IMPERIALISM AND APARTHEID AND ASSAULTS ON CAMPUS.
- NAZI ATTACK DEMONSTRATIONS

WE NEED TO UNITE, COME TOGETHER STUDY THE PROBLEMS AND
DEVISE A COMMON PROGRAM OF ACTION

BRING YOUR FRIENDS, BRING YOUR MINDS AND HANDS

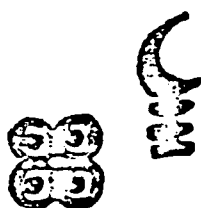
SPONSORED BY: STUDY AND STRUGGLE: The Chicago Student
Mobilization for Black Liberation (at NU)
FMO



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BLACK STUDENTS UNITE!!

Friday Meeting!
BLACK HOUSE
7:00



Sunday Rally &
Protest-Demo !!
12:00 NOON
BLACK HOUSE

BLACK STUDENTS MUST UNITE IN A COMMON FIGHT AGAINST RACISM ON THE CAMPUS, IN THE COMMUNITY, AND INTERNATIONALLY (SOUTH AFRICA).

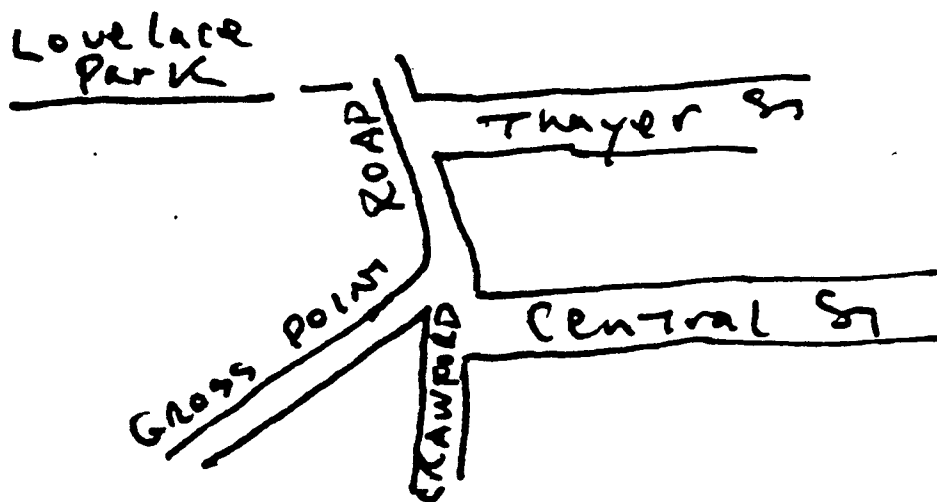
THERE WILL BE A MEETING TO DISCUSS A PLAN OF ACTION REGARDING THE NAZI RALLY, SUNDAY 19th AND OUR UNITY AND SUPPORT FOR THE NAACP AND THE BLACK COMMUNITY OF EVANSTON IN THEIR COUNTER-DEMONSTRATION.

THE MEETING WILL BE FRIDAY, 7:00 AT THE BLACK HOUSE.

SPONSORED BY: STUDY AND STRUGGLE: The Chicago Student Mobilization for Black Liberation
FMO
BLACK GRADUATE STUDENTS ASSOCIATION
BAUL
KAPPA ALPHA PSI

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**Show the Nazis an
EVANSTON UNITED
for
Freedom and Human Dignity
M E E T I N G**



SUNDAY, OCTOBER 19, 1980 3:00 P.M.

Lovelace Park at Gross Point Road and Thayer

(Two blocks North of Central & Crawford)

The Evanston NAACP is calling all Citizens who profess to believe in the principles of freedom and human dignity to unite in a peaceful gathering at Lovelace Park and to demonstrate to the American Nazi Party where Evanston stands.

**Sponsored by the Evanston NAACP
1904 Green Bay Road, Evanston, IL. 60201
312 / 864-0038**

Nazi reaction

Jeers, tears fill Lovelace Park

By David Craig
Daily Northwestern Staff

"We're on our way to Lovelace Park," chanted a line of about 50 people marching down Evanston's Central Street toward the park where the Nazis were to rally Sunday. Trailing behind them were three boys, each about 10 years old, carrying metal pipes.

Other people, milling through the crowd of about 2,000 at the park, carried broken bricks, eggs and fruit they used to pelt the Nazis during their brief appearance outside the park's restrooms.

But the feelings of most of the crowd—though no less powerful—were expressed less visibly.

"DO YOU WANT to know what this is?" asked Leo Seftman of Skokie, pulling up his shirt sleeve to reveal a number branded on his skin. "I was twice in Auschwitz."

"I lost my whole family—I had one child. I lost my wife, my parents," the elderly man said, breaking into tears.

"Who needs protection, me or the Nazis?"

Another man nearby said he had come as a member of the LOR organization, a Chicago group of about 75 survivors of Nazi concentration camps. He said a second group of about 200 survivors was also attending the rally.

"THESE PEOPLE (the Nazis) must not

have any kind of conscience to do this," said Loretta Simmons, an Evanston resident who has relatives who were in concentration camps.

"They cannot get a foothold in our country," she said. "I am against violence, but they should be told with crowds of people that they have no business in America."

As she talked, a parade of International Committee Against Racism (InCAR) supporters sang, "Give me that anti-racist feeling" to the tune of "Give Me That Old-Time Religion."

InCAR coordinator Bob Cohen, a Northwestern medical student, said before the rally, "The Nazis don't go away if you ignore them. That's what they tried in Germany. You have to fight them, to yell at them to keep them from speaking."

"JOHN ANDERSON (who appeared at an earlier Northwestern rally) isn't going to make the Nazis go away."

But a woman from a Chicago group of gay Jews, said the Nazis must be allowed to speak. "If they suppress them, they can turn around and suppress others."

Others in the crowd also said the Nazis were entitled to demonstrate. But some, including a middle-aged Skokie woman, disagreed.

"Sure it started small," she said, waving an arm in anger. "It started small before."



Police await a possible confrontation with Nazi protesters in Lovelace P (Photo by David Garfinkel).

Rally...

from page 1

fixed upon the dais and the words of the speakers.

Beneath the platform, on the sidewalk in front of Deering Library, several NU students held up signs containing the names of World War II concentration camps.

TWO OF THESE students, both women, began to cry as guitarist and former NU student Joe Black played a Hebrew song.

Evanston Mayor James Lyle was one of several local officials to speak at the rally. Cook County State's Attorney Bernard Carey, and U.S. Rep. John Porter (R-10th) were also present but did not speak.

Lyle said issuing the Nazis a permit to march was "the most repugnant act I've had to participate in as a mayor of this city."

"Evanston's greatest asset is its diversity," he said. "There is a price we pay to enjoy this."

Finley Campbell, Chicago leader of the International Committee Against Racism, pulled a megaphone from beneath his coat and encouraged the crowd to join InCAR.

"We do not choose to let the Nazis exist. We choose to do whatever we can to stop them," he said.

CAMPBELL SAID HE was disap-

pointed to see that the majority of spotters on the platform were whites.

Many persons attending the rally wore armbands and yellow paper Stars of David reminiscent of those worn during the Holocaust.

THEY CAME NOT only from Evanston but from surrounding areas like R. Park, Wilmette and even Gary, Ind. were those in wheelchairs. Older people stood with tears in their eyes and husbands draped over their shoulders as they sang Hebrew songs.

Entire families attended the rally, waving American flags.

"Where are the Nazis?" asked one boy.

His mother told him to be quiet as around them continued to listen to the speakers.

A crowd that was slow to part when the rally started, was dancing and folk dances shortly after the scheduled program ended.

For many, it was a positive experience. One woman grabbed her husband's hand and whispered, "We are in the right place. I am sure we are in the right place."



A tearful student watches the Deering rally (Photo by Ralf Hestoff).

Nazi...

from page 1

The 10 Nazis, who arrived at 2:07 p.m., were showered almost immediately with rocks and garbage as they stepped out of two denied sedans in the parking lot.

GIVING THE CROWD A Hitler-style salute, the Nazis were forced to crouch behind swastika-embellished shields to duck the hurled objects. Dressed in brown uniforms resembling those of Adolf Hitler's infamous Stormtroopers, they attempted to unfurl an American flag but were again driven back to the building by a rain of objects.

As bricks bounced off the metal roof of the restroom building, part of the crowd knocked down a rope barricade and attempted to rush the Nazis. Evanston police using riot sticks were joined by reserves of about 100 state troopers and police from Skokie and Wilmette to force back the demonstrators.

The Nazis, also known as the National Socialist Party of America, endured the barrage for about four minutes before leaving, again under a police escort. Police said they confiscated metal pipes, rocks, eggs and rotten fruit from "a large number" of protesters, but found no guns or knives. Angry protesters continued to taunt

police, however, pushing down another section of barricade and shouting obscenities.

After the Nazis departed, many in the crowd lingered at the park, chanting anti-Nazi slogans and waving hand-painted placards.

Before the rally, members of the Chicago branch of MASADA, a nationwide Jewish youth group, hung a brown-uniformed effigy of Hitler from a small tree near the cordoned-off Nazi rally site.

OTHER GROUPS, such as the Chicago chapter of the International Committee Against Racism (InCAR), and the Revolutionary Socialist League, sought new support among the crowd for their anti-Nazi organizations. Dr. Finley Campbell, InCAR's Chicago leader, said his group recruited nine new members at the demonstration.

MORE THAN 50 NU students, and NU groups including the Progressive Students Coalition and For Members Only, attended the rally and counter-demonstrations.

About a half hour after the Nazis left the park, members of the National Association for the Advancement of Colored People and several other black groups staged a rally attended by about 50 people.



A crowd gathers during the NAACP rally at Lovelace Park (Photo by B. Reichert).

Black Student Autonomy Under Attack

The beginning of the fall semester has brought with it new rules concerning the rights of Truman Student Clubs. The most critical and important rule deals with censorship. This particular rule imposed by the school administration, in essence means that any activities undertaken by students must have approval from the administration, especially activities dealing with political issues. Under censorship, if an event is rendered "too political" the administration will put a stop to it. This explicitly says that circulating petitions, leaflets, newspapers, showing films, etc., must be sanctioned by the school administration. Under censorship, Black students are denied the right to address critical issues affecting them at this school i.e. lack of Blacks on the teaching faculty, no Black Studies Program (However, there are Indian and Asian Studies being offered which is progressive.), but it still doesn't address the educational needs and aspirations of the Black student population. Moreover, censorship deprives Black students of autonomy - the administration has to decide what's in the interest of Black students.

Censorship - Who Benefits, Who Loses

The issue of censorship shouldn't and can't be viewed as unrelated and unimportant in relation to what's taken place in the broader society under the direction of Racist, Reactionary Ronnie Pay-gun. During the decade of the 1970's, Black enrollment in colleges and universities has been declining because of increasing conservatism in U.S. politics which has followed the recent upsurge among white individuals and social institutions (promoting staunch societal racism that is pervasively sweeping the nation) along with the declining economy as the underlying factor. Black youth have historically used higher education and post secondary training as a mechanism to upgrade their social status, and ability to improve their material conditions in U.S. society - though often blocked by pervasive racism. However, we must not attempt to separate institutions of higher education from the role they play in transmitting racist ideologies in the broader sector of U.S. society because they have a direct relationship to Corporate America.

The ruling class of the U.S. feels that in order to restore the American economy, the nation must return to some "mythical Golden Age" of high productivity and archaic moral values - racism, at the expense of the working class and poor of the U.S. society. Historically, Black people have been the hardest hit by the whims of the ruling class which gave rise to intense struggle to obtain human rights. During the sixties the struggle on the U.S. college campuses reached an unprecedented level of intensity. The major demands raised by Blacks were for more Black representation on university and college faculties, the establishment of Black Studies as a field of serious study in solving the problems confronting Black people in the U.S. society. To quell the social unrest of the 1960's programs like BEOG, ISSC, etc. came into being. But during the 1970's Supreme Court decisions like Bakke, Weber seriously challenged the gains Blacks made in obtaining access to higher education and as a result Blacks are faced with the same conditions they faced in the sixties. Black Students Must Fight Against Censorship!!!!



WE NEED MORE STUDENTS INVOLVED IN POLITICAL STUDY AND POLITICAL STRUGGLE TO ACHIEVED LIBERATION.



In order to develop politically effective leadership to fight back against the assaults upon us and strike blows for Black liberation, Black students need to systematically engage in serious political study and analysis of society, learn from the positive and negative lessons of previous struggles. Moreover, we need to unite around a common program of action that can be applied to concrete struggles around issues affecting, both, Black students and the broader Black community (jobs, social services, educational and political reform, etc) both STUDY AND STRUGGLE are necessary. In this way we can develop the kind of youth leadership capable of contributing more effectively to Black Liberation and the fight against all forms of oppression at home and abroad.

STUDY AND STRUGGLE AND THE UNITED BLACK STUDENT MOVEMENT

STUDY AND STRUGGLE is the CHICAGO STUDENT MOBILIZATION for BLACK LIBERATION. We are a city-wide organization composed of Black youth, drawn mainly from the campuses. We are opposed to imperialism, racial and sexual oppression and actively engage in the Black Liberation Movement. Our main work has centered around the development of a mass Black youth resistance to the draft and threat of Imperialist war while supporting mass struggles for reforms on the campuses where Black Students are located. We have taken up our work on the campuses and within the community in order to build up the resources and fighting capacity of the movement for Black Liberation and the fight against imperialism and racial oppression.

WHAT CAN YOU DO TO HELP!

1. COME TO THE MEETING!!

COME TO THE MEETING!!

We call for a series of campus-wide meetings of Black Students aimed at sharing concerns and ideas, and developing united actions. The first meeting will be held Wednesday, October 15, at the Black House at 7:00. We welcome your participation bring a friend.

2. SUPPORT OUR ANTI-WAR, ANTI-DRAFT PROGRAM AND PETITION DRIVE

This summer STUDY AND STRUGGLE initiated a massive 5 POINT PROGRAM TO BUILD Black Unity against Imperialist War and the Draft. It demands less spending on military expenditures and more support for social services, educational opportunities, jobs and better income. The program takes a stand against U.S. involvement in Africa especially in African Liberation struggles (Southern Africa) and the increasing racism and conservatism in U.S. politics.

3. JOIN STUDY AND STRUGGLE

Contact us at our office in Timbuktu Bookstore 2530 So. Michigan Ave (P.O. Box 6291) Chicago, 60680) or call us at 842-8242 (or 492-9099).

4. SUPPORT REVOLUTIONARY BLACK POWER AND THE TEN POINT PROGRAM FOR BLACK LIBERATION

This program has been put forth by Peoples College in BLACK LIBERATION MONTH NEWS, 1980, (copies available at Timbuktu Bookstore.

5. SUPPORT YOUR LOCAL BLACK STUDENT UNION

Attend meetings, help make decisions, get involved!

VOTE FOR DENNIS MORGAN AS Pres. OF B.S.A.

THE BLACK PROGRESSIVE STUDENT SLATE 9 POINT PROGRAM FOR BUILDING UNITY
AMONG BLACK STUDENTS AT TRUMAN COLLEGE. THE FOLLOWING ARTICLES EXPLAIN
WHY WE HAVE DEVELOPED THIS 9 POINT PROGRAM.

- 1) We demand a competent and committed Black student leadership at Truman College which can represent the interests of Black students and relate to the interests and struggles of the masses of Black people.
- 2) We demand Black Studies at Truman College, because it can serve as a viable tool in the Black Liberation Movement. It also has the capacity to serve the study of, and the struggles of Black people in relationship to the society, nation, and world in which we are apart.
- 3) We demand quality education, and educational opportunities for Black youth within the public school system at the city and state level.
- 4) We demand that the Reagan administration end its attack on financial aid (i.e. BEOG, ISSC, SEOG, GSL, etc.) and affirmative action programs designed to give Black and other minority students access to educational opportunities within colleges and universities.
- 5) We want to build an effective network of Black student organizations anchored on the local colleges and universities, that can give progressive leadership to the growing and potentially powerful Black Student Movement as a component of the Liberation Movement of Black and oppressed people in the struggle against racism, sexism, and imperialism.
- 6) We demand an end to censorship, we believe that Black students at Truman should have more collective input into those affairs that effect the lives of Black students. We demand Progressive Black Student Power on the campus and in the country.
- 7) We believe that the Black student body at Truman should be a part of the 60,000 plus Black students in the Chicago area who are a major resource in the struggle for progressive Black political power in Chicago and Illinois.
- 8) We oppose the current drive of the U.S. government toward imperialist war. It is not in the interest of Black students/youth nor the American people in general. If war should come the majority of people both at home and abroad will suffer and only a few will benefit. We demand that the U.S. government cut its war spending and put more money in social services and jobs.
- 9) We demand that police brutality and groups such as the Klan and Nazi Party be exposed, opposed and struggled against as a major instrument of racist, fascist reaction in the United States.

rising racism on and off the campus, and there is a US drive towards war which we will suffer disproportionately from). Therefore we need unity, but unity must be built around concrete issue-not around personality. This is why I am running on a nine point program that was developed by Study and Struggle, the City-Wide Black Student organization, that is trying to rebuild a fighting Black student movement and that was adopted by the Progressive Black Student slate.

HISTORICAL ROLE OF THE BLACK STUDENT MOVEMENT

When the Black student movement was strong the gains we made were strong (e.g. Black studies, Black facility). When the Black student movement became weak during the 1970's the attacks on Black people became increasingly sharper (i.e. attacks on affirmative actions declining Black student enrollment, poor employment opportunities for college graduates, rise of the Klan and Nazi party, etc.).

VOTE!!! DENNIS MORGAN OCT. 8th and 9th.

BLACK STUDENT GOVERNMENT CONFERENCE

THE THEME: "Black Students in the Eighties: Alternative Strategies to the Reactionary Challenge"

SPONSOR: The Black Student Union and
The Center for Minority Studies
Northern Illinois University

WHEN: October 9, 10, 1981

SITE: Holmes Student Center
Northern Illinois University
DeKalb, Illinois 60115

MODES OF
TRAVEL:

- a) Automobile/vans/etc.
- b) Greyhound Bus
- c) Airplane--fly into Chicago O'Hare
(We will pick up persons if they notify us in advance of their travel schedule.)

HOUSING: See attached sheet

CONFERENCE
REGISTRATION

FEE: \$35.00 per person

SELECTED KEY CONFERENCE PARTICIPANTS:

Aaron Yaw Adade
Hannibal Afrik
Ron Bailey
Jacob Carruthers
Bernadine Chapman
John Henrik Clarke
Philip T.K. Daniel
Vesta Daniel
Cheryl Hart
Andre Uememe Smith

Clarence James
Haki Madhubuti
William Nelson
Lu Palmer
Dhamana Shauri
Dagnea Teshome
Eddie Williams
Conrad Worrill
Bobby Wright

Northern Illinois University
DeKalb, Illinois 60115

Black Student Union
Center for Minority Studies
815 753 1848

August 10, 1981

Dear Brothers and Sisters:

Thank you for your very positive response in respect to our Black Student Government Conference. The conference, entitled "Black Students in the Eighties: Alternative Strategies to the Reactionary Challenge," will be held on the Northern Illinois University campus in DeKalb, Illinois, October 9-10, 1981. The occasion will mark a unique opportunity for all of our black brothers and sisters who are vitally concerned with the problems that plague our people.

We would like personally to invite you to join us for this important colloquium during which we will reflect on the black student environment and its future. We will consider vital issues in the changing black student milieu and the implications for traditional support of our programs; growing conservatism and racism (subtle and institutional); and fiscal retrenchment on campuses across the country. How do we survive and chart our mission into the environment without the militant advocacy of our beginnings? How do we continue to go forward in the future? What are the important lessons we have learned?

This conference will be a forum to share experiences, to ensure our continued success and provide an opportunity to rededicate ourselves to the vital commitments of our original mission, that is, our purpose for coming into being.

We have invited many friends and educators to join us for this much needed gathering: Haki Madhubuti, poet, political theorist; Dr. John Henrik Clarke, dean of African scholars; Dr. Bobby Wright, black psychologist; Lu Palmer, black journalist and radio commentator; Hannibal Afrik, black educator, community activist, and director of Shule Ya Watoto; Dr. Jacob Carruthers, black political scientist and African historian; Dr. Philip T.K. Daniel, black studies theorist and educator; Dr. Conrad Worrill, director of Chicago chapter of the National Black Political Party, community activist, and member of the Black United Front; Dr. William Nelson, black political scientist and president of the National Council for Black Studies; Dr. Admasu Zike, African political scientist...as well as many others who will be a part of our program.

We encourage you to attend. Your presence at this conference is vital to its success. We wish to make this conference a mecca for ideas, and we need a diversity of minds to finalize that aspiration. Only your presence and support will make this possible.

Enclosed is a registration form and information on hotel accommodations in DeKalb. We will gladly assist you in making reservations. Space is limited, but we do have special arrangements with Holmes Student Center and the Holiday Inn to accommodate as many of our guests as possible.

AN OPEN LETTER TO BLACK STUDENTS

FROM STUDY AND STRUGGLE:

THE CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION

P. O. Box 6791 Chicago, Illinois 60680 Phone: (312) 842-2112
c/o TIMBUKTU: The Black Peoples Bookstore, 2530 S. Michigan Av., Chicago

BUILD A FIGHTING BLACK STUDENT MOVEMENT IN ILLINOIS IN THE 1980'S

Dear Sisters and Brothers, Fellow Black Students and Student Leaders:

It is indeed time to unite: come together, share ideas, resources and demonstrate our collective strengths. We have come to this conference at Northern Illinois University bringing different views, different kinds of experiences, different ideas about the nature of the problems we face as students and as a people as well as the different roles we can play in the struggle to liberate Black people and improve our day to day conditions. Yet, this conference--this coming together of Black student leaders, activists and people who want some action--is a very good thing. The fact that we are searching for common points of agreement--recognizing our differences--is basic to the success of this conference and the success of every similar endeavor we can make in the struggle to liberate our people and to defeat our common enemy.

WHAT IS THE PROBLEM?

Black people in general, and Black students in particular, are being victimized by sharp rounds of attacks and setbacks. Many of the progressive gains we've won over previous decades of struggle have been and are being reversed. Unemployment and underemployment are at an all-time high; cutbacks to human services, educational opportunities and affirmative action programs are deep and pervasive. They will have serious impacts upon the living conditions of many Black people--especially working people and those on fixed incomes, little incomes, and no incomes at all. Racism and racial oppression has become more pervasive, blatant and open due to the permissive attitudes and policies of Racist Ronald Reagan. In the face of such a crisis, both on the campus or in the community, we need to counter these attacks by building a United Mass Movement of Resistance. WE NEED A FIGHTING BLACK STUDENT MOVEMENT.

As Martin Luther King, Jr. noted, "the gap between abject poverty and superfluous wealth" created by the capitalist system is becoming glaringly apparent to all. This gap will get wider in the near future as the all-around crisis of imperialism deepens. And because it is the overall imperialist system which generates the oppression of Black people, imperialism must be defeated! We believe that the vast majority of Black people, students, women and all those who are victimized by it, can be united and target imperialism's main official leaders--Racist Ronald Reagan (Ray-gun), the war mongering super reactionary. Reagan symbolizes all that Black people despise. We must chase him out along with all his lackeys including "uncle" Tom Sowell, his "oreo" economic advisor.

ROLE OF BLACK STUDENTS

Black students can serve the movement in a number of ways. One of the best ways, with Black students as an important sector of the liberation struggle of Black people is by Building a Mass Student Movement that links campus issues (Black Studies, declining Black enrollments, etc.) to broader issues in the Black community (see Black Liberation Month News 1980 and 1981).

Black students have made important contributions to mass struggles in previous decades as have all Black youth (SNYC-Southern Negro Youth Congress in the 30's and 40's, SNCC and the Panthers in the 60's, ALSC in the 1970's, etc.). When the Black student movement was moving active so were broader community struggles for progressive reforms. Students were vital shock troopers

of the Civil Rights and Black Power phases of the Black Liberation Movement. In the 1980's, we must rise up to do it again!!! This time, however, we must build a movement of escalating struggle more pervasive and militant than these of the 30's or 60's! With students uniting, developing resources and preparing themselves for the big battles in the 1980's among Blacks and all oppressed people, we can be an important force for Black Liberation.

W E N E E D A P R O G R A M

STUDY and STRUGGLE believes that unity can best be built in concrete struggle around those issues affecting the broadest number of people and their interests. In addition to campus struggles, there are five key issues that Black students and youth have been united around in common struggle as we've carried out our work:

- (1) Opposing imperialist war and militarization of the United States economy - especially the federal budget. (END GREEDINESS AT HOME AND ABROAD)
- (2) End opposition to the registration in the military draft (NO DRAFT! OUR FIGHT IS AT HOME)
- (3) Struggles for full employment and decent earnings (JOBS AND INCOME FOR ALL!)
- (4) No political and military intervention in Africa by the United States--especially in Southern Africa where liberation struggles are being fought. (FREE AFRICA; UNITED STATES HANDS OFF!)

These are five (5) demands that are at the center of our FIVE POINT PROGRAM for Building principled Unity in the Black Community. This is a minimum program that can push forward overall struggle of Black people.

We call upon Black Students to take up this program and test it in concrete struggles. Yet while this minimal level of unity is necessary in the Black Liberation Movement and among students, true liberation of Black people can only come as the result of successful fight for Revolutionary Black Power. Therefore STUDY and STRUGGLE has endorsed the "Ten Point Program for Revolutionary Black Power" put forward by Peoples College in Black Liberation Month News (1980, 1981). We call upon this conference and its participants to read it, discuss it and debate it as another way to build unity which will positively affect the broadest number of Black people and all others who are oppressed.

W E N E E D A C T I O N

Programs, no matter how elaborate, are more empty words unless we are committed to implementing them in a righteous way. Therefore, STUDY and STRUGGLE proposes the following course of action to be adopted by participants in this Conference:

- (1) Support the FIVE POINT PROGRAM of STUDY and STRUGGLE;
- (2) Full discussion of the program for Revolutionary Black Power under the general theme of Black Liberation on campuses and in the community during Black Liberation Month in February 1982;
- (3) STUDY and STRUGGLE calls upon Black students in the state of Illinois to hold massive local demonstrations on the campuses and in the community to protest the Reagan budget cuts in higher education, and affirmative action, and social services during the month of February.
- (4) Build for a mass convention of Black students from throughout Illinois in Chicago Marcy 10-17, 1982 during the period of the Sixth Annual Conference of the National Council for Black Studies and for the purpose of further building the Black Student Movement as a fighting force for Black Liberation.

National Council for Black Studies 6th Annual Conference

STUDENT ESSAY CONTEST

**Conference Theme: Academic Excellence and Social Responsibility:
SCIENCE AND POLITICS IN BLACK STUDIES**



ESSAYS MAY FOCUS ON ANY OF THE PROBLEM AREAS OF BLACK STUDIES.
ENTRIES ARE TO BE TYPEWRITTEN, DOUBLE-SPACED, AND OF WHATEVER
LENGTH THE AUTHOR DEEMS APPROPRIATE.

TWO AWARDS

\$500.00 FOR THE BEST UNDERGRADUATE ESSAY
500.00 FOR THE BEST GRADUATE STUDENT ESSAY

DEADLINE

FOR ALL ENTRIES IS:

FEBRUARY 1, 1982

NCBS

SEND YOUR ESSAYS TO:

National Council for Black Studies
Memorial Hall East M35
Indiana University
Bloomington, Indiana 47405

Conference site: RADISSON CHICAGO HOTEL
Conference host: UNIVERSITY OF ILLINOIS/Urbana

The Student Essay Contest, as well as NCBS Membership,
is open to any person enrolled as a student in an educational institution.

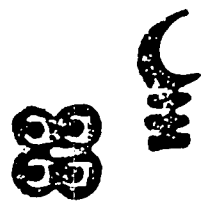
THE WINNING ENTRIES WILL BE READ AT THE

NCBS 6th Annual Conference • March 17-20, 1982



THE CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION

STUDY & STRUGGLE



BLACK STUDENTS UNITE!

BUILD A NEW YOUTH MOVEMENT ON THE BASIS OF POLITICAL STUDY AND STRUGGLE!!!

WHAT'S THE PROBLEM?

Black People in general and Black Youth in particular are the victims of increasing racist political and economic attacks. The vicious capitalist system is going deeper into economic, political, and social crisis. As the crisis intensifies, the economic and racial oppression of Black People becomes more blatant, violent and more widespread. The effects upon Blacks and other oppressed working people are growing joblessness, declining educational opportunities, cutbacks to social services and mount racist attacks by the Klan, Nazis as well as the police (brutality) in cities throughout the U.S.

The worldwide system of imperialism in which the U.S. capitalists are apart is being hard pressed by its own internal contradictions: its competitive greed and cut-throat rivalry for shrinking markets for cheap labor, goods and vital raw materials. The main aspect of this situation is super-power contention between the U.S. and Soviet Union. It has brought the world's people closer to global War of imperialism than at any time since WWII. Meanwhile, the militant revolutionary movements and mass resistance among peoples all over the world have struck might blows against the imperialists in the name of freedom and liberation.

Slowed by its own insatiable greed for profits, the dogged competition among its members and the heroic counter-attacks by the oppressed peoples, this wicked imperialist system has begun to retaliate like wounded, mad vampires. The imperialists are wounded and hurt, but they are far more dangerous. In their savage frenzy, they clamour for war to salvage their privileges and whip poor and oppressed peoples back into their places where they will continue to be crushed under the imperialists feet. While the main war cries are now directed at an external enemy, they can quickly turn inward to find scapegoats among the American people (i.e. Blacks). In one way or another, Black people have always been the scapegoats to either bail the U.S. out of foreign wars or to be attacked and hounded once these wars were over.

The oppressive, exploitative system of imperialism is in deep trouble because of the growing resistance of peoples internationally and growing anti-imperialist movements at home. To finish off these blood thirsty vampires, we need to forge a united movement, more militant, widespread and intense than either the movements of the 30s or the 60s. We need to

drive these demons out into the light of day, expose them before the people and drive liberation stakes through their bloodsucking hearts!!!

WHAT IS THE SOLUTION FOR BLACK PEOPLE?

Black people have struggled long and hard for freedom, justice and equality within the U.S. system--its political economy and laws. Yet, we remain the last hired, the first fired (during recovery) and the worst paid. Today, unemployment rates for Black people approach 20% of our labor force. For Black youth the rate is over 50% in many large cities. Both major political parties continue to broker away the hard earned gains made in the 60s as a result of mass struggle. Our political misleaders have repeatedly sold us out for a new grant and a few dollars more in their pockets. Meanwhile, the government encourages the rise of the Klan and the Nazis to attack us while the jails and prisons overflow with our Youth.

Now, as we witnessed before, a new war threat is on the horizon and Black Youth will be forced into a situation like Korea and Viet Nam where we did a disproportionate amount of the fighting and dying, while our families did a disproportionate amount of the suffering over lost sons. We fought their wars only to receive empty promises. Token band-aids were placed on economic political and social wounds that required the government to perform major surgery. More and more Black Youth are saying "HELL NO, WE WON'T FIGHT YOUR WARS." The real fight is at home for jobs, income, better and more education and to "whip the ass of the racist KKK trash"--and other reactionary vermin of that ilk.

In the 1980s, Black people must launch a united mass movement bigger, more powerful and more effective than that of the 60s that brought millions into the streets. We must attempt to build unity in common struggle with the many oppressed, exploited and alienated peoples the U.S. imperialist system has injured. Black Peoples destiny is linked to the future of the oppressed in building a new social order. Malcolm X noted that this racist political and economic system can not produce freedom for Afro-American people. Therefore, we must fight to change it!!!

Black students (and all Black Youth) have a most important role to play in the resurgent Black Liberation Movement (BLM) of the 1980s. We must bring our energy, our enthusiasm, our creativity to bear on the defense of Black people and resist the new round of all-out racist attacks. Moreover, we must take to the offensive, become the shock troops to storm the palaces, and penthouses and Daley Plazas where the monsters who run the imperialist system hang out. The solution to Black Liberation lay in waging a successful fight to dislodge the imperialists and their political henchmen and send them 'out the box." To do this, we need a united mass student movement led by committed, disciplined and well-trained warriors. STUDY AND STRUGGLE is attempting to build itself into such an organization among Black students and Youth in Chicago.

WHAT IS "STUDY and STRUGGLE"?

STUDY and STRUGGLE is the CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION. STUDY and STRUGGLE is an anti-imperialist organization. It is composed of Black student and youth militants, progressives and

revolutionaries whose main political work is within the arena of the Black Liberation Movement. While attempting to build principled unity with progressive students on the campus, our strategic orientation is to link up with progressives within the mass struggles in the Black community. We view the united front against imperialism as a major weapon to be built on the basis of united mass struggle within the Black community.

We view the fight to inject and develop revolutionary anti-imperialist politics and consciousness among Black students as a most important component of the united front among Black people and a vital contribution to the Black Liberation Movement.

We believe that unity should be built from the bottom-up on the basis of mass struggle around concrete issues in the fight against exploitation and all forms of oppression, including racism and sexism.

STUDY and STRUGGLE believes that we must support the just struggles of oppressed people abroad (i.e. Southern Africa) against the common enemy, but our main fight is at home against U.S. imperialism and its racist oppression.

WHY BLACK STUDENTS?

STUDY and STRUGGLE bases its politics upon the summation of the practice of the Black Liberation Movement, the past and current conditions and experiences of Black people as well as the lessons of the world-wide movement against imperialist exploitation and oppression. These movements have been youthful, dynamic and energetic, resourceful and inventive. They have also been bold, militant struggles in which youth have made major contributions. A significant segment of the leadership and the composition of these movements have emerged from among students in these populations.

The studies of past and current movements yield rich lessons that can be applied to guide our current practice and ongoing struggles. Black students have performed key roles and made major contributions to the Black Liberation Movement over the past 40 years. They have often been in the forefront of the struggles of Black people--especially during the decade of the 1960s. During the past two decades organizations such as: SNCC, SOBU-YGBU, NABS, FFM and ALSC have made important contributions to the forward motion of our struggle. They also left invaluable lessons--by positive and negative examples--which can serve to strengthen the development of the resurgent Black Student Movement in the 1980s. These lessons must be applied to the ideological growth and political practice of organizations such as STUDY and STRUGGLE.

Black students have two important responsibilities to Black people and the BLM as students: 1) to STUDY and 2) to STRUGGLE. First, the objective role of students is to gain the skills, training, knowledge, and tools necessary to make a contribution to building the societies and communities within which they identify. Black students share this aspect of the first responsibility in common with all other students. But, more profoundly, Black students should make an intellectual, technical, and professional contribution to the Black community in order for it to develop, flower, and be productive. Second, because of the oppressive historic, and current situation that this generation has to confront, and the legacy of struggle

Black students have inherited from previous generations.

Black students have a more unique responsibility. We are obligated to protect, maintain, and extend the progressive gains of previous struggles for future generations, while at the same time, contributing to the forward thrust of the BLM. These gains were made on the basis of the blood and sweat of the mass struggles of Black working people, women, youth, and activists who made awesome sacrifices. They will only be preserved by the same means.

Further, since STUDY and STRUGGLE also views the role of students from a broader context of a worldwide movement of social forces, we believe that progressive Black students must struggle against the three evils: IMPERIALIST EXPLOITATION, RACIAL, and SEXUAL OPPRESSION, particularly as it comes down on Black people.

HOW DID "STUDY and STRUGGLE" GET STARTED?

STUDY and STRUGGLE was initiated by PEOPLES COLLEGE, a revolutionary organization of Black people dedicated to fight against racism, imperialism, and all forms of exploitation and oppression. Its goal is total freedom for Black people, all oppressed people, and all people who are victims of class exploitation which will require fundamental changes in the U.S. capitalist system. PEOPLES COLLEGE has been active in the BLM over the past ten years and has made modest but significant contributions to its development. During this period, PEOPLES COLLEGE has actively encouraged and contributed to the development of the Black student movement and student based struggles on the campus and in the domestic and international community. STUDY and STRUGGLE has been able to benefit from the political lessons of PEOPLES COLLEGE. The political leadership of PEOPLES COLLEGE provides a context in which progressive and revolutionary-minded Black youth within STUDY and STRUGGLE can work, grow, and develop further unity with PEOPLES COLLEGE and make even greater contributions to the BLM and the fight against imperialism.

In October, 1979, Black student leaders and activists on several Chicago-area campuses responded to the call to mobilize Black student forces and to organize politically in the wake of the intensifying national and international situation (i.e. the education crisis, the attacks of the Klan, increased joblessness, Iran and the situation in Zimbabwe, etc.). Out of these initial meetings, STUDY and STRUGGLE was formed.

HOW DID "STUDY and STRUGGLE" DEVELOP?

The critically acute situation in Zimbabwe, the explosion of A-bombs in South Africa, the Iranian revolutionary movement, increasing racist attacks at home such as the KKK attacks in Greensboro, the Chicago school crisis, Cook County Hospital struggle all provided the backdrop in which the task to unite Black students took on increasing urgency. Over the next several meetings, the CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION was developed. Its task was to build a progressive student organization, united on three principles of : 1) ANTI-IMPERIALIST, 2) ANTI-RACIST, and 3) ANTI-SEXIST struggle and linking campus struggles with the domestic and international struggle of Black people against imperialism. STUDY AND STRUGGLE became the news organ of this organization, which was distributed on the campuses where Black students were concentrated over the next several months.

STUDY and STRUGGLE entered a new phase in February, 1980 (During Black Liberation Month) when it initiated a protracted campaign of mass education, and mobilization to oppose the new threat of imperialist war indicated by the policy of the Carter Administration to reinstitute the military draft by calling for peacetime registration. This move occurred in the wake of the Iranian/U.S. embassy crisis and the Soviet invasion of Afghanistan. STUDY and STRUGGLE interpreted this policy move as an immediate threat to Black and other American youth (including women) and a signal for a new round of economic, political, and social attacks upon the majority of working people in the U.S. Over the next six months we deepened our anti-imperialist war, anti-draft work and initiated a new program of mass outreach on local campuses and in the community. We have also begun to take the issue of building anti-war, anti-draft unity out broadly (nationally) on the basis of a five point principles of unity petition campaign as a minimum program of opposition to U.S. militarization, cutbacks to social service, declining jobs and income, attacks on African Liberation Movements and increasing conservatism and racist reaction in U.S. politics.

The recent drive towards war and the conservative politics of more warfare spending and less welfare expenditures for human needs poses a grave threat to oppressed people in general, the working people of America and Black people in particular. It has especially brutal effects upon Black youth (devastating unemployment, declining educational opportunities which make them turn to U.S. military as an "employer of last resort" to the streets, jails, and prisons). Many Black youth harbor the illusion that they will get training and income not available to them in civilian institutions (businesses and schools). The fact of the matter is that they will be underpaid and undertrained for skills that can't be used in the civilian economy. The fact that hundreds of thousands of youth are forced to become paid mercenaries to survive is an indictment of this racist society and its basic political-economic system. We need a united mass movement to change this situation by getting to the source of the problem: THE IMPERIALIST ECONOMIC AND POLITICAL SYSTEM.

WHAT IS THE POLITICAL ORIENTATION OF "STUDY and STRUGGLE"?

WE NEED TO DO TWO THINGS IN ORDER TO BUILD AN EFFECTIVE BLACK STUDENT MOVEMENT:

1. Unite the advanced, hardest working and most devoted Black students into a politically trained and disciplined organization without isolating or alienating the vast majority of progressive students and youth in the Black community;
- and
2. Build united struggles around issues on the campus and in the community that point the daggers at the system of imperialism and its racist and sexist forms of oppression.

An important aspect of our orientation developed in the course of struggles against incorrect views in the BLM and the broader movement against exploitation and other forms of oppression in the U.S. society. First, it is important to unite Black student leadership composed of politically conscious fighters, militants and activists to lead student struggles against the increasing attacks on the campus (i.e. cutbacks to educational opportunities, Black Studies and

Support Services) and in the community, (i.e. jobs, income, daycare, other social services, etc.). But in doing so, we must avoid the pitfalls of "ULTRA-LEFT" rhetoric. It is "ULTRA-LEFT" to only see "WORKING-CLASS REVOLUTION" and to ignore the objective conditions of Black people which bring them into conflict with this system which generates racism and racial oppression. It is ridiculous and self-defeating not to make distinctions between the legitimate nationalism of the oppressed and that racist, reactionary nationalism of the oppressor (i.e. white supremacy). It is equally wrong--and dangerous to abandon the campus and student forms of struggle as merely petty and narrow. These errors in the past have served to split the movement, isolate progressives and alienate the vast majority of students. Worst yet, these "super revolutionaries" wind up hurting the interests of the very people they profess to lead and to serve. They only see struggle and can't unite with anybody. But there is a more common type of error--Right errors that hold back the movement and leave the people defenseless.

We say to students that they "can't win" and "can't fight" or "wait a minute" so much that it puts us behind them in consciousness rather than up-front with them, leading the struggles.

Another form of error that holds back the movement is one where we chop-off the struggle into neat walled-off compartments (i.e. "my campus" vs "your campus," "the campus" vs "the community.") Therefore, students do not wish to get involved in community struggles off the campus and we don't struggle with them to break down this barrier. All of these examples above are forms of "RIGHT ERRORS" which mean we desire unity so much so that we don't provide leadership toward the strategic goals. We bring no more to the particular struggle and we get no more out of them once the momentum wanes down. We fail to tell the people who the enemy is and how to fight against them.

While we must struggle against "LEFT ERRORS" in our political and organizational matters, we must pay more attention to the main type of error rooted in student life and student work--"RIGHT ERRORS" that hold back the vast majority of students--in struggles from being unleashed against the system.

Another peculiar form of error contains elements of both right and "left" errors at the same time. The basic line put forth by these forces is that since we are an African people we shouldn't struggle against imperialism and racial oppression here in the U.S., "WE MUST FREE AFRICA, FIRST". This is an error that confuses people because it talks down at imperialism but gives us no means to fight it if we can't get to Africa. Even if we could go, where would we fight? Therefore, we are left without an enemy to fight... until the distant future. This is a defeatist approach which should be abandoned. Our main fight is at home. In battling against the imperialist monster in the U.S., we hasten its defeat abroad. At the same time, we do have an obligation to support the struggles of African people particularly at this point in Southern Africa where liberation struggles are being waged against the same enemy we face in Chicago, New York, Mississippi, and North Carolina. Therefore, we say:

IMPERIALISM MUST GO, RACISM NO! FROM CHICAGO TO SOWETO (USA to USA) !!!

WHAT IS "STUDY and STRUGGLE" DOING NOW?

STUDY and STRUGGLE has entered into a third phase of development. In the first two phases, the key struggle was to gain a foothold within the BSM and develop political clarity needed to guide our practical work within that movement. The new phase requires that we sum up our experiences and apply the lessons, learning by positive and negative examples of our practice. The main immediate challenge is to develop a more disciplined internal organization that will allow us to reach outward with greater force and effectiveness.

DURING THE COMING YEAR WE MUST DEVELOP A TWO-LEGGED STANCE ON SEVERAL FRONTS:

1. Uniting the main forces within STUDY and STRUGGLE on the basis of continued political study and broad outreach among students with mass forms of education.
2. Developing and establishing ties locally on the basis of local struggle and participating in national forms of outreach and networking among students where these local experiences can be shared.
3. Deepening mass campaigns of struggle on the campuses and within the broader community around critical issues (i.e. War and the Draft, unemployment and education crisis, anti-racist work, etc.).
4. While we continue to intensify efforts to build STUDY and STRUGGLE as a local student organization, we will work to building the Black Student Movement by working, and attempting to unite other student forces working within the BSM (locally and nationally).

WHAT AREAS OF WORK IS "STUDY and STRUGGLE" INVOLVED WITH?

The main area of work has remained the anti-draft, anti-war movement among Black Youth, on the campus and within the broader Black community. We will hold forums, meetings, rallies, and participate in demonstrations. In addition, we will be developing anti-draft, anti-war materials and leaflets. While the fight against the reinstitution of the draft is the main area of work we will be involved in struggles against racist oppression, the struggle for jobs and income and struggles emerging from the educational crisis. Our community work will attempt to build unity among Youth in the churches, high schools, and community organizations that have youth constituencies and outreach programs (see last page for list of work areas).

WHAT DOES "STUDY and STRUGGLE" DO ON THE CAMPUSES?

On the campuses STUDY and STRUGGLE attempts to unite progressive students and to bring them into active struggle against the attacks on Black people/Black youth and greater participation in the BLM. In addition, we recognize that student struggles have an independent character. The struggle for expanded educational opportunity includes fights for Black Studies, increased enrollment of Black students, defense of progressive Black faculty as well as the maintenance and extension of educational support services (EOP, SEEK, Upward Bound, etc.) and the enhancement of Black Student life.

We believe that the organized forms of Black student life (BSGA's, BSU's, Black cultural centers, Social clubs, Newspapers, etc.) are viable mechanisms for developing organizational skills, leadership and potential resources for the BSM/BLM. We stand for building up the organizational capabilities and capacities for struggle of these organizations without negating their independent character and the interests they serve. We will work with and within these organizations in order to build the BSM and make a contribution to improving the quality of Black student life.

On campus STUDY and STRUGGLE will work with progressive students in order to strengthen the position of Black students and facilitate the demands for progressive change and improve the opportunity for Black students to gain greater access to skills, training and professional knowledge. At the same time we will attempt to encourage--through active work--Black students to employ their talents, resources and time to service the Black community and the BLM.

WHAT RELATIONS DOES "STUDY and STRUGGLE" HAVE WITH OTHER ORGANIZATIONS?

STUDY and STRUGGLE has close political ties with PEOPLES COLLEGE which provides political leadership to STUDY and STRUGGLE. The members of STUDY and STRUGGLE support the analysis of the Afro-American experience developed in INTRODUCTION TO AFRO-AMERICAN STUDIES, (2 Vols. 1978-79). BLACK LIBERATION MONTH NEWS ("Revolutionary Black Power in the 1980s and the Ten Point Program") and other public statements of PEOPLES COLLEGE (Copies available at TIMBUKTU: The Black Peoples Bookstore
2530 South Michigan Ave.
Chicago, Illinois

STUDY and STRUGGLE has memberships as a student organization on a number of campuses. It also seeks unity with united front organizations in the Black community (i.e. Black United Front of Chicago, "BUF-C" and the Chicago Black United Communities, "CBUC.") In addition, STUDY and STRUGGLE will attempt to build principled unity with other student and "Movement" organizations working in the interests of Black Liberation and the fight against imperialism.

The leadership of STUDY and STRUGGLE is based upon the criteria of: the level of political clarity; consistency of involvement in practical work; support for the program of STUDY AND STRUGGLE; ability to work in a collective context; and responsibility for areas of work within the organization. The leadership is determined on the basis of collective participation of its membership.

HOW DOES ONE BECOME A MEMBER?

Individuals become members of STUDY and STRUGGLE by achieving unity around the political and organizational principles of STUDY and STRUGGLE, participation and support for organizational work, programs and activities and by financial support (i.e. dues, fundraising, etc.) on a regular basis. A person is eligible for membership who is Black, a resident of Chicago or in attendance in Chicago area schools.

STUDY and STRUGGLE is an anti-imperialist organization whose members are open to study, apply and practice revolutionary theory drawn from the

experiences of peoples who have waged struggles against imperialism and its forms of oppression and all people who have been victims of class exploitation.

STUDY and STRUGGLE opposes all forms of racial and sexual chauvinism within its ranks and actively struggles against it in its leadership. It is especially opposed to any form of sexual oppression or exclusion which prevents women from developing their fullest potential to provide leadership to the BSM.

WHERE CAN STUDY AND STRUGGLE BE CONTACTED?

OUR OFFICES ARE LOCATED IN LIBERATION HALL AT TIMBUKTU:

THE BLACK PEOPLES BOOKSTORE
2530 South Michigan Avenue
Chicago, Illinois

CALL US AT: 842-8242

OUR POST OFFICE BOX IS: 6291, Chicago, Illinois 60680

LEAVE A MESSAGE, A REPRESENTATIVE WILL CONTACT YOU!!!

STATEMENT OF UNITY

(CHECK) I have read the document. I am _____ I am not _____ in agreement with it to the extent that subsequent discussion could resolve existing differences.

(CHECK) I would like to get involved with a work area of STUDY AND STRUGGLE and become a member of the STUDY AND STRUGGLE Work Group on a regular and consistent basis _____.

(CHECK) I can support a work area of STUDY AND STRUGGLE on an infrequent or part-time basis because of other commitments _____.

(CHECK) I would like to be a contributor to STUDY AND STRUGGLE in order to assist its work within the Black Student Movement (i.e. Anti-Draft, Jobs, Education, etc.) _____ pledge.

WORK

AREAS

_____ Research and Development	_____ Timbuktu Staff Volunteer
_____ Newspaper/Distribution	_____ Administration/Fundraising
_____ Black Studies/Education	_____ National Outreach
_____ Community Outreach	_____ Skills Development (Audio-Visual)
_____ Book Displays/Forums	_____ Petition Campaign/Organization

NAME _____ SCHOOL/WORK _____

ADDRESS _____ PHONE () _____

TIME AVAILABLE _____ DAYS _____

ORGANIZATIONS _____

SKILLS AREAS _____

FIVE POINT PROGRAM

BLACK COMMUNITY PRINCIPLES OF UNITY

FOR BUILDING THE STRUGGLE AGAINST REGISTRATION, THE DRAFT AND UNJUST WAR

To: THE CONGRESSIONAL BLACK CAUCUS OF THE UNITED STATES CONGRESS, WASHINGTON, D.C.

We, the undersigned, strongly support the following five principles of unity and urge your fullest support and immediate action:

1. We oppose the current drive of the U.S. government toward war. It is not in the interests of Black people, nor the American people in general. If war should come, the majority of people both at home and abroad will suffer and only a few will benefit. We demand that the U.S. government cut its war spending and put more money in social services and jobs.

NO IMPERIALIST WAR! END GREEDINESS AT HOME AND ABROAD!

2. We believe that the draft and draft registration are not in the interests of Black people nor the majority of young people. We call on all youth to refuse to register and to join the growing movement to collectively resist the draft.

NO DRAFT! OUR FIGHT IS AT HOME!

3. We demand that the U.S. government guarantee full employment for Black youth at decent wages.

JOBS AND INCOME FOR ALL!

4. We demand that the U.S. government never use nor support military intervention in Africa. The U.S. military and its police forces (like the C.I.A.) must stay out of Azania (South Africa) as the struggle grows to liberate that country from illegal, racist white minority rule.

FREE AFRICA! U.S. HANDS OFF!

5. We call for massive organized resistance to the growing right-wing conservatism in U.S. politics. Our commitment is to make the 1980s a decade of escalating struggle in the face of increasing racist attacks and a worsening economic crisis.

POWER TO THE PEOPLE!

Name

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City/State/Zip

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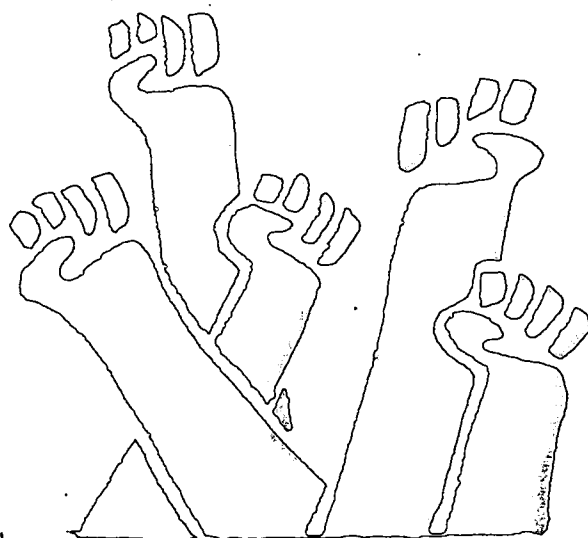
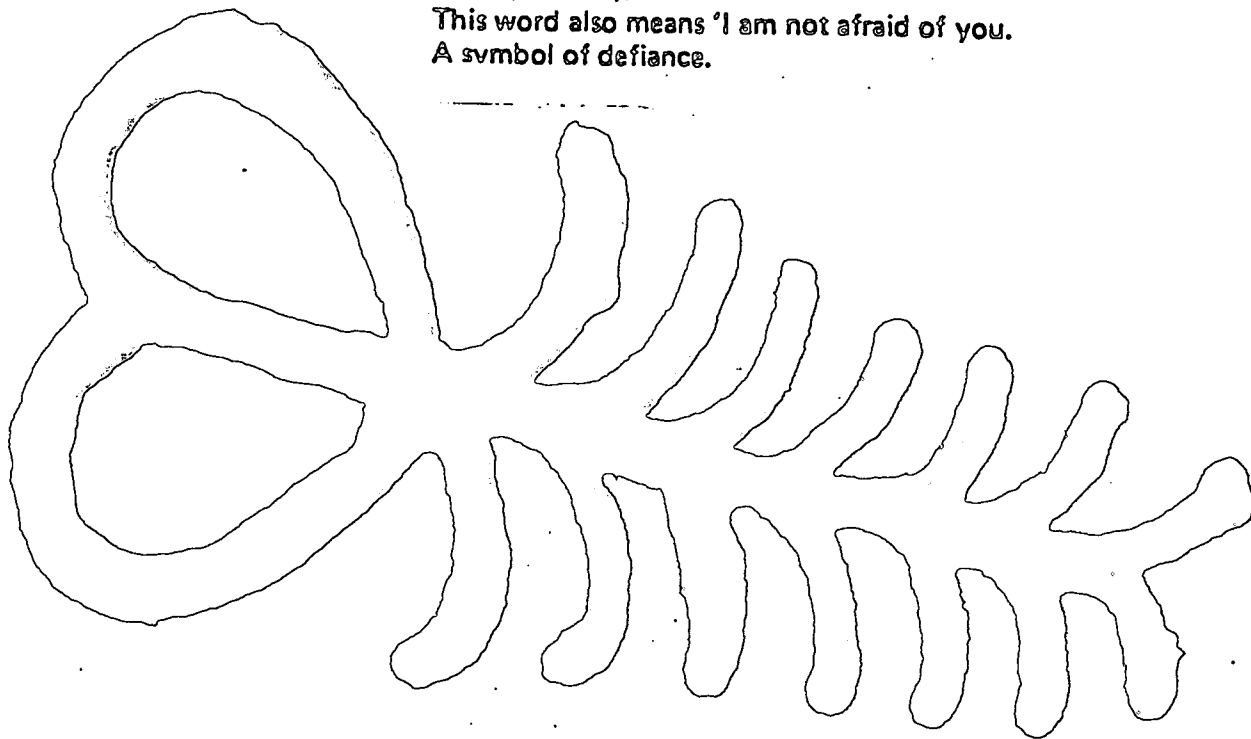
Send completed petitions to STUDY AND STRUGGLE: The Chicago Student Mobilization
for Black Liberation, P.O. Box 6291, Chicago, Illinois 60680

BLACK STUDENTS UNITE!

AYA (the firm).

This word also means 'I am not afraid of you.

A symbol of defiance.



BUILD THE BLACK STUDENT MOVEMENT ON AN ANTI-IMPERIALIST PLANE
OF STUDY AND STRUGGLE!!

JOIN AND SUPPORT STUDY AND STRUGGLE!!

CONTACT: CHICAGO STUDENT MOBILIZATION FOR BLACK LIBERATION
P.O. BOX 6291 CHICAGO 60680
2530 South Michigan Ave. Chicago, ILLINOIS 60625
(312) 842-8242

9/16/80

BUILD A FIGHTING BLACK STUDENT MOVEMENT NOW!!

Towards Black Liberation Through the DEFEAT OF IMPERIALISM!

STUDY AND STRUGGLE

Chicago
November, 1981

Towards Black Liberation Through the DEFEAT OF IMPERIALISM!!

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