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The Hilltop 3-29-1968

Hilltop Staff

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HU Aids Bowie Demonstration

by Clyde W. Watts

Last Wednesday, the students of Howard University staged a massive demonstrative to dramatize their belief that the administration is failing to resolve most of the grievances the college is facing.

According to some of the literature disseminated by the demonstrators, the college is facing a series of pressing problems. Among these are:

1. The school is facing a shortage of staff, particularly in the construction of student dormitories.
2. The administration is not providing adequate facilities for student activities.
3. The administration is not providing adequate resources for student research.
4. The administration is not providing adequate resources for student publications.
5. The administration is not providing adequate resources for student organizations.
6. The administration is not providing adequate resources for student services.

The demonstrators believe that these problems are not being addressed by the administration and that the administration is failing to resolve most of the grievances the college is facing.

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The demonstra...
Sit-In Proves to Be Effective

by Cindee Marshall

Last week's sit-in, in describing the student demonstration at the Administration Building, provided details of its events occurring through Thursday night. The present article presents in chronological sequence the events of Friday night and Saturday, 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 chose to stay away.

Friday, March 22, 1968

7:30 A.M. - The students were awakened by the sound of con­­nected boiling eggs, toast, milk, and coffee. 8:00 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.

It was also announced that instructors from the New School would hold four workshops during the day on various aspects of Black Awareness.

8:45 A.M. - A group of parents in support of the demonstration sat up a table outside the Administration Building to persuade parents coming to take their sons and daughters away for an offering stay.

10:00 A.M. - The five student leaders who had met with admin­­istration officials on Thursday morning said the administrators a note saying that the students had scheduled the next meeting for 1:00 p.m., and would meet with the students again.

10:45 A.M. - The administrators sent a note saying that they would meet the students at 1:30 P.M.

12:30 P.M. - The students sent the administrators word that the meeting would begin at 4:00 P.M. 4:00 P.M. - The meeting began.

5:00 P.M. - A rally sponsored by the Black Washington community was held. Most of the students were startled by this success. This time came as a surprise and left most of the students in a state of excitement and anticipation. The rally was well-received by the students, who found it heartening.

In the Administration Building

Several prominent community leaders, including Malcolm X, Frances Caffin-Mayfield, formerly of P.S. 185, and Rev. Henry Cloud speaking, delivered the best-seller, "Tell It Like It Is," which supported the demonstration.

A ticket line of local residents formed in front of Doug­­las Hall, with several lines of people with such slogans as "Something's Got A Hold On Me - Black Power!"

"Tell Me Any Way to Run a University? You Bet It'll Be!" and "Are Ready, Are You?"

After the speeches, the Carri­­bean Steel Band gave an outstanding performance.

1:30 P.M. - Student planning to occupy the building for the night was asked to return inside. Once inside, the students were told to find a space and sit at once. No students were allowed above the first floor. Students were asked to sit in until all available space was filled.

2:30 P.M. - Four members of the school's Board of Trustees arrived. Included among them were Dr. Kenneth Clark and Dr. Percy Julian. They were im­­mediately escorted to a third floor conference room to meet with the Steering Committee.

2:45 P.M. - A cheer went up from the seated students as a member of the food committee arrived carrying a large cart­­board box. The cheers died down.

8:45 P.M. - The administration officials who had met with the student leaders earlier this day arrived at the Administration Building and went to the conference room meeting.

Saturday, March 23, 1968

2:30 A.M. - All students were called down to the main lobby for an important informational meeting.

2:45 A.M. - The announcement that Morgan State, Clayton, and Flint had also joined the sit-in demonstrations similar to Howard's drew a rousing ovation and cheers from the students. At this time, the Steering Com­­mittee arrived in the lobby looking much the same.

3:40 A.M. - The trustees and administration officials, leav­­ing the meeting, had decided to ask for a federal injunction against the demonstrators. Five of the trustees, protesting this appro­­ach, vowed to resign from the board if such action was taken.

4:00 A.M. - A heated discus­sion followed. Student officials were asked to accept the proposal. Many voiced their belief that it was definitely the best settlement that could be obtained. Others expressed bitter disap­­pointment, saying they could not accept the proposal.

5:00 A.M. - It was finally de­­cided that everyone was too tired and sleepy to reach any mean­­ingful accord on the matter. It was 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, Q. T. Jackson, and Tony Giffen, representing the Steering Commit­­tee, called the meeting to order. G.T. started off things by telling everyone to stand for "our national anthem, 'We're winners.'" All present stood and joyfully sang and clapped to the record, which was played twice.

Judy Howe then addressed everyone to listen carefully before making a deci­sion, for, in her words, "What we may now will generate all kinds of worldwide ripple effects. Tony Giffen then gave details of Friday evening's marathon meeting between the students, trustees, and administration officials. The student spokes­­men revealed that during the first of these meetings, a last­­minute decision was made to consider the student demands. These officials ordered the stu­­dent representatives to have all students vacate the university area. No alternative proposals would be obtained to move them out forcibly.

The student representatives replied that the demonstrations had lasted to stay until their demands were met, and would continue until Friday night.

Meanwhile, the school's Board of Trustees held an emer­­gency meeting. At this meeting the majority of the 24 trustees had decided to ask for a federal injunction against the demonstra­­ting students. Five of the trustees, protesting this ap­­proach, vowed to resign from the board if such action was taken.

Four of them asked for and obtained permission to go to the students and try to get them to leave on their own accord.

When these trustees, headed by Dr. Kenneth Clark and Dr. Percy Julian arrived at the Administration Building they presented the student leaders with a list of four compromise pro­­posals.

The student leaders voiced in­­itial dissatisfaction at what they termed the vague wording of the proposals. They questioned the trustees closely on the matter for several hours, at the same time confer­­gung with the committee of two students who had volunteered to assist them.

In the meantime, an announce­­ment came through that the trustees had decided to ask for a federal injunction against the demonstra­­ting students. Five of the trustees, protesting this approach, vowed to resign from the board if such action was taken.
Punch-Out Has ‘Atmosphere’ Say Many of Its Regulars

by Robert H. Williams

A favorite meeting place for Howard students is the Punch-Out of Locke Hall and Southeast of the Pulitzer Building. This meeting place is the Student Center, a must for all students.

Almost two years ago, Dr. Mead reported the development of two forms of marriage. One, which she termed "individual," consisted of a single, chosen lover or of two young people who want to make a change to marriage. "The laws of the land treat it as a matter of convenience and that the food was good, Shar-

rationalizing for a new morality that is approved of premarital sex."

Students are not taking for the right to be delinquent; they are being led into a belief of delinquency to be removed.

The Punch-Out’s visitors, one part

Academia suggests that the students who come here because it’s convenient and the atmosphere seems to be the reason for preference of the Punch-Out over other nearby services.

Many students reported that their parents had been skeptical at first, but after finding out the facts changed their minds. Vincent Davis, a freshman who participated in the parent demonstration, stated that at first her parents thought that the students were making a poor method, but after they came and observed the organization and discipline of the all-in, they decided to support the students.

Another student, John Holton, said that his parents were less enthusiastic in favor of the students’ actions from the be-

ginning. John said that they also opposed the movement, but they expressed the necessity of the 20-80-20 instead of the bargain, so that students could not be delinquent and have any further protests.

Although few students believe that their parents were complete

advised, "The Punch-Out would be a nice place to attend if I had nothing else to do." It wasn’t Mr. Williams’ intention that the same crowd seemed to frequent the Punch-Out and that on Friday you could count on a large crowd there, according to Hill, feelings about the Punch-Out varied but generally students seemed to feel good about even though to warrant their presence.

Margaret Mead Advises Lovers

"Love Better Get Legally Married"

Anthropologist Margaret Mead advised that marriage is a lifelong relationship. She gave her advice in a speech to the students who were determined to rem-

embellish the truth.

"Marry me because all of the charged students are rich and famous. I think their goals are very realistic and make sense. This demonstration is an efficiency’s inadequate, limited economic responsibilities..."

"I’m 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 about morality and culture because if it can’t un- bend it will become stagnant," Roderick Anderson, Soph., Mt.

Vernon, Ill.

"I’ve been here since 4:30 this morning. We are starting the charges against the 39 stu-

dents who are being prosecuted by Presi-

dent Nardin to resign."

"I think Howard University should teach us to be free in the Black community. It should help create a movement, which will develop Black pride in our culture, and will fight for equality for every student."

Dr. Mead suggested that the demonstration should have occurred earlier. Allan Henry - former Howard student and Beacon, La. "I feel it’s my minimum commitment. I want to see we try the students is definitely based. The demonstration should have occurred earlier."

"Why get married?" they said. "Why can’t we simply live together until we are ready to get married? Contraception is reliable. No marriage baby is bring-

ving; but in my opinion, the separate group is not necessarily a problem."

"No parents and advisors, teachers and clergy, are a problem. They say one thing but do another, one thing from the restraints and the pupils and privately they sympathize, and continue and devise to give particular people a chance at the end."

Dr. Mead wrote in Red-
Black students at Howard, like black people in urban areas, are becoming the subject of intense studies by irresponsible Negro tokens and smiling white liberals. The usual question asked after the sit-in last week was "Why did you pick Howard?" A Negro student from this institution will answer that question. Check out the statements of the Negro leaders last year. In fact they are as moronic as their white counterparts...

Editorial "Do Nothing" Administration

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Black student leadership must be a reality for Howard University. When a black student group is allowed to develop, the future Black leadership may then look upon the Black student movement as a genuine force to be reckoned with, according to Mr. Robert Hill of New York City.

"The feeling among the Black students in Howard University is that we need to have a group which is not only just a local group, but one that is national as well," said Mr. Hill.

Mr. Hill went on to say that the Black students at Howard have been seeking leadership, and that the Black student group will be the one that will provide that leadership.

The Black student group at Howard University is a new group that has been formed recently. It is made up of students who are committed to the Black struggle and who are determined to make a difference in the nation.

The group's main goals are to raise awareness about the issues facing Black people, to provide a platform for Black students to express their views, and to work towards creating a more inclusive and equitable campus environment.

The group has already held several meetings and has plans to hold more in the future. It is open to all Black students at Howard University, regardless of their major or minor.

The Black student group at Howard University is an important development in the Black struggle. It is a step towards creating a more inclusive and equitable campus environment, and it is a step towards creating a more just and equitable society.

The Black student group at Howard University is a testament to the power of collective action and the power of the people. It is a testament to the fact that the Black struggle is not over, and that the Black people will continue to fight until we have achieved our goals.
Peace Proposal Presented

Ambassador Alimadi of Uganda Speaks Before H.U.

by Susan Armstrong

"It is important that Universal telephones who have been underdeveloped or underdeveloped in their countries' problems in order to remain to our people," This was part of the address by the Excellency Gross Alimadi, Dr. Alimadi is an Ambassador of Uganda to the United States, spoke Friday, March 19th, in the E&A Building auditorium. This was one of the activities which took place during International Week.

Ambassador Alimadi spoke on "Current Development in East Africa." The Ambassador pointed out that "one of the most pressing problems of the East African countries is their social and economic development." In addition to this, they must not lose sight of the protection of their national independence. The countries must be free to decide their own national policies. Larger more powerful states cannot be allowed to control this. The major stumbling block is the mobilization of natural resources. These are great and abundant but because of the lack of financial resources of the country it is difficult to utilize them. The danger lies in allowing the larger countries whose financial means of mobilization these resources to do and consequently gain control of the country. As the Ambassador stated, "Once economic power is possessed by another country, they gain control of the government also. This is what Neocolonialism is all about, and this is what we must resist." The Ambassador went on to explain, "non-alignment does not mean a country should not have friends, but that they must watch all projects that are strongest among them. How can they afford non-alignment when they are limited militarily, population-wise, economically, and politically?"

Women of one of the world's oldest peace organization, Women's International League for Peace and Freedom, today Thursday, March 23rd, presented a proposal for a Vietnam peace settlement in the nation's capital and called for a "peace vote now." Mrs. Martin Luther King, presenting at the conference, said, "We have a common bond -- they don't want their husbands and sons killed and killed in the war. They don't want peace. Did you ever meet a woman who believed in war?"

The proposal, written by Dr. Dorothy Huthchinson, International Chairperson, WILPF, outlines in detail a workable settlement which includes acceptable terms for negotiations and a means for getting the negotiations underway. Dr. Hutchinson called her proposal "an organized plan in which neither side loses face. A nation which extricates itself from an untenable position is not condemned as cowardly, but praised as wise."

"First, I ask that the U.S. call for a reconvening of the Geneva Conference; by implementing the 1964 principles, we put into action a method designed to deal with our present dilemma. Both sides have publicly stated that these conference principles are acceptable," Dr. Hutchinson asserted. Dr. George Me, Katsun, Director of the Southeast Asian program at Cornell University, who was co-author with John Lewis of the book, "The United States in Vietnam," said, "This proposal is one of the most realistic I have seen."

An essential key to the workability of this peace proposal is the simultaneous stopping of the bombing at the moment the reconvening of the Geneva Conference is requested. The International Control Commission inspection will be invited to verify this cease-fire--ceased-fires--upon.

"When the Geneva principles are put into practice, it is possible to proceed to a negotiated settlement, and the United States and the other nations of the world will be able to proceed to end the war. Did you ever meet a woman who believed in war?" Dr. Hutchinon said.

The formula of well balanced principles insures workability for (1) "independence, unity, and territorial integrity of Vietnam," (b) withdrawal of foreign troops, (c) protection of foreign interference in Vietnam's affairs including its reconstruction, (d) prevention of rearmament, and (e) provisions for a "free expression of the national will" in general elections.

The proposal states that "in recent hearings, our Secretary of State could argue persuasively against other solutions offered, because noted combined effectively and method."

The full participation of both North Vietnam and the U.S. is essential," the report stated.

Mrs. Katherine L. Camp, National President, asked women throughout the Nation to wire and write their representatives, to immediately study and consider this peace proposal. The power of women has still not yet been used powerfully enough to stop the Vietnam war.

Women's International League for Peace and Freedom was founded in 1915 by women in 13 countries. Today there is an international headquarters in Geneva and 20 sections in every part of the world.

Covering the museums in town, or simply strolling in the country... this is the double-breasted suit to wear. A new classic cut, this double-breasted suit comes in a wide range of colors and cotton plain. In great colors: Larkspur, Razzleberry, Key Lime or Orange Peel on a warm Sunbeam ground. $25. Now being shown at discerning stores everywhere.

BY SUSAN ARMSTRONG

Lost and Found

The following is a list of valuables and luggage that have been lost and found located in the Alpha Phi Omega Office, H.T. Student Center.


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

All blankets, pillows, books, etc. left in the "A" Building have been moved to the TV room of the Student Center.

John Meyer of Norwich
World Premiere of Kinetic Art
Secured by Corcoran Gallery

The Kinetic Art, a unique series of three film programs providing a pictorial presentation of the latest achievements in this genre, will have its premier showings at the Limer Auditorium in Washington, D.C. under the auspices of The Corcoran Gallery on April 6, 8, and 10.

Each of the three programs presents a diverse group of animated, experimental, non-diegetic and dramatic films, ranging in length from one minute to one hour, coordinated into a program that entertains and delights as smartly paced and varied as it is a lively theatrical revue.

Produced for concert booking by art centers, universities, museums and other cultural institutions, "The Kinetic Art" was conceived and assembled by Ernest Bloch, distinguished art film impresario, and is being distributed nationally under the auspices of The Corcoran Gallery, an association between artists, critics and the United States which combines a diverse group of animated and dramatized films, ranging in length from one minute to one hour, coordinated into a program that entertains and delights as smartly paced and varied as it is a lively theatrical revue.

Poetry Corner

"Le Noir C'est La Beaute" by TG

Beaute et Voila

Le Noir C'est La Beaute
Est Noel et Voila

by TG

Black is Beauty and Beauty Is Black and
This Is What Is Good!

Black is my color, Yes, Black admire,
Black is my origin, Yes, my birth is my virtue.
Black is condemned by others, other than Black,
I respect their indirect concern and interest.
Black is what whites attempt to resemble, Reality reveals fallacies in tan lotus,
Black is the only color of my true brothers and sisters, They love themselves too much to constamment hate others.
Black was the real color of Jesus Christ, This is why God sent beauty, and not beauty.
Black in silence, So when it speaks it will be heard and not only seen.
Black is Beauty and Beauty Is Black and this is good.

Occupation of A Bldg. Continued

Finally, the student leaders agreed to present the proposals to the rest of the demonstrator, 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 the demands were not specific enough. He allowed all the student demands were essentially incorporated in the compromise proposals.

In response to the biggest student question, that student's demand was not included, the law professor replied, "Our demand that certain administrators be fired has only come to light, but this cannot be done summarily. If we are to maintain a democratic university, something must be done that legal steps be taken. Formal charges need to be brought against the administrators, and they should have the right to due process before any firing.

The proposals can be started from the dialogue between students and trustees proposed by the trustees.

The law professor also added that the more fact that while Howard was on nationwide television and radio saying that there would be no negotiations with the students, the trustees and administrators were actually carrying on negotiations with the students should give some indication of the extent of Howard's power.

Q.T. Jackson then stood up to say, "The members of the Steering Committee had agreed unanimously to accept the proposals, and they recommended that the rest of the students vote approval also."

Julie Brown, another member of the Steering Committee, added that whatever the vote was taken to represent the administration, and that they voted to accept the proposals they must do so with the idea that this was just the start of things.

The proposal provided a base, a first step on the way to getting the reforms wanted.

The students must be prepared to get into the committee prepared by the trustees and work hard not only there, but in every phase of student activity to make Howard a truly black university.

It was added that the fact that support came from people all over the country, both Black and white, showed that people understood that the students weren't demonstrating for purely racist or fanatic reasons, but for a more honest and contemporary university, and to be contemporary, Howard would have to become much more democratic internally, and would have to innovate more deeply in teaching the students their own Black culture and history.

A voice vote was then called and the student representatives approved the proposals with only a few dissenting voices.

10:00 P.M. The Administration Building was officially returned to the administration.

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Black is my color, Yes, Black admire,
Black is my origin, Yes, my birth is my virtue.
Black is condemned by others, other than Black,
I respect their indirect concern and interest.
Black is what whites attempt to resemble, Reality reveals fallacies in tan lotus,
Black is the only color of my true brothers and sisters, They love themselves too much to constamment hate others.
Black was the real color of Jesus Christ, This is why God sent beauty, and not beauty.
Black in silence, So when it speaks it will be heard and not only seen.
Black is Beauty and Beauty Is Black and this is good.

Occupation of A Bldg. Continued

Finally, the student leaders agreed to present the proposals to the rest of the demonstrator, 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 the demands were not specific enough. He allowed all the student demands were essentially incorporated in the compromise proposals.

In response to the biggest student question, that student's demand was not included, the law professor replied, "Our demand that certain administrators be fired has only come to light, but this cannot be done summarily. If we are to maintain a democratic university, something must be done that legal steps be taken. Formal charges need to be brought against the administrators, and they should have the right to due process before any firing.

The proposals can be started from the dialogue between students and trustees proposed by the trustees.

The law professor also added that the more fact that while Howard was on nationwide television and radio saying that there would be no negotiations with the students, the trustees and administrators were actually carrying on negotiations with the students should give some indication of the extent of Howard's power.

Q.T. Jackson then stood up to say, "The members of the Steering Committee had agreed unanimously to accept the proposals, and they recommended that the rest of the students vote approval also."

Julie Brown, another member of the Steering Committee, added that whatever the vote was taken to represent the administration, and that they voted to accept the proposals they must do so with the idea that this was just the start of things.

The proposal provided a base, a first step on the way to getting the reforms wanted.

The students must be prepared to get into the committee prepared by the trustees and work hard not only there, but in every phase of student activity to make Howard a truly black university.

It was added that the fact that support came from people all over the country, both Black and white, showed that people understood that the students weren't demonstrating for purely racist or fanatic reasons, but for a more honest and contemporary university, and to be contemporary, Howard would have to become much more democratic internally, and would have to innovate more deeply in teaching the students their own Black culture and history.

A voice vote was then called and the student representatives approved the proposals with only a few dissenting voices.

10:00 P.M. The Administration Building was officially returned to the administration.
We must understand that Naibol, if at all, neither define nor determine what constitute Black education as instruments of a larger oppression. The seeking of solutions to educational oppression solely within the limited sphere of the University acts to restrain the conceptualization of the future of Black education. Any possible solution can be anticipated. The campus condition is an issue that concerns not only students and its Resolution lies in total Black community struggle.

Howard is simply another dimension of the oppression of Black people. One of the questions that have been wrestled with now is how the line is made between the university as it is now, and general black resistance to the white power of the American society. The education of students is a major line of resistance and its Resolution lies in total Black community struggle.

Open Forum Continued

We have implicated certain dangers surging your recently increased pressure. This is an issue of specific grievances, which are easily overlooked if interest is kept to itself. Concessions can be granted, but always within the system. The presence of a significant proportion of the university body engaged in active support of the demonstration was not taken advantage of in order to explain the nature of the real struggle, and the advantage of the white public was not made on the real issues involved. This would be seen as a structured system of classes and institutions and the way that would utilize resources both on campus, and from the larger Black community. What things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you. Things such as information and administrative support are in support of you.