

# IT'S TIME

BSU 1

Wednesday, March 31, 1971

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## WELCOME STUDENTS

The Black Student Union extends its warmest greetings and "welcome" to all Black students, to those returning for another quarter, and to those who are here at the University of Washington for the first time.

For many of us already here, there are many reasons for so warmly greeting you. In the past few years, we have seen the Black Student Union grow from a small group of students to a group that has become a major force on the campus and the "Black Star" has become a "Black Voice" for many students who are active in the University. We have seen our group grow from a small group of students to a group that has become a major force on the campus and the "Black Star" has become a "Black Voice" for many students who are active in the University.

The one thing that most of us have seen is that we are not just a group of students, we are a community. We are a community that is growing and we are proud of it. We are proud of the fact that we are a community that is growing and we are proud of it.

As the Black Student Union grows, we are proud of the fact that we are a community that is growing and we are proud of it. We are proud of the fact that we are a community that is growing and we are proud of it.

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and more to grow in our own field, but rather we have to develop that kind of our minds so that we can live our lives. This, there are some ideas we would like to continue so that we can create a better world.

What ideas are some of the speaker's ideas about education in Africa; we should all know it includes such countries as Nigeria, Kenya, and others. We are proud of the fact that we are a community that is growing and we are proud of it.

Education is important for the world, education is important for the world, education is important for the world.

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The Older and Older's Together

## The Purpose and Philosophy Of The Seattle Alliance of Black Student Unions

**THE BLACK STUDENT UNION OF SEATTLE** was formed on the purpose of providing a forum for the development, growth, and expansion of Black students in the Seattle area. We are proud of the fact that we are a community that is growing and we are proud of it.

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## Formation of Minority Coalition

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## Interview

# A Rap Session with David Llorens Chairman of the Black Studies Program

Q. Do you feel that the Black Studies Department has provided cultural awareness to the Black students on campus?

A. Yes, and no. Yes, there have been some help in this direction, but, in my opinion, much.

Q. Do you feel that there is any real interest in Black Studies this year on this campus?

A. Yes, due to the fact that more students are enrolled on these classes. There is probably more awareness of the Black Studies Department now than there was a year ago.

Q. Do you feel that you as an individual can make any more sense of the Black students on campus?

A. I think I relate to most Black people, but we tend to differ a little in perception because I am often close to all the students, travel in various areas and have to interact. I try not to let my position as a professor hold me. I understand where the students are coming from and why I understand what they are passed off about.

Q. Is a Black man who happens to be a professor. For 11 years, two years from now, 11 years but he is a professor, but 11 will not be a Black man. I have very little respect for professors, I think most of them are more qualified to drive buses than deal with the class of young people. A. Professor should be able to help someone to see, or else there is no much sense in teaching. I think I can help Black students to see.

Q. Are there enough Black professors at the USJ or Black-

ness in promoting the cultural awareness to students on the campus?

A. It's hard to say whether they are capable of promoting it, but I don't like the word "promote." Black awareness, although they may be interested, most of them have no real idea of how about their own culture. Most of them have a limited Black consciousness because of their experiences in their own life so they may be aware but to do.

Q. Do you feel that eventually the Black Studies Program at USJ will grow into a positive program field for Blacks, or do you think that it has had or will have a negative effect on the campus?

A. It never really had much time to begin with, believe it or not. At USJ generally there is a very little bias for interracial programs will never become a fully developed graduate program. There are numerous and diverse problems in the entire program field that are far from being solved, that may be far from over to solve.

Q. Do you think that the USJ-OP on this campus is doing his job in reaching and promoting self-awareness among Blacks on an academic level?

A. I'm not sure enough to answer that question without first taking a thorough analysis of everything that the question implies. I imagine the USJ Program, like every other program on campus is filled with failure on both in students, faculty, and doing as much as the great one structure and process, or

cannot permit them to do. I'm not sure about USJ structure, but I think it's better shape than the Black Studies structure, but I think it's better to know that USJ could use a better to more resources that they use now.

Q. What do you as a professor at USJ like or hate to deal with as opposed to the administration in the classroom or Black Studies Director. I have numerous opinions, most of which center directly or indirectly can be attributed to the very nature of administration in white areas.

Q. How long do you think it will take before you, at USJ, receive a well rounded curriculum in Black Studies?

A. It may possibly occur in my time, it would take 10 to 20 years, and everything is so going to work in my favor. We may never have a well rounded curriculum in Black Studies. This institution is all probability will never adequately meet the needs of Black students, it is very important to understand that the university has failed to meet the individual and special needs of white students.

Q. It is important to understand that the American universities are not set up to give anybody a well rounded education. This society, each and every year, dumps on many students in a classroom, probably to create Black students that could be used to keep the American that a man system, in the world.

Q. In your opinion, in the world, do you think that the USJ is an example of white bias. As students, you need, in a very real sense, take charge of your own education. If you are white, you might disagree but you use this place and its resources to its primary class. As a teacher I am here to help you, but I do not do in general of this post. With a little help, we will all have something of value here and through each other.

Walter White Moore



David Llorens  
Chairman Black Studies Program

## On Basics I

THE ELEMENTARY SCHOOL, IN THE POINT OF DEPARTURE...

"What kind of images are in your minds when you hear the words 'elementary school'?" Probable some of the following: neat lines, little kids, finger pointing, the big kindergarten, music, and the like. It is very seldom that you will ever have mentioned such things as foundations, linguistics, basic mathematics, etc. In a simple but real way, the elementary school is the realization of the purpose of a child's first seven years in school. They simply don't think about the most important fact—that elementary education is fundamental to all subsequent education.

What is often more obvious is the fact that many people involved in the American elementary school world, i.e., the teachers, administrators, and board members, don't realize that a child's so-called "elementary" years are indeed the growth years—mental, spiritual, as well as physical growth. With programs that have never been related to research, while the elementary school may gain as the initial stage of minds and bodies, the child really does not get a merely service as an educational "foundation."

In the real world, our nation apparently considered (apparently to its glory), the "real or genuine" well rounded education was seen as the primary program. A "real" education (i.e., from actual credit to individual programs, from structured to contemporary materials... brought in field problems that had never been related to elementary education. They were as few children of the past learning? Could it be the result of inferior schools, separation of whites and racial groups, untrained facilities, inappropriate or teacher-oriented methods and materials, inadequate or additional learning?

Obviously, while the elementary school was held responsible for all children learning, the inadequate apparatus, the much discussed educational structure, the lack of resources, and the like.

Based on present data, then, one can be said that the elementary school has changed its basic structure to meet the needs of all children? Obviously not... Perhaps when people finally realize that the early education of all children is important, that all things might take place—change that might promote an understanding of cultural differences, change that might advance a present focus of educational materials—change that will end the school system of an obsolete middle class orientation...

Now, ON BASICS II: The re-education of teachers...

See

## A POEM FOR PAINTED FACES

Children are below  
Let the road become a flow through  
Ordered girls trying their hair over easy  
They make Harlem rich

CAUTION:

Lipstick, face cream, skin bleach, eyebrow pencils, eye-liner, powder, and hot combs may be hazardous to your mind...  
Jeffrey Winston 5-12-76

## BSU Day Care Committee

The future of our community doesn't depend on the Nation, the Agency, the Churches... It depends on the children—they are our future leaders, they are the future members of this society.

Last fall year the Black Students' Union at the University of Washington sponsored a committee to investigate the possibilities of establishing a non-profit day care center in Seattle's Central Area. The prospects are encouraging, depending on your willingness to support this much needed facility. To put it bluntly, Central District residents are in desperate need of an after-school day care center.

Your generosity will enable the BSU Day Care Committee to help our future—the children... Any questions or contributions may be addressed to:

BSU Day Care Committee

Seattle, WA 98104

P. O. Box 82

Seattle, Wash. 98108

... or call L. LORRA. Want to know who the most hard-working person in Seattle is? It just happens to be Miss Wanda Skelton, the Day Care Committee Chairman!

## STAFF

—dedicated to promoting the Black perspective in this struggle for self-determination.

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## Editor Notes

J. A. Gilman

Current Black studies serve as mediums of communication which create and perpetuate the Black consciousness of individuals.

For the Black community, it is through the Black press structure that we have the opportunity for the Black press as a whole, it represents something that is the heart and soul of the Black liberation. It demands for equality for Blacks in American life in respect primarily to the opportunities which will lead the Black, Negro, American community, and achieve the total status of the Black. The Black press remains the primary example of the Black struggle and provides a demonstration of the strength of the Black in such organizations for its best self-interest and excluding from American life. Its major focus concerning the community, the Black press is the relationship of Blacks and its emphasis on "Black unity" and it will create a world of unity, believe it or not, the Black press can escape from its inferiority and incomprehension to American society.

## Office of Minority Affairs Office Personnel

UNIVERSITY OF WASHINGTON  
OFFICE OF MINORITY AFFAIRS  
BLACK STUDENT SERVICES

### OFFICE PERSONNEL

**SAMUEL E. BULLIN, Vice-President**  
**MR. WILLIAMS, Assistant Vice-President**  
The Educational Opportunity Program provides special recruitment and supportive services for undergraduate minority students as well as nonacademically disadvantaged students of all racial backgrounds.

**LARRY KOSBETT, Black Student Activities Director**  
An supervisor, Larry Kossbett coordinates a retraining of Black leadership. This includes all areas through the administrative process. He coordinates contacts with the respective members and provides assistance to ensure both new and continuing students the supportive services they require while studying at the University.

**EDWARD L. FULTON, Staff Assistant**  
Coordinates arrangements for financial aid and living accommodations for the BOP students. Financial aid is available for students who require this assistance to allow them to study at the University.

### BOP COUNSELORS

**Dr. Schultz and**  
**SHERRA BROWN, LUISA HENNING, SHARIS WILLIAMS, KENNETH THOMPSON, CLAUDE GREENE, MYRTLE THOMPSON, and ROBERT WOODRUFF (located in the BOPB, Room 105).**

These people provide personal counseling to students relating to academic advising, behavior and disciplinary matters, or other matters concerning the personal life of their individual minority students.

### BOP TUTORS

**SHARIS WILLIAMS, Coordinator**  
**SHERRA BROWN, Supervisor**  
Monitors special tutoring program. This supportive service is available to students needing it.

### GRADUATE ASSISTANTS

**GERALD MANNING, Assistant to the Director**  
Mr. Manning coordinates the recruitment of Black and other minority students into the graduate programs. The program is designed to recruit, recruit, and recruit to non-academic problems which may be central to student experience at the University.

### RECRUITERS

**TITTI CARTER, TOM MALLINGRILL, RAYNE BARNELL, SHARIS HENNING**  
They monitor the recruitment of Black students from various high schools. The efforts of this group are designed to increase Black enrollment at the University.

**ETHEL M. JACKSON, Secretary, Black Student Activities**  
General office of the Black Student Office

**VERLA KATE OLSON, Office Assistant, Black Student Activities**  
Assists office personnel with various assignments.



LISA DAMBROW  
BOP Counseling



MYRTLE THOMPSON  
BOP Counseling



PATRICIA CLARK  
Secretary, BOP Tutoring



MYRTLE  
THOMPSON

BOP Counseling



THOMAS L. FULTON  
Staff Assistant BOP



GERTRUDE ROBERTS  
BOP Counseling



EDDIE WRIGHT  
BOP Counseling

## Drug Abuse White Style

By Frederick Lewis

The campus atmosphere at Georgetown, South Carolina, which has a large Black student body and 77 percent of the faculty of white teachers' parishes in February 1981, never made the news in the Black community. The tragedy of Kent State did make the headlines. There was a partial, not different, protest just at something very much a part of the country—that the national point of viewing is restricted only when larger events affect the white community. This statement can be brought into a closer focus by regarding America's present situation.

Drugs are not alien to the American way of life, as feared media attention would lead to believe. In the majority drug have been allowed to flourish in the Black community.

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## Guidelines For Tutors

The Tutorial Program was developed to provide academic assistance to students. Special Education Program students with the Learning System, display potential of the students who enter the University through the Special Education Program, come not only with academic deficiencies, but with a total lack of exposure to University life.

It is your job, with the help of your assistants, to attempt to effectively fill this void.

**ROLE**  
The tutor functions as an academic advisor and should both a positive requires an individual with flexibility, variation, and variety.

The tutor must be responsible and committed to the effort of aiding the student's success.

**RESPONSIBILITIES**  
1. The tutor should have a clear notion about the subject matter, the demands and objectives of the course, and the student's level of understanding.

2. The tutor should encourage the tutee to rely on his own ability, rather than on the tutor's assistance.

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MYRTLE THOMPSON  
BOP Tutoring

to effectively respond to as to how the student is each meeting. The student is not simply to read, but to explore.

7. The tutoring session should provide a positive experience for the student's success in their personal goals when the student is invited. Tutors should attempt to include the student in the student's needs of understanding.

**COMMUNICATION**  
1. The tutor should deal with each student's learning style.

2. The tutor should endeavor to establish a working relationship with the student without strict definitions. Inquired, such steps can be taken without misunderstanding. For example, if a student is not understanding the preparation before the meeting, the tutor reacts: "Listen, I

will be honest why you should be meeting. There are people who are working themselves out to get the material and need assistance. I am willing to work with you only if you do your share."

3. The tutor should avoid making derogatory comments to the tutee. Any problems that may exist should be discussed frankly with the Coordinator.

4. Tutors should restrict their personal opinions to the student's academic capabilities, identification goals, or right to be attending the University, etc.

5. The tutor should not make any effort to perform at maximum efficiency and the tutee has the same, but the tutor should not be over-zealous. The situation should be brought to the attention of the Coordinator.

**GENERAL INFORMATION**  
1. The first session should be a rapport session, the purpose of which is to find out the student's needs and what he expects from the tutor.

2. Minimum number of hours of tutoring should be two per week.

3. List the office hours when a student shows up, drop the tutee, or if any problems arise.

4. Tutors should work on getting the student at least a "C" in grades. Students do not need to work up to a "B" or "A."

5. Tutors must understand that counseling and tutoring may be required from them in order that the student may be successful in all tutoring and the University.





WHITNEY MOORE YOUNG, JR.

**IN MEMORIAM**  
**Whitney Moore Young, Jr.**

late leader of the  
National Urban League

Whitney Moore Young, Jr., 55, died last week of cancer. He was born in 1917 in Memphis, Tennessee. He was a leader in the struggle for civil rights in the United States. He was the first Negro to head the National Urban League. He was also the first Negro to be a member of the Executive Committee of the United Negro College Fund. He was also the first Negro to be a member of the Board of Directors of the National Urban League. He was also the first Negro to be a member of the Board of Directors of the National Urban League. He was also the first Negro to be a member of the Board of Directors of the National Urban League. He was also the first Negro to be a member of the Board of Directors of the National Urban League.

# American Military Intervention

The intervention in Vietnam has been compared to the intervention in Cuba. The intervention in Cuba was a failure. The intervention in Vietnam is a success. The intervention in Vietnam is a success because it has brought about a new era of peace and stability in the world. The intervention in Vietnam is a success because it has brought about a new era of peace and stability in the world. The intervention in Vietnam is a success because it has brought about a new era of peace and stability in the world. The intervention in Vietnam is a success because it has brought about a new era of peace and stability in the world.

The United States has been a leader in the struggle for civil rights. The United States has been a leader in the struggle for civil rights. The United States has been a leader in the struggle for civil rights. The United States has been a leader in the struggle for civil rights. The United States has been a leader in the struggle for civil rights. The United States has been a leader in the struggle for civil rights. The United States has been a leader in the struggle for civil rights. The United States has been a leader in the struggle for civil rights.

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# A Critical Analysis— THE CRISIS OF THE NEGRO INTELLECTUAL



Richard Dyer is a leading Negro intellectual. He is a leading Negro intellectual. He is a leading Negro intellectual. He is a leading Negro intellectual. He is a leading Negro intellectual. He is a leading Negro intellectual. He is a leading Negro intellectual. He is a leading Negro intellectual. He is a leading Negro intellectual. He is a leading Negro intellectual.

The Negro intellectual is in a crisis. The Negro intellectual is in a crisis. The Negro intellectual is in a crisis. The Negro intellectual is in a crisis. The Negro intellectual is in a crisis. The Negro intellectual is in a crisis. The Negro intellectual is in a crisis. The Negro intellectual is in a crisis. The Negro intellectual is in a crisis. The Negro intellectual is in a crisis.

## TOWARD A NEW SYSTEM

### LARRY THORNTON

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## THOUGHTS ON EDUCATION

### LARRY THORNTON

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## ON ANGELA . . .

An unusual subject comes to Gloria Steinem's mind. An unusual subject comes to Gloria Steinem's mind. An unusual subject comes to Gloria Steinem's mind. An unusual subject comes to Gloria Steinem's mind. An unusual subject comes to Gloria Steinem's mind. An unusual subject comes to Gloria Steinem's mind. An unusual subject comes to Gloria Steinem's mind. An unusual subject comes to Gloria Steinem's mind.

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### BOB BERRYMAN



BOB BERRYMAN  
DORIS BERRYMAN  
DORIS BERRYMAN  
DORIS BERRYMAN



