

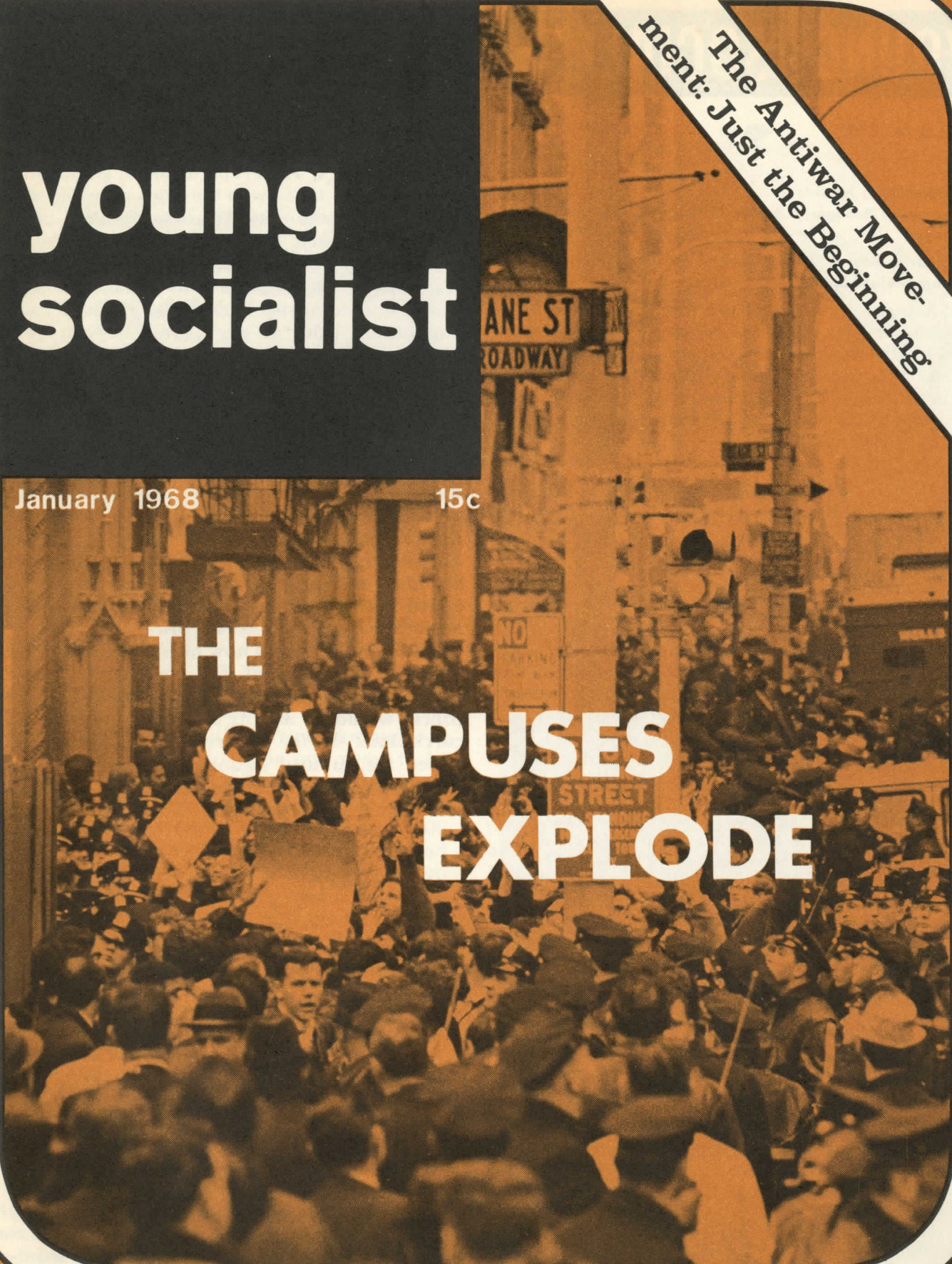
young socialist

The Antiwar Movement: Just the Beginning

January 1968

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THE CAMPUSES EXPLODE



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YOUNG SOCIALIST

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In This Issue

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Young Socialist Notes

Black Power I: Afro-Americans in Madison, Illinois, won a battle with the city's all-white school board. Seventeen Afro-American football players had been barred from varsity sports after boycotting practice to protest that only one of the six varsity cheerleaders was black. Black students, who comprise almost half the total student population held a week long boycott of the Madison public schools to protest the suspension of the athletes among other grievances. All of the 17 players were reinstated, and the board promised to make half of the next term's cheerleaders black.

Black Power II: Swahili, a language spoken by over 10 million Africans, will be taught at a Bronx high school. A Harlem CORE activist, 17 year old Leonard De Champs who initiated the idea and proposed it to the principal, described it as "the most revolutionary accomplishment in the history of New York State."

Although the school now offers Spanish, French, Hebrew, and German, the *New York Times*, in a clearly racist editorial claimed that offering the course would be adding *irrelevant* material to the curriculum. In the editorial, the *Times* also described the cultural nationalism now on the rise in the black community as "currently fashionable, sentimental and emotional." They call the teaching

(continued on p. 22)



Cover Photo-

On the third day of the antidraft demonstrations in New York, December 8; 2000 students marching up Broadway are met by friendly onlookers as students show the "V" sign.

Student Strikes Rock Campuses in the 30's



In April 1934, Hunter College students join in national student strike against war.

BY GUS HOROWITZ

The *New York Times* of April 14, 1934, carried a front page, first column article entitled, "Nation's Students 'Strike' For Hour In Protest On War." The strike was the first of a series of annual antiwar strikes on campuses all over the country.

Twenty-five thousand students participated in the 1934 strike, most of them from campuses in New York City. The action was not meant to be exactly like a labor strike, requiring a nearly total walkout from classes to be effective. It was a demonstration-strike, lasting for one hour, from 11:00 until noon. Students were urged to cut classes and attend rallies, picket lines, or other antiwar activities. Any students who participated on any campus in the country was counted in the total number on strike. The strikes ushered in a period of massive student radicalism during the 1930's. Within a few years support to the strikes increased more than twenty-fold.

"They cheered speakers who denounced war," the *Times* went on in describing the 1934 strike, "attacked militarism and imperialism, and adopted resolutions embodying the so-called Oxford pledge against war:

We, the students of _____ College, pledge not to support the Government of the United States in any war it might conduct.

"Agitators and organizers waylaid students on their way to classes and distributed handbills urging them to 'walk out.' Banners and placards were displayed on the campuses: 'Strike Against War,' 'Cut Classes 11 to 12,' 'Schools Not Bat-

tlehips,' 'We Will Not Support Materialist War,' 'Abolish the R. O. T. C.' and 'Fight Against Imperialist War.' Antiwar students picketed classrooms and campus gathering places, urging all students who remained at work to join the strike."

Militant Strikes Gain

The strikes gained the support of thousands of students at Columbia, Brooklyn, and City Colleges in New York where the largest demonstrations took place. Their political tone was quite militant and distrustful of the government, as the Oxford Pledge showed. The pledge was the focal point of the strikes.

In most cases the school administrations were hostile to the demonstrations and tried various ways to prevent them. In addition, campuses of the early 1930's had been plagued by well-organized counter-activities. Fraternity boys, athletes, and R.O.T.C.'ers, often with administration support, usually tried to break up protest actions. The impact and momentum of the strikes, however, helped to turn the tone of campus political life to the left.

To the changing campuses of the 1930's, the very term 'strike' was militant. Picketing, outdoor rallies, and marches were not respectable. But the over-riding impact of the depression and mounting labor struggles formed the background to changes on the campus and enabled them to occur.

The nation's respectable elements must surely have been shocked during the 1935 antiwar strike

when Vassar students appeared with signs reading "We Fight Imperialist War!" Nor could they dismiss this as the action of an isolated handful. The *entire student body* at Vassar walked out in support of the strike.

According to the American Student Union, the leading organizer of the strikes, 175,000 students participated in 1935. Over forty campuses turned out more than 1,000 students each. The largest demonstrations were at Brooklyn College with 6,000, Berkeley with 4,000, and the University of Chicago and Columbia with 3,500. But also among those universities exceeding 1,000 were Texas Christian, New Hampshire, Virginia, Syracuse, Oregon, DePauw, Penn State, and George Washington. Only 200 struck at Phillips College in Oklahoma, but that was one-half the student body.

High school students were also drawn into the student strikes. At first high schoolers were only a small fraction of the total number of participants. But even the *New York Times* confirmed the 1937 figure of 90,000 high school participants in New York alone.

Within the framework of opposition to imperialist war, the student antiwar movement also placed stress on opposition to the armaments budget and the R.O.T.C.

Opposition to R. O. T. C.

Opposition to R.O.T.C. was important. Not only did R.O.T.C. train students to be the officer-elite of the military, but, through R.O.T.C., the government also taught students a reactionary ideology so that they could be used against progressive social movements. R.O.T.C. members could always be found in anti-labor, anti-black, anti-protest, and pro-war activities on and off campus. R.O.T.C. was compulsory on most state universities.

In the early 1930's there were many examples of individual action against R.O.T.C., such as refusal to drill. These almost always resulted in suspensions from school and often in physical assaults by right-wing students.

But at the University of Minnesota, anti-R. O. T. C. students won a significant victory. At the annual R. O. T. C. review—"Jingo Day"—they called a demonstration against R.O.T.C. The student newspaper expressed its sympathy for the action and was promptly censored by the administration. Despite this, 1,500 students showed up for the anti-R.O.T.C. rally. The mass rally was an unprecedented event and showed in a startling way the new mood on the campus. Two weeks

later the Board of Regents declared military drill optional at the University of Minnesota.

Students strikes continued all through the 1930's, led primarily by the American Student Union. In 1937, the ASU claimed that one million students participated from over 700 colleges and 200 high schools. This figure is even more impressive when one considers the relatively small student population then as compared to now. But the political tone of these large actions was considerably different from the militancy expressed in 1934 and 1935.

Character of Movement Changes

Compared to its earlier anti-government, anti-war stand—"not to support the Government of the United States in any war it might conduct"—the 1938 convention of the American Student Union stands in sharp contrast.

President Roosevelt sent a message of greeting to the convention and New York's Mayor LaGuardia gave the welcoming address. The fact that these representatives of the ruling class could look favorably on the ASU was indicative of the change that had occurred. The convention itself, by margins of 5—1, removed the anti-R.O.T.C. and anti-armaments budget planks in the ASU's program! The Oxford Pledge had been removed the year before. The convention voted in favor of an embargo on Japan and endorsed a program aimed towards support of eventual U.S. participation in World War II. The atmosphere of the convention was highly favorable to the Roosevelt Administration.

Thus, in a few short years, the American Student Union had changed from a militant *antiwar* organization to a *pro-war* organization.

What caused this change? Why were the votes so overwhelming? The answer to these questions is too long and complicated to be related here in any detail. The basic cause of the change, however, was the stampede by sections of the American left, primarily those influenced by the Communist party, towards support of Roosevelt's liberal administration and its preparations for the coming of World War II.

Although the American Student Union was able to mobilize broad sections of students into action, it was led from beginning to end by radicals. The Young Communist League and the Young Peoples' Socialist League were its main influences from its inception. But the Young Communist League soon gained overwhelming influence. To understand the changed character of the American Student Union and of the student strikes which it called, we must therefore look briefly at the political position of the Communist party. (continued)

Communist Party Zig-Zags

The Communist party's position of support to Roosevelt and U.S. involvement in World War II was a shift from an earlier position, a shift that took place on an international scale within the Communist parties.

Prior to Hitler's rise to power in 1933, the Communist International held an ultra-left position, one which saw the liberals and Social-Democratic parties as the main danger to the perspective of revolution. They characterized the liberals and socialist parties as "social fascists" who were even more dangerous than the openly fascist groups because their role was to appear progressive, while actually misleading people into support of the capitalist system. In the United States, for example, the Communist party characterized the early Roosevelt Administration as "social-fascist."

But after Hitler came to power in Germany, the military threat that Germany posed to the Soviet Union became readily apparent. The Soviet Union now tried to secure a system of defensive military alliances called collective security with France, England, and the United States. Within the radical movement the Communist parties now sought alliances with the socialist parties and even the liberals to bring governments to power which would carry out this policy of collective security. Their "popular front" perspective, as this new policy was called, was initiated around 1935. They succeeded, for example, in electing popular front governments in France and Spain. In the United States, popular front policy meant support

to Roosevelt and agitation for collective security. It was within this context that we must observe the evolution of the American Student Union.

The American Student Union was formed in 1934, at a time when the Communist party was just emerging from its earlier ultra-left position and was looking for alliances with the Socialist party and its youth group, the Young People's Socialist League (YPSL). In 1934-35 the Communist party's line was changing, but was still radical enough so that they could support the militant tone of the student antiwar strikes. YPSL, at the same time, was moving far to the left, a trend they were to continue until they eventually broke with the Socialist party and joined the revolutionary socialist movement in 1938. Thus, the political lines of these two organizations met temporarily in 1934-5 but both were moving in opposite directions. This dual motion explains the militant united actions of 1934-5, and also explains the split that was to develop and deepen from 1936 on.

The Communist party of the 1930's was by far the strongest radical organization in the United States. In addition, their political line of collective security coincided with that of the liberals. The Communist party-liberal coalition was just too strong for the left wing and succeeded in blunting the original thrust of the student antiwar movement.

The left wing, after 1935, still tried to retain the Oxford Pledge and its militant antiwar approach—"not to support the government of the United States in any war it might conduct"—as the focal point for the student strikes. But the



Several thousand students of Chicago campuses and high schools participated in strike shown above on April 23, 1937.

Communist party-liberal coalition tried to change the strikes into "peace" demonstrations, a formula they were to turn around by saying that the Roosevelt policy of collective security was the real road to peace.

The adherents of the collective-security approach argued that their position would actually prevent war. If the "democratic" nations took a strong stand in opposition to Germany and Japan, they said, then these two countries would have to back down and avoid initiating a conflict. Of course no partisan of socialism could argue that the Soviet Union should not make adequate preparations for defense in case a war should break out.

But revolutionary socialists maintained that the imperialist nature of the "democratic" nations would not be changed simply by virtue of a military alliance between them and the Soviet Union. The real hope for peace and the best way to fight fascism and defend the interests of the working people was by relying primarily on mobilizing *mass sentiment* against war and for social justice. In practice, collective security meant total reliance on the imperialist nations to prevent war. It meant that the fight against fascism would be fought by imperialist means. Militant mass antiwar actions were frowned upon by those who supported collective security because such actions alienated the ruling class, with whom an alliance was sought. Demonstrations for peace *through collective security* were substituted for the earlier demonstrations against war through militant mass antiwar action.

In 1937 Minnesota Governor Benson issued a proclamation designating April 22 as Peace Day and urging demonstrations for peace. That helps explain the big turnout for the April 22 student 'strike' in 1937. Many campus administrations around the country followed suit by dismissing classes for the period of the strike and setting aside assembly halls where peace-through-collective security demonstrations could take place. The student strikes were no longer a threat to the policy of the government. The government and campus administrations were now happy to see the strikes occur.

The change in the character of the student strikes from *antiwar* to essentially *pro-war* demonstrations was not uniform and did not occur overnight. In fact, many of the strikes were contradictory and the participants expressed both antiwar and collective security sentiments. But by the late 1930's the transformation was complete, and the joint liberal-Communist party line of collective security was firmly entrenched. The 1938 convention of the American Student Union, reported above, clearly reflected the change in the

student movement.

Except for the brief period of the Stalin-Hitler Pact, when the Communist party line changed back to opposition to imperialist war (and with it changed the position of the ASU), the student movement was oriented towards support of the approaching war. When the war actually did break out there was no large scale opposition. There was also no role left for the American Student Union to play, and it folded in 1942.



Ellen Lavon, national committee member of the Young Socialist Alliance, speaks at Che Memorial meeting in Boston at the Militant Labor Forum.

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- Socialist Candidates
- The Cuban Revolution
- A Socialist America

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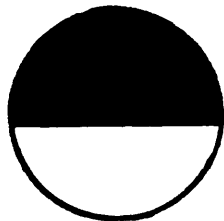
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Interview with a Young Militant



High School Students Fight for Black Control of Schools

BY JOEL ABER

On November 17, 1967, the city of Philadelphia witnessed one of its largest political demonstrations in twenty years. At 9:30 AM Afro-American high school students throughout the city marched out of their classes, many rising in unison to walk out of the auditorium. Schools were forced to close as the students left. By late morning, thousands of black high school students were demonstrating at the school board headquarters while twenty spokesmen were inside presenting their demands to the school board. The demonstration made the newspapers all over the country with the brutal and unprovoked attack on the participants by the Philadelphia police.

After this important event, I set out to interview one of the participants to get a first hand account of what happened. Most of the leaders were very busy in the evenings with meetings and Freedom Schools, which they had initiated to replace the non-learning institutions that are so abundant in Philadelphia. In addition, most of the activists have become prominent only recently and I didn't know many of them. So it wasn't an easy job obtaining an interview. Finally one rainy Sunday evening, I knocked on Karen Jordan's door in North Philadelphia, and surprisingly she was at home. Karen is 18 years old and a member of the Young Militants, a group which formed three years ago during the marathon seven-month picket of all-white Girard College. Now Karen is an old-timer. She graduated from high school a little over a year ago.

I asked Karen the logical first question: How did the idea for the demonstration originate?

For Black Control of the Schools

"From the high school students. Teachers were getting on them about their bushes [African hair-do] and beads; they wanted Afro-American history," Karen then ran upstairs to find for me a mimeographed sheet entitled, "List of Grievances Presented by the Students of the Simon Gratz High School." Among the grievances were police

presence in the school, forcing students to salute the American flag and to sing the *Star-Spangled Banner*, infringement of the right of any black group to present its ideas formally or informally to the student body, preventing students from wearing African attire, and a curriculum not relating to the students' daily lives.

I asked Karen why she had been at the demonstration.

"I was there because the kids needed all the help they could get. I went to the schools of Philadelphia and I know how bad it is. They needed somebody to stand behind them; no adults organized this demonstration, but some stood behind them.

"When I was in high school, some friends told me that they had a history teacher who said that black people look like apes and are closer to apes than whites. I wasn't around the Movement much yet, but I was mad. So I found an excuse to cut my class and go to that history class so I could contradict that teacher and tell him what I thought of *his* history."

A Brutal Unprovoked Police Assault

Next she described in detail the event of November 17, beginning at 10:00 in the morning. Shortly after she arrived, Karen continued, "Kids said they were going up to William Penn High School to get more to come out and join them. Cops were standing at the door and they wouldn't let anybody in, and the people inside wouldn't let the girls out [Penn is an all-girls' high school]. I walked around the corner and saw a cop grab a little boy and start dragging him and hitting him in the head. I asked the boy what he'd been doing. He said, nothing. More cops came and they continued to beat him." [The principal of William Penn was later forced to close the school.]

"Some kids then left William Penn and marched to Ben Franklin to meet some boys from there. The kids had flags identifying all their different schools."

By the time Karen returned to the demonstration site, thousands of students were there.

I asked Karen if she was there when the police moved in on the demonstration.

"I was near some important white plainclothes cops and another white cop went over to him and asked, 'When are we going to move in?' This cop didn't have a regular blackjack. He had something like a big log. The plainclothes cop said, 'I'll give you the word. You go get the tear gas.'" A few minutes later, the bloody police assault began:

"Suddenly the cops started beating kids. I grabbed one fellow who was crying after being hit in the head. The cop told me, 'Keep moving.' I told him, 'But he's hurt in the head,' and the cop said, 'I don't care; keep moving!'"

A White Man With A Stick

"Then I saw some friends of mine— some girls. Some of them were crying because they were scared. Others were crying because they were beaten over their heads. They were just kids with school books and some of them had never seen anything like that before. Some of them had never

had to look at a white man with a stick in his hand and that horrible look on his face.

"They even beat an eight-year-old boy. I had seen all of this before, so it didn't frighten me much, but I was a little scared too.

"I was taking some girls to get some coffee because they were crying. Before we got inside the shop, a cop from the CD squad [Civil Disobedience— Philadelphia's plainclothes cops whose specialty is harrassing demonstrations] grabbed my friend Linda. I tried to explain that we were going to get some coffee. Why did I even open my mouth about it? You can't explain anything to cops."

A second later, Karen found herself grabbed by a white cop who started choking her. She fell but continued to struggle. Soon several cops were dragging her down the street: "I looked like a slab of meat that they were carrying." A friend came over and tried to help her; then cops clubbed her in the stomach before throwing her in the wagon.

I asked Karen about the conditions in jail. She replied, "We were there from 1 PM to midnight and got no attention. I needed to go to the hospital, but they wouldn't let me. I'm still not well



Scene of police harassment and assault of the high school student demonstrations in front of the school board in Philadelphia, November, 1967.

today [three weeks later] from that beating.

"They wouldn't even let the parents inside to see the kids. They had cops perched with rifles on top of 8th and Race [main police headquarters]. The way they treated us was the same way they always treat us. As Dick Gregory said, 'They spit on your neck and then they tell you it's raining.'

"We talked to a cat from the Governor's office and told him how we'd been treated. He just asked us a lot of questions that he knew the answer to anyway."

After the demonstration, School Board President Richardson Dilworth and Superintendent Mark Shedd made statements condemning Police Commissioner Rizzo and the brutal assault by the cops. I asked Karen what she thought of Dilworth's and Shedd's statements.

"It's a bunch of bull. Shedd and Rizzo were divided after the demonstration, but now they all agree. When it comes to controlling black folks, they can always come to agreement.

"And this black history thing that Shedd says he's going to teach—you know they're going to trick that up. All you'll hear about is George Washington Carver. You'll never hear about Nat Turner, Malcolm X and Stokely Carmichael in detail."

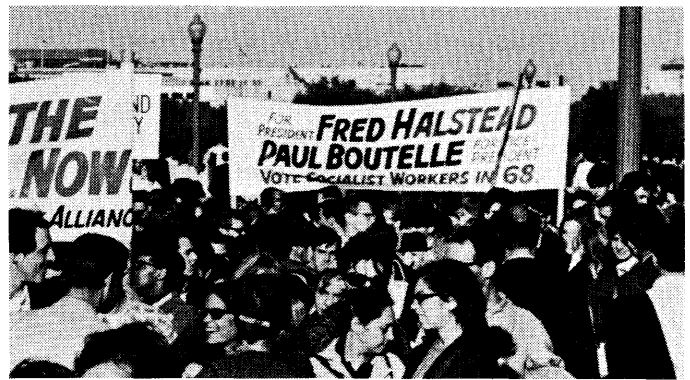
My final question for Karen concerned the effect of the events of November 17 upon the black struggle.

"The black struggle's going to get stronger. When a child comes home and tells you she's got beaten, and you read the newspaper and it tells you the opposite, then you think twice before believing what you read in the newspapers.

"It woke a lot of parents up. The parents never before talked to the kids about what the kids wanted from school. Now the parents know that the kids want something and the parents will back the kids.

"The parents are learning that the kids know how to get what they want. After Nov. 17, there have been loads of meetings between school officials and parents, and none of them did any good because there were too many Toms in those meetings.

"The kids don't try to get what they want by



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- I would like more information.
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BOUTELLE FOR VICE-PRESIDENT**

meeting with officials. They won't be able to stop those kids. The city got an injunction against some adults [Walt Palmer of the Black People's Unity Movement and Bill Mathis of CORE, who the school board claims led the demonstration], but that won't stop the kids from continuing to fight.

"The kids will be made stronger, because all the people who said they were for them have turned their backs on them. The school board can't shut them up any more by saying that it agrees with them. They've learned that they have to organize and fight for themselves.

"People realize things that they did not see so clearly before. The things that have happened will bring more unity to the black struggle to carry on the fight."

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Halstead and Boutelle

by Doug
Jenness

A SOLDIER in San Francisco with orders to go to Vietnam writes, "The antiwar effort definitely needs the support of the military, and I feel that by speaking out against the war as a GI in Vietnam, I may be able to make a few waves." In his letter to the national office of the Socialist Workers Campaign Committee he expresses his support for the Halstead-Boutelle ticket and asks for information about joining the Socialist Workers party.

ANOTHER GI stationed in Europe indicates that he has reached the point "where I feel certain that our two national parties will not be able to present an acceptable slate, let alone a candidate for next year's elections. I am therefore compelled to seek parties inclined more to the left, parties such as yours of which I know little."

It seems that THIS YEAR a number of people are switching from Republican to socialist. One person from Boston writes, "I am not a student, but must work for a living, and as of now I am a registered Republican but plan to change to a registered socialist for the next election." He asked how he could join the Young Socialists for Halstead and Boutelle and indicated that, "I am not a member of the Young Socialist Alliance yet, but I consider myself a young socialist in ideas, belief, and thinking."

We were checking recently to see what was the SMALLEST TOWN in the country where we have received inquiries for the Socialist Workers campaign. St. Meinrad, Indiana, with 850 people seems to have the record. But then we couldn't even find Thor, Iowa, on the map.

SICHENDER, a dean at the University of Berkeley who also serves as a campus policeman

(known as Dean Fuzz), grabbed Fred Halstead at a recent CIA-DOW demonstration and threatened to have 8 policemen escort him off campus. According to a front page article in the *Berkeley Barb*, Halstead responded by saying, "I told him that was nonsense and that I was the Socialist Workers party candidate for President of the United States and that he should show some respect." Dean Fuzz let go and Halstead continued to demonstrate.

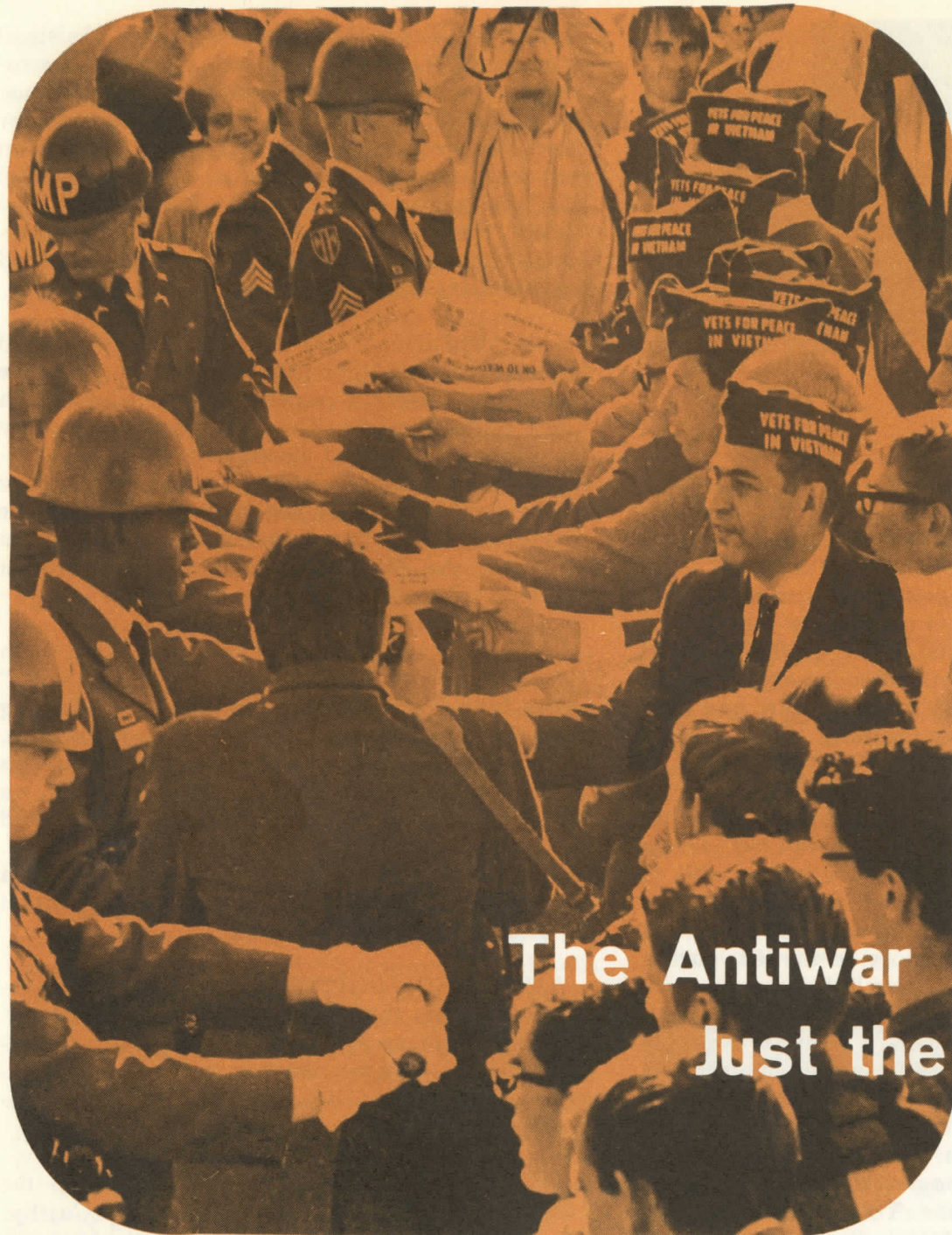
At the BLACK YOUTH CONFERENCE held in Los Angeles (November 23-25) Paul Boutelle presented a position paper on the timeliness of a black political party. The paper was accepted by the Black Politics and Economics workshop consisting of roughly 60 people. The total attendance at the conference was nearly 900 and Boutelle was able to talk to a number of militants from all over the West Coast about the Socialist Workers campaign.

"I spoke at DARROW, a prep school in Lebanon, New York, to about 40 students," writes John Barzman, a spokesman for the Young Socialists for Halstead and Boutelle from Boston. "The meeting went so well that as the questions became more and more concrete (i.e., form an antiwar group) the headmaster got up and said he thought it was time to go back and study now. The students were so outraged they organized a secret meeting for us which was attended by about 25 and lasted until 12:30 A.M."

A CAMPAIGN SUPPORTER in Pullman, Washington, reports that "several groups at Washington State University—SDS and the Afro-American Alliance—are interested in sponsoring a meeting with Mr. Paul Boutelle." A half dozen endorsement cards were enclosed.

THE MOST RECENT CANDIDATE in the 1968 presidential race, Sen. Eugene McCarthy, has taken a "forthright" position on the Vietnam war. "I've said we should have scaled-down fighting and gradual negotiations while there is phased de-escalation."

McCarthy's position on the AFRO-AMERICAN struggle isn't much better. Of the 500 people at the Conference of Concerned Democrats in Chicago (December 2 and 3) only five were black. When Sen. McCarthy, the featured speaker at the conference, was asked by a reporter whether he planned to involve black civil rights militants in his campaign, he replied: "This group looks militant enough to me, a pretty bold group."



Veterans For Peace are shown distributing an antiwar GI newspaper, *Veterans Stars and Stripes for Peace* to the troops at the Pentagon on October 21.

BY CAROL LIPMAN

There is a new mood of militancy among students in the United States. The government is driving ahead, escalating the most unpopular war in American history, and almost every campus, no matter how conservative at one time, has been effected by antiwar actions. Southern white campuses, earlier seen as hotbeds of reaction, are also part of this radicalization. (See article by

Derrick Morrison in this issue on Southern campuses.—ed.)

The antiwar movement has proceeded a long way since the original teach-ins and the March on Washington called by SDS in April 1965. Commencing with the historic march of over half a million in New York and San Francisco last April 15th, and continuing through the

The Antiwar Movement: Just the Beginning



View of one of three prongs of demonstrators surrounding the Whitehall induction center in Lower Manhattan in New York City during Stop the Draft Week, Dec. 4-8.

Photo by Shannon

October 16 demonstrations against the draft, the October 21 Confrontation in Washington, D. C., and the events shaking the campuses from Brooklyn College to San Jose State today, there are new and greater opportunities to widen the struggle against the war waged by the U. S. government against the Vietnamese people.

Changing Political Climate

The continued escalation of the war and the repercussions resulting from it both nationally and internationally have had an impact on every sector of American society. The changing political climate has been reflected not only by the increased militancy of the student antiwar activists, but by the number of Americans favoring withdrawal of U. S. troops from Vietnam, the willingness of some labor union officials to speak out against the war, the divisions within the Democratic and Republican parties on the war question, and the nervousness of the military brass over the impact of the antiwar movement on the GIs.

For example, on Monday, December 10, the following item appeared in the *New York Times* under the headline "US SAILORS IN WAR ZONE

WARNED ON PEACE GROUPS:"

"Military spokesmen in Saigon said that the Navy was the only service that would conduct classes to caution sailors against associating with peace groups. Other military sources said warnings would soon be made to all American servicemen in Vietnam.

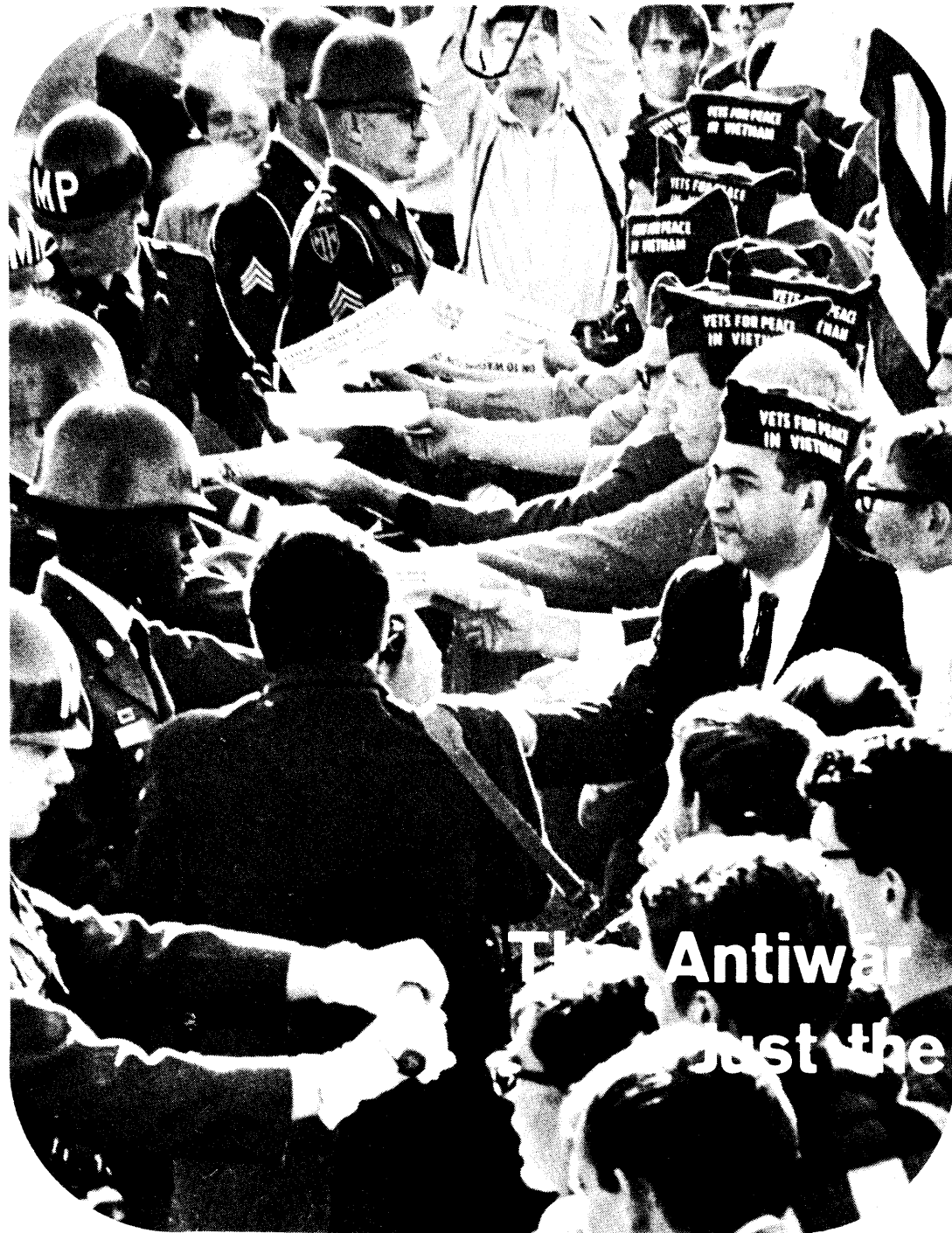
"The Navy plans to hold classes, read warnings over loudspeakers aboard ships, publish statements in Navy newspapers and post them on bulletin boards.

"In the Navy Support Headquarters at My Tho, the following announcement was placed in the daily bulletin for Dec. 6:

"Recent successful attempts by a Japanese peace group which resulted in defection of naval personnel and adverse international publicity is cited with grave concern.

"Available information indicates that as a result of that success such groups intend to increase efforts to convert United States military personnel.

"Be alert to attempts by antiwar peace groups to cause desertion-defection. Personnel on leave in foreign countries should report to the nearest military command."



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That the military is concerned about the impact of the antiwar movement on the GIs is obvious. Johnson, who has been sneaking in and out of cities for fear of the political embarrassment of massive demonstrations decided a few weeks ago to take a tour of military bases from one end of the country to another. His theme was that even though the American civilian population is divided over the question of the war, at least the armed forces are united behind him.

Antiwar GIs

But, as usual, Johnson spoke with a forked tongue. Growing numbers of American GIs, as seen in the daily news accounts in the press, don't like this war one bit. The antiwar movement, which includes antiwar GIs, isn't intimidated by the attempts of the government to curtail the right of GIs to free speech, or the right of the antiwar movement to demonstrate, and the antiwar movement will continue to talk to the draftees about the war. While the government isn't crippled by a few soldiers who unilaterally "withdraw" from the war, they know they can't "win" in Vietnam with an army whose ranks are against the war.

By far the most graphic sign of growing antiwar sentiment in this country has been the recent confrontations on the campuses between radical students and recruiters from the CIA, Dow Chemical Co., and the military. These recruiters and army induction centers have served as focal points for large scale demonstrations sparked by the renewed upsurge in student radicalism. These actions have initiated intensive discussions and debates over where the antiwar movement is going and what it should do next.

The tactics and strategy of the antiwar movement must flow from its long range objectives, its political goal of ending the war. The task is to build a mass movement independent of and opposed to the capitalist warmakers, a movement that can effectively challenge the "war machine" and force the US government to withdraw the troops from Vietnam. As steps toward such a movement the job of the militant student wing is to advocate and initiate actions that will broaden the antiwar movement; that will reach out to those sections of the American people who are disillusioned and disgusted with the course of the war.

"From Dissent To Resistance"

How best can the present militancy of the antiwar movement be utilized to accomplish those

goals? What are some of the suggestions that are being discussed within the antiwar movement today? One theory is that the antiwar movement must turn from "dissent to resistance." This theory holds that effective action now is action that "resists" the illegality of the Vietnam war, through actions that either do not cooperate with the war efforts or seek to disrupt or close down institutions engaged in complicity with the war effort.

Resistance isn't a new phenomenon or tactic for revolutionary struggle. During World War II, the French and Yugoslavian underground movements organized widespread acts of resistance against German occupation and the complicity of the capitalist classes with the Nazis. The French people were stripped of all forms of civil liberties and were forced to struggle under a police state. Similarly the Greek people today, living under an oppressive military junta, are forced to take the road of resistance.

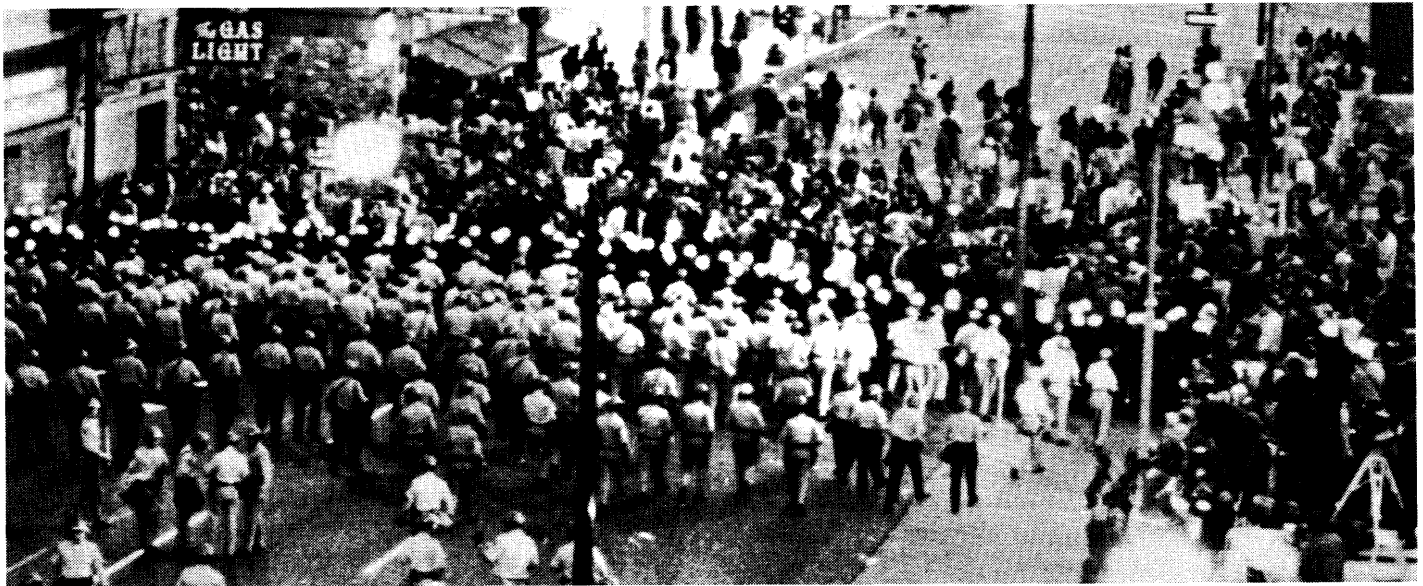
Must Win Sympathy And Support Of The Masses

Their resistance was a form of activity forced upon them as their only alternative. These resistance movements were quite "violent", incorporating such military methods as sabotage, assassination, bombings, etc. Nevertheless these resistance movements were successful in winning the sympathy and support of masses of people, because this form of resistance was seen as the only alternative to dictatorial rule. This resistance was not arbitrarily disruptive, but had a strategic military-political goal of mobilizing mass support to challenge the rule of the dictatorial regimes.

The "resistance" that is often proposed for the anti-Vietnam-war movement is very different. "Disruptive" activities such as blocking traffic, overturning ashcans, burning draft files, turning on fire alarms, or throwing objects bear no resemblance to the successful resistance actions utilized in other countries. First of all, disruption will not bring the movement even one step closer towards physically "stopping the war machine." Secondly, these actions, far from serving as the example of drawing masses of people into struggle, will actually cut the movement off from the possibility of winning people over.

Disruption is not wrong because it is not "respectable to middle-class America." Disruptive activity is an unwise strategy simply because it is not geared to reaching the present level of consciousness of the large majority of people who oppose the war in Vietnam.

Our tactics in the antiwar movement and within the revolutionary movement must develop from the political and economic conditions that prevail



A general view of confrontation sees local and state police stand in front of a crowd of over 2,000 antidraft demon-

strators outside the Northern California Induction Center in Oakland in October.

in the United States today. Any specific action is militant or not, correct or not, in relation to that given situation.

Beginning Of Political Consciousness

What is taking place today in the United States is the *beginning* of an evolution in the political consciousness of the American people. They are beginning to realize that the decisions of the government are not always in their interests. Our job is to hasten and deepen that development. Actions which aid that process of development are the most militant actions the antiwar movement can carry out. Actions which do not reach out to people, however "militant" they may appear to a few people, are not militant at all, because they can not draw the masses into struggle.

A militant action today is to demand that the ruling class abdicate its arbitrary power over war or peace, to demand that the people be allowed to vote on the question of the war, to assert our right to determine foreign policy in our interests. It is militant to participate in and organize massive demonstrations against the war that reach out and broaden the antiwar movement, that talk to the American people about the war and show them the size and power of antiwar sentiment. A militant action is one that reaches out and convinces GIs that the war in Vietnam is not in their interests. It is militant to distribute antiwar literature to GIs, to demand that GIs be allowed to state their opinions about the war. It is militant to try to involve the union movement in the antiwar movement, to bring this

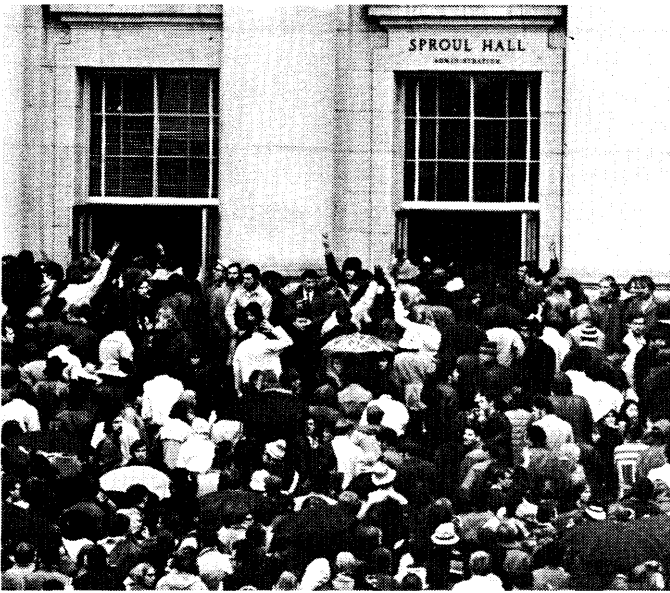
very powerful section of the population into antiwar struggle. These things are far more effective in impeding the war in Vietnam and far more dangerous to the stability of imperialism than any acts of individual "resistance" or "disruption" that sections of the antiwar movement could initiate today.

Armed Struggle In Latin America

For example, the guerrilla movements in Latin America are carrying out armed struggle against the governments there. The guerrilla movements in those countries, such as Bolivia, are able to effectively organize armed struggle and are forced by the ruling class to do so. With no legal channels open, the majority of the people support this course. It is justifiable to the masses. Under those conditions it is a correct revolutionary tactic. In several Latin American countries the battle and confrontation over who is going to run the country—the neo-colonial puppets of American imperialism, or the peasants and workers—is taking place. The socialist revolution is a realizable and necessary goal.

Of course the socialist revolution is also a necessary goal in this country, but here we do not have a pre-revolutionary situation. Those who believe that we are in the middle of a revolution while out demonstrating in the streets are deluding themselves. They are indulging in a game of wishful thinking, a very dangerous game.

Resistance to the war in Vietnam should be the resistance of the masses of the American people—students, intellectuals, workers, Afro-Americans,



Students are shown on the Berkeley campus in front of the famous "Sproul Hall" as they enter the building for a "mill-in" to protest the political suspension of students by the University Administration.

and GIs. Individual acts of conscience or disruptive actions by a few will isolate the antiwar movement from the very people we want to reach.

The slogan "from dissent to resistance" also implies a division between the "moderate" and more "militant" sections of the antiwar movement. What the antiwar movement should do is to incorporate all forms of antiwar sentiment into one common struggle, not to divide into two separate movements, one of the dissenters and one of the resisters.

There are two simultaneous processes occurring in the antiwar movement. One is the growing militancy and radicalism of the organized youth in the movement; this is a big step forward. The other process is the growing opposition to the war among tens of millions of ordinary Americans; this too is a big step forward. What the militant section of the antiwar movement should do is to organize and lead the antiwar opposition of the large masses of people, and by so doing, make their actions more militant.

To Divide And Conquer

Artificially dividing the antiwar movement into "dissenters" and "resisters" also falls prey to the trap that the government wants and needs to "divide and conquer" the antiwar movement. The government would like nothing better than to see the militant leadership of the antiwar movement split off from the large masses of people who are against the war. They could then attack the militants—witchhunt them, attack and break

up their demonstrations, throw stiff jail sentences at the leaders—while the victims had no hope of winning popular support.

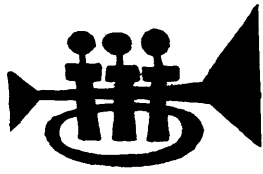
There is another reason why a split in the movement would aid the government. The government would like to co-opt antiwar sentiment by drawing it into "legitimate" areas of protest, namely capitalist politics. McCarthy and the "dissenting Democrats" want to keep all opposition to the war channeled into the Democratic party. McCarthy, the "peace candidate", lays the same trap for the movement as Johnson did in 1964. Neither Johnson, McCarthy, Romney, nor Reagan supports the rights of the Vietnamese people to self-determination. They just differ on how to win the war, set back the colonial revolution, and maintain the interests of American imperialism.

It is crucial to draw the antiwar sentiment of the American people away from the Democratic and Republican parties into an antiwar movement that is independent of the ruling class and refuses to be co-opted into lesser-evil capitalist politics. But if the militant section of the antiwar movement turns its back on the millions of people opposed to the war, if it refuses to organize them into large protest actions independent of the government, then it will just hand them over to the McCarthys and all the other phony "peace candidates." The government would like nothing better than to see the smaller militant section of the antiwar movement isolated in carrying out "disruptive" activities, while the large masses of people opposed to the war are supporting McCarthy.

Independent of Warmakers

Of course, the differences within the ruling class such as that between McCarthy and Johnson, can be very useful to the antiwar forces because this widens the opportunity for discussion and opposition to the war. But the movement, to be effective, must remain independent of the warmakers and their political parties.

Our task ahead is to take advantage of the increased militancy and growth of the antiwar movement on the basis of renewed nationally coordinated actions this spring. We can go beyond April 15 and October 21. The students on every campus across the country and the students with the rest of the antiwar coalition can build actions in every city across the country and many cities throughout the world that will shake and undermine the very foundations of the course of the U. S. government in Vietnam, more than ever before. The world is waiting for the American antiwar movement to call the next action!



Archie Shepp and the New Jazz

Some of us are more than bitter about the way things are going. We are only an extension of the entire civil rights, Black Muslim, black nationalist movement that is taking place in America.

— Archie Shepp,
New York Times
November 25, 1967

The above statement by Archie Shepp reflects his views on the revolution that is taking place in jazz today. Shepp is a young black artist who performs on tenor sax and piano and is an actor and a playwright. He uses his various media to convey beauty, hate, and the desire for change in white America. Recognizing himself as a black artist existing in a country which does its best to keep his people down, Shepp does the utmost to advance the struggle for liberation through his art.

Shepp is militant. Through experience and study he has come to know that there is an alternative to racist America. *On This Night (if that great day would come)* was written for his group with soprano voice and is dedicated to W. E. B. Dubois. One verse goes as follows:

"Behold the blood from my Brothers' veins—how we will remember. Come soon that day when slaves break their chains—and the workers' voice resounds. Give back the valleys, steppes and the plains—they are mine—they are mine."—Shepp

It has been suggested that the life of a black jazz musician is a view of the Afro-American situation in microcosm. Just as blacks share second billing to whites, the black musician must also fight unemployment and degradation. He must struggle to get his music accepted as art rather than having it classified as mere entertainment. Whereas the classicist can perform on good instruments, at decent hours, under pleasant conditions, his black "counterpart" (when he is employed) must play above the noises of a drunken audience (that would not give a damn what he played) until the wee hours of the morning. Many jazzmen hold second jobs in order to eat. Shepp has gone from salesman at a large New York department store to teaching so that he may continue to exist as an artist.

Expresses Revolutionary Sentiment of the Ghetto

Shepp's music records a new awareness of Afro-Americans. *Malcolm Semper Malcolm*, *Call Me By My Rightful Name*, and *Night Of The Blacks* are a few of his titles. Just as black people's music has reflected the different stages of black captivity in America,

our music today expresses the revolutionary sentiments of the ghetto. As Lerói Jones states in his introduction to *Blues People*, "The one peculiar reference to the drastic changes in the Negro from slavery to 'citizenship' is his music."

Shepp plays with a new and dynamic style that should be listened to. It has been categorized as being part of the angry "Black New Thing" of hate music. But Shepp answers, "This new statement has been accused of being 'angry' by some, and if so, there is certainly some justification for that emotion. On the other hand it does not proscribe on the basis of color. Its only prerequisites are honesty and an open mind. The breadth of this statement is as vast as America, its theme the din of the streets, its motive freedom."

—WILLIAM HAGANS

Review

WRITERS IN CUBA

WRITERS IN THE NEW CUBA, An anthology edited by J. M. Cohen. Stories, poems and a play. \$1.25 Penguin Books.

"The Revolution cannot be trying to stifle art or culture when one of the goals and one of the fundamental purposes of the Revolution is to develop art and culture, so that our artistic and cultural treasures can truly belong to the people."

Fidel Castro

Every great social upheaval produces new and exciting art forms. This can be seen in this recently published collection of short stories and poems, *Writers in the New Cuba*. All but two of the works included were written after the success of the Cuban Revolution and

(continued on p. 20)

What's Happening on Southern Campuses

A Firsthand Report

BY DERRICK MORRISON

The unrest exhibited by black and white students in the South is a most heartening factor in the wave of student radicalism sweeping the country today.

At present there is a great deal of industrial expansion in the South. The low tax accorded to industry, the existence of a racially divided and predominantly non-union labor force, offers

fertile soil for Northern industry to sink its roots. The industrialization leads toward the development of large urban centers. The process takes place at different rates in various parts of the South. The end result of the process is a loosening of the racial and reactionary atmosphere, blunting some of the "worst" features of the system, and implanting of a Northern style "liberalism." This liberalization is more readily seen in Atlanta, Georgia, rather than in Jackson, Mississippi. The liberalization was spearheaded by the entrance of the Civil Rights movement in the early sixties. Profits prefer civil peace to civil strife. The liberalization has now widened with the black campus revolt and the embryonic antiwar movement taking shape on white campuses.

The Vietnam war is the chief radicalizing issue on white campuses. The war issue, by bringing into question the whole restrictive atmosphere on campus, has developed into confrontations with campus administrations around the general issue of student power.

At Virginia Polytechnic Institute (VPI) in Blacksburg, Virginia, for example, the students are attempting to stimulate discussion on the Vietnam



Mississippi

war by forming a group called Vietnam Why. Although the group takes no stand on the war, most of the activists are opposed to the war. VPI was formerly a military school, and still carries on a military tradition, even though the school is under civilian control. The administration of the school is highly conservative and Vietnam Why is having a hard time achieving formal recognition.

An example of the conservatism of the administration was revealed when an "underground" newspaper was distributed on campus. The students who published the newspaper took the precaution of having no signed articles in the paper. As it turned out, that precaution proved to be of great value when the Dean of Student Activities declared that any student found to be in association with the newspaper would be expelled from the school!

Atlanta, Georgia

In Atlanta, Georgia, one finds a slightly different situation. Here, there is a large antiwar coalition consisting of liberals, pacifists, radicals, revolutionary socialists and civil rights activists. Georgia State College is the only campus where the antiwar sentiment is formally organized. The organization, called the Committee on Social Issues, or COSI, is over a year old and has organized student participation in local antiwar demonstrations, the April 15 action in New York, and the Pentagon Confrontation on October 21.

COSI organized a campus meeting last September for Paul Boutelle, Vice-Presidential candidate of the Socialist Workers party. There is also a Young Socialist Alliance chapter in Atlanta. YSAers who are students at Georgia State are active in building COSI. Because Atlanta is a big urban center, there is a certain amount of toleration for student protests and dissent, despite the presence of 'Chicken' Maddox in the Capitol downtown.

Student Movement In Texas

The Southern state that probably has the largest student movement is Texas, the home of our beloved President, LBJ. There is a large chapter of Students For A Democratic Society at the University of Houston. It is a very active SDS chapter and has agreed to help out in the Halstead and Boutelle campaign of the Socialist Workers party. About a year ago the black students at the University of Houston formed a group called COBRR, Committee On Better Race Relations. The students in the group are more militant than the title suggests and have recently voted to change their

name to Afro-American Students for Black Liberation.

Texas Southern University

TSU is the black campus where the situation of "dual power" existed between the administration and the students last spring. The situation was decided in favor of the administration when the cops invaded and shot the campus up. During the invasion, a cop was killed by one of his hysterical fellow officers. In the aftermath, five black students were framed for the killing. For more information, write and send funds to: TSU Defense Fund, c/o Stanley Wright, P. O. Box 21085, Houston, Texas, 77026. One of the defendants, Floyd Nichols, has just completed a publicity and fund raising tour in the South and on the East Coast.

About 150 students were expelled in the aftermath of the attack. However, several students were missed in the purge. They have regrouped themselves and formed the Afro-American Cultural Society. Several of the expelled students now constitute the local chapter of SNCC and have recently published a newsletter called "Black '67." For copies, write to: Black '67, P. O. Box 88012, Houston, Texas, 77004.

Austin, Texas

In Austin, at the University of Texas, there is not only a very radical SDS group, but a big Committee To End The War in Vietnam. The University of Texas CEWV has built a series of actions against the war. It not only held a big march in downtown Austin October 21, but also sent several carloads to Washington. The University of Texas SDS has participated in several free speech fights at the University and prints an "underground" newspaper called *The Rag*. *The Rag* was the prime source of information for the antiwar GI "riot" that took place at Fort Hood in early October.

In line with the mood throughout the country, black students at the U of T have formed a group called NAP, Negro Association For Progress. This is another instance where the name belies the militancy of the organization. Houston SNCC helped in the formation of NAP and is trying to form a SNCC chapter in the Austin ghetto.

At present some radicals from the University of Texas Committee to End the War in Vietnam have formed a chapter of the Young Socialists for Halstead and Boutelle and are trying to become a recognized campus organization. There

is also a state-wide campaign committee for Halstead and Boutelle. One of their first projects will be initiating a campaign to place the SWP on the ballot in Texas.

Oklahoma

At Oklahoma University, there is a newly formed local of the YSA, a Committee to End The War in Vietnam and an SDS chapter. The Oklahoma University (OU) CEWV sent several carloads of people to D.C. for the 21st. Due to the sensation created when Boutelle spoke on the campus this fall, there has been an "investigation" of SDS by the President of OU.

Several miles from OU is Langston University, a black campus. The atmosphere and the administration are highly conservative. The militants on the campus are generally those who come from big city ghettos outside of Oklahoma. An indication of the conservatism of the campus was illustrated when one of the Negro professors launched a petition to outlaw the Afro hair style on the campus. Despite this conservatism, the militants dominate one of the campus social organizations, using it to educate and raise the level of black consciousness on the campus.

Kentucky and Tennessee

At the University of Kentucky in Lexington there have been a few antiwar actions sponsored by SDS. For the most part, SDS is involved in community organizing. Black students at U of K are in the process of forming their own organization.

In Frankfort, at Kentucky State College (KSC), there is a black student group called the Afro-American Cultural Organization. The AACO has just recently been formed. It promises to be a major instrument in organizing the new black mood at KSC.

In Nashville, Tennessee, black nationalism has deepened its imprint upon students at Tennessee A & I, Fisk, and Maharry Medical College since the assault by the Nashville cops last April at A & I. Students who were expelled over the incident are now SNCC activists. At present, the Nashville Liberation School continues to operate. It is open on Saturdays, offering classes to youth from the ages of 5-12. SNCC organizes the school with the help of the militants on campus.

The Southern Student Organizing Committee (SSOC) in Nashville has been instrumental in the formation of antiwar committees at Vanderbilt University and Peabody College. The police department and city officials have tried to initiate

a witchhunt against SNCC, SSOC and the Southern Conference Educational Fund. Plans are being made to respond to this attack.

The above has just been an outline of some of the forces in the vanguard of Southern student radicalism. And it does not pretend to be exhaustive of all radical political developments of the campuses. These developments are harbingers of what is to come, when the masses of black farmers and workers begin to organize and move.

Cuban Writers... (from p. 17)

all were written by artists who support revolutionary Cuba. These writings come from a group of young Cubans who are responding in a fresh and exciting way to the reality around them. They present simple and powerful pictures of 20th century life which have nothing in common with the sterile forms of "socialist realism."

In this collection, the form of the short story, popular in pre-revolutionary Cuba, is the most reflective and expressive of the Cuban culture. Some are set in Cuba, others in countries to which the artists were exiled during the Batista regime.

Some of the stories deal with political events and issues such as *The Execution* by Calvert Casey, which traces the arrest and events leading to a man's death under Batista. In *The Cat's Second Death* by Onelio Jorge Cardoso, a Cuban man is forced to come to grips with revolutionary morality under the new regime.

Strong Influence of Kafka

Many of the stories reflect a strong influence of Kafka and deal with the question of man's alienation. Ana Maria Simo's *A Deathly Sameness* and *The Discovery* by Anton Arrufat evoke the feelings of anxiety, dread, and personal inadequacy caused by the pressures of modern living. Others, such as *The Dragee* by Virgilio Pinera and *The Growth of the Plant* by Simo have been influenced by the folklore of Afro-Cuban culture. In these stories the impression of a horrible reality is created through the use of symbolism and fantastic imagery. The poetry reflects a range of experimentation in style and content. Two basic styles emerge, the lyrical images of the exiles and the more terse and economic style of the newer writers. The two poems, *Life*, by Fayad Jamis and *Arte Poetica* by Domingo Alfonso, are an attempt by these artists to redefine fundamental conceptions of art as they relate to the new nation.

The whole world is watching the development of Cuban art and the position which the revolutionary leadership takes toward it. What is most impressive about the collection as a whole is that the rich variety of style and content testify to the freedom reserved for the artist in revolutionary Cuba. The fact that the "New Cuba" is developing such an exciting body of art is an indication of the health and vitality of its revolution.

—LINDA SHEPPARD

Letters to the Editor

Long Island City, N. Y.
November 11, 1967

Greetings. For the past two weeks I have been looking for a Che Guevara poster without success. Perhaps you could help me.

I want to give Che the place of honor in my house and his thought will guide us to total victory in the whole world.

If your group has open membership, as a "Latin American" completely DE-BRAINWASHED I would be glad to cooperate.

Years ago I saw Che selling pencils in one of the main streets of Lima and from there on we followed closely his revolutionary actions.

Patria O Muerte!!
Venceremos!!

L. S. G.

New Brunswick, Canada
November 15, 1967

Can you please send me twenty posters of Che Guevara (red background, 17" by 22"). Enclosed is \$10.00. I would like to send them to my friends overseas for Christmas. So, please mail them as soon as possible.

Thank you.

M. T.

Houston, Texas
November 1, 1967

I can only say that Che to me is like Malcolm is to me: a symbol—a prophet—a saint.

A person we all must love whether we like it or not.

This is a man—these are men. Malcolm and Che, Che and Malcolm.

Please send a poster, I would like very much to have one. Also, one of Fidel if you have one of him. If you don't have a poster of Hugo Blanco, please send me one of Rap Brown or Malcolm. If none of these, send the money back please.

Thanks brothers.

C. M.

Piscataway, N. J.
October 19, 1967

Many thanks for the copies of *Zionism and the Arab Revolution* you sent me some time ago. The book is proving quite a success among Jewish radicals because it provides an alternative. Many of my Arab friends here think highly of it. At McGill University, Montreal, the chapter of the Organization of Arab Students sold a few copies of the pamphlet, an action which caused a clash with some Zionists on campus.

I urgently need 25 more copies for distribution here.

A. M. E.

Lusaka, Zambia
October 11, 1967

On behalf of the Mozambique Revolutionary Committee (Coremo) I write this letter to extend our sincere and hearty greetings to all the members of the Young Socialist and wish them to stand firm in their struggle. The struggle they are waging is not theirs alone, but it is the struggle of all peace loving peoples of the whole world. And we are sure that you have in your files uncountable letters which all of them support your cause.

The Mozambique Revolutionary Committee (Coremo) on its behalf and on behalf of the 7-1/2 million African people in Mozambique, extends hearty support on your decision of choosing the 21st of October, 1967, as the day you are going to march to demonstrate your dissatisfaction with Johnson's Administration in sending innocent people to go to die and kill the innocent people in Vietnam. And

not only that, but also the policy of U. S. aggression in Asia and the Middle East, and elsewhere. We hope that you will inform us of the results of October 21st so that we can also know.

We in Mozambique are engaged in armed struggle against the Portuguese colonialism which is kept going by the support it gets from U. S. imperialism. The Portuguese government is a puppet of U. S. imperialism. It is Johnson who sends all the war material which the Portuguese use to massacre our people, together with our Revolutionary forces, who are fighting for nothing but our country of birth. Despite all the atrocities committed by the Portuguese, the final victory is ours and the people of Mozambique.

We send you our revolutionary regards.

Yours in struggle,
Mahlatini Ngome
Deputy National Secretary
for Information
COREMO

Norman, Oklahoma
October 23, 1967

- After hearing Paul Boutelle at O. U.
- After being appalled with the Workers World and YAWF ideological excesses and blind obsession with China.
- After growing frustration with SDS chaos.

I wish to join Young Socialists and the Socialist Workers Party and give whatever support I can.

It was a privilege to hear Mr. Boutelle. . .

J. T. A.

Gt. Barrington, Mass.
October 15, 1967

Please send me some information on joining the YSA. I would like very much to be associated with you and help out in any way I can with the campaign of the Socialist Workers fine candidates. I am proud to call myself a socialist in this rah-rah American hotbed.

A. H.



Camejo is shown here speaking to a crowd of 5,000 students protesting a tuition increase of \$400 a year proposed by the Honorable Governor Reagan, January 20, 1967.

Judy Watts, national committee member of the YSA, speaks at the Cleveland Midwest Socialist Conference on the anniversary of the Russian Revolution. Her topic was "Does the Russian Revolution of 1917 Have Any Significance for the Black Struggle Today?"

Pete Camejo, former National Secretary of the YSA, is one of several students on the Berkeley campus that the Administration chose to suspend because of the heightened political activity there. Thousands of students held "mill-ins" in the famous Sproul Hall against the political suspensions. The Movement Against Political Suspensions (MAPS) supported and campaigned for the suspended students who ran as a slate (the VOICE slate) in the student government elections. The slate won, with Camejo receiving the largest vote!



...Notes

(continued from pg. 2)

of Swahili the "manufacture of artificial linguistic and pseudo-nationalistic rallying points." God forbid if black nationalists in the U.S. should link up with revolutionaries in Swahili-speaking African countries.

YSAer Tours In Support Of The Latin American Revolution: Charles Bolduc, National Executive Committee member of the YSA and business manager of the YS has been on a national tour for the past month, speaking on *Che Guevara and the Latin American Revolution*. In Detroit about 85-90 students attended a symposium at Wayne State University in tribute to Che Guevara. John Watson, editor of Detroit's black revolutionary newspaper, *Inner City Voice*, Hasan Newash of

the campus Arab Student Association, and Charles Bolduc were the speakers. A right wing attempt to sabotage the meeting by defacing the bulletin board put up for publicity only succeeded in drawing more students. Cuban revolutionary music played before and after set the tone for a very successful meeting.

The Antiwar Movement Broadens: High school YSAers participated and helped organize a high school conference in Chicago, Illinois, November 24-26. A total of 136 high school students and a few observers met to discuss antiwar activity in their local areas, exchange their experiences and develop further coordination. They came from 20 cities, and seven states in the East and the Midwest to the gathering held at the University of Chicago High School. The YSA literature table sold over 45 dollars worth of literature (the best sellers of which were Che posters and stickers).

Many of the high school students also became endorsers of the Young Socialists For Halstead and Boutelle.

Occupation Doves: A radio report discussed *Century* magazine's analysis of the differences between Johnson and Senator McCarthy on a United States withdrawal from Vietnam. They said that Johnson favors a U.S. withdrawal around six months after a negotiated settlement is reached. McCarthy feels that this would be too dangerous. He favors a U.S. stay in Vietnam about *five years* after the settlement is reached.

The Reasonable Harry Reasoner: The most reasonable Harry Reasoner of CBS News reflected the racist attitude of the American rulers in a question he directed at Eisenhower on a special television interview. Wasn't it true that "our Vietnamese aren't as good fighters as their Vietnamese?" he asked. That the Vietnamese people aren't up for grabs is a concept beyond the vision of either man.

The Remarkable Harry Schwartz: Sections of Eisenstein's superb film, "Ten Days That Shook The World," were used in a surprisingly accurate documentary film of the Russian Revolution on Station WNEW television. Although the film was full of anti-communist cliches, Harry Schwartz, Soviet "expert" for the *New York Times* was interviewed on the second half of the program to *clarify* the otherwise accurate and positive effect of the program. The Soviet Union, he said, would be as great and powerful a nation even if the Bolshevik Revolution hadn't occurred. For you see, he said, one could observe from the cultural and scientific achievements of the late 1800's that Russia was a great nation. It was a great nation at the time of the revolution and so it would be today. If only the Russian people knew how unnecessary their revolution has been!

Dow Shalt Not Kill: Rev. Allen Fisher, in a requiem delivered at New York's Riverside Church for the Thanksgiving holiday said, "We roast our stuffed turkeys with tasty seasoning while other of our chemicals are being used to roast people alive."

Internationalism: *New York Times*, Dec. 11— "Cubans will be given a day-to-day account of the war in Vietnam on large outdoor maps."

"Credibility Gap" Is The Name Of The Game: Invented by two professors, the object of this

game is to reach the truth by uncovering Administration lies in 36 categories. The value of each trophy depends upon the gravity of each lie uncovered. An "artful ambiguity" and a "diversionary anecdote" for example are worth one point apiece, while an "indignant evasion" and "impassioned doubletalk" rate two points, a "strategic deception" three, and an "escalating lie" four.

Typical Of Liberals: "Liberal" Chilean President Eduardo Frei has arrested the leaders of all labor unions that took part in a 24 hour November general strike. The strike succeeded in closing down the copper and coal industries but the government called it a failure.

Meany Redbait Antiwar Labor Conference: As delegates to the AFL-CIO convention voted to support a resolution backing President Johnson's policies in Vietnam, George Meany led a vicious anti-communist redbaiting attack on last month's Labor Leadership Assembly for Peace. He said that the meeting where more than 500 AFL-CIO union officials protested the U.S. government's policy in Vietnam "was planned in Hanoi by a special committee (of communists) that were there" and was not an accurate reflection of labor's views. Meany's accusation was denied by the organizers of the conference—Emil Mazey, Sec.-Treas. of the UAW; Frank Rosenblum, Sec.-Treas. of the Amalgamated Clothing Workers; and Pat Gorman, Sec.-Treas. of the Amalgamated Meatcutters. Let Meany run a referendum on the war for all AFL-CIO members and see how many members his position actually represents!

BY CAROLE SEIDMAN

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