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HU Aids Bowie Demonstration
by Clyde W. Waltz

Last week, the students at Bowie State College staged a massive demonstration to dramatize the urgent need for administrative and curricular changes on their campus. The demonstration, which involved over 1,000 students and faculty, was the culmination of a series of meetings and discussions that had been taking place for several weeks. The students were calling for the reform of the university's administration, the curriculum, and the living conditions on campus.

The demonstration started with a march from the student union to the administration building. There, the students presented a list of demands to the administration. These demands included the right to organize, the reinstatement of faculty members who had been dismissed, and the establishment of a student assembly with the power to make decisions about the policies of the university.

The administration rejected the students' demands, and the demonstration turned into a confrontation. The police were called to break up the demonstration, and several students were arrested. However, the students refused to give up and continued to protest throughout the day.

The demonstration was a powerful statement of the students' dedication to achieving their goals. It highlighted the urgent need for change on Bowie State College, and it served as a catalyst for further action.

Rep. Powell Returns

Representative Adon Clayton Powell of New York, a black congressman from the state's 24th District, was re-elected to Congress on Oct. 11. Powell, who has served in Congress since 1965, won re-election with 64.7% of the vote.

Powell, a Democrat, has been a strong advocate for civil rights and has been involved in many important legislative debates. He has been a member of the House Committee on Education and Labor, and he has been a leader in the fight for equality for black Americans.

In addition to his legislative work, Powell has been involved in many community-based initiatives. He has been a strong supporter of education, health care, and economic development in his district.

Powell's victory is a testament to the strength of the black community in the district and to the importance of having a representative who understands their concerns.

Students Struggle for Black University

By Brenda Adams

Most students participating in the recent demonstrations on the campus of Howard University are concerned about the future of the nation's oldest black university. The demonstrations, which took place in late September and early October, were in response to a number of issues, including the appointment of a new president, the university's financial crisis, and the lack of representation of black students on the campus.

The University of the District of Columbia, the city's other black university, is facing similar challenges. Both universities are battling to maintain their identity and to provide a quality education for their students.

In addition to the financial crisis, both universities are also facing issues related to the quality of education. The students are concerned that the universities are not providing the level of education that they need to succeed in the workforce.

The demonstrations have brought attention to the issues facing black universities in the nation's capital. It is hoped that the demonstrations will lead to positive changes for the students and faculty of both universities.
Sit-In Proves to Be Effective

By Cindee Marshall

McDonald Power!" "If This Any Way to Run a University: You Bet It'll Fail!" and "We Are Ready. We Are You."

Last week's Hilton, in describing the student demonstration at the Administration Building, provided details of the events occurring through Thursday night. The present article presents in chronological sequence the events of Friday and Friday night, the final two days of the demonstration. It is hoped that this will furnish additional information and clarification both for those who participated and, also, for those who choose to stay away.

Friday, March 25, 1968

7:30 A.M. - The students were awakened by the sound of不甘 recommend of boiled eggs, toast, milk, and coffee. At 2:30 A.M. - It was announced that a total of 39 classes, involving 24 different instructors, would be resumed according to their regular scheduled times, beginning this morning.

The Hamilton Student Center held a meeting at 9:30 P.M. - The administration officials met with the student leaders to discuss the pending situation.

5:00 P.M. - A rally sponsored by the students of the Black Washington community was held. Most of the students

parents coming to take their son and daughter home found the students offering stay.

12:00 P.M. - The five student leaders who had met with administration officials on Thursday day sent the administrators a note saying that the students had scheduled the next meeting for 3:00 P.M. - The administration officials sent a note replying that they would meet with the students again.

1:00 P.M. - The administration officials sent a note saying that they would meet with the students at 3:30 P.M.

5:00 P.M. - The students sent the administrators word that the meeting would begin at 4:15 P.M. - The meeting began.

5:00 P.M. - A rally sponsored by the students of the Black Washington community was held. Most of the students

In the Administration Building they gathered and talked. Several prominent community leaders, including\n
William Stowe, Rufus "Catfish" Mayfield, formerly of Perkins Hall, and Al J. Stone, chairman of the best-selling "Tell It Like I See It" voiced their support of the demonstration.

A ticket line of local residents formed in front of Douglass Hall, and students held a similar one with such slogans as

"Something's Got A Hold On me - something's got to give," and "We're ready. We're you."" The scene. This brought on an interesting and forthright performance, leaving the audience satisfied.

Following them came a more Americanized, but no less popular, the group, the Unites. Led by the indomitable J. Jackson, they swayed through a soulful reper-

tory of sound and cheerleading. They topped the act by finally publicizing the audience to their version of "Old Man River."

Don Freeman of the New School then read several poems relating to the Black revolution.

Last on the agenda was a four-character play by a sixteen year old Newark, N.J. youth. It showed the divisiveness experienced between Black and Negress in America, and offered a method of bridging this gap to get all Negroes together.

11:45 P.M. - The administration officials who had met with the student leaders earlier that day arrived at the Administration Building and went to the conference room meeting.

Saturday, March 26, 1968

2:30 A.M. - All students were called down to the main lobby for an important informational meeting. Officials explained that they had received the students' demands and that they must be processed. The students were told that it was probably the best settlement that could be obtained. Otherwise expressed bitter disappointment, saying they could definitely accept the proposal. 5:00 A.M. - It was finally decided that everyone was too tired and sleepy to reach any meaningful agreement on the matter. If anyone agreed that everyone should get a few hours sleep before a decision was reached. Another meeting was scheduled for later Saturday morning.

11:45 A.M. - Judy Howe, O. G. Jackson, and Tony Gittens, representing the steering committee called the meeting to order. G. T. started off by telling everyone to stand for "our" national anthem, "We're together," and then the group sang and clapped to the music, which was played twice.

Judy Howe then admonished everyone to listen and consider carefully before making a decision, for, in her words, "These students have fought hard for their rights, and they deserve our respect and consideration."

The list, which was then read, included the following proposals:

1. The regular Student Assembly would be allowed to control the major policy of the judicial body which would try the 20 students charged with disrupting, boisterous, and disruptive "Charter Day" ceremonies.

2. The administration would make an effort to see that Howard University was not represented in the mind and mood of the faculty.

3. A board composed of student and faculty members would be appointed to work on student-faculty relations.

4. No changes would be brought against student taking part in the current demonstration.

5:00 A.M. - A heated discussion began. Student officials outlined the proposals ranging from the Black students' demands. Many voiced their belief that "It was precisely the best settlement that could be obtained. Otherwise expressed bitter disappointment, saying they could definitely accept the proposal."

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Margaret Mead Advises Lovers
"Better Get Legally Married"

**Anthropologist Margaret Mead** advises young people to consider marriage in two steps, today decried rear-echin to her plan presented about sixty years ago, which was "unrealistic." She stresses what was then called a "short-term" marriage, a form of vows, and points out that the agreement is for the moment, not the future.

"The need is urgent to reexamine our approach to marriage," Dr. Mead wrote in the current issue of the Religious News Service.

Young people are "not taking for the right to be delinquent," she asserted, "they are too mature to allow delinquency to be removed altogether. They are too proud to be pawns that tell them sex is good and necessary for a well-balanced life."

Moving Reporter

**Sit-Inners Surveyed**

By Cindee Marshall

March 20, 1969, nearly all of the students in the AdminISTRATION BUILDING, those who were determined to remain, were occupying the night. At that time a survey was taken to discover their personal reasons for being there. The following, a "sampling of the findings of that survey," is to be used.

"I am here because any student I feel we have a right to speak out against anything which is unjust to us. The University should teach us to relate to human culture because if it can't understand it will become stagnant," said Robert Johnson, Sophomore, Solvay, N.Y.

"I've been here since 4:30 this morning and I have no idea what the charges against the 39 students are. I was here because President Naylor is not," said an unknown student.

"I think Howard University should teach us to relate to human culture because if it can't understand it will become stagnant," said Robert Johnson, Sophomore, Solvay, N.Y.

"I'm here because I think the University administration has too much control, and the judicary do not want to use to try the students is definitely biased. The demonstration should have occurred earlier," said Allan Henry - former Howard student from New Orleans, La.

"I feel it's my duty to the administration, to the University, to society to demonstrate, that we should have a platform to voice our ideas," said an unknown student.

However, she added, "I am not concerned with who may come or who may come not to close their eyes but also to see and abet their children to live in a way that they may people still consider sinful—and that is the political, that I at least treat as criminal—puts them in a position where they are being kept from certain freedoms."

The most they can get is in collision in the kind of thing that is still branded as immoral and illegal. They want us to feel that they want to feel that they are what they are doing, or would be, to be right.

**Woman Seniors - Any Major**

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**WHITE PLAINS, NEW YORK**

**INTERVIEWS**

**TUESDAY AND WEDNESDAY, APRIL 2 & 3**

**CONTACT THE PLACE OFFICE**
Letters To The Editor

Students Organized
Dear Editor:

People far removed from Howard's current turmoil in titles and interest, have come to one conclusion of their own. "The students are organized and they have a flat full of spunk!" This astonishing statement is dominant among those who call the take-over a fiasco. It is also among those who call it an act of insubordination. In the eyes of these traditional black power types, it is an act not only of defiance, but (and in fact we are even assured that the state of Howard's administration building stage, if not quite in excusable insurrection, at least in insurrectional, and indirectly in the state of Howard's administration building will be met with acquiescence and世上最) but we will continue to protest until they get

Dear Editor:

As a former Howardite, I must state my concern.

I concluded that the administration ls not keeping us from "getting to the Board of Trustees's stand."

I have received a letter from the Board of Trustees indicating that they have not been informed of a change in the administration's policy. I hope I'm wrong, but I am not satisfied with the administration's response to this issue.

Carol Wood

Sit-In

Dear Editor:

The sit-in, which began on Tuesday, is a real sit-in. The administration has not been informed of the change in policy. I hope I'm wrong, but I am not satisfied with the administration's response to this issue.

J.D. Scott

Playing Revolution

Despite the highly organized nature of the student body, the administration appears to be attempting to define a black university for the white world. We must resist this attempt by taking control of Howard University. The leadership and four members of the Board of Trustees have resigned. We must think about the future of Howard University, and the struggle that we must be prepared to face.

Robert F. Williams, Jr.
Howard University

Anti-Sit-In

I want to say to all students who are participating in this protest: Do not call it a "sit-in," it is an act of insubordination. In the eyes of these traditional black power types, it is an act not only of defiance, but (and in fact we are even assured that the state of Howard's administration building stage, if not quite in excusable insurrection, at least in insurrectional, and indirectly in the state of Howard's administration building will be met with acquiescence and世上最) but we will continue to protest until they get

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J.D. Scott
Letter to the Editor

Continued from page 6

Secondly, if you students wonder how hard Dr. Montgomery Johnson worked to become a member of Congress, to get money to build the beautiful school of Howard University, I would appreciate what you have and work to keep it; an action of trying to destroy it.

Each of you should imagine how hard the teachers worked to make Howard a wonderful school. Now how do you realize that you are taking the Negro back into slavery. You cannot get the seeds of the black community. It must fit the needs of event, a white segregator, payments towards America support it.

I would like to say in all of you Black Muslims, give Negro leaders a chance to pour their brains into you. I realize your fat being a break. They are not throwing back all the money that has been used to try to destroy the Negro. I just suggest to you. In Chicago and demand to see what he has in store for Black people.

And for all of you students. You are doing...stop and think for a day or two. After all, you came to Howard University for an education. If you are not getting the education you wish, leave the school. Don't join-up with the Black Power Muslims. They are only causing trouble for you and your children to come. GET THAT EDUCATION, THAT IS WHAT YOU ARE THERE FOR. I won't say no other so-called "Negro Leader" in your group knows what he is setting up, you and your children to come.

If you agree, I will join you. If not, I agree, I will join you. I agree, I will join you.

Reasonable Revolution

The Negro has accomplished. In the future Negroes must fulfill your commitment.

I have records and plenty of evidence that the late Lincoln Bruce Johnson, is proving you Chicago Rich Leader plans on how to stop Negroes from Africa to us. I must admit that so far the plans are working. I am glad that you keep records, schedule, agenda, and the others who try to destroy the Negro. So, I suggest to you in Chicago and demand to see what he has in store for Black people.

And for all of you students. You are doing...stop and think for a day or two. After all, you came to Howard University for an education. If you are not getting the education you wish, leave the school. Don't join-up with the Black Power Muslims. They are only causing trouble for you and your children to come. GET THAT EDUCATION, THAT IS WHAT YOU ARE THERE FOR. I won't say no other so-called "Negro Leader" in your group knows what he is setting up, you and your children to come. I agree, I will join you. If not, I agree, I will join you.

Secondly, If you students knew about the Black Muslims and Black Muslims who are working on the Biblical scripture, We, therefore, demand that the Howard University and the community be compensated in the curriculum and that the university be buried.

"Howard is not run by a dictatorial system. We, therefore, demand that the future of Howard University be decided by the community including faculty control over academic affairs and student control over student affairs.

"A color is a return to a color of abuses." Bulawayo Lyton has written, "The revolution is a transfer of power."

The extended struggle of Howard students for simple human necessities has necessitated the move for the inclusion of certain revolutionary precepts. The students all agree on the way toward reform; the truth is that we are all fighting for an end. We are not all fighting for the same thing. There is no universalism in the world. And so in the United States, the Negro is fighting for his freedom. They became aware that "the black man is black because he is black."

"McGovern's" Negro leaders must not be our fellow Negroes to enrich their career in the professions or in political offices. They must fight to liberate the burden of their people. They are the mostunting and ambitions segment of the public. The protest is not an interlude of the Black Muslims who are left to sustain in the camps without nutrition which the Negro ghettoes. Although many in the Howard student body were and continue to be black and white, it is not a class conflict, as characterized by a middle-class orientation, slowly but steadily strong identification made with the plight of lower-class students. The student body is made up of one segment which permeated much of the school's society.

The many concerned students, teachers, government workers, and parents of Howard were members of the Black Muslims. They are not one but multiple. They have several goals.

The specific goals were to: (a) make the black Muslims to think of the other groups. Or, (b) make the black Muslims to get an education and become a black-power leader.

The black-power Muslims.

(b) a group of people.

(c) a group of people.

(d) a group of people.

(e) a group of people.

(Continued Next Week)
Peace Proposal Presented

By Susan Armstrong

"It is important that Universi-
ties like Harvard who have
responsibilities under the coun-
tries' problems in order to
shape them to our
people," this was part of the
address by His Excellency (Un-
Ambassador Alli
Before the U.S. all,
Auditorium and the U.S. Bu-
buildings in Allimadi of
Allimadi. Dr. Allimadi is
able to present the prop
nto us.

The proposal, written by Dr. Dorothy Hutchins, Inter-
ational Chairman of the Women's International League for
Freedom and Peace, is a proposal for a Vietnam peace
settlement in the nation's capital and calls for a "peace
now.

The proposal of Ambassador Allimadl speaks to the
founding of the Southeast Asia program at Cornell University,
which was co-authored with John Lewis of the book, "The United States in
Vietnam," said, "This proposal is one of the most realistic
I have seen.

A proposal in a bold

Women opened to foreign students

Foreign students who are interested in learning more about
American life by visiting American homes are offered an
excellent opportunity to do so through SERVIA, a voluntary
organization which brings host homes to foreign travelers in an effort to promote
peace through understanding. SERVIA hosts invite travelers into their homes for a
visit of two nights and offer a warm welcome and a genuine interest in sharing
their homes with the students. The homes are selected to reflect the variety of
American life, and in each home there is an exchange of ideas, experiences, and
stories. Accommodations are simple and hosts offer their hospitality without
charge.

Approved SERVIA travelers receive a list of homes,
which they can visit in their travels. They are encouraged to
visit homes in different parts of the country, including
metropolitan areas such as New York City, Chicago, Los Angeles,
and San Francisco.

Students are selected on the basis of their interest in
American life and their ability to relate with Americans.

All items lost at the "A" Building have been moved to the TV
room of the Student Center.

All blankets, pillows, books, etc. are in the TV room of
the Student Center.
Occupation of A Bldg. Continued

Finally, the student leaders agreed to present the proposals to the rest of the demonstrators, who would have the final vote on them.

With these details concluded, Tony yielded the floor to a law professor, who answered student questions that demonstrators were not specific enough. He allowed all the student demands were essentially incorporated in the compromise proposals.

In response to the biggest student counter-proposal, that university was not included, the law professor replied, "Your demand that certain administrators be fired might have just come before all, but this cannot be done summarily if we are to maintain a democratic university. Something has to be done that legal steps be taken. Formal charges need to be made, and the administrators should have the right to defend themselves."

These procedures can be started from the dialogue between student leaders and trustees proposed by the trustees.

The law professor also added that the mere fact that while the administration was not national television and radio stations that the university would be no negotiations with the students, the trustees and administrators were actually carrying on negotiations with the students would give some indication of the extent of the administration's power.

Q.T. Jackson then stood up in a way that the members of the Steering Committee had agreed unanimously to accept the proposal, and they recommended that the rest of the students vote approval also.

Judy Howe, another member of the Steering Committee, also said that after the vote was taken to remove the administration, the students voted to accept the proposals they must do so with the idea that this was just the start of things. The proposals provided a base, a first step on the way to getting the reforms wanted.

The Le Noir C'est La Beauce est Noire et Voila

by TG

Le Noir C'est La Beauce est Noire et Voila

Black is Beauty and Beauty is Black and

This is What is Good

Black is my color, Yes, Black is admirable,

Black is my origin, Yes, my birth is my virtue,

Black is condemned by others, others than Black.

I respect their indifference and interest.

Black is what whites attempt to resemble, reality reveals failings in tan lotus,

Black is the only color of my true brothers and sisters. They love themselves too much to constantly hate others.

Black was the real color of Jesus Christ, This is why God sent quality and not quantity.

Black is silence, So when it speaks it will be heard and not only seen.

Black is Beauty and Beauty is Black and this is peaceful.
Harry Edwards Leads Black Olympic Boycott

by Gary P. Lindsey

On May 27, 1968, in a personal interview, I asked Harry Edwards to look back at the 18 months leading up to the Olympic boycott. His article was that the boycott was "Instruments of a larger oppression. The seeking of solutions to some very interesting topics that guided, ungrateful, self-defeating people, solely within the limited sphere of these people, provided examples of the hypocrisies that the Black community in America has."

Howard University acts to elevate the campus morale through this was the real issue, one of the most controversial issues in the university structure (even possession of Black education.)" He concluded, "We have implied certain dangers surfacing your recently although these are not specific grievances, and we point them out. The specifications around which the administration can act were not taken advantage of in order to explain the nature of the real struggle, and the administration did not make the real issues involved. This week's strike is a structured system of classes and information that would have utilized resources both on campus, and from the larger Black community in America. The Black community cannot exist, if it is not the responsibility of the mechanisms of white power.

We must understand that the linkages that were inherent in the student "consciousness" and concrete struggles. Eithton these acts to elevate the campus situation to a higher level. It forces all specific actions to be considered by the administration as ending institutionalized opposition. defeated, and won by the total Black community. A "Black University" cannot exist, if it is not the responsibility to be the mechanisms of white power.

Students must then seek to legitimate the possession of power by the Black community, it is from this frame of reference that power as well as instruments of a larger oppression. The seeking of solutions to some very interesting topics that guided, ungrateful, self-defeating people, solely within the limited sphere of these people, provided examples of the hypocrisies that the Black community in America has in membership with the Black community in America. The Black community cannot exist, if it is not the responsibility of the mechanisms of white power.

The Howard University Viking athletes are interested in an unusual opportunity to represent us. Howard is simply another dimension of the oppression of Black people. One of the questions we must address is, "What would be the specific grievances, which are easily overlooked?" The answer to this question is, "We have a responsibility to be the mechanisms of white power.

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