

BLACK STUDENT UNITED FRONT

b.s.u.

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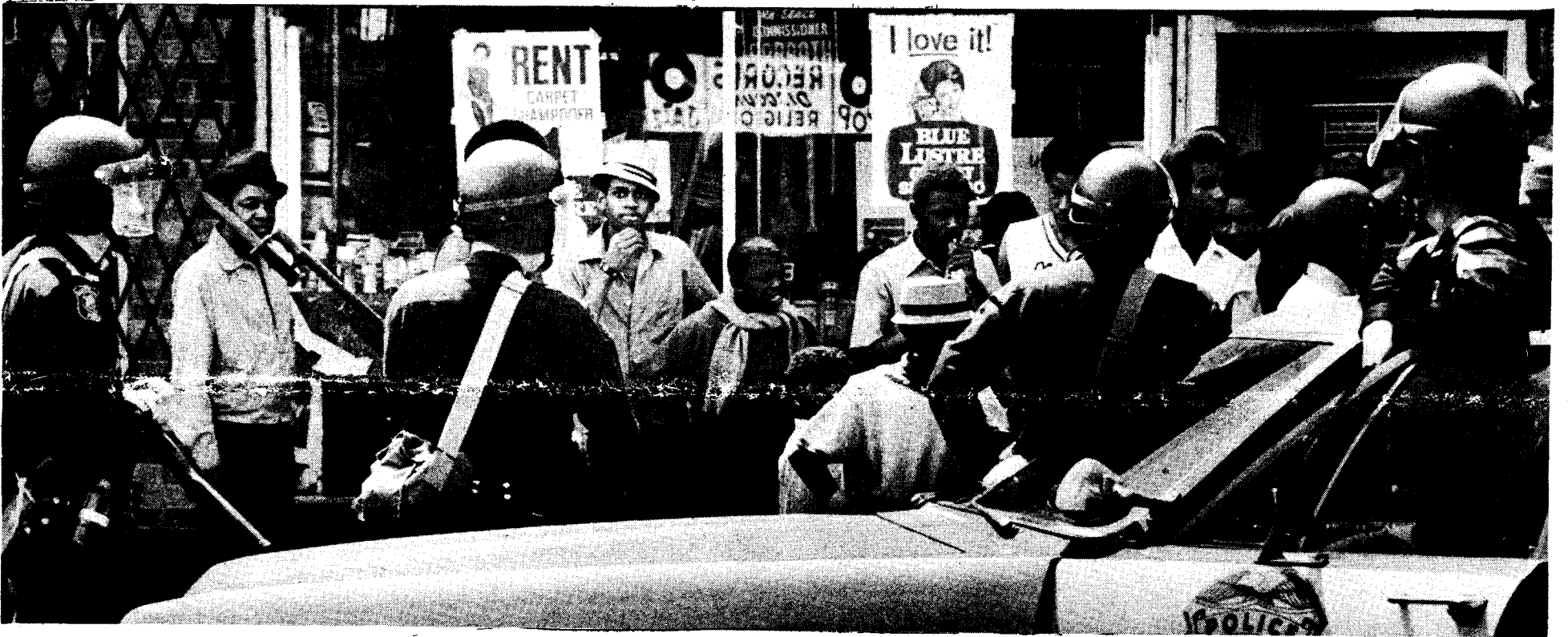
the official voice of the city-wide BLACK STUDENT UNITED FRONT

OCTOBER 1970

THIS PAPER WAS WRITTEN FOR THE SOLE PURPOSE OF GIVING GUIDANCE TO THE LOCAL COMPONENT PARTS OF THE CITY-WIDE BLACK STUDENT UNITED FRONT (COOLEY, NORTHERN B.S.U.F., POST JR. B.S.U.F., CASS B.S.U., WESTERN B.S.U.F. ETC. ETC.) FROM THE EXECUTIVE BOARD OF THE CITY-WIDE BLACK STUDENT UNITED FRONT:

WE SHALL WIN!

BLACK YOUTH THE WORLD IS YOURS



take it!

INTRODUCTION

In May of this year, thousands of black-hating white racists residents of the Osborn High School area swarmed out of their homes and marched on Osborn. Arriving at the school they began a vicious campaign of beatings and assaults on hopelessly outnumbered black teen-age high school students. The attack lasted for hours and many white policemen joined in the brutal assault. The battered black students were finally able to escape by outrunning the mob and boarding a bus driven by a black bus-driver, even though the bus was attacked and badly damaged by pipes and rocks thrown by the white students and parents. The attacks on the blacks at Osborn continued for several days, and were obviously building up toward a massacre when school let out. We have every reason to believe that the racist mob will pick up where they left off at the beginning of this school year. Osborn High is just one school that typifies one of many problems that afflict the Detroit Public School System.

In Detroit, conditions at the schools can at best be described as chaotic. For years the school system has gone about trying to destroy the minds of Black students. Now, the students find that their lives are threatened by racist

whites who have been infuriated at the attempts of the board members to "integrate" the schools. This has resulted in a situation whereby four members of Detroit's School Board have been recalled and replaced by four new members.

A trip through any inner-city school, reveals to us, the *Black Student United Front*, the deteriorated conditions of the building, and the general conditions of rat-infested, roach-infested, filthy lunch rooms which can in no way be construed as conducive to the learning process. Finally in our schools there is the ever felt presence of the Detroit Police Department, forever harassing, brutalizing, victimizing and arresting our brothers and sisters who find these conditions are intolerable and engage in struggle. Many of our members have been arrested, expelled, and otherwise been messed-over as a result of fighting against dope, against inferior education, against racism, against dilapidated school buildings, and for freedom and justice. And in spite of these obstacles, the B.S.U.F. fights on and on, and we will continue to, until victory is ours. Join us, Brothers and Sisters, and with your support we will win.

The Black Student United Front was created as a result of the ever worsening conditions in the schools in an effort to build a black student movement to end the misery and suffering that we endure during the years that we spend inside racist schools. We are aware that the real issue that black people have to address themselves to is not integration, but racism. The racism that brought about a situation of inequality in the schools in the inner-city where we live with the schools located in the fringe areas of the city where whites live.

In our schools we are well aware of the fact that the school board allocates more money for "white" schools than they do for blacks. We know that the equipment that comes from white schools after years of use while it is replaced by new equipment. It is not unknown to us that a majority of teachers who are placed in our school feel hatred and contempt for us resulting in a poor quality of education. All around us we see the teachers, administrators, and police department cooperating with dope pushers who openly push dope in elementary, junior high and senior high schools, furthering the efforts at genocide against black people.

INDOCTRINATION:

- 1) The American Flag flown throughout all of our schools; singing the "Star Spangled Banner" in our elementary years, and later at all school programs respecting this strip of material called "Old Glory", and saying that it symbolizes the "Land of the free, and the home of the brave."
- 2) The displaying of pictures of George Washington, Thomas Jefferson, and Abe Lincoln in our schools ever since we started going to them. The fables saying that these men were the makers of this country.
- 3) The portrayal of American interests across the seas as a strong, kind nation only trying to assist a small, helpless nation. American imperialism being portrayed as "help others to help themselves" programs.
- 4) The All-American boy image. He is white, has crew-cut hair, is on the football, basketball, baseball and/or swim team. Is on the honor roll, in the student council, and in the R.O.T.C. or it's equivalent.
- 5) The All-American girl image. She is white, has bouncy blond hair, is healthy and carefree, is "American as Apple Pie", loves America, hates communism, and "some of her best friends are "Negroes", or more common none of her friends are "niggers".
- 6) The fable that any little American Boy can become rich, famous, or President.
- 7) The American Dream.

The above are examples of a process called indoctrination. Indoctrination, in simple words, is the constant drumming in of information, ideas and practices into the thoughts of a person. Indoctrination is a process which, over even a short period of years, transforms the minds of young Black Students from quick intelligent Blacks, into lifeless, imitating idiots, programmed to repeat only the information that keeps Black youth from uniting.

The Detroit Public School System perpetrates indoctrination within everyone of it's inferior schools. We are taught to remain ignorant and passive when the time has arrived for constructive change. It is this very process of indoctrination that keeps our mouths shut and our feet planted to the ground when we see white teachers mis-use and mis-educate black students, and the same process of indoctrination that keeps our ears closed and our eyes shut, when we see an act of police brutality against our fellow black students.

This is the same process of indoctrination that has us going to horrible schools, sitting at lunch tables with rats and roaches for our fellow diners, and never saying a word about it. You see, we have been constantly told that black people live a certain way. So therefore there is no reason to improve the schools.

This is the same process of indoctrination that has our parents often wanting us to go to fringe area schools (Osborn in particular), thinking that we will get an education that is better. But they do not realize that at those schools, their children are being, and are going to be, subjected to some of the most inhuman cruelty by white parents towards black students witnessed since the early years of the civil rights struggle.

This is the same process of indoctrination that makes black students race to join some of the jive sororities and fraternities and clubs that are in their schools, but shuffle their feet when it comes to some serious organizing of black students.

This is the same process of indoctrination that made us believe one of the classic lies of Western Man: that Christopher Columbus discovered America.

The Public school systems around the nation, and in Detroit especially, are geared to only one thing —not educating students, but to continue a system that has exploited billions of people in the course of it's history. The schools also are serving as day-care centers, and as a warehouse of future factory workers. That is why the process of indoctrination is one of the most subtle, but dangerous weapons that the schools have, to keep blacks from uniting to make a wrong right. As a result of indoctrinations, students are no longer able to think on their own, to fight for the preservation of their people. Instead, they come out of school with dissolved minds, saying only what the man wants him to say, doing what he wants him to do.

So black students, we must unite and fight for community control, so that this process of indoctrination can stop. This way, instead of having students turned into robots, to which "Liberation" does not compute, we will have young black people capable of beginning a system of justice, something that our parents, and their parents before them, never had the joy of knowing.

B. S. V.

JOIN THE black student united front



HARASSMENT AND INTIMIDATION

If we take a quick glimpse of the overwhelming history of the student struggle here in Detroit, we find that Black students who have heroically fought for a decent and more relevant education have been faced with mounting repression and constant harassment. This repression, harassment and intimidation has been forced upon us by school administrators, teachers, uniformed and plainclothed policemen along with the Board of Education.

In our just fight for better education, freedom of speech (i.e. The Black Student Voice), "black studies" and the ending of police brutality, we've only met jailings, arrests, suspensions, beatings and expulsions. The below incidents are examples of this repression:

1) Northern High, September 1969 — Black students protesting against the inferior education and horrible conditions within the school, drew up a list of Black Student Demands. At the demonstration accompanying the presentation of these demands, the following happened: 6 students beaten, 13 arrested and jailed, and 14 suspended indefinitely from school.

2) Cooley High, March 1970 — Black students demonstrating peacefully against a white male teacher who beat up a young Black student. Aftermath: Breakthrough, a racist reactionary white organization, and the white community in

cahoots with police, broke the peaceful Black students picket line and beat and arrested Black students. Also, 22 Black students were suspended as a result of this demonstration.

3) Osborn High, March 1970 — "Racists on the Wild." White students (of Denby and Osborn), while demonstrating against the proposed integration (bussing) plan of the school Board, took their savage vengeance against Black students (300 Blacks, 3,000 whites) and launched a bloody campaign of terror. The policemen also helped show white, devil natures as they helped the white parents brutalize helpless Black students.

4) All over the city, at junior highs and high schools, Black students, who were distributing their paper, the Black Student Voice, were victims of arrests, fines and expulsions while constantly being denied their "constitutional rights" of "free speech."

5) Northeastern, Murray Wright, Kettering, Mumford, Post, Hutchins, and other inner-city Black schools have felt the wrath of the white power structure, via police, administrators, teachers, the Board of Education and the white community itself.

The Black Student United Front, along with Parents and Students for Community Control have been in the forefront of the fight against inferior education, intimidations, the inadequacy of the school board, gerry mandering of school regions, and the powerlessness of the Black community.

COMMUNITY CONTROL IS THE ANSWER!!

THE PARENTS:

Our parents have been exposed to the struggle long, long years before us. Most of them were from down south, and knew directly the horrors of the white reign of terror. They have known the beating, murders and lynchings of many a black man and woman. Therefore, they know how it is to be black and oppressed.

But our parents have been blocked by hopelessness, despair and repression. They really see no end to the white man's rule, and so they have become contented with it. They send their children to school, not knowing the horrible conditions there. Often parents send their children to school just to get them away from home. There is no true communication between black students and their parents, but there is no generation gap that the white people talk about so much. This is because both Black parents and students know that things aren't all right. All that is needed is more involvement on the part of the parents.

Your parents pay monstrous taxes for your schools and education. But it all is being wasted because you are not getting what they are paying for. Your parents are paying for crumbling down buildings, racist teachers and other horrible conditions.

It is a necessity that parents become more involved, with their children, in the student struggle. All of your parents want the best in life for you, whether they show it or not. In order for them to have the joy of seeing their son or daughter "succeed" in life, our education will have to improve, or else we will never succeed.

So Black students, urge all of your parents to care about what goes down with you in school. Let them know that things are not like they should be. And above all, let them know that community control is the only way that we can get a good education.

THE SOLUTIONS: DOPE

Realistically, there is nothing that you can do to help a brother or a sister who is a junkie. One of the few things that can be done for a black person who has a Jones is to refer him to one of the hospital clinics in the Detroit area that treats persons with dope problems (Herman Keifer, Lafayette Clinic, and Harper are three). And the thing that can be done is to go to some of the many self help programs around Detroit (Synanon for one). But really the only thing that can be done is to talk to him, as much and as seriously as possible, to help him get that honkey off his back.

On the preventative scale, there are many things one can do. One thing is to keep young people who have not messed with dope, or haven't messed with it too much, very busy in wholesome, black activities, while warning them of the dangers of drugs. That is an absolute necessity, because more and more black children are getting hooked.

We realize that dope is not a problem that we introduced. The white man brought it to us so that he could slowly kill us off. Now his children are using it, and he is scared. The only way that dope will be stopped will be to let as many white kids get hooked on it as possible, because that is the only way that the white man acts.

Our push for community control will also help to stop the drug traffic into inner city schools. Look forward to our forthcoming issue dedicated to the dope problem. We will be going on in more detail about this problem in that issue.

SOLUTIONS: R.O.T.C.

Since the R.O.T.C. is an instrument of United States oppression, it is necessary that the R.O.T.C. have no representative bodies in our Black schools.

Although no R.O.T.C. organizations in our inner-city schools would be the best solution, there are other things that can be done.

One would be to constantly educate students to the brainwashing of the R.O.T.C. This would include urging young black men not to join the R.O.T.C.

Have organizations in the schools (Black Student United Front for instance) that can counteract the effects of the indoctrination of the R.O.T.C.

If there is no way that some misguided brothers can be led from joining the R.O.T.C., convince them to look at the R.O.T.C. in a manner that their brainwashing is revealed.

The R.O.T.C. is inimical to the best interests of the black students. It is one of the many techniques by the school system to brainwash black students. Along with fighting for community control, we must fight to get the R.O.T.C. out of our schools.

SOLUTIONS: ECONOMICS

The problems stemming from an economic base are there because of a lack of control of schools by community. Right now, the schools are being controlled by persons who care only about maintaining the quality education out in the suburbs. Therefore, all of the money goes to those schools.

The things that have to be done in order to discontinue this practice, is to establish community control. And along with this the following economic procedures will be followed:

Low income schools shall be provided with additional funds to compensate for the costs of quality education.

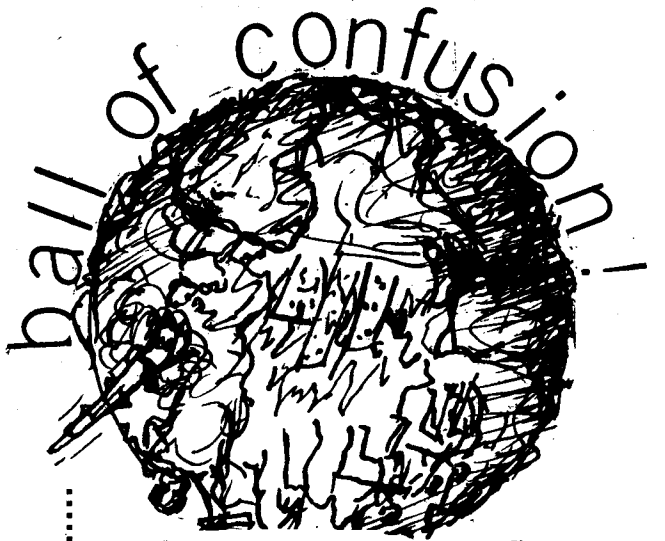
Regions with more students that teachers are able to efficiently educate shall be provided with extra teaching staff.

The economic priorities of each community shall be determined by the community.

These are only a few of the resolutions passed by the Decentralization Conference of December, 1969. Another problem still remains: corporate input into the schools. This is a very important problem, dealing with corporation involvement in our schools. (General Motors, Michigan Bell, etc.) This only proves to heighten the level of students entering the factory working force after they leave school. Solutions for this problem are ones such as below:

Be it resolved that corporations involved in any local school be subjected to control by the regional board (community).

Be it resolved that all federal and state projects be controlled by the regional board (community).



BALL OF CONFUSION (revised)
(That's What The Struggle Is Today)

Army movin' out
Guerrillas movin' in
Fools try to say,
"don't you know you can't win?"
Run, run, run, but
you sho' can't hide
An eye for an eye
A tooth for a tooth
Vote for me,
and I'll set you free
Rap on brother, rap on
Well, the only person talkin'
'Bout love is the
chicken-suckin' preacher
And it seems,
The struggle needs to
learn that practice
Is the teacher
Integration, emigration,
negroes' minds
Are on vacation,
Seize the time,
Off the slime,
don't forget to make it rhyme
Ball of Confusion
That's what the struggle is today
The sale of pills is at an all time high
"Star gazers" walk around with
Their heads in the sky
Cities aflame in the summertime
And the line rolls on

Land base out in space,
nothin' but a monkey chase
Shootin' rockets to the moon
Hope they don't get back too soon
"identity, purpose, and direction"
won't solve a goddamn thing
And the line rolls on
Here's the truth!
Around black workers unite
Liberation means guns and
a black general strike

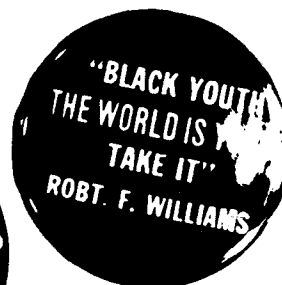
Great googa mooga,
black workers, power to ya'
Stop the Ball of Confusion
Oh yeah, that's what the struggle
is today

Revolution in the air,
tension everywhere
Unemployment rising fast
Nixon's foot is in yo' ass
And the only cure to all these ills
Is black revolution
And the line rolls on
Eve of destruction, white seduction
City inspectors, bill collectors
Mod clothes in demand
"spookism" out of hand

suicide, too many bills,
crackers movin' To the hills
People all over the world say "NLF,
Win the war!"
And the line rolls on
Great googa mooga,
black workers, power to ya'
Stop the Ball of Confusion
Create a new world today
We will win, we will win, we will win
Stop the Ball of Confusion
We will win, we will win, we will win
Stop the Ball of Confusion

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BLACK STUDENT UNITED FRONT



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Send \$.25 and self addressed envelope to:

Black Student United Front

8719 PURITAN
DETROIT MICHIGAN

ECONOMICS

Another fundamental reason for the lack of the ability for black students to survive in America's educational systems is economics. Historically, education in America's Public School system has been designed to meet the economic demand of big business and for labor—with this in mind we shall further investigate the economic conception and in particular, Detroit.

The development of the Public Schools in America expanded only when they coincided with the industrial need for a more literate labor force, or in simpler words, public school education improved only when it became necessary, because of an advancing technology, to have workers who could read.

It is also important to understand that in America, schools are designed to meet the demands of various segments of her population and to maintain the social and class order of the ruling class.

Industrial or corporate involvement in education has played a decisive role in the establishment and maintenance of an unequal and unjust educational system. Make no mistake that the motivating force has been only the need for unskilled and semi-skilled labor.

Each educational institution at one time in America has expressed the need for equal opportunity in education, and school boards have gone on record for making such statements. But they make it impossible for black and other minority students to compete with white students on an equal basis. Again make no mistake, this is done by the bare refusal to allocate the necessary amount of funds that were needed. That is to say, to black inner city, or just black dominated (population wise) school systems, do not get the same amount of funds for education that white schools get.

Another important factor in understanding our position within the educational institutions of America is that we simply do not control it's economics, which should insure the level of accountability in relation to student/teacher relationships, the development of

curriculum, etc. We are constantly faced with the fact that we are not allocated the amount of funds to purchase the right quality or amount of materials that we need for instructions. Because we do not receive the amount of funds necessary to create a quality education, our schools are inferior to those of the white community. This is a problem that has existed for many decades, and will continue to exist, if we don't put an end to it immediately. For economic priorities are the prime factors in a quality education, and if we are to have a quality education, the economic priorities can not be geared to maintaining the economic superiority of whites, but in obtaining a quality education for blacks and other inner-city children.

R.O.T.C.:

Since the inception of the reserve officer's training corps (R.O.T.C.) back in 1862 more than 3 million young men have completed it's program.

The R.O.T.C. has branches set up in the army, air force and navy as well. Units of the R.O.T.C. can be found in high schools and universities throughout the United States.

In spite of all of the R.O.T.C.'s progress in recent years, all has not been well within the R.O.T.C. Immersed in controversy and looked upon with contempt, the R.O.T.C. has been the target of harsh philosophical and in some cases violent physical attack (i.e. burning and bombing of R.O.T.C. buildings). On the most part these attacks have been initiated by young white leftists and supported by the greater numbers of liberal young whites, who come from well-to-do families. The reasons that the majority of whites who are opposed to the R.O.T.C. give for doing battle with the R.O.T.C., usually centers around the following two:

1) They are opposed to (as they call it) the "immoral and unjustified Vietnam War", to the United States "war machine" and exploitation.

According to US government statistics, Blacks, though only comprising 10% of the total US population, make up more than 20% of the casualties over in Vietnam. Also noted was the fact that (percentage wise) a higher number of Blacks were joining or being drafted into the armed forces (usually lured by false promises of security, end to racism, chance for advances in the armed forces, or just a chance to "succeed").

In the year 1970, for any mentally stable Black man to willingly be inducted or straight out join the armed forces be it going directly into the armed forces, or joining the R.O.T.C., is not only foolish but suicidal and traitorous as well. The R.O.T.C. is another form of indoctrination, and it has proven that it is not operating in the best interests of Black people, but only represents a system that has oppressed and exploited them for many years. They point to the fact that the R.O.T.C. is preparing men to fight in that war.

2) They are opposed to the draft which is closely tied with the operation of the R.O.T.C. At first glance these reasons given by the young whites for opposing the R.O.T.C. seem to be somewhat sound and logical . . . Or are they? A closer examination will reveal that these reasons at best are superficial and on the most part spurred by a feeling of conscious and abhorrence to **Just one particular war** which the United States is involved in.

Most young whites fail to see that the R.O.T.C. is part and parcel of America's massive military-industrial complex which is and has been maintained by the continuance of oppressive and exploitative wars against primarily non-white nations.

The protests against the R.O.T.C. and the draft has been primarily carried out by young, upper middle class whites, almost devoid of participation of Blacks, Mexican-Americans and Puerto Ricans. These three groups, however take more losses in the American Draft, R.O.T.C. and subsequently wars, and also blacks, even more than the other two groups, suffers the most.

solution;

INDOCTRINATION

The only way that the destructive process indoctrination can be halted is through community control of our schools, with community control, we will be able to teach the true, savage history of America, which was built with the blood, sweat and tears of our ancestors and not George Washington, Tom Jefferson, or Abe Lincoln. New images will be created of people who did not kill, maim and exploit to get ahead.

Another thing that has to be done is to de-brainwash black people. It has long since been time for us to help each other as a people, but we have been hindered by black people who loved the white man more than themselves.



TEACHER ACCOUNTABILITY AND STUDENT ACHIEVEMENT LEVELS

Teachers accountability is a phrase that has been often used in the past few years. What does it mean? To say that a teacher is not accountable to his students simply means that he is teaching in a way that alienates him from his students, he really does not care about what education his student gets, and does not try to improve on the education that he is supposed to be giving to his students. Teachers that are unaccountable to their students are teachers who are helping the overall school structure to mis-educate black students.

The role of the teacher has been, traditionally, to guide the students on to "higher paths of knowledge", to instill in him a high sense of values and generally to teach the three R's, reading, 'riting, 'rithmetic. But some of our teachers don't seem to be capable of teaching 'reading, 'riting, or 'rithmetic, much less leading students to higher paths of knowledge and instilling high senses of value. Many of the teachers in our inner city schools are constantly perpetuating the evils of racism, capitalism, and imperialism, in all of their classes.

It is impossible for black students to receive a relevant education as long as teachers are unaccountable to the students that they teach. It is impossible to expect us to be educated to the truth when we have teachers who don't even live in the area, and don't have children who go to the schools that we go to. Someone who has not experienced our problems cannot help us to solve them. We must have teachers who care about our welfare in our schools.

As long as black students are being educated in an inferior manner, it is impossible for us to meet the standards of certain achievement examinations. Under the present education system the following happens: A black student has been educated in inferior inner-city schools all of his life. When in high school, he takes a so called intelligence test or any other kind of examination that is given to students throughout the nation. Nine times out of ten, a black student will score "below the national average". But if we explore closer, we will find out exactly what is what. Just because the black student scored below the national average, that does not mean that he is dumb. Those tests were originally taken by upper-to-middle class white students who are given the best of schools and education, the black student finishes with a low score only because the schools that he has been going to are inferior.

This is another trick that the man uses to make you and I seem stupid and otherwise inferior. And giving examinations is not the only way that he keeps us in an inferior frame of mind. He makes us go to schools that are crumbling apart, with teachers who don't give a damn about us. And it is time for it to stop. Community Control is the only way in which black people will control the education of their children in the schools. With Community Control, our teachers will become accountable to us and not any other racist, outside force.



THE PARENTS

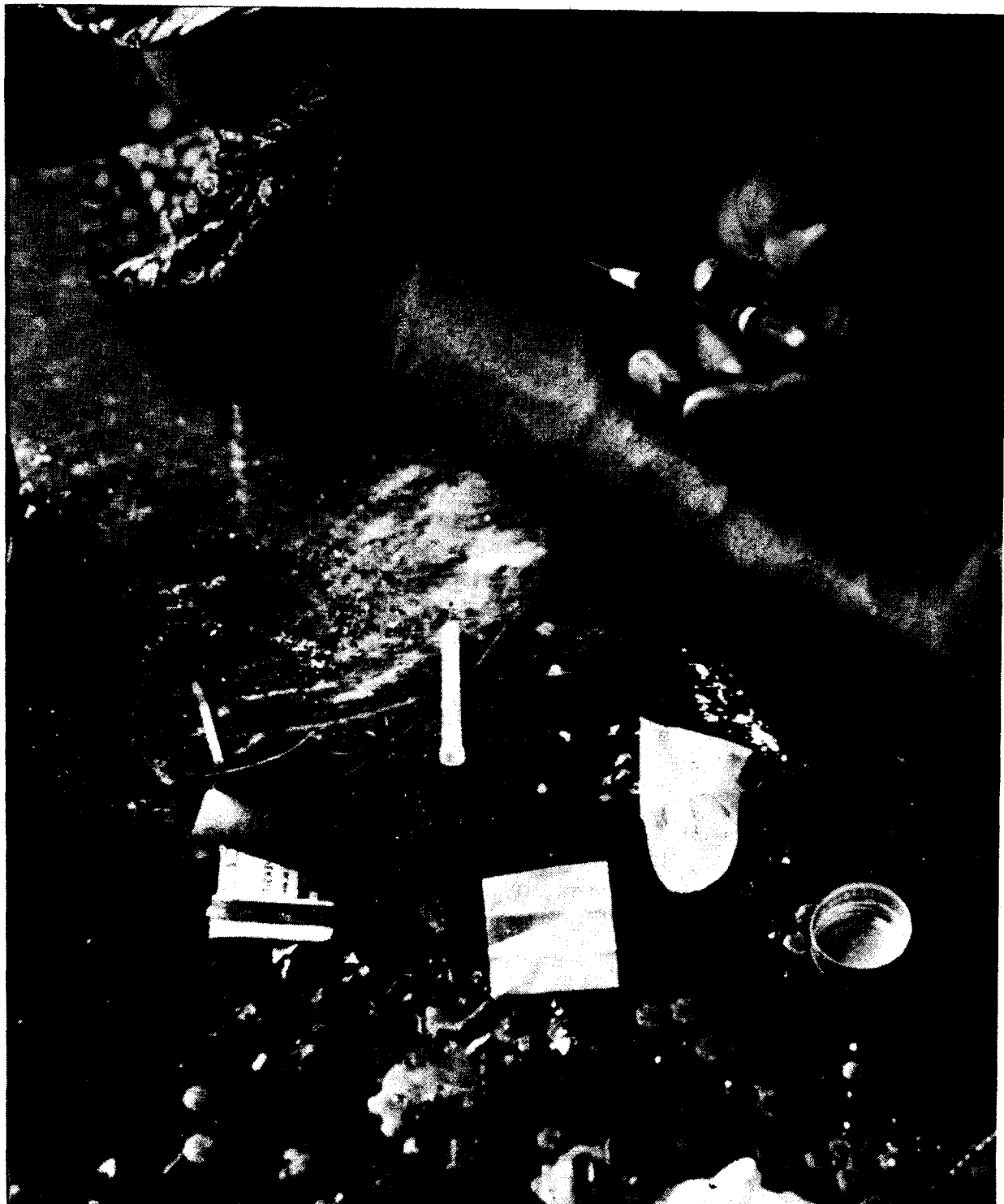
One of the more pressing problems facing black students struggling for relevancy, decency, and justice for blacks in the Detroit Public School system has been the support, or lack of support given by our parents. The majority of our parents have been reduced to babysitters, instead of being concerned and active in matters that affect their children. As this new semester opens, explosions are sure to take place stemming from the controversy created by the passing of the Decentralization Bill, Public Act 244, along with current conditions within the schools.

Because of the tensions which will run rampant this semester, black students will be in need of our parents more than ever. Parents should find out about and become more active in struggles that students are presently leading.

Last semester when Osborn High exploded, there were physical confrontations including Black and white students attending Osborn. Virtually the entire white community of that area also participated in these confrontations. Calls were made for the withdrawal of Black students to different schools — Pershing or any other black schools. Many parents of those students disagreed with this on the grounds that the educational standards were higher at Osborn. But this stand was incorrect because of two basic reasons:

1) The parents of those black students were not subjected to the physical and psychological torture experienced by the students when they came in contact with hordes of mad, blood-thirsty, white racist, savage mobs of parents.

2) In reference to the educational standards of Osborn or any white school, in comparison to inner-city black schools, Black people should be engaging in struggles to improve the level of education in schools in the Black community, instead of fighting off the entire white community just to receive a quality education. It can be said that if any struggle for quality education is to get off of the ground, parental involvement is a must.



DOPE

Black students have undoubtedly heard that dope is slavery. People relate to dope for various reasons. Why do you, if you do? Some people say it's the in or now thing, others say that it helps them to feel better or forget some of their problems. Others use dope because it is forced on them, by friends, dope pushers etc. Once into these habit forming drugs, you then have to find some way of supporting them, and that is why some of our brothers and sisters end up in jail, or dead, for burglary, robbery or other various crimes, trying to support their habit. This is one way that the system gets Black people into the position where they can control your mind and body. They have you so busy buying dope, and keeping you supplied with it that you don't have time to get your own thing together—becoming a part of the student struggle, and educating yourself, in order to educate your people. In this way we can open up the eyes of our brothers and sister. What you can do to help the Black race, help unite our people and the community around you, you are prevented from doing because you may use dope.

The police, and other white people don't care if we kill ourselves with drugs. Why do you think the dope houses in the community around your house and school haven't been busted? Why do you think that for all these years dope has been flowing through our schools and community, supposedly unnoticed. And now all of a sudden rehabilitation centers are opening up for young whites in the suburbs, now that it has affected them to a noticeable point.

If you are already on dope, what good has it really done for you? What happens when the money runs out, and you need money to support your habit, and you can't get a job because of this habit?

Will we as black students let the lives of our fellow brothers and sisters go to waste for the sake of the white man and his vicious system of dope? Will we watch our people continuously inject poison into our veins in order to "get high"? Will we allow Black flunkies who push dope into our schools? Will we idly stand by and watch our beautiful Black women stoop so low as to sell their bodies to filthy, degenerate, white men? Will we watch our brothers and sisters cut each other's throat, steal, and murder each other for a "blow".

Black students, think about these things the next time you go to "cop a blow". Maybe you will stop and think about what you are doing, and decide to help other brothers and sisters by joining the student struggle.

A great percentage of the Black population is hooked. How many more of our Brothers and Sisters will become hooked, or die, or be locked up, or controlled mind, body and soul by the oppressor before we can really start dealing with the problem seriously and constructively.

Have you ever seen a 10 year old get high? Have you seen a 15 year old Black prostitute selling her body to the white tricks who come into the community after dark? Do you remember the 12 year old brother found dead in an alley from an overdose of Jones? He had been a junkie for 2 years.



solution;

SOLUTIONS: TEACHER ACCOUNTABILITY

The only way that inner-city teachers will become accountable to their students is through community control, then solutions to the teacher unaccountability problem can be solved in many ways.

- 1) The community, in the form of the regional school board, decides which teachers will be the instructors of our children.
- 2) Those teachers who already are proving unsatisfactory, shall be discharged with the decision of the community.
- 3) Teachers will be selected on the basis that they possess positive attitudes toward black youth, believe in their dignity, worth and intelligence, and will teach and relate to students on that basis.
- 4) A black teachers union should be provided, open to community and students, with the purpose and intent of making teachers more accountable to their students.
- 5) Those teachers teaching in inner-city or Black schools should take an active interest in the community, and various problems of the community and school.
- 6) Parents of students in the schools should become involved in the education of their children, even if it comes to having groups of parents travel throughout the school for about a week, sitting in on classes to see how classes are being instructed.

These are only a few ways that we can make our teachers accountable to us, and not to the board of education or any other non-student force. We hope that you students will join in the fight for teacher accountability, so that we may make the phrase "teacher accountability" a reality.

SOLUTIONS: HARASSMENT AND INTIMIDATION

Black Students are being harassed and intimidated because they are involved in a rebellion against a school system that is outdated and corrupted. The schools of Detroit are controlled by uncaring people, dedicated only to make things in the schools remain the same—bad. So when black students decide that it is time for some change, they are being repressed.

One of the ways that this can be stopped is to replace those administrators who will not listen to the language of change, with people who will. Then the Black Students will not have to rebel in the first place, because the bad conditions will have been corrected. But this is a long process which involves the establishment of Black Control of Black Schools.

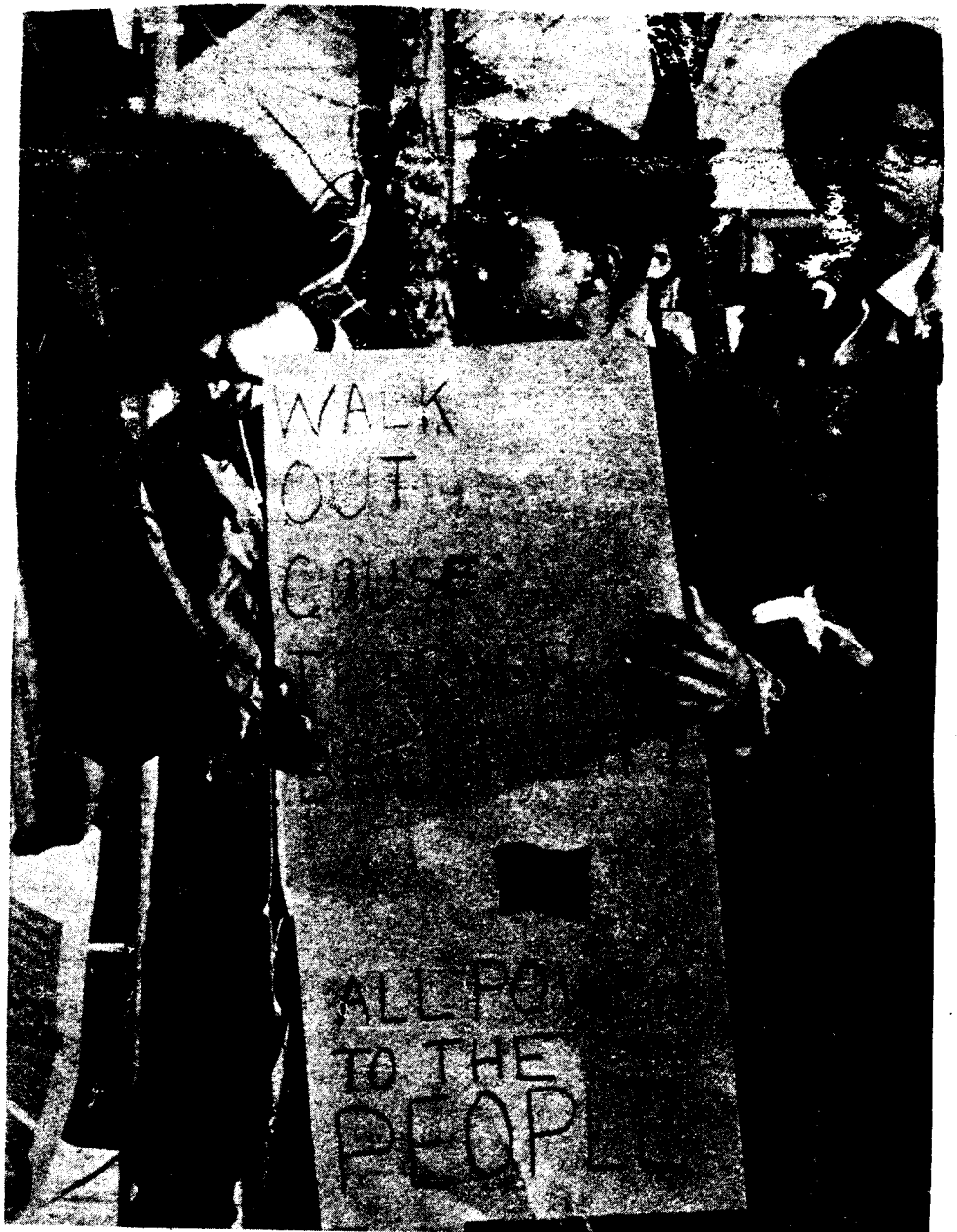
In the meantime, what can be done is to put policemen in our schools who are black, and are sympathetic to our cause. This would stop a lot of the police brutality towards demonstrating blacks.

Black students should be allowed to distribute their newspaper, the **Black Student Voice**.

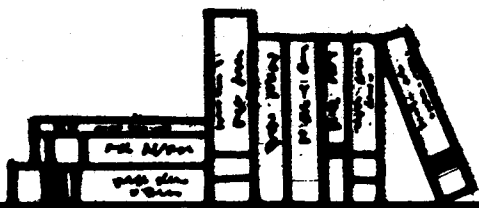
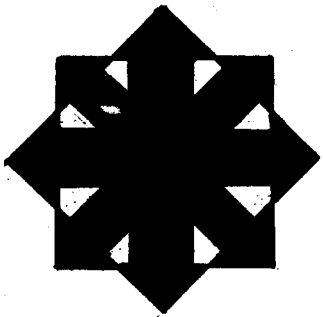
The number of students actively in the struggle should become a majority, so that we will not have police and administrators cracking down on a militant few. If almost all of the students were in the student struggle, it is hard for so many to be disciplined by the school administrators.

We should have more community involvement, because repression and harassment will not come down upon us so severely, if the police and the administrators know that they will have the whole community to reckon with.

We must stop reactionary black organizations in our schools from planning activities that are guaranteed to bring about repression. We must try, to our best ability, to plot strategy that will bring about as little confrontations with the police as possible, and as few suspensions and expulsions as possible. This is not cowardice, but a guarantee of self-preservation, to insure that we can continue working within the schools to change them.



Black students refuse to accept teachers brutality and inferior education.



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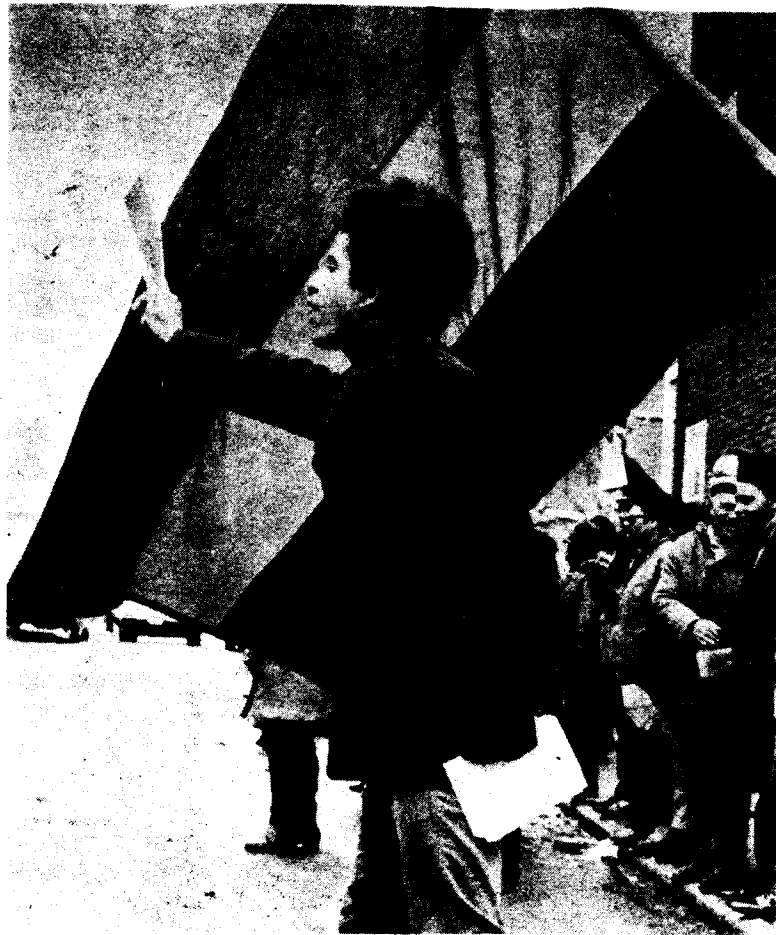
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nor are they
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**our heroes are *you!*
the masses of black
students involved in
struggle.**

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