

Behind UW Black Demands: Desire for Own Leadership

The 13 demands of black students at the heart of the current University of Wisconsin protest are based on their claim that no white man can really understand black people.

According to an explanatory statement issued on the weekend by protest leaders, the aim of the demands is to "create an education relevant to the masses of black people who remain in the ghettos."

THE STATEMENT, distributed on the campus, is attributed to the United Front. The front is the loose amalgamation of organizations supporting the student strike originally called by black students.

In the issuing of the statement, the protest leaders appeared to have taken another step toward moderation. Previously, they had resisted efforts to clarify and define their demands contending they were "non-negotiable."

The demands and key points of explanation include:

ONE. For an autonomous black studies program, controlled by all-black students and faculty, and leading to a degree in Black Studies — whites attempting to conduct such programs have defined the history and culture of blacks "in a distorted manner." Blacks are best capable of explaining their own history. White students could participate in the program. Attempts by the UW administration to provide such a program through existing courses and personnel are not acceptable and only obscure the issues.

Emergency action by the UW administration, regents, and the state government could be taken to establish the department; and the UW clearly has the authority at least to start such action. If there is money available to pay for special police and National Guardsmen on campus, there must be money to support such a program.

TWO. A black chairman for the new department to be approved by representatives of the black faculty and students. — Only a black man, approved by his fellow blacks, can head such a department.

THREE. Black enrolment at the UW should be increased 500 by next fall. — Since 10 per cent of U.S. population is black, the UW should have about 3,300 black students. There are now

400 blacks on campus. If there is money for an art center, there should be money available to support additional black students.

FOUR. An additional 20 teachers for the black studies program, subject to approval of black students. — More courses need more teachers, and to assure they will provide teaching of value to ghetto blacks, the students must be permitted to approve or disapprove them.

FIVE. Amnesty for all protest participants. — The strike was the only way for blacks to get what they want and need. Since they are seeking justice, there should be no punishment for them.

SIX. A black co-director for the Student Financial Aids office — The existing white director isn't aware of the unique economic background of black students from ghetto areas.

SEVEN. Black counselors added to the financial aids staff. — Counselors hired by the white administration are oriented toward trying to make blacks fit into an existing white-dominated racist society. Black counselors can appreciate the need for and seek ways to help black students end racism in society.

EIGHT. Full scholarships for all athletes to support them until they get a degree. — Existing four-year grants may cover an athlete's period of eligibility for competition, but the athletes frequently cannot complete their education in that period. After athletes stop competing, financial aid ends. While athletic grants may not be extended an additional year, the UW has other scholarship funds it could use.

NINE. The transfer of existing black courses to the black studies program. — A technical move to assure control by black students and faculty.

TEN. Hiring and firing authority of all faculty and administrators with any involvement in Black Studies. — The inability of whites to relate to black culture, and the need to train black students in skills to alleviate the desperate conditions in the ghetto require a means of control over black course content. To ensure the relevancy of their education, black students

must have veto power over appointments.

ELEVEN. Black student control over the Black Cultural Center—if state law forbids such student control of a university building, the UW should try publicly to change the law.

TWELVE. Admission of any excelled Oshkosh student to the UW. — The expulsions at Oshkosh were largely unjust and improper. Despite recommendations of special committees and Chancellor Edwin Young, Oshkosh blacks who have applied have been refused admission here. Because these former students are now subject to the draft, the UW administration has committed an overt racist act in refusing them admission. The action stands as a threat to any black student who does not "know his place."

THIRTEEN. That proof, as defined by black students, be given by the UW administration that it is meeting these demands.