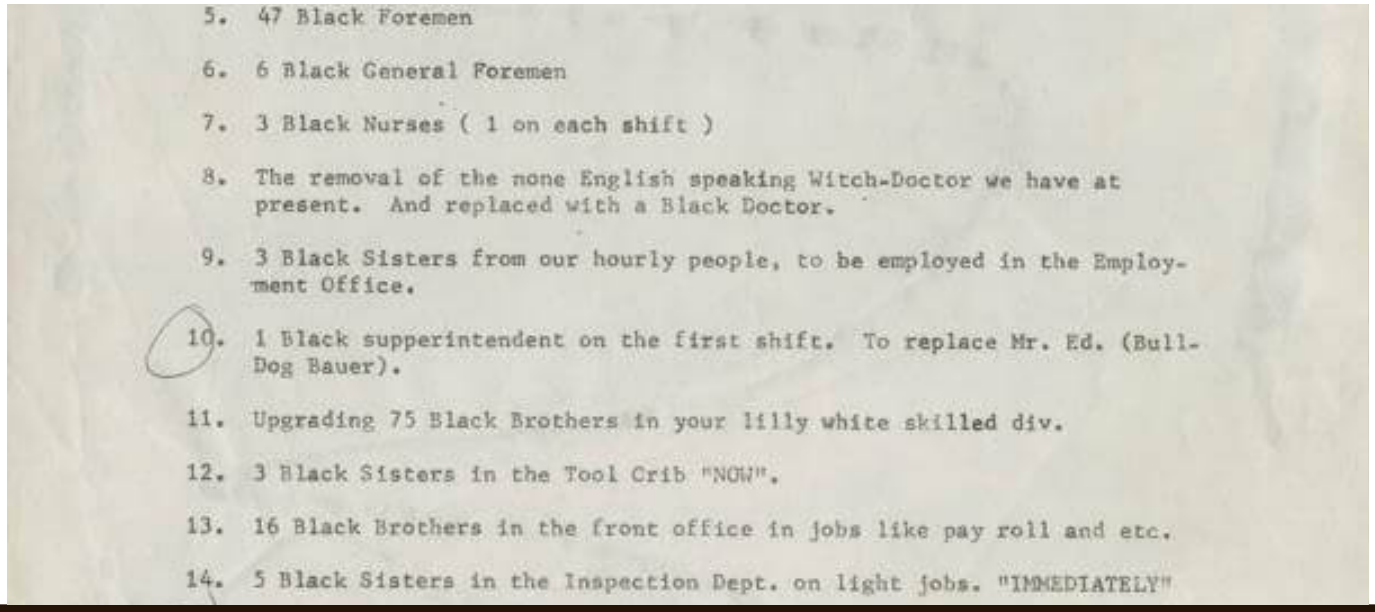
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5. 47 Black Foremen

6. 6 Black General Foremen

7. 3 Black Nurses ( 1 on each shift )

8. The removal of the none English speaking Witch-Doctor we have at present. And replaced with a Black Doctor.

9. 3 Black Sisters from our hourly people, to be employed in the Employment Office.

10. 1 Black supperintendent on the first shift. To replace Mr. Ed. (Bull-Dog Bauer).

11. Upgrading 75 Black Brothers in your lilly white skilled div.

12. 3 Black Sisters in the Tool Crib "NOW".

13. 16 Black Brothers in the front office in jobs like pay roll and etc.

14. 5 Black Sisters in the Inspection Dept. on light jobs. "IMMEDIATELY"

# New Teaching Labor's Story: Detroit Revolutionary Union Movement, 1969

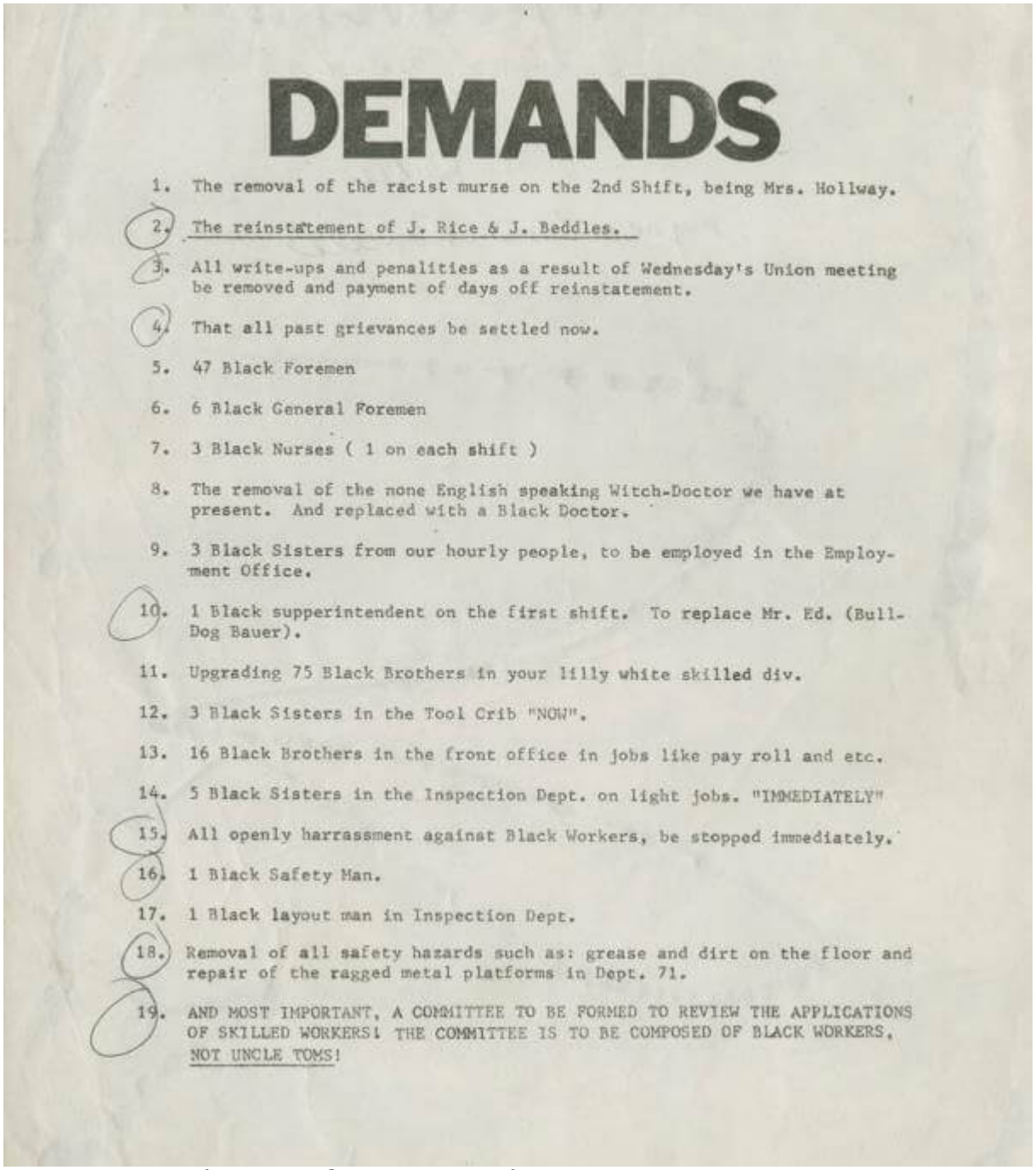
Posted on November 27, 2023 by Nikki Mandell

Check out the latest Teaching Labor's Story: DRUM List of Demands, 1969 (9.4) has been posted along with our growing list of guided lesson plans.

Looking for a way to broaden and deepen discussions of race to include issues of work and
class?

The Detroit Revolutionary Union Movement's list of Demands, issued to Chrysler's Dodge Main assembly plant in Hamtramck, Michigan, in 1969, is a great primary source for exploring these issues. DRUM's Demands offer fine-grained insight into shopfloor conditions, employment practices, workplace grievances, and the ways in which militant activists joined revolutionary Black nationalism with the struggle for workers' rights.

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# DEMANDS

1. The removal of the racist murse on the 2nd Shift, being Mrs. Hollway.
2. The reinstatement of J. Rice & J. Beddles.
3. All write-ups and penalities as a result of Wednesday's Union meeting be removed and payment of days off reinstatement.
4. That all past grievances be settled now.
5. 47 Black Foremen
6. 6 Black General Foremen
7. 3 Black Nurses ( 1 on each shift )
8. The removal of the none English speaking Witch-Doctor we have at present. And replaced with a Black Doctor.
9. 3 Black Sisters from our hourly people, to be employed in the Employment Office.
10. 1 Black supperintendent on the first shift. To replace Mr. Ed. (Bull-Dog Bauer).
11. Upgrading 75 Black Brothers in your lilly white skilled div.
12. 3 Black Sisters in the Tool Crib "NOW".
13. 16 Black Brothers in the front office in jobs like pay roll and etc.
14. 5 Black Sisters in the Inspection Dept. on light jobs. "IMMEDIATELY"
15. All openly harrassment against Black Workers, be stopped immediately.
16. 1 Black Safety Man.
17. 1 Black layout man in Inspection Dept.
18. Removal of all safety hazards such as: grease and dirt on the floor and repair of the ragged metal platforms in Dept. 71.
19. AND MOST IMPORTANT, A COMMITTEE TO BE FORMED TO REVIEW THE APPLICATIONS OF SKILLED WORKERS! THE COMMITTEE IS TO BE COMPOSED OF BLACK WORKERS, NOT UNCLE TOMS!

DRUM Demands, part of our TLS entries.

The contextualizing essay connects DRUM's Demands to both local community conditions
(including "the particularly grim housing crisis,...an abysmal track record of racialized violence at the hands of the Detroit Metropolitan Police, and...below-

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average opportunities for younger workers") which contributed to Detroit's urban uprising in 1967, and to wider national and international activism (including the Black Panther's 10-point program and ideas of labor internationalism).

This Teaching Labor's Story entry is authored by Coleen Diane Holloway, a doctoral candidate in Global History of Empires at the University of Turin's Department of Cultures, Politics, and Society. She holds a Master's degree in History from the University of Bologna and a Bachelor's in Political Science from the University of Seattle. Her current research focuses on the consequences of social and economic change for unions and workers' movements in Detroit and Turin during the 1980s. She has published on campaign expenditures in U.S. congressional elections (The Forum, 2017) and is engaged in an upcoming translation project from English to Italian exploring the historical trajectories of capitalism.

## Author

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  Nikki Mandell

  Nikki Mandell is Professor Emerita at University of Wisconsin-Whitewater. She is the author of The Corporation as Family: The Gendering of Corporate Welfare, 1890-1930 (2003) and co-author of Thinking Like a Historian: Rethinking History Instruction (2008) and project director of many teaching and public history initiatives, including Teaching Labor's Story for LAWCHA

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