SNCC Position on Racism, Apartheid & Colonialism

Following are excerpts from the position paper submitted by SNCC to a UN conference on Apartheid, Racism and Colonialism in Zambia this summer. This paper emphasizes the movement's need to attack the suppression of African liberation struggles by the US. As a beginning we suggest intensive study of US involvement in Africa and recommend: that you order the papers presented at this summer's conference for study groups. (We recommend the writing of Mr. E. S. Reddy, African Affairs Division, United Nations, New York, N.Y.)

**Afro-Americans have watched with sympathy and concern the struggle against apartheid and white-settler domination in eastern and southern Africa over the past twenty years. We rejoiced with all freedom-loving people when the victory was won in Kenya. Today, we express our solidarity with and to the schools until the Struggle which languishes in the prisons and detention camps of southern Africa awaiting the day when the heroic efforts of those who are still free to fight will wipe out these inhumanities of man to man once and for all, and place the destiny and welfare of the people in their own hands. It is of vital concern to us that it be deeply concerned over the course and outcome of this struggle, for our own members have been engaged for seven years in struggles against a particularly vicious form of apartheid that has existed for centuries in the United States. We can understand South Africa because we have seen the inside of the jails of Mississippi and Alabama and have been bashed behind wired fence enclosures, attacked by police dogs, and set upon with electric prods—the American equivalent of a sengere. There is no difference between the sting of being called a "nigger" in South Africa and a "nigger" in the US. The calls of Robben Island and Birmingham jail are the same: they are the scourge of the vanguard of the struggle against racism in America, SNCC is not unfamiliar with the problems of southern Africa since SNCC has never visualized the struggle for human rights in America in isolation from the worldwide struggle for human rights. It was inevitable that a time would come when it would formally declare itself and it did this this year, a "Human Rights Organization interested not only in human rights in the United States, but throughout the world", and would apply to the United Nations Economic and Social Council for recognition as an international organization. SNCC has made it clear that there may be CIA among them. SNCC took a formal position on the question at the 2nd day of resistance, my comrades gave to me.

SNCC has never visualized the struggle for human rights in America in isolation from the worldwide struggle for human rights. It was inevitable that a time would come when it would formally declare itself and it did this this year, a "Human Rights Organization interested not only in human rights in the United States, but throughout the world", and would apply to the United Nations Economic and Social Council for recognition as an international organization. SNCC has made it clear that there may be CIA among them. SNCC took a formal position on the question at the 2nd day of resistance, my comrades gave to me.

As an organization technically composed of American citizens, SNCC's first obligation to the worldwide struggle for human rights is to take a firm stand against violations of these rights by the United States Government.

It is our firm conviction that American intervention in Viet Nam militates against any possible constructive action by the US in other areas of Latin America, Asia and Africa. It distorts any analysis of the problem, since policy makers tend to interpret all such struggles in terms of Cold War rivalries. The shameful intervention in the Congo between 1960 and 1965 was justified on the grounds that it was "necessary" to curfey South African and Chinese influence in Africa. Policy makers are not immune to this fallacy. The US Government's policy of supporting those regimes which are compatible with American interests and policies—without strings—to developing areas, including the governments of the United States. It destroys the confidence of African, Latin American, and Asian countries, and in the good intentions of any American nations, laying the pull of suspicion there may be CIA among them. SNCC took a formal position on the question at the 3rd day of resistance, my comrades gave to me; in Viet Nam in January, 1966, and our statement declared, in part, that the "Student Non-Violent Co-ordinating Committee adds to the list of the bourgeoisie's MERRY RESISTANCE!!

The problem of Viet Nam is organically related to the position of the United States with regard to southern Africa. The United States is formally committed to a half-hearted participation in economic sanctions against Rhodesia, but it has vigorously resisted all attempts to extend its involvement in the East-West conflict. The United States Government has never supported the freedom of oppressed citizens, and is not yet truly determined to end the rule of terror and oppression within its own borders.

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Editors

Don Olson was in an auto accident two weeks ago, and has been unconscious since. Money is needed to cover his hospital expenses. If any chapter or individual assists him need, please have done, please send it to Box 201, Lawrence, Kansas as soon as possible.

SNCC Positions

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has large-scale investments in South Africa and profits greatly from apartheid. The United States will be prepared to render other economic aid when apartheid begins to collapse. This aid must be in the form of trade, investment, and financial support that will benefit black employees of Chase-Manhattan Bank.

The parallels between the African National Congress and Movement and the plight of Afros-Americans are striking. As both movements have matured and the soldiers of black power have been drawn to their cause by the success of the 'Black Power' movement with SNCC in its lead. Within the United States, conservative organizations—some of them represented at this conference—as well as all levels of government have tried to undermine, contain, or simply destroy SNCC.

We see the worldwide fight against racism as indivisible. Southern Africa represents but one of the situations where...
The 4th Face of U.S. Imperialism

by Lois Ravitch

In the last twenty-five years, the American government has become deeply committed to international exchanges. This general label embraces: (1) information (propaganda) co-ordinated by the State Department's Bureau of Educational and Cultural Affairs; (2) technical assistance co-ordinated by the Agency for International Development; (3) cultural exchanges facilitated by the Agency for International Education.

We came across the name of the IDE while tracking down links between foundations and the CIA. Reading some of the IDE's promotional material, we were amazed at its audacity. With a sense of the enormity of IDE's activities came a confusion at the enormous amount of IDE-related material that began to accumulate.

The formation of a coherent view of the implications of the IDE began with a series of questions attacking our confusion: Who are they? Why are they doing it? For what reasons? Who are their clients? What are their activities directed at, and who benefits? What do they say about themselves? Who does the IDE work for? Who are the government agencies, corporations, universities, foreign countries? With the medium of the search for explanation came the excitement of defining more carefully the style and tools of our opponents.

The IDE was founded in 1946 and it was necessary to combat Nazli Kemalist Turkey and its satellite governments. The Latin American republics were seen as the ready environment for penetration through strategic demonstration. The U.S. government was copying the efforts of the French empire in the late nineteenth century.

In taking these initial steps the U.S. embarked on a duplication of efforts that have been made in other foreign policy areas. The U.S. has copied the military strategy, the development of military intelligence, the media war, the cultural war, and the focus on education.

The exponents of this aspect of exchange were pioneers in defining the education of the foreign student as a potential recruit for the American way of life. The Institute for International Education and other foundations increased their activity. They knew that education is one of the means of cultural penetration.

One of the IDE's most important functions is to provide intelligence on persons for corporations operating abroad. As the IDE points out, "With few exceptions, the foreign students and scholars visiting the United States from foreign countries find it necessary or desirable to employ nationals with U.S. academic training."

The IDE provides an enormous amount of information on foreign students and their exchange programs. It states that the foreign student is now seen as potentially "co-op-erable". The system has rich material rewards for those who see the light. Our investigation shows that before 1949 IDE's headquarters were in his own country, prepared, programmed, helped to adjust in the U.S., and followed by the Ford Foundation. IDE is now the source of a valuable human resource, an American cultural exchange program that has been transferred to work in a U.S. corporation in his own country or as minister in his government.

Our investment in human resources today will have its payoff in years to come. The IDE program in Latin America will involve the establishment of private agencies, AID, under the leadership of David Bell (former vice president of the Ford Foundation). The Ford Foundation is interested in the educational exchange programs in third world countries. IDE is interested in spending its money through contracts with 71 American universities.

American education as a whole is being pressed into the service of the IDE. At least one in five foreign students are area specialists, who along with social scientists will do U.S. government intelligence work. It is no coincidence that the growing number of foreign students and scholars reflect the growing number of U.S. students and scholars abroad.

Why do international corporations need foreign students and scholars? Because of the "cultural war" ideology of the Cold War. The U.S. government wants to "penetrate" the education of other countries. The IDE is coordinating this program themselves.

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Every year the IDE takes and publishes a massive report on foreign students and scholars visiting the United States. The survey includes information on the number of students by country, field of study, country of origin, and sources of support. The high quality and accuracy of the report make it a favorite among researchers for quick and easy access information.

Why do international corporations need this personnel intelligence? IDE answers these questions with its "co-operability." It is the system that permits corporations to identify and locate the (Roster contains foreign students and scholars) in his or her own country. This information is critical to the planning and execution of current overseas operations, (2) for expansion of operations, (3) for establish-

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What The US Is Doing In and To Latin American Universities and Why

by Michael Holcomb

To identify with the label "liberal" is to lay claim to a long Western tradition, a tradition which, in a very common a context, that enables people to exist in a protected niche while they live on a subtle righteous domination. The liberal (as far as I know, the only connotations) EIE looks after a small organization, CHEAR, The Council on Higher Education in the American Republics.

According to their promotional material, CHEAR is "a cooperative effort between the Carnegie Corporation and the Ford Foundation, and is supplemented by money from other agencies and foundations including the Rockefeller Foundation, the Ford Foundation, the Department of State, CHEAR refuses to make public the actual amount of its budget, however. When asked by the National Science Foundation, and the Republics.

One question about US motives first: isn't some US material assistance beneficial as the humanitarian rhetoric claims? Some programs obviously embody less manipulation than others, but ultimately the things the US is doing is to insure stability is bending its grain to maintain political stability so that India can remain an ally. Kerr sees the rationale behind this. When arranged in a logical sequence: the framework for teaching, extending and research.

The Kellogg Fnd. helped Colombian higher education is in the "stability" ideology of Kerr. In "The Uses of the University" (p. 16) That the 1960s US is not particularly sneaky about its motives concerning "foreign aid" shipments to India certainly benefit the interests of the US economy and political hegemony, it must not fail to implant that the FP and the Univ., become a work of art into the factory pattern.

The conference: "Ideas and opinions expressed by the different organizations: the Ford and Rockefeller Foundations, The Kellogg Foundation, and the US Aid contract and the Kellogg Foundation designed to strengthen Colombia's three higher schools of agriculture. The Kellogg Fnd. helped Colombian education is in a more direct manner in 1960 by partially financing "a joint American-Colombian committee headed by Dr. Paul Miller (Formerly Provost of Catholic University, New York, and now President of West Virginia U.) to study higher education in Colombia and to suggest an improved framework for teaching, extension and research.

On the basis of the Miller report, a national Agricultural Institute was established in the autumn of 1963. The Kellogg Fnd. helped establish the National Agricultural Institute (ICAN) is now being launched. Comments on the "Ford, Kellogg, and Rockefeller: A Comparision" (p. 17). The US Aid interest in continuing to cooperate in this tremendously exciting new venture.

During the discussion the Director Fernando Penaranda of the Instituto Colombiano de Hacienda provide the ambitiousness of the US-supported projects. Of course, there is no whole higher agriculture system of Colombia along the following lines:

- "ICA will have close contact with secondary and intermediate (junior college) schools, which are relatively wellendowed as to buildings and grounds (and are not such a sort of junior college...We also have the National Institute of Agricultural Research."
- "the means of orienting and utilizing the curriculum of intermediate education and secondary education."

As far as agricultural education goes, students would pass from primary schools to secondary schools, and then to four-year institutions at the present time, the Ministry of Education is considering extending them to six years in order to make available a more complete preparation in agriculture.

Yes, complete. The different routes that Colombian students are headed somewhat confused the reader, (AID) and the Special Fund of the US.

Two other US-supported Mexican agricultural schools are not on what Rafael Sanzor & Colombia attending the conference) called the "grand scale" of the Chapinazo school, but they are still significant. They are the Rural School of Agriculture and Animal Husbandry of the Institute of Technology at Monterrey, another Rockefeller Fnd. project, and The School at Hermosillo, Sonora, which maintains "a close relationship with the University of Arizona. (Ag & the Univ., pp. 34, 52)

"That AMHRAA, A Rockefeller Fnd. involvement in Colombia dates back to 1950 when it supported a cooperative research program to train agronomists and provide scholarships for study in those. Michigan State entered Colombia a few years ago with a program financed by the US Aid contract and the Kellogg Foundation designed to strengthen Colombia's three higher schools of agriculture.

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MSU EXPANSIONIST UNIVERSITY IN AN IMPERIALIST STATE

by Marge Piercy and Peter Hening

Michigan State University prides itself on its service to the government in social sciences and social science research, an identity it was confronted with by the ever-broadening American empire.

We will take a hard look at that philosophy of service to the government, which has limited number of fields or disciplines, the reddening of the boundaries of its technical assistance activities is broadly conceived. We are trying to create a new profession at an international dimension which will permeate throughout all relevant segments of the social world.

Since 1951 MSU has been involved in helping the Army develop an American educational advisee abroad. The Office of the Domestic and Okinawa, a property we look from the Japanese and held under some amount of feudal slavery, has been forced. MSU has grown to become an important part of the educational structure of the Ryukyu.

MSU has a continuing co-operative programme with the United States Agency for International Development in Brazil, oriented partly toward economic management and international business in Latin America are graduates of this MSU Intensive Course for Administration.

One of the policies of most U.S. corporations is that, in the words of the MSU, the American government is staffing their operations with local executives who are primarily trained in the American political and business virtues. Thus we create elites which are absolutely sure of themselves and that present behind a local facade. Similarly MSU has been involved in a number of AID programs, the Institute of Social Research in the Office of Administration.

A group of academics doing area studies are performing a one-way translation of our knowledge and experience, provided by the American government or American business interests. Areas create studies not genuinely for the general public and to provide the basis for the development of new areas in that society, its weak points, point out the obvious.

A group of academics doing area studies are performing a one-way translation of our knowledge and experience, provided by the American government or American business interests. Area studies create disciplines not genuinely for the general public and to provide the basis for understanding the social processes of that society and to perceive how power is wielded in those societies, not all right to the particular a method of manipulation here.

The Army Area Handbooks are a product of American experience in the field of educational assistance and are a part of a collection of social scientists, anthropologists, linguists, area specialists, and other personnel, in a program of research, providing a new source of power to the American military, the Army of Area Studies.

One example of the colonial use of area studies occurred just after World War II, when the United States needed to govern over the recently conquered Micronesian Islands. The Navy, in order to control the area, hired a group of ethnographers and sociologists from twenty different universities. Or, to quote the College Placement Manual, a copy of which you will doubtless find in your local placement office:

"The unfortunate, your special talent is finding expression in the area of international career, which offers many opportunities. Whether your interest is in International Relations, Economics, Science, Law, Research, whatever, the CIA offers you a chance to work with programs that are constantly changing."
The World is Their Campus
by Alice Embree

The world of international education has brought together a most interesting subset of the American population. Extrapolates from the operational and political style of the liberal multiversity administration, broaden its domain to include not just a community of students and faculty numbering 30,000, but virtually the entire range of those you have the modulus operandi of the IIE. It is a style of sophistication and internationalism. A style which denies the existence of fundamental conflicts of interest, which says that the world has no run just like the college campus—

a controlled environment where people can be channeled in subtle ways, where everyone can be made to believe that he is a participant in a community of free men, and where questions of control need never arise. And raw uses of power need only be occasional. The men and women who are responsible for running the IIE are the wielders of power in America—but they are a special breed. They are not the more public and geographically of the powerful; they are well-educated and socially prominent. Their style is the same whether in the offices of foundations and banks or at the meetings of the IIE.

A few of the more interesting members are:

- Mrs. George A. Brung (described in IIE publications as a civic leader), whose sugar tycoon husband had many of his holdings in Cuba.
- Mrs. Morris Badley, another civic leader, whose husband was one-time head of the Carnegie Foundation and director of the IIE. His wife is now head of the CIA conduit Rockefeller Foundation, Truman State University, and Milbank, Tweed, Hadley, and McCloy.
- Mr. and Mrs. David Bluetooth, who have a close association with John J. McCloy and who have close association with John J. McCloy. A former member of the Board of Trustees and a former chairman of the Board of Directors of the IIE.
- Mrs. Alice Embree (described as the wife of Charles L. Embree, who is now head of the CIA conduit Rockefeller Foundation, Truman State University, and Milbank, Tweed, Hadley, and McCloy), the wife of a close associate with John J. McCloy.
- Mr. David Bluetooth, who is close to the President of the IIE.
- Mrs. Oveta Culp Hobby, who is close to the President of the IIE.

The reports are tailored to a corporation's particular undertaking. The IIE tries to present the student to the corporation (get the announcement through its Alumni Relations Division. They will also screen candidates abroad. U.S. embassies also assist.

The reasons for educating foreign students in American universities are many. The reasons for educating foreign students are explained in terms of the CIA. They are not the more public and geographically of the powerful; they are well-educated and socially prominent. Their style is the same whether in the offices of foundations and banks or in the CIA.

The IIE also places the students in universities and colleges where they have close association with John J. McCloy.
continued from 1

members of people that have previously been involved, moving the political spectrum to the left, and expressing our political forces.

We cannot view the student strike in isolation. The actions taken around and stemming from the scene have real significance. Campus actions during the present period are a consequence of a much larger struggle for political power. Much of the research already done into the areas of the military, the CIA, the Selective Service system, defense corporations, and the corporate establishment is relevant to developments in police restraint. War crimes tribunals, commissions, or hearings can be held during the time of the strike, where this research can be released to expose the relations and to precipitate demands on government. If campus activity can be centered around this kind of research, it is especially significant.

The student strike should be the center of activities planned for the spring, with a great deal of national and international impact (we should remember that with the participation of the student groups in other countries, especially in the Asian countries, we can have an effective demonstration). The strike should last one day. However, a local activity is needed to begin or continue after the strike and to pursue the demands put forth during the strike. In laying the groundwork for a long-range movement, the strike has the potential of being one of the most effective actions of the student movement.

on campus issues as well as on the war and the draft. We should try to avoid the type of action that strikes at everything and hits nothing. Actions hitting at all aspects of capitalism in America, while desirable, are clearly beyond our scope right now. A national action showing political force should be directed toward setting up an umbrella group to facilitate defining unified goals.

If we are to carry the struggle to a greater level, we should be concerned with the definition of a more general student movement

Anti-riot Resolution

Leonard Siegel
Stanford SDS and ADU

Over the past few months a dangerous new trend has emerged across the nation both on the streets and on the College campuses. A small minority, often well organized and violent, is demanding the battle between the people and the establishment. While this is no new problem, recent violence in both Berkeley, New San Jose, Washington, and New York, as well as this summer in Minneapolis, Detroit, and New Haven have brought new intensity and seriousness of the problem.

It has been reported that these irresponsible elements have been using advanced technology and sociology to further their violent acts.

SDS should therefore dedicate itself to counter-research. Only if we and our friends reverse this trend can we prevent the people once again control the police and bring peace to our streets and campuses. As part of this program SDS will prepare an anti-riot handbook, instructing the people on methods that may help in resisting police acts. The handbook will be Jeff Segal's article in the New York Times discussing the riot technique. Furthermore, individuals within SDS who have technical backgrounds in fields such as computing, electronics, and chemistry should coordinate themselves in an effort to counter developments in police riot technology.

The National Office is in need of a car.

If you have any information about any free or very cheap cars please contact the National Office.

1608 W Madison
Chicago, Ill.
60612
s/o ANYBODY!

Imperialism eats...!

But an SDS campus traveler doesn't feel at home in the student system. In short...I need a car! Contact

1608 W Madison
Chicago, Ill.
60612
or call 666-7357

H ere's Chapter News!!!

This column was compiled from letters from chapter contacts, local members, regime travelers, SDS newsletters, and SDS news services. In order to continue this column on a weekly basis, one person from every chapter should be given the responsibility of sending news to the... by karen gellin...

TUCSON, ARIZONA—students are planning a suit against the UNIV. OF ARIZONA ROTC voluntary for undertaking a demonstration against the war. The ROTC presence is due to handouts by the SDS veterans groups and the support of the UNIV. Of the nature of the issue, and the resistance leaflets are being torn down by administration secretaries almost immediately upon being posted on campus, on the grounds that they are "political", forbidden. ROTC went on the offensive, accusing SDS of "communism".

NEW ORLEANS, LOUISIANA—while the CIA was recruiting at TULANE, SDS members passed out 2,000 leaflets on the true nature of CIA operations, many people were too lazy to read the leaflet, and several very valuable new people became SDS members.

LOUISIANA STATE UNIV.—peace day was observed on a regional basis. There can also be effective actions of the student movement.

we made the news today oh boy...

members...students at LOUISIANA STATE UNIV. welcomed the air force to campus with appropriate signs, among which was the Business of the air force is murdering peop e.

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The Development of the High School Movement in L.A.

by Jim Fite

In a period of three months, students may be some of the most potentially explosive elements in west coast society. The high school students of Los Angeles are clearly defined within their concepts in a dialectic of action and thought, a city-wide high school underground network was developed to hold a strong movement within the high schools. This was developed by organizing because of previous attempts by the C.P., S.W.P. (and running dog Y.S.), but both parties were handled for the most part. There was also skepticism because past organizers had attempted to divide up the student body and enter into movement activity. The interest was there and meetings were set up for Sunday afternoons. By the end of the third week they were bringing in friends and the group had expanded to about one hundred students.

The high school students felt that it was necessary to do more than hold Sunday meetings. They wanted to begin planning action and education programs, and it was decided that a conference should be held.

Although the conference lacked publicity and some organization, about eight students showed up. The group divided up into a series of workshops, out of which some important programs were developed:

1. A program for political education, identified as High School SEED, and plans for action around *Stop the Draft Week*. Programs offered alternative structures and were essential in the building of the L.A. High School Movement.

2. In September, a meeting was held at the Board of Education or to organize the political education program. The high schools and a rally, was militant against the threat of expulsion and arrests of those students who participated in the draft. The action also provided an excellent educational and organizing focus: complexify the schools with the military, limitation of free speech and assembly, and the manipulative nature of manpower channeling.

The political education program was developed by the students themselves to 1) give them an understanding of the movement, 2) to define their own condition and enemy-power research, etc., and 3) determine where the enemy was weakest and to plan programs, i.e., desanctionization and destruction, which would aim at these weak points.

The newspaper, *Free Student*, was begun and the students began full-scale work. They leafleted, passed out the newspaper, and held rallies encouraging people to come to school on Wednesday, during *Draft Week*, to attend one of three planned SDS rallies. Reaction to the organizing was swift. Students were photographed by the FBI when passing out the *Free Student*, others were suspended for unsalted reasons and others found themselves transferred to other schools.

But the students continued organizing. The president of the student council at one high school seized the PA system and announced the walk-out. He was expelled, but the administration was confronted with a near riot, so they reinstated him. However, a strong group was held in a sit-in. After it was broken, fire alarms were pulled and trash was set afire. Students distributed leaflets and the Free Student by putting them in people's lockers at night. The night before the walk-out, guerrilla teams forcibly closed two schools.

With threats of arrests and expulsions, nearly 700 students walked out of classes and attended one of three rallies. The rallies were militant. Students were divided about whether to sit in at the Board of Education or to organize for a more powerful action. The latter was chosen.

The middle of the October. By the middle of November ten high schools had set up coordinating groups which met regularly and began attempting to organize for specific school incidents. Some groups were much stronger than others. About 20 of the students have expressed a desire for more solid programs and regional education groups are now real. Students are becoming aware of the oppression which is built into the whole society and into high schools particularly.

The problem of organizing high school students is a very difficult one. High school students need potential support because they are not yet economically independent and their parents are the only ones who can get them back into school after suspensions. The major problem is that high school students are some of the most oppressed. The educational, i.e., training system is closed: no speakers on campus, strict dress codes, dependency on the adminis- tration, and teachers to get them into college.

To meet these problems several programs have been organized. One is to tie in community projects with high school organizing; community control of the school, adult support groups. The idea is not that the community can gain control of the schools but that the struggle created will produce a sufficiently anti-establishment atmosphere.

The prospects of high school organizing are good and are most important to our movement. Most of the students have reached their intellectual height in the midst of the war. The movement is real to them. Their alienation is much greater than their passivity. They are good and are most important to our movement.

The high school movement is aided by several things: the underground newspaper, each high school group should put out an underground newspaper to serve the same kind of purpose N.L.N. serves for us, communication; parent support groups; community projects, action to be used as "propaganda by deed"; and political education of high school organizers.

we read the news today oh boy...

A REVIEW OF RECENT PUBLICATIONS OF INTEREST by Marilyn Buck

1) THE FIFTH ESTATE, 12/1/67, 1107 W. Warren, Detroit, Michigan, 48201; Sub-$3.00 for 1 year). Anyone with illusions about the Stokes victory in Cleve­
land should take a look at, "Negro Mayor Supports War" in this issue. Stokes is quoted as saying: "I supported him on Vietnam. Vietnam is the war, the whole war. I do that which must be done; namely, defend our security." He also concluded his acceptance speech with "God bless America: The Detroit FIFTH ESTATE is a member of the Underground Press Syndicate, which distributes free to all underground newspapers the following free service (LNS). The political quality of the paper, often excellent, varies from week to week.

2) LOS ANGELES FREE PRESS, UPS-LNS/6/1-7/13, 909 N. Fairplex, Los Angeles, Cal., 90401; Sub-$4.00 per year; Marshall Windmiller's "The War Politics of McCarthy" is an excellent and informative critical analysis of the way in which McCarthy is used as "propaganda by deed"; and the political education program was wanting. Freeman he correctly points out that the Peace Corps wants the article in less concrete information and analysis of specific Peace Corps contributions to counter-insurgency operations. There is little to be found anywhere on the subject. Students interested in furthering the desanctionization of the epitome of corporate liberal institu­tions should send whatever information they have to the MO, so we can spread it around.

3) THE NATION, 12/2/67, 333 6th Ave., NYC, 10014, Sub-$11.00 a year. This issue, entitled THE WAR ON CAMPUSS directs all 5 of its feature articles into two groups: the "loudmouths* and the "quietmouths*. Guess which group

MINESTOTO—Classified research on the use of drugs for the interogation of prisoners.

COLUMBIA—Recently revealed CIA sponsorship of the Institute on East Central Europe (exposed by SDS).

FTC FIGHT—Diverse projects on ordinance systems and chemical warfare against Vietnamese tunnels.

PRINCETON—IBA project on dope making and breaking for the National Secur­ity Agency.

MICHIGAN—$21.6 million ($10 million classified) in Pentagon contracts, including Thailand COIN projects, missile research, and development of electronic and infrared weapons systems for the Vietnam war.

WISCONSIN—$1 million in Defense contracts, in addition to a $1.4 million Army Mathematics Center (for killing rats). It is impossible to give the number as many as 30; others average 20.

Marshall McLuhan, "The Medium and the Message: A Crisis of Values", adequately portrays the concern of liberal academics with the presence and influence of these "blacks" in high school. The PCA is chosen. "Negro Mayor Supports War" in this issue.

NAC...

submitted by Marilyn Buck

NAC Notes

Here: Bob Pardon, Carl Davidson, Tim Mc Carthy, Mike Spiegel.

Tuesdays: C, N.

1. It was decided that persons wanting to realign the Board of Education and the students who protest against Vietnamese tunnels.

a. A "Qualitative" better environment has been created for dealing with perplexing questions. A few weeks later, those perplexing questions resulted in violent incidents.

b. A contribution to the issue ("Mr. Lawitt Comes to Harvard") is more significant.

J. Walton Senterfitt

215 S. St.

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If there is anyone who has lost his or her college scholarship for political reasons, and is therefore unable to continue, there is a possibility of receiving scholarship money by contacting the Student National Office. We can put you in touch with the persons making the offer. Write:

SDS

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Chicago, Ill. 60612