

Written Agenda
Political Authority

Tuesday
OCTOBER 26, 1982
1750 hours

RED FLAG

2

10/1982

PEOPLES COLLEGE

R E D F L A G

PEOPLES COLLEGE # 2

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A NOTE ON RED FLAG #2

RED FLAG I represented a summation of our political work which was presented in the political report and the general theoretical line which will guide our work in the coming period. As we outlined in I, RF will do 2 main things: it allows us to engage in full and open democratic discussion and debate by putting our ideas and concerns on paper; and it serves as a tool of internal political education because it reflects our understanding and development of line as it is unfolded in our political work.

The issue as currently constituted suggests that we have yet to meet the challenges that are before us. While we are moving ahead with certain aspects of our work on a practical level, (as reflected by the reports on organizational work), our over-all political orientation and the priorities we are united around are not clear.

We think there should be more active and on-going discussion of RF in its pages and outside in our daily encounters with ^{each} other and the work. In addition, there should be calls for clarity around points raised that are not clear, that need to be deepened, or that we feel are incorrect. This is necessary because we are engaging in much that is new and critically summing up what is old. [Our internal political unity will not result without a struggle for that unity.]

One aspect of that struggle is our commitment to documents to be submitted on schedule. For this issue, only one comrade submitted a document as requested by our original schedule. Others came in slowly, some as much as a full week after the deadline. Once having moved the deadline, some documents still came in late (after having been misplaced); one comrade did not submit a document at all. Only one summation of leadership has been submitted. Finally RF background

materials have yet to be located. Originally, this was to be RF #2.

I acknowledge a self-criticism for part of this difficulty. I have not been as rigorous or insistent as I shall clearly have to become in helping all of us to resolve those contradictions that stand in the way of RF.

On the other hand, we do have RED FLAG I and RED FLAG 2 as a concrete measure of our commitment to be guided in our theory and practice by Marxism-Leninism and to accomplish our main goal for 1982-84: CONSOLIDATING LEFT POLE LEADERSHIP IN THE MAINSTREAM.

Gr. measured in years G-SC

On Leadership and the Use of RED FLAG

Some real problems are already beginning to emerge, and, therefore, I think that some guidelines need to be set:

1. RF must be thoroughly read no later than 7 days after getting it.
2. RF must be referenced in every conversation that PC members have with each other regarding PC work.
3. Every member of PC must talk to at least one other member about PC work every day!
4. Every article submitted to RF must reference some aspect of RF #1.
5. When ever a PC member feels that he/she is disoriented, he/she should always contact a member of PC within 24 hours.

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We have a structure that requires everyone to be a leader, and not to degenerate into liberalism or pragmatism. In fact, we might have to make our monthly meetings longer, or liquidate areas of work if people fail to live up to our expectations. Of course, this is a judgement to be made only after a great deal of trail and error. PC is quite capable of getting the necessary job done. But, we must rise to the occasion and do it. Failure means letting Reagan win. We must fight against that!

On the Slogan: CONSOLIDATE LEFT POLE LEADERSHIP IN THE MAINSTREAM and the Study of Marxist-Leninist Philosophy

The clarion call, the command to consolidate the left pole involves among other things our conscious effort to grasp Marxist-Leninist theory and "develop more line, both ideological and political." (RF #1, p 48) This follows in strict accordance to the position put forth by Lenin in WHAT IS TO BE DONE and summarized in RF #1 (p. 33) that, "The revolutionary left pole should always be represented by^a developed theoretical position and be rooted in systematic political exposures."

The extent that the process of forming the left pole and development of line becomes a responsibility of the rank and file of our revolutionary collective depends on our study of the classics and our grasp of the theory and line put forth in the documents of PC.

For while RF #1 (p.52) correctly points out that this slogan "is mainly a question of political line," it should be added the correct line must be rooted in the firm foundation of revolutionary scientific theory. The study of Marxist-Leninist philosophy, dialectical materialism, is the basis for arming ourselves in the struggle against right opportunism in the mainstream. (see RF #1, p 36) The grasp of revolutionary theory, of Marxist-Leninist philosophy is the main ideological weapon against the pragmatism of right opportunists. The recent Mid-West regional conference (NCBS) is a good illustration. The right opportunists, having failed at even attaining bourgeois academic standards (let alone excellence) wanted to grab the opportunity to imply that the publication of the Proceedings of the NCBS conference was an attempt on our part to opportunistically and underhandedly rip off the organization. Yet no discussion was made of the

fact that never had there been any effort to publish Proceedings prior to this year. Of course, we had announced in the "Call for Papers" and other conference material the aim to publish such Proceedings. The opportunist stand of the right regarding organizational structure, the role of the Vice Chair, the budget, and even the program of the Conference had never been given attention until this year. Such issues on the surface do not appear as philosophical questions. Yet if we go beyond these issues we find that our practice constituted political exposure of the pragmatic opportunism of the right. Although the right would be hard pressed to say that NCBS had represented the truth in any way except that it worked to further their career as individuals. Our fight against right opportunists in NCBS over organizational issues should be expanded to the struggle against the reactionary intellectual (philosophical) positions intrinsic to their academic work. The works of William Nelson, T.K. Daniels et. al. should be thoroughly criticized and linked to their practice in NCBS.

More importantly we must put forth the theory and line of PC, not just make negative statements about the right opportunists, but give the positive presentation of the paradigm and escalate the paper war. To do this [we must study Marxist Leninist theory and apply it to the Black experience.] For the slogan "Consolidate Left Pole Leadership in the Mainstream," as stated in RF # 1 (p 52) "is an offensive slogan, not a defensive slogan." [A slogan where we take the lead and push the spontaneous democratic mass struggle in Black Studies to the banner of the Red Flag.] We should not forget that this slogan is the main slogan for this year. *

Thus, our study of philosophy--Marxism-Leninism--is the base
on which the Red Flag will stand firm against the westward winds of
right opportunism. *ref?*

CONSOLIDATE LEFT POLE LEADERSHIP IN THE MAINSTREAM
SINK DEEP ROOTS AMONG THE MASSES
BUILD REVOLUTIONARY ORGANIZATION

Basic College

Because an important function of Basic College is to consolidate Peoples College around aspects of its own line, a critical part of going into Basic College is the curriculum. It will be very important for the study group leaders to be well prepared so that our line will be oriented toward the people we eventually want to pull in closer to PC. It is also important for the study group leaders to be able to acquaint the rest of us with their curriculum, so that we will all be able to run the line consistently in support of the SGL. In addition, it will be necessary to have substitutes when the SGL's are not able to conduct meetings.

Also, it is important that Basic College be used to sink deep roots. BC can be used for consistent follow-up on people we have yet to draw close to us. Contacts are a very important part of building BC so that everyone should be consistently aware of the part that BC can play in getting a work group to participate in BLM distribution, in the summer PE sessions and ultimately in PC. These groups of people will be the few that consistently work with us over the year, but the beginning of a relationship between them and PC should begin in the classes of BC.

HOW TO THINK TO LIVE: THE SLOGAN OF BASIC COLLEGE

This timely slogan has captured the fundamental question of philosophy, namely the relationship of thinking to being. As materialists, as Marxist-Leninists, we know that all consciousness is consciousness of existence, i.e., of living human existence. The importance of the materialist worldview is that it links all knowledge, all understanding, all cognition to science. We thus cast to the scrapyard all species of idealism, religion and mysticism. As dialectical materialists, we uphold the scientifically proven notion that all knowledge of the objective living reality is not passive, but reflects its lawful motion and consequently is a ceaseless process of approximation growing out of practice.

As we embark on Basic College, we must put the science of revolutionary theory and practice, Marxism-Leninism, as our guiding light, our beacon to the road of revolution, Black Liberation and socialism. For us study is no sterile exercise in bourgeois intellectualism, but our collective and concerted effort on "How to think to live" our revolutionary mission.

Summation of Leadership

I'll begin this review of leadership at the time when Study and Struggle was divided into the core and the four. The RED week-end in Urbana was good in that it opened up the possibility for new growth and greater responsibility for leadership among the four. But these possibilities never became reality because of a lack of initiative in the following period. The following period was characterized by me as a period of confusion between the four and resulted in a lower level of productivity for me. Work began to pick up leading into the campaign (i. e for BLM, the student conference, and NCBS conference) which was a very good thing. The campaign was good because it got me geared up and put a very busy period into good focus. After the NCBS conference, there was a period of a slight lag. That was followed by another gear up for NEH. My own participation in NEH was very minimal. The rest of the summer, my only involvement in the work was in the bookstore once a month and the slight involvement in that shelter issue in Robert Taylor. This was partly due to lack of initiative on my part and a failure to utilize people in different areas of work. This was also characteristic of my ambiguous position in Peoples College.

Chicago Political Economy Study Group: A Beginning Analysis

During recent months an effort has been made to consolidate advanced forces--operating within the context of the Rehab Network and the Community Workshop on Economic Development (CWED)--to take up the study of aspects of the Chicago political economy.

Among the initiators of this motion were people who had been active in community politics over the past several years in the area of housing, community economic development and community organization.

The social base of most of the individuals has been the radicalized sector of the petty bourgeoisie. Most are college trained professionals working in a community organization or institutional context. While the initiators have been active in neighborhood/housing and community economic development activities and established some level of familiarity at the level of names--CWED ("See-Wed") grouping provided a context for these forces to get involved in discussions, meetings and committee work initially in opposition to the proposed Enterprise Zone legislation and its potential adverse impact upon (1) organized labor (2) housing/displacement of residents (3) Civil Rights regulations, etc., which would be deregulated in impact areas designated by the Enterprise Zone legislation.

CWED's main trust has been directed toward the provision of an alternative policy at the local and state level to the traditional party platforms that would expand the role of community based organizations in the determination of the economics and politics of local neighborhoods. (See "Draft Platform" attached)

It was in the context of the struggle around the adoption of an alternative platform and strategy for change that it became apparent to some elements among the CWED forces that if fundamental and radically different policies were to come out of CWED or any other similar grouping that a much greater understanding of the Chicago political economy, its motion, and development must be grasped. It was also clear that the level of development of broader forces up in and around CWED had to be heightened. Hence the proposal for a political economy study group began to circulate.

It was first brought to this comrade by Art Vasquez (a left force, operating in the context of CASA and Pilsen Housing and Business Alliance and Latino Studies at Northeastern Illinois Univ.). It had originally grown out of a discussion with Rob Meir, head of the Center for Urban Economic Development, who has brought in some "social democratic" and populist types who have been active in some alternative economic projects (at the technical or tactical level) mainly in the Pilsen community.

Other voices invited to participate were the Intercommunal Revival Organization (Heart of Uptown Forces), including Slim Coleman and/or Helen Sheller (radical populists), Judy Pressmen (Urban Institute and intellectually associated with Harold Baron) who comes out of a more religious background.

Bob Brehm (Bickerdyke Redevelopment) a Network board member, a Northwestern Urban Studies Graduate (still under 25), expressed some initial interests until we started talking about Sunday morning meetings.

Kari Moe (radical, studying Marxism, trained in Boston and studied

under Baron several years ago), worked with HOUC in an outreach program and is the key staff person of CWED. She is very open to Leninist politics, although with no known organizational affiliations.

In addition Mosi Kituena (IPE) a nationalist who was in the same program with Kari in Boston, and is currently working with the Housing Agenda (another housing coalition with some overlap with the Network), is also interested in participating--practical application of study. Mosi has expressed some dissatisfaction with IPE, but is deeply attached via family and "cultural ties" to their life style. He sees a void in their politics.

These elements are generally representative of the social composition of CWED, if not its orientation (community based decision making and orientation towards low income residents and workers).

The Social Bases of CWED.

Four elements constitute CWED as a coalition:

1. CBO's (Community based organizations) and the activist leadership in a group that is significantly broader--but inclusive of Network member groups (ie. housing groups, community economic development groups and some youth groups, like Concerned Young Adults)
2. Institutional elements drawn principally out of Circle, Northeastern and one University of Chicago element connected with Rudy Harper (Director, Organization of New City)
3. Citywide coalitions and technical assistance advocacy support groups who support CBO/NHDO efforts in economic development/housing activities (i.e. Network, Jewish Council for Urban Affairs, Center for Neighborhood Technology, I-PAC/Milt Cohen)
4. Some movement type groups connected with Civil Rights issues, labor issues are also indirectly represented.
5. The sectors with the clearest pipeline to the bourgeoisie involve T.W.O. and TRUST, INC.

Clearly the predominant organizational bases are composed of indi-

viduals connected with CBO's.

The nationality composition of the core of CWED is proportionately

whites - 33%
Jewish - 10%
Hispanic - 20-30%
Black - 30-40%

About 35 local groups are involved in CWED meetings. About 60% of these groups is represented in regular meetings.

On the other hand, among the advanced forces the intellectual/theoretical basis of CWED is under the hegemony of Vasquez, Meir, Pressman. The political orientation is promoted by Network forces including Slim, Brehm, Mary Nelson (white missionary at BEthel) and more recently Bob Lucas.

The political lines fall out around CBO's vs TRUST faction (led by Art Vasquez and Squire Lance, respectively). They represent the two co-chairs. Squire's prominence in CWED initially (March-July) was based upon personal connections with TRUST (pb braintrust for corporate liberals, his links with T.W.O. forces). His base of support has been dwindling, while at the same time more Black forces have been active within CWED, beginning with the Peoria Conference (August 6-8).

Across the state the CWED forces included CBOs from southern counties, East St. Louis, Cairo, Peoria, Springfield and Rockford. In East St. Louis, Emil Jason has been active in Project 2000 (sponsored by Illinois Bell). Squire Lance is linked to Illinois Bell in Chicago.

<u>Line Struggles</u>	<u>Vasquez</u>	<u>Squire</u>
1. Base of support	broad, democratic, CBOs	narrow, personal linkages, Agency
2. Source of funding	Small foundations	Corporations

3. Role of CWED	alternative politics	brokerage role
4. Strategy	new movement, bottom up	gubernatorial, at state level
5. Tactics	popular struggle	media
6. Platform	programmatic	issue oriented
7. Political Alliances	clearly delineated; non partisan	ambiguous, Democratic Party
8. Leadership	Collective	centrist; "Great Man"
9. Black Leadership	Yes, via correct line and struggle	straight up, based upon Alinsky
10. Nature of Struggle	Protracted	Get Rich Quick

On the Nature of the Political Economy Group

The struggle within the political economy group has to deal with what role this group can serve in providing comprehensive political exposures than can be of benefit to elements giving leadership to community based organizations around issues reflecting systemic contradictions in the capitalist system, and how to draw out theoretical lessons that can inform the social practice of its participants who are, for the most part, involved in practical work within mass organizations and/or contexts where mass struggles are unfolding.. (We discussed the general line at our October 3 meeting, comrades) Two lines have emerged which have not completely chrystalized.

One line is that the study process should be implicitly self-serving. That is, it is a line that says, "I want to learn more Marxist political economy focussed upon Chicago." Any meaningful productions (i.e. study materials, research papers) that could provide broader political education is mainly secondary.

The other line has been that the stick has to be more forcefully bent to concrete examinations and concrete productions, keeping abstract theorizing to a minimum and maximizing the possibilities for the production of materials that can inform our broader social practice. (I.E. general political economy, housing, steel production, employment, transportation, education, etc.)

The process would consist of:

1. Introductory sessions focussing on drawing out key theoretical questions from classics (i.e. Engel's Manchester Study)
2. Data Collection sessions on a focussed area
 who works, where?
 Who owns, what?
 who manages, how?
3. Summary analysis -- Documents (final session)
 - a. Bibliography
 - b. key findings and analysis
 - c. outstanding questions for further study and research.

Then, we'd move on to another area (housing) following a similar format. Following housing, we move into another area in an ongoing process.

Where We Are Now.

Tentative Goals Statement

1. To research into basic political economy of Chicago to determine how the movement of capital, the state and its various intermediary structures impact upon the class struggle, set into motion the masses around issues of production, distribution and consumption.

Taking as our first principal the interests of the masses are our first concern, we base our research on transforming the condition of the most oppressed/exploited sectors of Chicago and U.S. society.

2. The study should produce materials to inform the social practices of advanced forces giving leadership to mass struggles in the community.
3. It should seek to resolve questions--and raise questions for future inquiry--which flow from our experiences and would inform our political practice.

4. The products of our study should draw out links between key arenas of mass struggle and the systemic contradictions they manifest and attempt to draw out the interrelationships between the system of value production, consumption, and the mechanism of socio-political control.
5. The study aims at providing political analysis of concrete issues (or instances) of mass struggle and thereby furthering the end of social transformation and facilitate the capacity of people to fight back.
6. The orientation of this study process is explicitly Marxist in that the thrust of the study is to inform our ability to change the conditions of exploitation and oppression and not merely to interpret them.
7. We strive to involve people in the study process who are involved in some arena of concrete struggle rather than as spectators or whose interests are speculative. Therefore we are using this process to clarify and sharpen our understanding of Chicago's political economy as it reveals itself in our ongoing social practice.
8. It is the aim of people in the process to deepen our commitment to actively involve ourselves in the revolutionary process of social transformation and therefore transform ourselves in the process.

THE COMMUNITY WORKSHOP FOR ECONOMIC DEVELOPMENT (CWED) DRAFT PLATFORM

Preamble

The Impact of Economic Crisis on Illinois Communities

The communities of Illinois' urban and rural areas are clearly suffering from the most severe economic crisis since the Great Depression. This economic crisis is demonstrated most dramatically by the shockingly high unemployment and business failure rates of the current recession, as well as the soaring cost of housing and other consumer products. The residents and workers of Illinois do not need numbers to be aware of the widespread, painful impact of the crisis. Every day brings additional job losses due to plant closings, layoffs, cutbacks in public expenditures and the replacement of workers by new technology. Troubled commercial strips in our communities are plagued by bankruptcies, high interest rates, low sales volumes and weak local housing markets. These conditions have resulted in financial insecurity and personal hardship for thousands of Illinoisans and their families. As always in hard times, those groups suffer most that have the fewest resources—the sick, the handicapped, the elderly and the poor. Minorities and women who have been traditionally excluded from their equitable share of jobs and resources are losing hold of the few gains that have been made during the past decade.

This deterioration of our neighborhood economies and personal well-being has resulted from a long history of systematic disinvestment. The decisions of corporate managers to remove resources from Illinois factories, as in the case of U.S. Steel investing in oil rather than the upgrading of steel mills, or businesses relocating plants to other regions, have led to the loss of thousands of jobs in Illinois. Decisions by real estate developers to invest in condominium conversion instead of rental housing, or a few exclusive neighborhoods close to downtown, while avoiding other communities, have left an inadequate, deteriorating housing stock in neighborhoods throughout the State. The small business sector has also suffered from the decisions of financial institutions to limit credit available to local entrepreneurs and concentrate their investment resources in large projects.

This analysis, which identifies disinvestment as a fundamental aspect of the economic problem of our neighborhoods, leads to a central point of the CWED Platform. Local ownership, or an equity share, of community resources is essential to combat disinvestment and promote stable investment that meets community needs. The CWED Platform asserts that community residents, workers, local entrepreneurs and their representative organizations must exert control over the investment process in order to achieve the goal of genuine neighborhood revitalization. Several program recommendations in the Platform address this need.

The Impact of Public Policy on Community Redevelopment

CWED originally organized to confront the inadequacy of the major legislative initiative for neighborhood redevelopment in the State—enterprise zones. In addition to presenting this critique of enterprise zones, CWED examined past economic development policies and some of the proposals of the candidates currently running for office.

CWED has found the record of public policy regarding community economic development deficient on several points. Many public policies have actually contributed to the decline of our neighborhoods. This has occurred through the concentration of an already inadequate level of public

resources for development in a few neighborhoods, which are often not the most needy, and through public support for housing and commercial developments that have displaced local residents. Now official economic development policy has jumped on the high technology bandwagon, with insufficient attention given to the implications and impacts of this approach on the residents, workers, small businesses and neighborhoods of Illinois cities and towns. Neither past nor present policies advocate sufficient community involvement in decisions about resource allocation and program development, thus resulting in approaches which either do not promote community needs or actively thwart community interests.

This review of the problems of governmental practice with regard to neighborhood revitalization raises the second central point of the CWED Platform. We advocate community control of the local planning process. This requires community participation in decisions about the resources applied to community development programs, as well as decisions about the design, implementation and evaluation of these programs. Recommendations to promote community participation in planning are presented in this Platform.

A New State and Local Community Economic Development Policy is Needed

CWED's analysis of the problems confronting our communities has led to the advocacy of community planning, community ownership and control over the local investment process as key components of any approach to neighborhood revitalization. In order to move toward these goals, changes in state and local public policies are required that will establish structures and processes of accountability that promote greater community involvement in all aspects of economic development. This Platform focuses on state policy because the trend of the Reagan Administration's "New Federalism" is toward greater state responsibility for economic development. The provisions recommended herein are intended to be flexible enough, however, to be adapted to individual localities. Thus, while CWED recognizes that state and local problems are related to national and international trends, we believe that alternatives must be developed locally to insure that the development program is tailored to community needs and proceeds under the guidance of community participation.

Communities Know What to Do

The final, and perhaps most important, element of CWED's analysis of recent community development practice is an examination of the history of community organizations with economic development efforts. During the past two decades, community-based organizations throughout Illinois have accumulated a vast store of knowledge and experience about economic development. Their understanding of programs that have been successful or unsuccessful, combined with direct information about community needs and strengths, provides them with the expertise and perspective necessary for the design of appropriate policies that can foster self-sustaining economic development in existing Illinois communities. This point also leads to the conclusion that communities must participate actively in locally initiated and controlled planning for community economic development.

Principles and Recommendations for Community Economic Development Policy

1. A community economic development program should strive for community full employment. To achieve this requires: full development of the potential of our residents to be productive and self-sufficient contributors; the full utilization of the capacity of community institutions to provide jobs that serve human needs while enhancing the quality of life in existing community environments. In other words, community full employment requires public policies and

programs that:

- a. Make sufficient capital available to community controlled financial institutions for local investment. Examples include: community owned small business investment companies, public financial institutions, cooperatives, land banks, etc., all targeting communities that have been impacted by disinvestment. Examples: Kentucky Highlands Investment Corporation,

South Shore National Bank of Chicago, Massachusetts Community Development Finance Corporation.

- b. Target investment capital toward new and existing industrial and commercial developments that are labor intensive, or employment generating projects of locally owned businesses, including entrepreneurs, minority contractors, cooperatives and those democratically organized businesses owned by residents and workers.

Illinois Industrial Development Authority, National Consumer Cooperative Bank.

- c. Promote effective education, training and retraining in order that local residents/workers who are currently unemployed and/or underemployed will be eligible for new occupations and redesigned jobs.
2. A community economic development policy at the state and local levels should promote ownership or equity participation by community-based actors. There are various aspects of the economy in which this could be applied, such as housing, land and business enterprises. Various forms of alternative ownership—public and community—should be supported through state programs.

In addition to those policies cited above, this would require public policies and programs that:

- a. Mandate a financial return on public investments to targeted low- and moderate-income communities. Mechanisms should be established to insure an equity share in public and publicly-assisted private development projects for community based organizations. Examples include joint ventures between private sector corporations and local development corporations. Mechanisms would assure local hiring, contract servicing and skills training guarantees to the host community for such projects.
- b. Insure public regulation of financial institutions so as to promote investment in communities which have suffered widespread disinvestment including investment in locally owned businesses and other enterprises such as cooperatives. Example: extension of the existing features of the current community reinvestment legislation to a broader field of application including community directed investment, guaranteed resident hiring, training and targeted contracting.
- c. Modify the tax structure to encourage the corporate sector to work with community-based organizations toward the goals of maintaining investment in the community and enabling equity participation in development projects by local entrepreneurs, residents and workers.
- d. Public policy should encourage community ownership/equity participation by facilitating community land utilization via community-based land banks and land trusts under community resident control. Examples: extended application of the adjacent vacant lots program to include abandoned lands within the boundaries of Community Development Corporations and Local Development Corporations with legitimate resident boards.
3. An effective community economic development policy should provide for significant community participation in the planning and administration of these community

- a. Require full disclosure of information necessary for meaningful community participation in decision making. Examples include enforcement of the Open Meeting Act, private financial disclosure as a condition for public-private partnerships and disclosure of information by "private" actors regarding community investment practices which significantly impact on the quality of life of community residents, workers and small businesses.
- b. Require timely disclosure of information through a process making it easily available and accessible.
- c. Create effective state and local community economic development oversight committees to assess the impact of proposed private sector projects on specific communities.
- d. Establish a process of local review and recall by the affected constituency of any publicly assisted development projects.
4. Community economic development policy should insure that the necessary public and private resources are directed toward a wide range of community development projects. This requires programs and public policies that:
 - a. Require the State to use fully its monetary resources to promote community development projects that are consistent with the needs and interests of low- and moderate-income communities. Examples include an improved linked deposit program and pension fund investments targeted to local development activities.
 - b. Modify State tax policy to increase incentives for local investment and generate increased tax revenues through more progressive rate structures.
 - c. Direct non-financial public and private resources such as in-kind contributions and technical assistance to community-based development projects.
5. Public and private resources should be allocated through structures based on principles of open negotiations among different levels of government and between the public and private sectors. This requires programs and public policies that:
 - a. Empower community residents, workers, entrepreneurs and their representative organizations to negotiate with State government over the allocation and use of public resources and with private businesses involved in publicly assisted development projects about the design and management of such projects.
6. Community economic development policy should promote and support sustainable development projects that can be determined and managed by communities. Adequate management and technical assistance programs should be provided to facilitate this

- a. Increase the availability of planning, management and educational assistance to local entrepreneurs, community groups and workers to enhance their ability to initiate and expand local enterprises and other community development projects. Examples: National Development Council, University of Illinois Center for Urban Economic Development.
- b. Insure that technical assistance providers be directly accountable to the groups they are assisting in all cases of the provision of such assistance.
7. Community economic development programs should be directed toward people, places and institutions that are most in need of assistance. In other words, public support should be fully targeted toward poor communities. This requires programs and public policies that:
 - a. Expand and enforce affirmative action laws.
 - b. Development formulas for and a capacity to target resources to the most needy communities.

Summary

This Platform represents a fundamentally important development for Illinois community based organizations. The Platform reflects a clear understanding of the serious economic and political problems faced by Illinois communities. This understanding has been gained through years of actual experience with efforts to improve disadvantaged communities in the face of ongoing disinvestment and inadequate public policies. Rather than retreat from the challenge of the present crisis, a road which promises to be increasingly difficult, community based organizations are reasserting their commitment and their right to address these problems with alternatives derived from their own practice. This Platform therefore represents one small yet significant step toward regaining the resources and developing the programs necessary to realize genuine neighborhood revitalization for local residents, workers, small businesses and community institutions.

In sum, CWED's basic principles for economic development advocate the following:

1. Full Employment in Every Community.
2. An Increasing Ownership Share by Residents and Workers of Community Development Projects.
3. Meaningful Community Involvement in the Planning and Administration of Economic Development Programs.
4. More Public and Private Resources for Community Development Projects.
5. Resource Allocation through Open Negotiation.
6. Adequate Management and Technical Assistance to Enable Communities to Plan and Manage Development Projects.
7. Allocation of Resources and Opportunities Based on the Philosophy of Affirmative Action.

September 15, 1982

Black Liberation Month News

In carrying out our three slogans: CONSOLIDATE THE LEFT POLE LEADERSHIP IN THE MAINSTREAM; SINK DEEP ROOTS AMONG THE MASSES; BUILD REVOLUTIONARY ORGANIZATION, there are three major aspects of our Black Liberation Month News 83 campaign. (1) We have organized a committee led by PC that is responsible for carrying out the tactical work of the campaign. This includes Adlean Harris (PC/ICBS contact) and Curtis Brasfield (public school teacher and geneologist). We also have the full support of the Afro-American Geneological and Historical Society (Harris and Brasfield are members), whose endorsement will appear on the contact letter going out to people (see attached letter). This committee has already provided a wealth of contacts, information for the article itself, is making phone calls (and will make visits) and is planning a November workshop to/ ^{consolidate} public school and community contacts for our target. (2) The BLMN campaign will go broad (as many public schools and public school networks as possible) and deep (seeking individual commitments from the bottom up) in an effort to guarantee distribution to our target population. (3) An information file is being prepared on all contacts in this campaign, which will be accessible to PC not only for building for future BLM work, but for other organizational work as well.

Schedule for BLMN Campaign
(Oct 15-Dec 15)

Oct. 15- Nov. 1	Mailings, calls
Nov. 1 - Dec. 15	Follow-up calls, visits, Draft article
late Nov./early Dec.	BLMN Workshop

* The campaign is specific to our new target area, the public schools and does not include the general BLMN distribution that will go on as previously, with Timbuktu serving as distribution central.

BLMN Contact Letter

Dear Educator:

We would like to enlist your support in an important project as part of the 1983 observance of Black Liberation Month. As you know, 1983 marks the 120th year that Black history has been a national program. It also marks the 12 th year that PEOPLES COLLEGE has published and distributed the BLACK LIBERATION MONTH NEWS, a February calendar and newspaper, which now has a circulation of 50,000.

This year, the BLACK LIBERATION MONTH NEWS will be expanded and will place greater emphasis on understanding the importance of our history by focussing on the theme, "AFRO AMERICAN GENEALOGY: HOW CAN YOU KNOW WHERE YOU ARE GOING IF YOU DON'T KNOW WHERE YOU'VE BEEN?" This year, it will be FREE to all school age youth. As in the past, churches, schools and community organizations will be asked to make a donation (to cover the cost of printing) for copies that they receive.

We think that focussing on this theme will help to liberate people from the distortions and negations of our history by getting people actively involved in actually learning about themselves, their families, their communities. This is an important step in understanding our collective history as a people. In addition to these general objectives, students can learn a lot. BLACK LIBERATION MONTHNEWS 83 will help them:

Develop positive attitudes about their own family heritage and the Black heritage in general.

Open communication channels between generations.

Understand the importance and value of record keeping.

Develop reading, writing and basic research skills.

Develop and interest in and learn the importance of preserving family history.

It is clear that opportunities for your young people to learn our history today are diminishing, one of the many side-effects of the cutbacks in educational services (elementary, secondary, post-secondary) and funds to community programs. What this means to us is that we must escalate our efforts to build BLACK HISTORY and BLACK LIBERATION MONTH. We can use the BLACK LIBERATION MONTH NEWS as a symbol of knowledge as well as a weapon of resistance.

Whether you are a teacher, a librarian, or a community activist, we hope you will join us as we follow in the tradition of Carter G. Woodson, who initiated Negro History Week in 1926, and as we struggle to protect our communities from the serious challenges of Reaganomics. Help us put a BLACK LIBERATION MONTH NEWS in the hands of every child, and every home.

Although the NEWS will not be distributed until later in January, it's not too early to let us hear from you. We need to names of as many people or groups who are willing to help us get BLACK LIBERATION NEWS out to people. Let's work together for the biggest and best BLACK LIBERATION MONTH in its 12 year history.

An informational brochure is enclosed. We can provide further information upon request. We also have a staff of people who are available to come out to speak with your class, group or organization.

For the education of our youth,

Maryemma Graham, Peoples College

Adlean Harris, and Curtis Brasfield,
Afro-American Geneological and Historical
Society

Report on ICBS

A. RED FLAG #1 stresses that our main slogan for 1982-82 and 83-84 is CONSOLIDATE LEFT POLE LEADERSHIP IN THE MAINSTREAM. This is because Marxism-Leninism teaches us that revolution will only be made by a movement of the masses from the mainstream, but only when they are guided by and grasp revolutionary theory. PC has made some advances in developing revolutionary ideas and lessons from practice over the past decade, and it is necessary to take our line and give leadership to the masses in various sectors. "Overall, these are conditions which still have liberal democratic characteristics, and PC must seize the time and move decisively to get in more of a leading role in the overall movement. In fact, we should never volunteer ourselves out of the mainstream; that is always where we should want to plant the RED FLAG. If we are going to be out of the mainstream, the authorities must put us out!" (RF #1, p 52) This is the basic political line guiding our Black Studies work. The following points sum up recent developments around ICBS in this work and are the priorities for the next period:

(1) ICBS work, just over three years old, represents an area of work in which "consolidation of mainstream gains" (RF #1, p 49) is a key task. A key objective for ICBS was "to increase the number of schools and individuals who always participate, and yet develop a second generation of leadership to take on responsibility." (p 49) Later the theme was reiterated: "more participation and people accepting responsible assignments are two key priorities."

(2) The most immediate opportunity to put the line/ⁱⁿto practice was ICBS mobilization for the Regional/State meeting on October 1/2. Our target was 25 schools, trying to build new contacts at schools not involved. 21 campuses were represented at the meeting. (Four or five

schools, Roosevelt, Augustana, Lewis, LakeForest, had last minute medical/other difficulties and would have attended) A list is attached. (a) In addition to sustaining involvement of core people, new people came forward from such schools as Kennedy King, State Community, Parkland (student); (b) The election of our proposed slate went smoothly with strong new and supportive people being brought in (especially Locksley Edmondson, Carole Adams, and Emile Jason). This is key to make sure that leadership can be collectivized to shore up Johnetta's tendency toward spontaneity and vacillation; (c) The agenda was moved rather quickly (see attached). A main difficulty was Johnetta's allowing the Bradley discussion to consume too much time and then abruptly proposing adjournment. My error was not to rank the agenda items and list them in our preferred order; (d) The Bradley discussion demonstrated some fighting spirit. A mailgram was sent to Bradley and promptly responded to by the Provost. Given our experiences with Bradley, ISU, and Uif I-Chicago, "intervening" in local campuses is going to get more difficult as the crisis deepens--especially where the local forces are weak as in these cases. We have to be clear on what our long term plans are for each local campus. (e) My discussions after the meeting with ICBS forces were positive. Mainly people now see close up and for themselves the weaknesses and opportunism of NCBS leadership and their hatred for us. The meeting served to consolidate our forces in opposition to the bullshit. The main criticism was one of tactics--e.g. we could have handled the contradictions earlier in the agenda and differently so as to not curry the antagonism (point made by Adams).

B. Next Target: The February conference.

(1) The next main period is the February 4/5 conference in Springfield.

This is the next context when we can assess carrying out the line "to increase the number of schools" and yet develop a second generation of leadership to take on responsibility.

(2) ICBS has endorsed work on the BLM Geneology project. Addie Harris is quite active and others are willing to be supportive.

(3) A symposium will be held on Feb. 4. The topic is "The Black Experience in Illinois." This will increase and broaden participation and give us an opportunity to put the line forward through 4 presentations (Chicago course, Black History in the Making, Douglass Center, and Decatur).

(4) Saturday (February 5) will focus on standardizing curriculum. This was formally adopted by ICBS and is a step in implementing the RED FLAG line that in ICBS "We need to standardize curriculum around INTRO and Black Chicago." Details on the February conference will appear in November RF.

(5) Sundi, Johnetta, Darryl, and Dave constitute the planning committee for the conference. A memo has gone to them laying out our thinking. Darryl, Dave are both expected to play key roles and lay the basis for regular symposia.

Priorities for October 15-December 15

1. Newsletter out about November 1
2. Phone contact/letters/visits to new school contacts:

Depaul	Lake Forrest
Augustana	Elmhurst
Lewis	Daley
Kennedy King	Triton
State Community	
3. Follow up letter/visit to Illinois state
4. Follow up letter Bradley
5. Complete draft of Guide to Black Studies in Illinois
6. Plans for BLM film series on Black women

7. Assist in ICBS mobilization for Basic College and BLM News
8. Continue to monitor statewide organizing motions.

20 Campuses Represented at Oct 1/2 Meeting of ICBS and NCBS

Public

University of Illinois-Urbana
University of Illinois-Chicago

Chicago State University
Western Illinois University
Eastern Illinois University
Governors State

Illinois State U.
Sangamon State U.

Southern Illinois University- Carbondale
Southern Illinois University- Edwardsville

Community Colleges

Thornton Community
Kennedgy King
Olive Harvey
Richland
Parkland (Champaign) student rep.
State Community College-E. St. Louis
Oakton Community

Private

Loyola
Bradley
Northwestern

ILLINOIS COUNCIL FOR BLACK STUDIES

Agenda for October 2, 1982

1. Elections
2. Treasurer's Report
3. Report on February Conference--February 4 and 5, 1982

Theme: "Standardizing Curriculum and Program Outreach in Illinois Black Studies"

Program Committee: Johnetta Jones, Darryl Thomas, Dave McBride, Sundiata Cha-jua

Special Symposium: "The Black Experience in Illinois"
4. Followup on August Planning Meeting
 - (a) Organizational Goals for 1982-1983
 1. Keeping the programs that exist, expanding our resources, and building relationships with other organizations
 2. Increasing our publications output (working papers, newsletters, etc.)
 3. Increasing our resources
 4. Adopting statewide standard curriculum
 - (b) Relationships with other organizations
 1. Society for Ethnic and Special Services
 2. Illinois State University/Spring Conference on Blacks in Higher Education
 - (c) Membership Drive
5. Other February Activities
 - (a) Black Liberation Month News Genealogy Project
 - (b) Film Series on "Black Women"
6. Report on "Report to Illinois Board of Higher Education"
7. New Projects: Proposal for a conference on "Black People and Presidential Politics"

similar to conference on "Black People and the 1980 Census"
8. Status of Illinois Black Studies: Campus Reports
9. N.C.B.S. Business: Regional Issues and National Issues
10. Additional Business

ILLINOIS COUNCIL FOR BLACK STUDIES

Proposed Slate of Officers for 1982-83

(Officers comprise Executive Committee; campus representatives comprise Exec. Council)

Chair	Johnetta Jones, Eastern Illinois University (already elected)
Vice-Chair	Locksley Edmondson, Southern Illinois University (Carbondale)
Secretary	Carole Adams, Loyola University
Treasurer	David Johnson, Thronton Community College
Regional Representatives	
Chicago/Northern	Sara Miles Woods, Roosevelt University
	Charles Evans, Olive Harvey Community College
Central	Sundiata Cha-Jua, Richland Community College/Sangamon State U.
	Essie Rutledge, Western Illinois University
Southern	Emil Jason, Southern Illinois University (Edwardsville/E. St. Louis)
	Maria Mootry, Southern Illinois University (Carbondale)

Standing Committees

Community Development Gene Young, Bradley University

N.C.B.S. Council Abdul Alkalimat, University of Illinois (Urbana)

Executive Director (to be appointed and approved by Executive Committee)

The above slate was selected according to procedures established in the I.C.B.S. constitution. A call for nominations was issued at the August planning committee and mailed to the membership in the newsletter on September 1. The deadline was extended to allow sufficient time. The above names were discussed with most of the executive committee and selected based on past involvement in I.C.B.S. and insuring a broad range of the characteristics which comprise our organization: public/private schools; different regions; men and women; two year and four year institutions, and the importance of bringing in "new blood."

TIMBUKTU REPORT TO RED FLAG
October, 1982

*1st
complete
circled
Algebra*

As stated in Red Flag-1 'The first priority is that the collective of Peoples College, its line and its class orientation be fully consolidated and put in command. In sum, we continue to uphold Mao's slogan "Grasp Revolution, Promote Production." Taking the essence of this slogan from the assembly discussion of reconstituting Peoples College on a revolutionary footing, attention was paid to deepening the application of left pole leadership of the mainstream.

First, the physical layout was changed to reflect through location in the store the left pole leadership that must be deepened. GPO and study aids were moved to the rear, PCP stock was identified with a standard sign and periodicals/movement moved to the front. Movement stock was a late addition to T-Chgo and was never given the attention necessary to keep it in an accessible manner. Given our knowledge of the movement, it is clear that a bookstore (re any organization in the New Communist Movement) and a newspaper (see What Is To Be Done) are the main weapons by which a revolutionary organization unfolds line, develops a following and contributes to developing revolutionary consciousness on an ongoing basis. With that understanding, the materials that were solicited for the movement section had to be more prominently displayed, in a well-organized fashion. In this same regard, an effort was made to have the periodical/movement section reflect left pole leadership by placing the two together. Before customers could go to the periodical section and never see the movement materials (and often without seeing the rest of the store). Now that is no longer possible. This has encouraged people to browse among literature that they would not otherwise have considered. At the same time, there is still a movement section along the wall which has more extensive materials.

Secondly, it was important that T become a self-contained unit within the physical space of 2530. Although the original plans in '79 called for the management of T to physically occur from the front, this never happened. Some files, a desk and a lamp reflected the initial planning but never developed into a functioning office. In May '82 a second attempt was made at consolidation which also failed. Along with the front office was the projection that all stock would be on the shelves or stored along the top of the cases. In reviewing the original projection, the proposal was made to store excess stock in the office and bring the office into the actual floor space. Consolidation of files, which was possible before for catalogs, publisher records, consignments and informational files, has led to better clarity on fiscal matters, who T-Chgo has served, how well and the basis for future relations.

On fiscal responsibilities, a plan has been implemented which monitors income and provides for stock development after overhead has been met. Generally, fiscal restraint is observed on all questions. A contribution to PC for other projects is not now possible but can be expected.

● TIMBUTKTU REPORT TO RED FLAG
 October, 1982
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An effort has been made to analyze the quantity of stock per section and the quality of the bookstore overall. Quantity here refers to both number of titles and number of books per title. In an attempt to be cost-conscious, large numbers of titles were purchased at remainder prices (\$1-2) but have since failed to sell. This has meant funds and shelf space tied up which could be used for other stock. Thus, the general slogan for this area is 'Breadth and not depth.' That is, a few books of many titles vs many books of a few titles. This way it should be possible to monitor those issues that customers are most interested in learning more about. (This policy does not preclude bulk purchases of politically relevant titles, especially where it may be difficult to obtain them in the future).

● A list of core stock has been developed which will always be in the store. In addition, new titles will be added 1) to develop key sections such as ML, women and eye on the enemy, and 2) in response to other areas of PC's work. New holdings have been added on urban issues, especially grassroots organizing, which will form the basis for developing the urban aspect of the BH section. Third World has been rearranged geographically (except for lit.) which allows the holdings that are present to be more clearly displayed (now Native Americans have a single shelf). There are three display cases which will be changed periodically to reflect key issues for PC (now: PC library, city and race/class). All stock is now stamped when it is received. Even more people will know of us throughout the world!

With an efficient monitoring system for the stock, it is possible to determine whether a particular title should be carried based on 'shelf-life.' Therefore, the three previous methods of stock inventory have been combined and a prior method reactivated. Now a single card reflects all information necessary for ordering plus date ordered/received. This same card allows for inventory on a daily basis and the annual inventory. (stock received on a weekly or monthly basis is reflected in the purchase orders file).

● Who do we serve and why? Now that T-Chgo is firmly established in the mainstream, deepening our contacts among the working masses of Afro-American people is crucial. Stock must reflect the interests of this constituency and the relations that develop must reflect the same. Careful reconsideration of the mailing list policy, single title ordering, use of space requests and other areas is based on not promising more than can be delivered and being clear on why what does get done - is done. Here the principal aspect is building relationships such that there exists people who identify with PC on certain key issues and who will provide support in addressing those questions. This requires more commitment than just getting the latest bestseller from an ML bookstore and it requires more responsibility from T's staff. Again, gains among the mainstream are not going to be negated but used as strengths while developing a proletarian base.

TIMBUKTU REPORT TO RED FLAG
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In this context, a serious self-criticism must be raised for the failure to distribute an October stock brochure. Although there are many reasons why it is not done, its absence means that there has been no communication in general (which is a backward step in the entire revision of the contact process) and less exposure of PCP stock in particular.

New Stock

Jacobs, Death and Life of American Cities
 Abu-Lughold, Palestinian Rights: Affirmations and Denials
 Rose, Publicity and the Press
 Flanagan, Grassroots Fundraising
 " Successful Volunteer Organizations
 Center for Community Change, Response to Crisis
 " Beyond the Numbers
 " Monitoring Community Development
 " 'Community Development' vs Poor People's Needs
 " Citizen Monitoring: A How-to Manual
 " Housing Assistance Block Grants
 The Committee, To Preserve a Culture
 Johnson, ABC's of African History
 Algrin, Nuyorican Poetry
 Plaskin, American Women in Jazz
 Peoples Press, Our Roots are Still Alive
 Joumblatt, I Speak for Lebanon
 Katznelson, City Trenches
 Institute of Race Relations, Roots of Racism
 " Patterns of Racism
 Journal of African Marixts
 Harris, The Harder We Run
 Cornish, Grandmother's Pictures

TIMBUKTU REPORT TO RED FLAG
 October, 1982
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PC Calendar 10/82-4/83

October	16	CRN Housing Conference T lit display
	21-2	Black Family Conference - Rockford T lit display
November	13	Women Employed Conference
	19?	A. Baraka - T
	19	PC at NWRC forum on Mayoral Politics and Blacks
	19-20	Global Food Conference - Chgo Minority Student Conference - Chgo
December		Sterling Plumm and Carolyn Rogers - T
January		San Jose State Conference
February	4-5	ICBS Springfield meeting
	11-12	Blacks and Corporate World - Fisk
	19	PC Annual BLM Forum
March*	10-12	Black Family Conference - Louisville
	17-19	Second Intl. Radical Black and Third World Book Fair-London
	18	Women's Conference Working Session - Purdue
	18-19	Women's Conference - Circle
	23-6	Third World Conference - Govs. State
April	6-9	African Literature Conference - Urbana
	9-12	Third World Women - Urbana
	14-17	Marxists Scholars Conference - Cincinnati

Recent attendance:

Feminist Research/DeKalb, NCBS Midwest Regional, American Educators/Minn.,
 Society for Ethnic and Special Studies/St. Louis.

* NCBS Seventh National Conference/San Francisco and CIA.

This will be updated and refined on a monthly basis.

How one event occurred:

A report to Red Flag on the mobilization of 8 Oct 82

Day 1: Suggestion from RB that T host WH who would be here for CIC
Day 2: Follow-up suggestion from RB - to pass on book
Day 3: JW referred idea to AA who thought useful based on two books by WH
Day 4: JW proposed WH and someone else - possibly IA based on Basic College
Day 5: JW to RB - what is date, where is book?
Day 6: JW to WH - confirmed date
JW to IA - confirmed date
Day 7: JW to RB - both possible but time short
AA to JW - get commitment from Baileys re mobilizing
JW to RB - can only do if Paine College network, etc comes out; can you guarantee 20 people?
RB - yes
Day 8: RB to JW-MG to do press + Paine College/Georgia contacts
JW ordered WH books
Day 9: MG took press release to Chgo Journal/made calls
Day 10: MG to JW - box of press releases, no labels
JW did labels for press and close contacts
Day 11: JW mailed letters, release to Defender
RB to JW - need more books, passed on AA's copy of WH
JW ordered more books
Day 12: RB to JW - was bulk mailing to Basic College made (no)
Day 13: Medina Press to take books to RB (IA)
Day 14: JW to MG - what result on calls (10) (later updated to 15)
RB took Basic College Log to Dante to make calls and called labor contacts
Day 15: JW confirmed transportation with IA
JW contacted GPO re BC/BLM bulk mailing
RB to JW confirming pick-up of WH
Arrival of IA
JW to GPO re same (RB contact has been transferred)
WH arrived with IU friend
MG arrived
JW to RB - I'll do T introduction, you do IA and WH
RB did intro for T and guests
MG left
RB - MG has WH's luggage, call nursery and arrange pick-up
RB left in JW's car
RB to JW - beat MG here, arrange for WH to go in cab
JW to WH - explained situation, what flight
DG to JW - can't do radio show, can you fill in (before RB left)
JW to AA - re radio (no)
WH in median strip trying to hail cab (one called but delayed)
WH gone
RB to JW - beat WH here, flight gone
JW cleaned up after reception
RB/JW to GPO - bulk mailing incorrect, must be redone (on the spot)

Although it appears to be a two week period, this covers 29 Sept to 8 Oct.

Reflections on a Recent Trip to Europe

Recently, a trip was made to Europe by a leading comrade of PC to attend a conference held in Denmark. This was a very important look at what is happening in some of the European circles still active in left oriented politics and the University. The following are some comments for review by PC:

1. The general disarmament anti-nuke movement is a major consideration that we must pay some attention to. The scene in Europe is a major arena for this activity. I discovered a great deal of ignorance on our part made us seem out of it. We must at least have a basic grasp of the facts and some line on the question. In the US the line struggle broke out around targeting only or mainly the USA, or focussing on both the USA and the Soviet Union. Further, the issue of tactical linkage of this movement with the other issues facing the struggle was a point of struggle. So for the major USA march the issue was whether or include the issue of Black liberation or whether that would narrow the scope of the anti-nuke social base. [This is a critical issue of how the united front is going to be built.] Basically at this time our view is that while the world is threatened by all hegemonic forces, our demand is for unilateral disarmament for the US government. Also single issue fronts are acceptable to the extent that they are the only ways that the more conservative forces will be involved. However, this unity from above must always be countered by our fight for unity from below among the masses where we always uphold the united front line of transforming a fighter for one into a fighter for all.

2. Black liberation is on the minds of many Europeans, but they have a "dated" frame of reference that is still with the Black Panther Party, or among the Blacks with the forces active in 6th PAC, (e.g. in London). They are hungry for written material (especially like the Search for a Vanguard Series) and are willing to help us. We have made headway for lecture tours for PC, or more general trips under the leadership of NCBS. A trip this spring is possible.

3. The European left is being led by the few sectarian and isolated forces that they have somehow hooked up with. Cedric Robinson (a former schoolmate of RB) is the key person with RACE and CLASS and is putting out a book on Black Marxists for Zed. New Left Books is looking for such a contact and we have started up some discussions, etc. Marable is there, too. The main think is for us to avoid getting caught up in a hustle, but simply to realize that when we do good work here, there is an audience all over the world who are ready to help us. It was a great feeling to realize that things are ready and waiting for us to stretch out. At the present time PC Press is being sold in London and read in over 10 countries there. (in Europe)

4. Many people from there will be visiting us here. Everyone working in Timbuktu should be prepared to greet someone, especially from Denmark, but England as well. We have to realize that we are representatives of Black people, the left, the working class, and of the future revolutionary society that we are working for. So, when someone comes into Timbuktu, rise to the occasion and greet them in the spirit of our future.

Black Studies: Report on Atlanta/IBW Conference

1. On July 30, 1982 PC made a presentation to the 3rd IBW Curriculum Development Conference funded by FIPSE. Abdul had been invited; RB made the presentation. This was the third conference; RB had attended all three. There were about 60-75 people in attendance. Many key Black Studies leaders attended one or more of the three, with a significant representation of new forces looking for leadership. NCBS leadership played minimal role (Nick was at #2 & 3).
2. Abdul's invitation to speak reflected a growing recognition of PC leadership. PC was not invited to be a reviewer of curriculum. It was also the result of persistent effort to build cooperation with IBW, Women Studies Projects and us. In introducing the presentation, I stressed appropriateness of Abdul's invitation (NCBS chair elect & co-founder of IBW, PC work).
3. A strong left line has been present in the conference, mainly because of political economy reviews by Mike Witter and Lloyd Hogan, African reviews by Magubane, and scattered others. (No strong Black U.S left line except us and Marable?) This gave us freedom to put forward a Marxist line on concrete analysis of ^{the} Black experience--in opposition to Marable and others going off and united front work.
4. The presentation was well received for ^{the} clarity and analysis it provided. Especially because it forced people to deal with alternative ways to approach Black Studies courses. Periodization/paradigm was not presented as sharply as it should have been, however.

A major line struggle developed with Karenga. We were not present on Friday when he criticized INTRO, but several interventions by us on Saturday were aimed at demonstrating that our approach was

Marxist, revolutionary and still valid because it took on concrete history and that it was broader than Karenga's. Karenga was also criticized for an elitist view that "We can't learn nothing from the masses."

5. In the wrap up panel, we were invited to sum up NEH work. This provided another forum to put forward Illinois as a model under the leadership of PC. Many requests for information, etc., were received. A key point is that Vincent Harding seemed not as enthusiastic about PC as he did at two previous conferences. I think he opportunistically vacillated between Karenga's rightness and Sylvia Wynter's "left in form, right in essence." For this I disagreed with him publically and said our task is to take up experiences of Black people and fight!

In summary, I think our presence there carried out the overall line on Black Studies developed at the Assembly.

- (1) Consolidate Left Pole Leadership in the Mainstream. The presentation/materials served to further demonstrate who is building Black Studies. Overall and mainly, left pole is a question of political line and I think we demonstrated that PC is based on revolutionary politics and can still provide professional leadership in Black Studies.
- (2). Sink Deep Roots among the Masses. We made some good rank and file contacts. Head of Vassar program wants to come here on her sabbatical and work 6 months with us in Illinois. She's not left, but is open and has left people in the program. We also got a better feel for a shift in response of Black Studies people to Marxism; there was no intense rejection as in previous years, a toleration on the surface.
- (3). Build Revolutionary Organization. Several contacts were made and have been followed up on for the programme network, (Witter, who

may teach at AU next year, Vassar College, Hampshire College) and building links with Howard Dodson (now in NYC), Sue Ross in Atlanta, who is going to monitor NCBS in the South.

CURRICULUM DEVELOPMENT AND THE CONSOLIDATION
PHASE OF BLACK STUDIES:
A PRELIMINARY ASSESSMENT OF SELECTED SYLLABI

Presentation to the Third Institute of the Black World
Curriculum Development Conference
Atlanta, Georgia
July 30, 1982

Peoples College
P.O. Box 7696
Chicago, Illinois

OUTLINE OF REMARKS

1. Reflections on the IBW Curriculum Project
 - (a) First collective process for material evaluations
 - (b) Signal of both work accomplished and work to be done
2. Some Comments on Course Syllabi
 - (a) Model aspects of a course syllabus (See Table 1)
 - (b) Alternative intellectual foci (See Table 2)
 - (c) Some empirical frequencies (See table 3)
 - (d) Strengths and shortcomings
3. Toward a Paradigm of Unity for Curriculum Development in Black Studies
 - (a) Some remarks on NCBS Curriculum Standards Report
 - (b) Report on an NEH Workshop
 - (c) Other National Curriculum Developments:
 - Smith College Black Studies/Women Studies
 - Faculty Development Project (Dir. Johnella Butler)
4. WHAT IS TO BE DONE?
 - (a) Build a national organization
 - (b) Build the national Black Studies Journals
 - (c) Standardization of a core curriculum is key
 - (d) Why not a national exam?

TABLE 1

MODEL STRUCTURE OF COURSE SYLLABUS

1. Administrative
 - a. Title and course identification number
 - b. Name, office, and availability of instructor
 - c. Time and location of course sessions
2. Pedagogy
 - a. Course requirements
 - b. Method of grading
 - c. Method of instruction
3. Intellectual Content
 - a. Course objectives, orientation, rationale, etc.
 - b. Topical outline and course calendar
 - c. Course bibliography (required, recommended, supplementary)

TABLE 2

ALTERNATIVE INTELLECTUAL FOCI IN BLACK STUDIES COURSES

1. Theoretical Review of Literature
 - a. Critique of mainstream work
 - b. Review of radical thought
 - c. Black intellectual history
2. Summation of Practical Experience
 - a. Empirical data analysis
 - b. Policy and contemporary issues
 - c. Black liberation movement

TABLE 3

DISTRIBUTION OF INTELLECTUAL FOCI IN COURSE SYLLABI OF CULTURE
AND SOCIAL ANALYSIS

*	Sociology	Family	Anthropology	Psychology	Philosophy	Education	TOTAL
1A	5	3	5	4	3	1	21
B	4	1	1	0	1	2	9
C	5	3	3	2	5	2	20
2A	0	2	1	0	0	0	3
B	8	3	3	2	1	2	19
C	5	0	1	2	3	1	12
	8	3	5	5	5	2	

*See Table 1 for meaning of symbols.

TABLE 4

TOWARD A PARADIGM OF UNITY IN BLACK STUDIES

LOGIC OF CHANGE	SOCIAL COHESION	Traditional Africa	Slavery		Rural Tenancy		Urban Industrial
	SOCIAL DISRUPTION	Slave Trade		Civil War/Reconstruction		Migrations	
UNITS OF ANALYSIS	Ideology	A1	B1	D1	E1	F1	G1
	Nationality	A2	B2	D2	E2	F2	G2
	Class	A3	B3	D3	E3	F3	G3
	Race	A4	B4	D4	E4	F4	G4

NEH Curriculum Development Workshop in Black Studies
 Chicago Center for Afro-American Studies & Research, Inc.
 University of Chicago - Center for Continuing Education
 July 6 - 17, 1982

TABLE 5

1. STRUCTURE OF SOCIETY AND SOCIAL CHANGE

a. Modes of social Cohesion

1. Ideal type categories
2. Stages of development
 - a. overall socio-economic cultural organization
 - b. forms of the freedom struggle
3. Reproduction of patterns of social life sustained across generations
 - a. internal (between Blacks) +
 - b. external (between Blacks and Whites) +

b. Dynamics of Social Disruption

1. Systemic change
 - a. qualitative, wholistic
 - b. fundamental place of Blacks in overall U.S. society
2. Basic parameters
 - a. from slave to free
 - b. from rural to urban

2. TYPES OF SOCIAL CHANGE

a. Continuity: What things remain essentially the same?

1. form/content
2. cause/effect
3. within modes
4. across modes

b. Transformation: What things change?

1. form/content
2. cause/effect
3. within modes
4. across modes

c. Liquidation: What things go out of existence?

1. form/content
2. cause/effect
3. within modes
4. across modes

Report on A.C.E. Meeting in Minneapolis

MEG participated in a key panel at the annual American Council on Education's meeting in Minneapolis, October 13-15. Initially, AA has been invited to represent NCBS by Reggie Wilson, who heads the Office of Minority Concerns. The invitation later came directly from Donna Shavlik, whose Office of Women's Concerns was the organizer of this panel on "Black, Ethnic, and Women's Studies: From Political Challenge to Contributing Forces in Shaping Institutional Missions." This was an important opportunity for PC (via NCBS), and it clearly allowed us to further consolidate our left pole leadership in the mainstream of higher education. The following points support this:

1. It recognized NCBS (under PC's leadership) as the leading organization in the Black Studies Movement. There was no indication that NCBS as a professional organization had any contact with this group (composed of independent and private colleges, including community colleges and historically Black colleges as well as a good percentage of public institutions) even with the involvement of T.K. Daniels, who had been as ACE Fellow last year (meaning money and training) and who was at this conference playing a very anonymous role.
2. The issues being taken up with regard to the consolidation and standardization of Black Studies were viewed as very positive since they could help higher education meet the needs of students today and in the future. These included issues like faculty development, core course curriculum, INTRO I, II, & III (especially).
3. The emphasis on administrative stability, curriculum development and standardization and professional development attracted the administrative types on the panel (see attached sheet) as well as

those in the audience, especially the Black participants, who were looking for ways to identify Black Studies in a positive light (that is, if they were going to be linked with it at all). My perception is that a lot of these folks had "pimped" Black Studies and deserted in after going into administration (like T.J.). The 10 Black people who were in the audience included College presidents as well as department chairs, who made a point to talk afterwards.

4. The March NCBS conference, which was known to some, was seen as particularly significant in that it reached out broadly (especially networking with Women's Studies). This "global approach" as it was called by some was especially good for higher education in order for it to achieve its "democratic" and "Liberal arts" aims.

5. PC Black Studies materials were requested by many. Invitations to speak, hook into conferences, and consult were extended and will be followed up on. Our materials were circulated during the session and free materials were left with both offices (women's concerns and minority concerns).

Criticisms:

1. A clearer distinction has to be made between what is good and what is bad about Black Studies as we talk frankly and openly to people. The 3 stage analysis (Innovation, experimentation, crisis) must be deepened.

2. The relationship between the administrative structures that we propose in our studies of Illinois programs and the notion of "infusing" Black Studies into departmental curriculum (which reduces the cost factor) must be explored more.

and late
3. The poor/communication with us initially resulted in our not being confirmed as a panel participant in time to be submitted for

the ACE conference program. All the other panelists were regulars, and had been on the panel, or similar panels in previous years. Since this was the first year they had tried such an inclusive panel (before it was just Women's Studies) and special emphasis was being placed upon adding these new elements, it was difficult to understand why this oversight occurred. Noone represented the area of Ethnic Studies (other than Black Studies) at all. There were several comments about this at the Minority Concerns reception on the evening before the panel.

4. Our late arrival (on the evening of the biggest day of the conference) did not allow us to monitor as much as we could have. We attended one big reception (200-250) people and one minority concerns reception (30 people). Most of the people were leaving on Friday morning, however, since the conference ended at noon on that day. Our panel was scheduled as one of the early panels on Friday morning. Only 4 people who attended the minority concerns reception were actually at the discussion on Friday morning. Another session on the disadvantaged, chaired by Reg. Wilson, which was attended briefly, had 5 people in the audience and 6 on the panel. This was the only other session that directly related to Black people.

5. We didnot have PC order forms (for the books displayed) or calling cards to facilitate our makingcontact with people and putting them more directly in contact with our work (Most people did not have time to write down all the titles they wanted).

AMERICAN COUNCIL ON EDUCATION

Title: Black, Ethnic, and Women's Studies: From Political Challenge to
Contributing Force in Shaping Institutional Missions

Date and Time: Friday, October 15, 9:00 a.m. to 10:30 a.m.

Moderator: Dr. Elizabeth Minnich 704/334-3267
Educational Consultant
400 E. Tremont Ave.
Charlotte, NC 28203

Panel: Dr. Philip Harding Jordan, Jr. 614/427-2244
President
Kenyon College
Gambier, OH 43022

Dr. Thomas Stauffer 713/488-9336
Chancellor
University of Houston at
Clear Lake City
2700 Bay Area Blvd.
Houston, TX 77058

Dr. Ruth Schmidt 404/373-2571
President
Agnes Scott College
Decatur, GA 30030

Dr. Gloria Randle Scott 404/755-6251
Vice President
Clark College
240 Chestnut Street, S.W.
Atlanta, GA 30314

*

- What are the major issues confronting institutions desiring to transform their curriculum through inclusion of new scholarship?

This question will be addressed by the moderator and panelists.
When the issues have been articulated, the audience will have an opportunity to add to the issues and discuss problems and solutions.

* Additional Panelist

Dr. Marie Emma Graham 312/995-2374
Department of English
Chicago State University
Chicago, IL 60628

Report from Decatur

These few pages include my concerns regarding (1) the Lecture Series in Illinois; and (2) a summation of MEG's trip to Decatur.

1. It will be difficult to bring RB and JM back to RCC since they were there last year. AS an alternative I suggest: (a) bringing MEG and JW --this would fulfill the expressed desire of some BSA members for more female speakers, as well as building on the positive response to MEG; (b) that RB and JM be suggested to the Black Emphasis Association at Millikin University as possible speakers for their programs, i.e. Black Emphasis Week in March, and to the Black Student group at SSU, as well as the Black Caucus.

2. The Moriane Poets, organizers of the Festival of the Written Word (Saturday, September 18-Sunday September 19 at Millikin University) asked Pamoja to organize a workshop on "The Concerns of Black Writers." The workshop attracted 30 individuals from diverse backgrounds: 9 RCC Black Studies students and 3 guests; 3 Pamoja members (including myself); 3 writers who will appear in Pamoja's book (1 is also a Black Studies student and another is the girlfriend of a former Black Stu. student, West is the other); 1 Black faculty from RCC (who along with another NAACP member published a volume of poetry this past summer); and about 10+ white people who were attending the conference in general.

The first three groups represent populations specifically targeted by Pamoja. The response from these groups was good considering other activities occurring that same day..

Feedback on presentation;

(a) 3 students wrote summations including reactions to MEG's

talk for extra credit. All stated that it was well delivered and that they enjoyed it. They mainly pointed out the periodization and the contradiction between the works of writers writing within a collective or individual context. I did not get the impression that they grasped the essence of the impact that a liberation movement had on writing.

(b) Pamoja members - key members were in attendance. The director, secretary and chair (myself). Both the director and secretary stated that they were impressed with the analysis of the various arts movements and the emphasis on collectivity rather than individuality. Both expressed regret that the other members of Pamoja missed the talk.

My major goal was for Pamoja to be exposed to a talk that linked culture and politics. This was certainly a progressive step that can be built upon in the future. Unfortunately, the two most problematic members of Pamoja were not in attendance.

(c) Writers - all expressed positive feedback, especially the young lady who taped the session. She is also currently enrolled in Black Studies. I have yet to get a thorough summation from West.

(d) RCC faculty - I was surprised that she attended, and even more so that her body language indicated agreement with the major points put forward by MEG. She is extremely conservative and for the past year we have been openly hostile toward each other, only recently getting back on speaking terms. Perhaps we can now move back to a working relationship.

3. While attendance was not as good as I expected, it was decent. However, this was due mainly to the lack of coordination between var-

ious groups. MEG's talk coincided with a day honoring a long time recreational volunteer and a get-together football game. Both events drew people who would have normally come to hear MEG. That it was a Pamoja member who scheduled the get-together immediately after MEG's talk amplifies the ideological problem within Pamoja.

The attendance at the various functions represented a class composition; a. mainly students and PB's attended the workshop and get-together; b. the day to honor Mr. Smith was attended by the broad masses of Black people. In the future we should not only have better coordination, but should attempt to "Sink Deep Roots among the Masses," by incorporating other such events into the social context of mainstream events.

4. David Johnson was the speaker for RCC-BSA's annual Fall Retreat. Last year it was JM. Because it was outside and held in the heart of the community, attendance (60-70) was good and his message, Black Studies and community involvement, was well received.

*Pamoja is the community writers workshop led by Comrade SCJ. Its main function up to now has been performing, but is moving toward a more conscious political orientation. SCJ's comment was that while they will create and perform works about struggle and Black people, they do not want to actively engage in struggle. They have been invited (through SCJ) to come to Timbuktu at some point. A news article about PAMOJA which appeared in the local paper has been placed in the current information box in T for everyone's viewing.

Report on Production/Equipment

Inventory of Equipment in 2530 S. Michigan October 9, 1982

Slide sorter
Stencil Cutter
Kodak Carousel Projector
Video Accessory
Mimeograph Machine
Slide Holdable Carousel
Frost Bulb 25 watt
Projector-lamp bulb
Integrated Mixer
Syncro-search-sponder
Northwest search sponder
Microphone
Microphone extension cable (4)
Voice projector
Microfiche
Microphone (shure)
Speakers (2)
Film Projector
Overhead Projector for opaque material
Portable video cassette recorder
Panasonic Electric View finder

Films:
Malcolm X (2 reels)
Breaking the Chains
Finally Got the News
Generations of Resistance

Completed by DM

Note: See Appendix for Memoranda concerning Production/Equipment.

On our films there has been some development. The American Friends Service Committee was visited where we were given some historical documents on their film area. The next contact with them will be November when the transition of AFSC and particularly its film area will be fully developed. We may then be able to start a relationship with Progressive forces which may lead to new film processing skills for PC and an opening for further penetration of AFSC from other PC areas of work which may need to share resources.

Technical information of interest is that an important cause of film deterioration is the projector itself. The advice is to show films on well maintained projector. As of yet, no developments on repairmen or projector or how we can gain the skills. Any suggestions?

Secondly, film processing training is available at Columbia College. Should PC pursue it?

We've received the first rental of a film in the new period. One problem resulted; a late return. Shouldn't late returns be discouraged, especially when film rental by two separate parties is back to back? A fine should be placed on late return. We should establish a set fine for when we lost money because film has not been returned in time to transport it to the next renter. This should be stated first. This fine should reflect what we are trying to do with money gained from films. An example of this is that we should set a goal for the money received from films. Questions: What fund is that money put in; will the money go for purchase of new films; film repair, etc.? If so, a budget can be projected and the necessary fee charged to amass that amount of resources. This presents the question of how the rental cost of a film was negotiated

in the past.

Films also need labeling on the outside and instructions given to the patron.

UIC charges \$7 a reel for film processing.

Additional questions: How was the cost/^{\$75}of arrived at for film rental. What about when a film is accompanied by a book display or speaker or otherwise? How are our three slogans realized in the film showing or in the relationship with the individual patron?

A Comment on the Left in the USA

The current situation in the left is one of disorganization and the hardening of left sectarianism and the flourishing of a rightward leaning social democratic reformism.

General disorganization has hit groups such as CPML, RWH, PWOC, BLP, and others. The RCP and the pro Albanian groups maintain their hard corps stance. The rightward drift is carrying old left oriented forces like the CPUSA, CLP, and Workers World Party, while now including such recent forces as CWP, Line of March, Democratic Socialists of America, and Theoretical Review.

At this time there is no clear unity building context in which PC fits, has unity with, especially when you consider the question of joint practice. However, our consistent practice, and our withdrawal from hardline politics (lines of demarcation on Mao, Angola, Soviet Union, revisionism, etc.) has drawn nearly everyone closer to us. This constitutes the danger of right opportunism, because that can get to be comfortable...A Black left group with no line who can be dragged into this or that coalition to give it some "independent color." Bullshit! This is our critical retreat from "front linism" in order to carry out our work. But it must mean that we are much more forthright internally with our struggle to hold up the RED FLAG and transform ourselves into better fighters.

We have three basic approaches to the left:

1. UnitedFront building: this includes our efforts to get people into NCBS conferences by reading papers on the Black question, and by our getting left organizational material into Timbuktu, and by our campaign to get groups to take up Black liberation month.

2. Fighting to develop Left Line on major questions: this will take the main form of the presidential politics conference focusing on Black liberation and crisis of the capitalist state. And, this is the most important aspect of our overall work on the Afro-American national question.

3. Building organization: this will take the form of building some sort of cooperation among forces in the Chicago area, and among the Black left in the US overall.

In the future issues of RED FLAG, we will have articles summing up the line differences that exist on key questions, and give brief organizational histories of groups currently active in the left.

Appendix

Listing of mass documents and brochures issued

Letter to Slim & Art

ICBS Letter

Press Release on Harris/Abu-Lughod reception/book party

Basic College contact letter

BLM Brochure

Internal Correspondence

Memoranda from DM

Note: Conference programs for conferences attended by comrades are placed in the Current Information File in Timbuktu.
This includes: Festival of the Written Word (Decatur)
American Council on Education (Minneapolis)
Society of Ethnic and Special Studies (St.Louis)

MR. SLIM COLEMENT
HEART OF UPTOWN COALITION

MR. ARTURO VASQUEZ
October 25, 1982

Draft

Comrades:

Let us first express our appreciation for the opportunity to sit down with the both of you to initiate the exchange of views and explore common concerns regarding building unity for the revolution, especially among progressive forces of different nationalities here in Chicago. We feel strongly that our discussions were very useful and plowed some fertile ground for continuing discussions toward forging steel-like unity for the tasks which lay ahead. This letter is to follow up on our discussions and suggest a framework for another sessions.

A common theme in all our presentations was the importance of building great unity--ideologically, politically, and organizationally--among advanced forces of all nationalities. This was seen as especially important during this period of deepening crisis when we can expect an escalation of spontaneous struggle from the masses. The importance of understanding the relationship between revolution and reform, between strategy and tactics, was also emphasized, as we all shared general ideas about how best to introduce revolutionary socialism into the mass struggle. Each of us had criticisms regarding the negative role of the "left" in the mass movement, and the bankrupt character of much of the reform leadership in mass struggles. Finally, we shared some of the details of the practice we are each engaged in toward our common objective of transforming U.S. society into a socialist society without exploitation and oppression.

Of course, many questions were raised by our presentations as were answered. We were therefore pleased that we all agreed that future talks were in order around several specific points, recognizing that the kind of unity we desire can be built only in a deliberate and protracted process:

(a) Theory of Urban Resistance and Mass Struggle

All - Chicago Congress

Revolutionary Black Power/Chicago Project

(b) 1983 Mayor's Election

(c) Unified Strategy Grouping--How it Might Look

(d) Immigration/Undocumented Workers

In light of our discussions, and subsequent developments and analysis, we would like to propose that our initial discussions seek to apply the lessons of Lenin's What is to Be Done? to the particular concerns we have raised. While we share the general criticism of the U.S. left regarding the tendency toward dogmatism and getting bogged down in the abstract debate, we also share Lenin's injunction that "without revolutionary theory there can be no revolutionary movement." Since our discussions will be thoroughly rooted in our practice, this danger should be minimized.

We have found this book useful in exploring several questions of revolutionary practice which have been raised in our discussion. Its general thrust relates to much of our present work. Lenin's thesis is that "the greater the

spontaneous upsurge of the masses and the more widespread the movement, the more rapid, incomparably so, the demand for greater theoretical, political and organizational work of (revolutionaries). p. 53

In addition, a number of other relevant points are treated in the book:

(1) the relationship of day to day struggles for reforms to the strategic revolutionary struggle;

(2) the different organizational forms necessary for reform struggles and for revolutionary struggle;

(3) the plan for a political newspaper and for all around political exposure through agitation and propoganda work.

We think that our discussions and developments since we talked argue for such a focus. The reform struggles in Chicago are heating up, especially with the CHA struggle and the Chicago Fest Boycott. We could analyze these developments and how we see taking them up; we would especially like to hear your assessment of The Committee of 500, etc. since you were directly involved. The All-Chicago Congress appears to be proceeding well toward its successful convening this weekend, which we look forward to attending. P.O.W.E.R. has made excellent headway in its voter registration efforts. The summations of the C-WED conference and followup plans can be shared in this context as well. We should also be able to deepen our understanding of agitational-propoganda projects like the All-Chicago City News, an important tool of struggle, and our course on Black Chicago. A key concern which we have is what kind of agitational-propoganda mechanism can serve as a weapon to build multinational unity, especially among the advanced, and how our ongoing work and projects may contribute to this goal (e.g., developing the Chicago course with units on various nationalities, etc.)

In sum, we think that important gains are being made and that more gains are possible. The next series of discussions should firm up those possibilities and result in a specific agenda for joint study and struggle. We bend the stick toward the theoretical understanding of our work because hammering out more unity on this level can best sustain the building of unity around the work we are involved in now, and the work that must be done.

If this general proposal is agreeable to you, we can follow up as soon as we hear from you with a more exact proposal and lay out some specific questions we should each address, and a proposed timetable. We look forward to hearing from you soon.

BUILD UNITY FOR THE REVOLUTION!

In struggle, *Michael*



P.O. Box 37244
Chicago, Illinois 60680

September 14, 1982

Illinois Council for Black Studies

TO: Dr. Clara Fitzpatrick, Board of Regents.
Dr. Charles Morris, Illinois State University

FR: Professor Johnetta Jones, Chair-Elect, I.C.B.S., Eastern Illinois Univ.
Dr. Gerald McWorter, Chair, I.C.B.S., University of Illinois-Urbana
Dr. Ronald Bailey, Executive Director, I.C.B.S., Northwestern University

RE: Blacks in Illinois Higher Education

We wanted to acknowledge receipt of recent materials from you on behalf of the group you have been convening. We applaud your continuing efforts to explore and address our mutual concerns about the status of Black people in Illinois higher education. We have shared the materials with members and supporters of I.C.B.S. on more than 30 campuses throughout Illinois in an effort to build a broader network among people with similar concerns.

In addition, there are several organizations and individuals in the state who should be involved in the activities you are giving leadership to, especially the planning of the spring conference. They are:

Dr. Emil Jason, Southern Illinois University at Edwardsville,
President, Society for Ethnic and Special Studies

Dr. Randall Davenport, Kennedy King College, Chair, Black Faculty in
Higher Education (an organization in the City College System of Chicago)

Dr. S. Miles Woods, Roosevelt University; Chair, National Association
of Black Professors (Chicago Chapter)

Given the importance of two-year colleges in Illinois higher education, special attention should be paid to their concerns as well. In addition to the Chicago contact above, the following come from other regions of the state and organization contexts:

Dr. Henry Cobb, State Community College of E. St. Louis

Professor David Johnson, Thornton Community College (who has been
active in conferences of the national association of community colleges)

Professor Sundiata Cha-Jua, Richland Community College, the fastest
growing community college in Illinois.

As we stated earlier, I.C.B.S. is interested in organizing a special plenary session on Black Studies in Illinois higher education for the spring conference. This will be a critical topic and we will have completed the state wide survey for our report to the Illinois Board of Higher Education. We can promise a informative and stimulating session. Please inform the program committee of this and make known our desire to work on the program committee in this regard, as well as mobilizing for the spring conference. Others mentioned above are

Dr. Clara Fitzpatrick, Board of Regents
Dr. Charles Morris, Illinois State University

page 2

also excellent people to make input into the planning process and in building involvement for the conference.

Finally, we are enclosing the recent I.C.B.S. News and a copy of the N.C.B.S. regional meeting announcement. As always, we would welcome your presence at the meeting and any input into our ongoing work. We have added you to our mailing list, along with the names of committee members in your last memo. We are sending them this memo and all of the enclosed materials in order to build stronger bonds of unity and to open up additional lines of communication toward greater cooperation and collective action to strengthen the status of Black people in Illinois higher education.

We look forward to continued work together.

cc: General

Timbuktu

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

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

FOR IMMEDIATE RELEASE

OCTOBER 1, 1982

BLACK LABOR SCHOLAR AND PALESTINIAN ACTIVIST

FEATURED AT TIMBUKTU

William H. Harris,, author of THE HARDER WE RUN: BLACK WORKERS SINCE THE CIVIL WAR (Oxford: 1982: 15.95) and Ibrahim Abu-Lughod, author of PALESTINIAN RIGHTS: AFFIRMATION AND DENIAL (Medina: 1982: 7.95) will be at an autograph party and reception at TIMBUKTU: THE BLACK PEOPLES BOOKSTORE, on Friday, October 8 at 4:30 PM.

Dr. Harris, who has published widely in scholarly journals, is also the author of Keeping the Faith: An Autobiography of A. Philip Randolph. He is director of the graduate students minority fellowship program for CIC (Committee on Inter-Institutional Cooperation), an organization of mid-western colleges and universities. In July 1982, Harris returned to his alma mater, Paine College, to become the youngest president of a historically Black college. Previously Professor of Labor History and Associate Dean at Indiana University, Dr. Harris will be in Chicago to address the annual meeting of CIC at the University of Illinois-Chicago.

Dr. Abu-Lughod, Professor Political Science at Northwestern University and member of the Palestinian National Council, has written a timely book on the Palestinian question. According to Dr. Abu-Lughod, "The crux of the Middle East conflict is the question of Palestine: the essence of that question is the attainment by the Palestinian people of their historic national rights." Dr. Abu-Lughod, who was in Beirut on a special UN assignment during the recent bombings, will also comment on the recent massacre of the Palestinian people in Lebanon.

Both books by these authors will be available for purchase. A reception follows the autographing. The event is free to the public. TIMBUKTU is located 2530 S. Michigan Avenue. Open daily Tuesday through Saturday, 12 - 7PM. For further information, call 842-8242.

"EDUCATION FOR LIBERATION"

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



Peoples College

P.O. BOX 7696 • CHICAGO, ILLINOIS 60680 • USA

October 4, 1982

Dear Friends:

The U.S. is in an economic crisis that is worrying and confusing everybody. All around us we are feeling the attacks. Unemployment has sky-rocketed and Illinois has one of the highest rates. Attacks on education and housing are hitting hard, and hitting some harder than others.

In spite of all this, Black people in Chicago are fighting back. There is a struggle for power going on in the Black community. A struggle over the institutions that control our lives;

- *The fight over the over the school board, i.e. for a Black superintendent, against the control of the big banks, and over the dumping of two Black school board members.

- *The struggle for power over the CHA board such as the recent flooding of the CHA board meeting by residents and activists, who were eventually thrown out for trying to protect their basic right to live in decent housing.

- *Increasing union activity for economic stability for workers.

- *Efforts against increasing fares and decreasing services on the RTA that over-burden inner city riders.

Both the Republicans and the Democrats claim to have all the answers. Our history tells us that their solutions usually have a high cost for us. And we have to begin to look much more critically at the 'quickie' solutions they offer.

Basic College started in the early 1970's as an education program for developing a common understanding of Black history and the struggle for Black Liberation. Classes at that time included Black U.S. history, third world revolution, Pan-African analysis, and community analysis.

Now in this period of increasing spontaneous struggle, Black people are fighting to gain control over these institutions. But it is clear that only through conscious and deliberate struggle where we identify the enemy and aim our blows, will we win. And one way in which we can begin to do this is through Basic College where some of the courses Basic College will focus specifically on are problems in Chicago that we all need to know about.

Courses include:

1. BLACK PEOPLE AND CHICAGO'S ECONOMY will analyze who owns and who works, and will make a class analysis of Chicago.
2. BLACK PEOPLE AND CHICAGO POLITICS will cover the voter registration drive and strategies to elect a Black mayor.
3. HOW TO THINK TO LIVE (philosophy) will discuss alternative ways to analyze the concrete situation in which Black people live.
4. HOW WEALTH BREEDS POVERTY will discuss the nature of exploitation and how both wealth and poverty are inevitable under capitalism.
5. LITERATURE will analyze the social protest and urban writings of Richard Wright and will explore Black women in the rural period by focusing on Zora Neale Hurston.

Classes start: October 23, 1982

FURTHER THE ANALYSIS, HEIGHTEN THE CONTRADICTIONS

TIMBUKTU BOOKSTORE 2530 S. MICHIGAN AVE. IN LIBERATION HALL

16/10/32

To: AF

From: D.V.

Re: Questions concerning the development of Production Department 1. Keeping with 1. Consolidating left pole leadership, 2. Sink-
ing deep roots in the mainstream, 3. Building Revolutionary or-
ganization.

How do you think production should develop? Why do you think PC
production is what it is today, and/or what is PC production?

What writings exist on PC production already? (i.e. Records of
maintenance, inventory)

Give any ideas of how to develop production, especially dates you
expect to need something developed. This will create a tension in
production caused by the; desiring to make PC self-reliant, the
knowledge what something must be done.

Give any ideas you think are not included in the above.

RE

From: D.M.

Re: Upon discussion with senior cadre it was thought best to communicate in writing. This letter regards PC films. Answer any way you can, even by phone. If a question can't be answered leave it blank.

- Is there any reason that our films were not labeled on the outside? There are Greyhound slips on some are these still of significance.
 - Why was there a film held by customs at one time?
 - Are there any films that you know must be repaired before the use of them is allowed?
 - Does there exist or do you have any ideas on film distribution? (i.e. discouraging late returns.)
 - What is your knowledge of the historical experience of PC and films? Have we ever lost a film through poor maintenance, stolen, not returned etc.
 - What exist concerning their security, ideas or actual paper? (i.e. Insurance, Ideas to secure from burglary etc.)
 - How was reduced amount for payable for film rental negotiated in the past. Was it successful? If not, why not. What are the political and economic questions that are involved in setting a price for all film rentals?
 - Does PC have a short political essay on the films we own?
- Give your general comments (perceptions) not included above.

16/10/82

To: R.F.

From: D.M.

Re: To keep the AB Dick copier as productive as possible.

- What are some of the problems we've had with the sales representative or maintenance representatives? What are the good relations we have with them?
- What ideas and actual decisions about the copier already exist? Mr. What is the disposition of the service contract?
- What can be considered waste in usage of copier?
- What are your perceptions of the usage or anything regarding the copier that aren't above?

Note: You may write on this paper and return it or keep it for your records. You can answer these question and return them one at a time, any way is acceptable. Keep in mind deadlines which a requirement of use of copier is needed. we have already had one project stopped. So I need your answers now. Don't worry though. I will follow up on the answers by phone or memo, as deadlines require answers. The production department hopes you expect this note to apply to all future notes or memos or any communication. It most definitely applies to all the communica in this series. Meaning by series all the things given simultaneously to you on this date: 16/10/82.

16/12/82

To: RF

From: D.M.

Re: Making the Free literature table a more valuable resource to
building revolutionary Blackpower and Building unity for the
revolution

- Give some suggestions for choosing what materials should be allowed
on the Free literature table.
- Give your perceptions (Historical) of the table.

- Criteria for submitting articles
- Editorial review process 54

Future Issues

RED FLAG # 3
Responses to RED FLAG #1, #2
Report on Basic College
Report on Black Philosophers Meeting
Report on All Peoples Congress
Reports from Areas of Work
Profile on Community/Community Organization (beginning of a series)
Evaluations of Leadership
Black Studies: Report on St. Louis Conference

Deadlines:

Deadline #1	November 12	Final date for <u>receiving</u> Documents
Deadline #2	November 14, 16	RF Production
Deadline #3	November 17	RF Delivery date (Chi)
Deadline #4	November 19	Rf Delivery date (Ur, De)

How to reach MEG:

MNF - 11-12; 3-5 at school (312) 9952374
Daily after 9pm at home (312) 7527012
or leave a message at T

On Mailing documents:

Please do not rely on another comrade to "bring" your documents, unless there has been some prior discussion. Until we get a better system, please forward all documents to P.O.Box in Chicago.. Please use double envelopes, with no individual name (other than PC) on outside envelope. Out-of-town comrades, please allow mailing time. Deadline above does not mean mailby that date, rather received in Chi by that date.

10/28/82

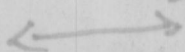
0300 hrs

Phase 1 Building Org

N

2 UF work
left - BLM

N 1972-75



3 Black Studies
Dev. Ctr

CA 76-77

4 Building a Base Chp 77-81

5

Chp 198(1) 2 Present

also preparing to tackle the 5th ed of intro

Leadership rec from org
" one gives to own life