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RESIST

*a call to resist
illegitimate authority*

8 February 1969 - 763 Massachusetts Ave., #4, Cambridge, Mass. - Newsletter #23

THE COUNTER-INAUGURAL

Question: "Why are you throwing mud at horses and cops?"

Answer: "We've got to get people to act now, when they can see the fascist nature of the government."

And that's the way the counter-inaugural went: groups of disgusted and disappointed radicals wanted another Chicago but instead got minimal reaction from the police and almost no news coverage. The "Movement presence" at Nixon's inauguration had the same impact as the Late Late Show; one remembers little except the sporadic violence. It was all theater with Movement people playing roles as predictable as those on midnight TV. The people who foresaw this and stayed home probably had a more real week-end.

WORKSHOPS

In Washington it started quietly on Saturday at the Hawthorne School, where the discussion groups took place. High school organizing, GI organizing, the radical professional; the strategy and tactics of demonstrations, tax resistance, draft resistance, and political psychology: the necessary revolution were some of the topics discussed. A few of these evolved into meaningful discussions of substantial issues. If the group was discussing a particular, clearly defined program, and the chair had some experience, all went well. But the evening session of one of the most popular workshops - that on military organizing - was far more typical. The dissident GI's were there and so were a large number of civilian organizers who seemed ready to learn. Yet the meeting floundered through two hours of muck-racking about life in the military and never got down to the strategy and tactics of organizing.

ACT II

Sunday's parade was colorful, plodding, and almost unnoticed. The city had an after-church tranquility to it; even 10,000 marchers seemed swallowed up by the broad boulevards. We were talking to ourselves. When the cops busted half-a-dozen marchers at the Capitol, the action seemed like a familiar scene in an old movie. Psychologically, it felt too mild and impotent. In true "one-dimensional" manner we could not get out of the role society had arranged for us: We were just another aspect of the inaugural activities. Our protest was

the well-known scene in Act II, and the audience drowsed while we played it faultlessly. Even the violent confrontation at the Smithsonian (where there was a mink-and-martini reception for Agnew) failed to break out of the script. About 1000 lingering demonstrators taunted the cops for an hour. Some of us asked why they were throwing dirt, boards, and cherry bombs at people who were simply playing their roles; the answer was always some version of "We've got to expose the violence of the System!" But in that particular situation the bulk of the violence was coming from the demonstrators. When mounted cops finally charged the crowd (after one of them had been dragged from his horse and beaten), they were just plain angry at their immediate tormentors. One did not see there the violence of the system; the cops were too far removed from the real sources of it.

WE ARE INAUGURATED

It was symbolic that Nixon's Inaugural parade had to rely on a contingent of fully armed combat troops to keep two knots of militant demonstrators from charging the motorcade. But the symbol went unnoticed by the TV public; network cameramen focused on the other side of the street where cheerful Americans hailed their new Chief. The rest of the afternoon was farcical: demonstrators were expertly herded block-by-block away from the White House, shepherded by a huge pack of police cars, until they finally dispersed into the darkness.

WHERE THE ACTION IS

At the very least, the Washington Mobilization was supposed to involve some new people in the anti-war movement. Maybe some of the people at the Hawthorne workshops were "new people," but of what use is their involvement if they only fill one-dimensional roles?

The Mobilization was supposed to effect a protesting "presence" at the Inauguration but our presence had little impact. A lot of Movement people had decided to stay home to continue organizing high school students, support for indicted resisters, pressure on draft board members, GI's, radical newspapers, and working class people. They were where the action is.

--Bob Parsons
& Bob Siegel

"The streets belong to the people, but the revolution must come in our heads, in our values, in the way we perceive things and react to one another, in what we create and how we live our lives, in the degree that we maintain our humanism and the understanding that, pigs or pygs, we are all in the same sty."

From "notes from a vermont farmer"
by Martin Jezer, WIN, Nov. 15, 1968.

VIETNAM CURRICULUM

"Anne Moore was seventeen years old and engaged to be married. The only reason that she and Don Parks were not already married was that she promised her mother to complete high school first. Don, a year ahead of her in school, had graduated the previous June and taken a job as an auto mechanic.

"In November, Don received a notice of induction to the United States Army. Although unhappy about his separation from Anne, he was quite willing to do his service.

" 'If I don't talk to him about this,' she thought, 'it will be the first time I've kept something important from him.'

"What should Anne do?"

This is one of the dilemma stories from the Vietnam Curriculum, a 350-page social studies course developed by five high school teachers in Boston. Teachers around the country are now using these materials to help their students examine the impact of the war. And students in their classes are beginning to write their own dilemma stories to complement the curriculum.

Several years ago a group of young movement teachers in the Boston area began to meet weekly to discuss problems encountered in the public schools. We knew from firsthand experience the many ways in which schools, both city and suburban, are mental and physical prisons for students. We felt under great pressure to conform to the system, to regiment behavior, to help indoctrinate the kids in our classes to the American Way.

At that time the political question uppermost in our minds was the Vietnam War. The war, if treated at all, was presented as a "controversial issue" - a watered-down dove-hawk debate within the implicit conceptual framework of Cold War ideology. No text, course, or book dealt with the war in terms relevant to high school students. Some of us had tried to raise the issue in class, but we found it difficult to go beyond a superficial and inconclusive debate: Our students had little knowledge of the background of the war, and there were few sources of information about the effects of the war on people in Vietnam and the United States. They knew what was on TV and what they were told in textbooks, and they believed it. To demonstrate the relation of the war to American society and American politics, we needed not just a few lesson ideas and materials but a whole teaching plan. So five of us from the original teachers' group decided to work together on a Vietnam curriculum.

In the fall of 1967 we wrote the Curriculum and put together the first mimeographed edition. The following spring we contacted friends from the original teachers group and travelled to meetings they arranged with interested faculty members at their schools. At thirty junior high and high schools in and near Boston, we encouraged teachers to use the curriculum, to teach about the war, and to try a variety of teaching methods. One of the most valuable parts of the Curriculum turned out to be instructions to teachers on the use of simulation games, role plays, dilemma stories, and community polls. We always urged anti-war teachers to respect their students' opinions, even if they disagreed: a course becomes useful and relevant when it begins with the students' position and recognizes their feelings as legitimate. Kids learn not from moral arguments but from exploring facts for themselves and examining the framework of their own beliefs. The Curriculum states facts and raises questions rather than presenting an explicit anti-war position.

The five of us (Sue Davenport, Frances Maher, Joan McGregor, Walter Popper, and Adria Reich) have continued to work together as the Boston Area Teacher Project. At present we are working with twenty high school students (from the city and suburban schools where we teach) to develop a curriculum on social identity. Now that the Vietnam Curriculum has been published, we hope it will be useful to others in and near the movement.

To obtain copies of the four volume *Vietnam Curriculum* post paid, write *Vietnam Curriculum*, Department RS-1, New York Review, 250 West 57th Street, New York, New York 10019. Make checks payable to the New York Review (\$10 per set; \$8 per set for ten or more sets).

MILWAUKEE FOURTEEN NEWS

Arraignment of the Milwaukee Fourteen on state charges of burglary and arson takes place on February 14th. Several activities have been organized around this day: a rally on the 13th, march to the courthouse on the 14th, and workshops at the University of Wisconsin, Milwaukee on the 15th.

On Sunday, February 16th, supporters will try to conduct a religious service at St. John's Cathedral, where others have been arrested for interrupting a service by speaking out against the Vietnam war. Those arrested go on trial the next day.

The Milwaukee Fourteen book "Delivered into Resistance" will be available by the third week in February. It can be obtained from the RESIST office. (We don't yet know the price but will include it in the next issue of the Newsletter.)



--Walter Popper
Boston Area Teaching Project
8 University Road
Cambridge, Mass. 02138

IF THEY SHOOT, SMILE

"If you are drafted and unhappy about it, I do not think you should go to prison or flee the country. I think it would be in order for you to tell your draft board, without disrespect, that you consider this a foolish and unjust war, and that you go under protest, without enthusiasm, only as a mark of respect for what your country once was and could someday again be."

George Kennan
Democracy and the Student Left
(From the OLD MOLE)

ACROSS THE NATION

Orono, Maine: The military police, assisted by the campus police, arrested G.I. Neal Morrison at the University of Maine on December 9. AWOL, Neal had gone to that campus to talk with students about his experiences and reasons for resisting the present military system.

Boston: Suzi Williams' sentence, for pouring paint on Selective Service files in Boston last June, has been reduced to one year.

Ft. Monmouth, New Jersey: Pvt. Joseph Ritenour, 19, has been sentenced to 2 years at hard labor for burning his uniform and refusing to obey orders in protest of the Vietnamese war. He is now appealing for a CO discharge and a reversal of his conviction. No known action has been taken on his CO application. Joe has been sent to Ft. Leavenworth.

Lewisburg, Pennsylvania: Lewisburg RESIST is prepared to offer hospitality--a room, meals, and the possibility of help with transportation--to visiting families of imprisoned resisters at Lewisburg Federal Prison and Allenwood Prison Camp. Those seeking this aid should call 717-742-7262, 717-524-9475, or 717-524-9702.

Northfield, Minnesota: A draft card turn-in was made part of a Revolution Symposium at Carleton College the weekend of Jan. 11-12. This is one way of actually bringing "revolution to the symposium." The weekend resulted in the refusals of three seniors to cooperate with the Selective Service and the establishment of a community of support. A statement of support was issued by the president of the college.

San Francisco: Charlene Pope and Sali McAllister expressed their opposition to the war by spraying red paint onto the central courtroom floor of the General Court Martial Building of the Presidio, Army Base. They refused to pay a fine of \$200 for disturbing the peace and malicious mischief on the grounds that the money would go to the US Treasury. As a result, they were reindicted by the Federal Grand Jury on two counts of felony, maximum sentence ten years and \$10,000! They continue their opposition to the war by sending to government officials a statement of complicity: "We explicitly encourage, aid and abet young men to refuse registration or service in the armed forces. We cannot leave them to take the risks alone for what is a basic act of conscience of our time."

Oakland: The Oakland Draft Opposition lost its office in a fire at the end of October, but has found a new, larger (and less expensive) place to carry on its work. Among other things they are circulating the Peace and Freedom police control petition. They are involved in draft counseling, the grape boycott and the Oakland school crisis.

San Jose, California: Recently Mrs. Evelyn Whitehorn, the divorced mother of four sons, said that Erik, the third, had turned 18 in Oct. but that she was not permitting him to register for the draft. Believing that her son is subject to her control until he is 21, she plans to prevent Erik's registration until then and to take, in his place, any punishment for failure to comply with the draft

INFORMATION FOR DRAFT COUNSELORS

The Midwest Committee for Draft Counseling (MCDC) recommends these materials for draft counselors and counseling groups:

MCDC's new "Draft Counselee Record Form" helps counselors to keep track of the men they've talked to and to remind themselves to explore all aspects of the case; a sample is available on request from:

Midwest Committee for Draft Counseling
Regional Office, Central Committee for
Conscientious Objectors (CCCO)
179 North Michigan Avenue
Chicago, Illinois 60601

Reprints of Army Regulation 635-20, concerning CO discharge from the Army, are available from CCCO or MCDC.

Department of Defense Directive 1300.6 (May, 1968), concerning CO discharges from all military branches, is available from CCCO or MCDC.

Up-to-date copies of AR 40-501 (medical standards) and of AR 601-270 (induction station rules, list of criminal offenses leading to IV-F) are reprinted and kept up-to-date in the Selective Service Law Reporter (along with the Selective Service law, regulations, local board memorandums, and original Practice Manual and recent court cases). The Selective Service Law Reporter is available to counseling groups at \$18./year (1029 Vermont Avenue, NW, Washington, D.C. 20059).

All Army regulations can be ordered from the Department of the Army, U.S. Army AG Publications Center, 2300 Eastern Boulevard, Baltimore, Maryland 21220.

"The Resistance - Where It's At, Where It's Going" is an excellent short essay on draft resistance written by the New York Resistance. It is available (reprinted) from CADRE, 519 West North Avenue, Chicago, Illinois 60610 (5¢).

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laws. In her letter to the draft board Mrs. Whitehorn wrote, "I have no intention to allow Erik, for whom I am still legally responsible, to be placed in a position in which he must participate in a war which is counter to those things he has been taught to support... The war in Vietnam is the evolution of the opinions and decisions made by my generation. This is most truly a middle-aged peoples' war, fought by the young." Erik has been indicted; no legal action has been taken against Mrs. Whitehorn.

Honolulu: The two AWOL marines that took sanctuary at the Univ. of Hawaii have been sentenced. Thomas Met and Gary Gray received two years at hard labor to be followed by a dishonorable discharge.

The official march-along song "I had a good job but I left, left, left..." has been superseded by "I'm proud to be an airborne ranger; I love to live a life of danger. I want to go to Vietnam, so I can kill a Vietcong."

AJC CALLS FOR NEW KIND OF CO

In October of 1968 the American Jewish Congress called for an amendment to the Selective Service Act that would permit conscientious objection on ethical and moral grounds as well as religious.

The American Jewish Congress resolution pointed out that "the existing provisions regarding conscientious objection are also open to criticism because they apply only to those who object to participation in all forms of war. A number of widely held ethical systems--religious and non-religious--distinguish between morally acceptable and morally unacceptable warfare. It runs counter to our national and religious principles to compel a man to carry and use a gun against another man in a cause that he regards as morally wrong."

We have been reporting for many months in the Newsletter about "Selective Conscientious Objection"--a principle receiving increasing support from many kinds of groups. The World Council of Churches which met in Uppsala, Sweden on July 16, 1968, (Newsletter #14) issued a statement which supports the right of the individual to refrain from participation in "particular wars" on the grounds of conscience. At that meeting, the endorsement of the right to "selective conscientious objection" was adopted with only a few negative votes among the 720 delegates.

Other groups which have adopted positions in favor of the principle of selective conscientious objection are the Society of Friends, Rabbinical Assembly, Central Conference of American Rabbis, Jewish Peace Fellowship, War Resisters League, Clergymen and Others Concerned About Vietnam, Fellowship of Reconciliation and the American Civil Liberties Union.

"YOU DON'T GOTTA"

The leaflet "You Don't Gotta" was written by Fred Moore of the New England Committee for Nonviolent Action to acquaint high school students with alternatives to registering for the draft. Copies, at \$12. per 1000, are available from Fred Moore, NECNVA, RFD 1, Box 197B, Voluntown, Connecticut.

LET'S MAKE A DEAL!

Judge Harper of St. Louis recently heard the case of two young men accused of stealing a car. As it turns out, they were also both AWOL. The judge, realizing how hard it would be for these boys to get a good job if they acquired a criminal record, offered to drop the case after a trial period of a year if they would return to the army and establish themselves as good soldiers. All this was done in the "interest of justice." To prove that this was a workable solution, the judge cited one case where the boy became a Master Sergeant and has 3 decorations. (*Saint Louis FREE PRESS 11/15-28*)

ZIP-SIX: THE YOUTH CORRECTIONS ACT

The "zip-six" originally designed by a "reformer" who believed he was doing a favor for youthful offenders is given out at the judges' discretion to law-breakers 22 years old or less. It provides for indefinite term of custody, minimum 60 days and at maximum six years. The prisoner is "eligible for parole" at any time (instead of after one-third of the sentence has been served), but in actual fact early parole is rarely granted. No "good time" is allotted in sentences of this kind. The prisoner faces mandatory release after four years if he hasn't made parole, but two years of probation still hang over him. In the case of someone who has openly violated the law for political reasons (and who may not be favorable to accepting parole restrictions), such as draft-law violators, this is about the meanest sentence he can receive; unfortunately it seems to be gaining popularity with the judges, who are eager to do all they can to straighten out our misguided youth. (*Prisoners' Information and Support Service*)

IMPORTANT

Our mailing list is growing but it can be kept accurate and up-to-date only with your help.

IF YOU WANT TO CONTINUE RECEIVING THE NEWSLETTER, PLEASE RETURN THE ADJACENT FORM.

The Newsletter is free but. . . the postage isn't! In order to meet postage costs, we find it necessary to ask that \$3. accompany your re-subscription. (Those on our monthly pledge list need not send the \$3.)

PLEASE CONTINUE TO SEND ME THE RESIST NEWSLETTER.

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Enclosed is \$3.00 for postage.

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At this time I am unable to contribute toward postage, but want to continue receiving the Newsletter.

Enclosed is my \$ _____ contribution to support the work of RESIST.

I would like to contribute \$ _____ per month to RESIST.

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