

# Monday

ply can not afford to take a loss on a bad check," Darcy Didier, EC member, asked what the punishment for the first offense was and if Lee thought that there should be any stronger punishments? Lee responded by saying that there was a mild fine for the first and second offenses, with a \$20 to \$25 fine for the third offense; he then said, "We need something other than an economical fine."

Reht Tucker, a member of the committee, said, "We must show to the freshman class and to all students that we are here to help them, not simply to punish them. I can say that if our committee did not exist a lot more merchants would not accept checks." Chuck Lee then asked the EC if it supported the Cold Check Committee in its actions. Steve Robinson responded with a motion saying that the EC supports the Cold Check Committee in all of its activities. The entire EC supported this motion.

The EC also tackled the problem of informing next year's freshman class on the operation of the Honor Code. Russ Fletcher, Sophomore E.C. Representative, made the motion that a mass mailing be held in May for the in-coming freshmen; that next year's EC be advised to explain to the freshmen the workings of the Honor Code during their orientation; and that all freshmen sign and return a card signifying that they have read the mailed material concerning the Honor Code. The Fletcher motion passed unanimously.



Prof. Alan Colon opened SABU's Black Culture Week with an address Monday in Lee Chapel.

## Black Professor Speaks

BY PAUL LANCASTER

Dr. Alan Colon, Head of Black Studies at Virginia State College, called on blacks to help themselves if they are to improve Black education. His speech Monday night in Lee Chapel opened the Student Association for Black Unity's first annual "Black Culture Week" at Washington and Lee.

Colon opened with "a basic reality . . . that the black people are oppressed with respect to education . . . and that the education of the oppressed cannot equal that of the oppressors."

He then presented a historical overview of the "educational enslavement" of blacks, which began with the inception of slavery. He noted that "we've all been trained to think that Africa is nothing but steaming jungles. This is a very poor stereotype."

Colon suggested instances which "facilitated the machinery of slavery." He mentioned laws which prohibited slave education, based on the belief that to keep a person ignorant is to control him. Also, strong movements existed which at-

tempted to keep basic black social units—such as the church and the family—broken down.

After the Civil War, Colon theorized, the establishment of black educational institutions did not improve the problem of education. In these institutions, there was "a gross difference in allocation of funds (as opposed to white schools) . . . substandard facilities and space . . . inadequate administration . . . and racism in the private institutions which controlled these schools." Also, Dr. Colon pointed out, "Better institutions were made inaccessible to blacks."

He then spoke of contemporary trends in black education. First, he blasted the "methodology and curricula" aspects of education. He expressed concern over certain myths which tend to present the black people as inferior to the whites.

In this area, he noted the trend to build up the images of certain white "heroes". As two examples, Colon reminded the audience that Columbus didn't "discover" America—"the Indians were here hundreds of years before"—and the George Washington owned slaves in spite of his "father of our country" image. "We really have to be truthful about this," Colon stated.

Colon turned the discussion to "some of the failures of education today." He noted that in one school in New York City, 91 percent of the blacks are below their grade level in reading. "Nobody can convince me that 91 percent are dumb or lazy," he declared.

Also, Colon stated that, according to the 1960 census, "whites with an eighth grade education earn more (on the average) than blacks with a high school education." This also held true with whites with a high school diploma and blacks with three years of college. "It's the environment, the schools, and the quality of education."

In regard to higher education, Dr. Colon noted that half of the 100 black colleges in the country are in

deep financial trouble. He also declared that, of the top 140 schools which receive 85 percent of federal aid, only one was black.

He proposed that a cyclical situation was involved with the idea of black education. A poor education leads to a low income job which in turn leads back to a poor education for the children. "Education has really done its job," stated the speaker, "on us, not for us."

"Integration will be used against us," Dr. Colon continued, pointing out that black schools, administration, and educators will be phased out by the plan.

Presenting these problems, he turned to the idea of black studies to help solve the dilemma. Colon proposed three main functions of a black studies program: it should correct lies and myths about blacks; it should describe the past and present black experience; it should be prescriptive towards the resolution of black problems.

He also called for black studies to provide: "historical insights . . . diverse points of view . . . a positive self-image . . . the cultivation of certain skills . . . a functional frame of reference . . . and a (cultivating ground for a scholar activist."

He summed up education as having "been to our (the blacks) destruction. It has succeeded in breaking us . . . ignoring us."

Colon concluded by calling on blacks to improve the situation themselves. Among the ten points he offered were: an analysis of the black's condition by blacks, an establishment of priorities, a "linkage with other folks (non-blacks) in sympathy with us", and a re-establishment of the black heritage. Colon concluded with the words of Frederick Douglass, "We must educate ourselves or perish."

### Austin Gets Award

Mr. George William Austin III '74 of Norfolk, Virginia has been selected by the Washington and Lee Chapter of Phi Beta Kappa as this year's recipient of the Phi Beta

