

MARCH 1971

FLY ^{Price} FREE BY NIGHT



Volume 1

A Chipmunk Publication

Number 3

LIBERATION NEWS SERVICE
160 Claremont
New York, N.Y. 10027



FLY BY NIGHT

Member: Underground Press Syndicate
 Liberation News Service
 F.R.I.N.S.
 Cooperative High school Indipendant Press Service

Published: Monthly (We Hope)

Circulation: Woodrow Wilson High School
 Deal Junior High School

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Special Thanks to: Neighborhood Planning Council # 3,
 without whose help and financial support this
 paper would not have been published.

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LETTERS

Dear Fly By Night,

It is time the student body of Deal
 got themselves together and started
 doing something about their problems.
 We complain about our problems day in
 and day out and what do we get; pure
 shit. That is what we get. Nothing
 but bull from those S.O.B.'s in the
 administration. But my major complaint
 is that people talk about the Black
 student body. In this school all I see
 are a lot of oreo hankie heads
 going around acting damn stupid. Its
 about time the Black student body gave
 the administration blood and fire. We,
 the Black students at Deal know what
 we want and we're going to get it. If
 we don't know we'd better find out.

Signed, V.I.L.

WILSON STUDENTS AND THE INVASION OF LAOS

A COMMENTARY: by Wade Boone

On Monday, February 8th, word had just reached the Washington community about the results of the Anne Arbor Student Conference, when a meeting was called at American University. The meeting was to expose the results of the conference and the plans for the following day to open the community. It served as a co-ordinating device.

The conference itself erupted from a general concern for the U.S.'s expanding role in Southeast Asia in the fields of air and artillery support in Laos. The people who attended the conference decided to draft a treaty demanding an end to the war by June 31st. Also, protests were to be held throughout the nation's cities and universities on February 10 in reaction to the U.S.'s and South Vietnam's defiance of the 1962 Geneva Treaty, in which Laos was declared a neutral country.

Representing himself and other concerned students at Wilson, Ralph Bowen attended this meeting and derived the notion of a strike by Wilson students as an act of protest against the U.S. and South Vietnamese activities in Southeast Asia. Ralph reported on the meeting and on his idea of a strike at *Fly By Night* meeting, to which he had invited two guests, one of whom was a Montgomery county high school student.

After discussion of the idea, a general plan was agreed upon for the next day. The plan included the composition and publication a flier requesting student support for a strike during the second period and a march from George Washington University to the White House at 3:30. The strike was to last for one period but this important factor was left unclear. The leaflet was to be distributed throughout school the next morning, Wednesday, and a motion was to be made at that morning's student council meeting requesting the student council to vote in support of the strike.

Wednesday, at the beginning of the student council meeting, Wilson's principal, Mr. Jackson, welcomed the second semester council and proceeded to, among other things, inform the council of the illegality of distributing fliers calling for a student strike. He also mentioned that all students who struck would be suspended. This remark promptly took effect on the council and when the motion calling for support of the strike was made, a large number of the senior

section broke out in laughter. This is something that one gets used to in the Student Council. However, this was above a laughing matter. More was at stake. Some Wilson students were trying to bring political awareness to the school and a majority of the senior class was laughing. It is not difficult to see why the Student Council isn't more productive within the school. Attend one of their meetings.

After a short discussion, during which two *Quicksilver Times* representatives explained their feelings of urgency about the issue, the question was called and the motion was brought to a vote. The result was 68 against and 26 in favor of supporting the strike. Another motion was made requesting that the motion supporting the strike be announced at the homeroom meetings by the section presidents.

The motion was called out of order it being cited that homeroom presidents were expected to do so anyway. This observer heard from one student that upon "reporting" word of the proposed strike to his section, a president mentioned only the fact that the motion was made and defeated. Such inefficiency on the part of many section presidents is a plague that must be stopped if the Student Council is ever to fairly represent the Wilson student body.

After the defeat of the motion, a feeling of failure was felt by some of the strike's co-ordinators—their failure to convey a sense of urgency, and, due to a lack of time, their failure to construct adequate plans for such a strike.

Previous to a second period, an announcement was made over the school PA system by Mr. Jackson, once again warning of the punishment that would be inflicted upon those who struck. This "punishment" was never inflicted but it's threat was highly effective. Only twenty-four Wilson students struck; thus the result was more of a meeting than a strike.

After a brief description of the situation, followed by an explanation of the strike's purposes, plans for a future meeting were announced along with a call for questions.

Mr. Jackson and a vice-principal paid a visit to the meeting. Both proceeded to take notes on small pads. Announcements were made concerning activities in other parts of the city that were to occur later that day. Afterwards, the students were asked to return to their third period classes.

as planned.

Upon returning to the building, the students were met by Mr. Wallace, who refused them entry unless they gave him their names. Mark Logsdon, a co-ordinator of the strike refused to give his name unless he was told what purpose recording his name would serve. Mr. Wallace then threatened to "smash your (Mark's) head into the wall" unless he quit asking questions and gave him his name. After further hassling, Mark was taken to the principal's office and his father was called to school. Several of the student's parents were called by the principal who inquired whether they knew of their son's or daughter's activities. Other than receiving an unexcused absence from second period class, no other disciplinary actions were taken.

Mr. Jackson helped the group by letting it use the speaker system in the cafeteria during lunch. This was to be used as a communications device between co-ordinators and students, but as it turned out, people went to the cafeteria to eat lunch and not to listen. Consequently, response was minimal. Several representatives from the Peoples Peace Treaty were invited to speak, but were stopped upon arrival by Mr. Jackson who said that since they were from outside the school, they couldn't have their say. One of the many questions that arose from this event was "why not"? An answer to this question is hard to find.

It is hoped that student-administration relationships will not be strained when we initiate our May Day activities. Now being considered are guest speakers, student-run seminars, and several short movies, all of which can be run outside of school, if necessary. We hope it will not be, for we believe in active political involvement within the school.

NO MORE...



AMERICAN DELEGATION SIGNS TREATY VIETNAMESE: "THERE IS NO STATE OF WAR BETWEEN WOMEN"

PHILADELPHIA, PA. (LNS) — On March 8, International Women's Day, women, all over the world, will share a customary Vietnamese meal, rice and tea dinners, sponsored by WILPF (Women's International League for Peace and Freedom). The donations that will be collected at the dinners will be sent to the Maternal and Child Health Institute in Hanoi. A six-woman delegation from WILPF which recently returned from Vietnam has pledged international women's support for the Institute which does research and so-

cial experiments in maternity and child-rearing.

"There is no state of war between women of Vietnam and the U.S...." begins the declaration of peace the delegation signed with Vietnamese women including the Women's Union of North Vietnam, the Liberation Women's Union of the Provisional Revolutionary Government of South Vietnam and other women unaffiliated with any particular group. The sponsorship of the institute in Hanoi is one step in a program to unite the world's people

to demand the total withdrawal of U.S. troops by June 30, 1971. The primary demand of the People's Peace Treaty.

For further information contact WILPF at: 1N 13th St., Phila., Pa. 19170, or call: (215) 563-7110.



LAOS AND THE US...

by Jeff Goldthorpe

As I begin to write this article on Sunday, the papers TV are filled with reports of a planned invasion of Laos by U.S. and A.R.V.N. forces. This is not an 'aberration' of the traditional U.S. policy towards Laos, but a natural outgrowth of U.S. policy. It will be justified when it happens by saying we are protecting our own troops and protecting Laos from 'North Vietnamese Aggression.' Let's look into the history of Laos since the end of Japanese domination in World War II.

In 1945 after WW II people in Laos feared the French coming back to colonize their country. (The French had ruled previously for sixty years.) In 1950 the Pathet Lao, an anti-colonial movement (Pathet Lao literally means Laotian state) was founded by Prince Souphanouvong, a member of the royal family and a French educated public works engineer. The Prince and a small group of politicians and intellectuals left the city and set off for the remote northeastern province of Laos. Here they organized a guerrilla army among



the peasants and mountain tribes which had been ruthlessly oppressed by the lowland Laos people for centuries. The inspiration for this action was the example of the Viet-Minh guerrillas.

By 1945 they were more popular than the French sponsored Royal Lao Government. The Geneva agreements recognized RLG headed by Prince Souvanna Phouma and provided for the independence and neutrality of Laos and the withdrawal of foreign military personnel and the regroupment of the Pathet Lao forces in the two northern provinces of Laos pending the holding of elections and their integration into a national government.

On Souvanna Phouma

Prince Souvanna Phouma, like his half-brother Souphanouvong, in the Pathet Lao fought against the Japanese and the French. But characteristically he chose reach an accommodation with the French in order to gain Laotian independence through gradualism and political maneuvering rather than armed struggle. He later became a central political figure because his single-minded pursuit of an independent, neutral Laos through two three-party coalitions in '58 and 1960-62. At first hostile to him the right-wingers gradually came to regard him as a good cover for their own ambitions. In 1957 he made an agreement for a coalition government with the Pathet Lao.

U.S. DOES ITS "THING"

The U.S. began in 1957 to finance the building of the Royal Laotian Army. To train the army the installed military advisors who wore civilian clothes, since under the Geneva agreements no foreign military personnel were allowed in Laos. To finance the army, the U.S. introduced a large-scale commodity import program; Laos now imports forty times as much as it exports the difference being made U.S. aid.

The result of this massive import program was corruption among the Lao elite and a major black-market business in the aid commodities, many of which didn't even enter the country before being resold in Thailand or elsewhere. The result was that the Royal Lao Government was almost totally dependent on the U.S.

"U.S. support of a 25,000 man army, of entire military budget and of segments of the civilian economy is, in fact, based on a political determination, made by the Department of State contrary to recommendations of the Joint Chiefs of Staff. In Laos, the only country in the world where the U.S. supports the military budget



100 percent military judgements have been disregarded."

-U.S. House of Representatives, Committee on Government operations 1959.

"The U.S. has supported the entire Lao military budget....it is, in fact, virtually supporting the entire economy."

-U.S. Senate, Report on Aid to Laos, 1959

In this way the U.S. created an elite made up of military officers, high-ranking government officials, and opium-traders, all of them tied together by the almighty American aid dollar. Many of the officers a bureaucrats served in various capacities under earlier French-dominated regimes. The younger, more "modern" members of the elite, many of whom are organized into the CIA-sponsored Committee for Defense of National Interests (CDNI) are wholly products of the U.S. largesse and military training. Almost all of the officers and government officials come from the dominant Lao tribe.

As this is happening the Pathet Lao is operating throughout the countryside. In the only free elections ever held in Laos the Pathet Lao and their allies won 13 out of 21 seats in the National Assembly and Souphanouvong received more votes than any other candidate and was elected chairman of the National Assembly.

The U.S.'s response was to create the previously mentioned CDNI. The CDNI helped force Souvanna

Phouma out of office, driving him in to exile as ambassador to France. When a right-winger Phoui Sanakone, came to power, the CDNI was rewarded with four posts in the government and the Pathet Lao was excluded from the coalition. While pledging himself to neutralist foreign policy he became friendly with U.S. dominated regimes in south Vietnam and Taiwan and ignored the attempts of communist countries to establish friendly relations with Laos.

All during this time Pathet Lao influence in the countryside grew rapidly. Finally in 1959 Phoui moved against the guerrillas. When the Pathet Lao balked at a previously-made agreement to integrate their military units into the royal army, these units were surrounded by the royal army while some Pathet Lao leaders were detained. One unit escaped and fled back to the Pathet Lao zones in the Northeast, the rest of the Pathet Lao leaders living in Vietnam, including Pathet Lao chief Souphanouvong were locked up after Phoui claimed that the North Vietnamese, the "real masters" of the Pathet Lao had invaded Laos. A special UN commission failed to verify Phoui's invasion story.



After a series of coups in the following years Souvanna Phouma was restored to power by neutralist elements in the army. In a classical move, the U.S. recognized him while supplying and funding the military forces who were anti-Phouma. Then the flow of aid (which the Laotian government depended on) according to how Souvanna Phouma was responding to pressures to break off talks with the Pathet Lao. Still independent-minded he accepted aid instead from the Russians and reached a new agreement with the Pathet Lao.

Another new development after 1961 was the CIA's creation of a new fighting force, the "Secret Army" which was only nominally under RLG command and was actually fed, equipped, paid, advised, and transported by the CIA and under command of General Vang Po. It is best known for its Meo tribesmen but also includes Thais, Chinese and Burmese. They have been very useful in defending the U.S. radar station guiding bombers to their destination in North Vietnam.

The second coalition, set up by another Geneva conference, lasted a little less than a year. After a series of assassinations directed at left neutralists, the Pathet Lao leaders again returned to the safety of the mountains. In the middle for the second time, Souvanna Phouma was dispatched again by military coup. But this time the U.S. decided that Souvanna learned his lesson. They forced officers who had ousted

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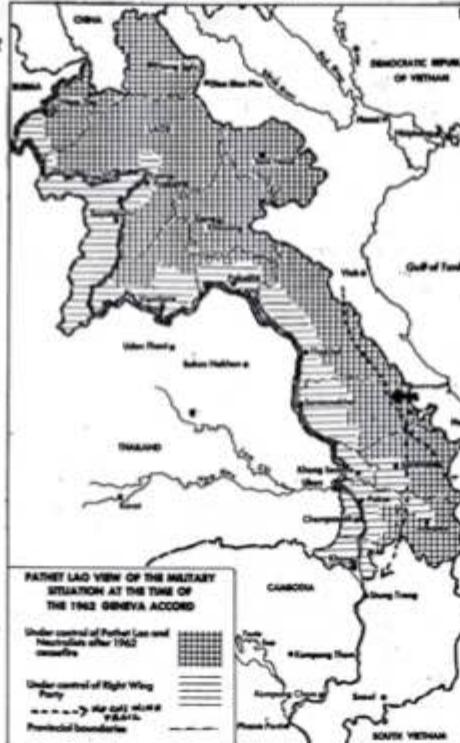
him to restore him to power. Souvanna, beaten into submission and probably intimidated by ruthless extermination of Dien and his relatives by the CIA in Vietnam, agreed to allow the U.S. to fly combat missions over Laos and to exclude the Pathet Lao from the government. This was 1964 the bombing, under the euphemistic label of "armed reconnaissance missions" began in May of 1964, two before the Tonkin Gulf incident provided an excuse for bombing North Vietnam.

NORTH VIETNAMESE PARTICIPATION

North Vietnamese had been cited by the U.S. government as an excuse for intervention in Laos. It ignores the local forces (Pathet Lao) which enjoy such wide support that they couldn't easily with North Vietnamese aid if they didn't have to cope with U.S. intervention. In the case of the Pathet Lao to was proved in 1958 when 13 out of 15 candidates put up by the Pathet Lao were elected. At that time there was no suggestion that Vietnamese were in Laos. It was Souvanna Phouma's government, when it was battling U.S. supported right-wing troops that first invited Russian, North Vietnamese, and Chinese advisors in Laos. U.S. and RLC officials tend to call all their opponents "North Vietnamese" regardless of nationality.

COST OF WAR TO LAOS

Estimates of the number of refugees in Laos range from 300,000 to 1.5 million in a country where the total population is unstable. Although refugees are instructed to say they are fleeing from North Vietnamese and Pathet Lao terrorists even U.S. personnel admit in private that U.S. bombing is almost entirely responsible for their removal whether



voluntary or forced.

The result of this policy of population removal and "scorched earth" is that the Plain of Jars which formerly support 200,000 people now has a population and production of

zero, and its eco system has been destroyed beyond reclamation.

The main reason for the bombing was that the Pathet Lao seemed to be so successful in battles with RLC troops that bombing was the only alternative. During the summer of 1969 Vang Po's army occupied territory on the Plain of Jars which had been in the hands of the Pathet Lao since 1962. The "occupation" was possible only thanks to heavy U.S. bombing which reduced cities to rubble and causing the population to flee and allowing troops to move in unopposed. Journalists who have visited Pathet Lao territory report that factories manufacture cloth, munitions, and pharmaceuticals are operating in caves which have been enlarged by dynamite, and that rice is cultivated at night when bombing raids are less frequent.

Every month 27,000 bombing sorties fly over two-thirds of Laos. That's about 1,000 planes a day, each carrying four cluster bombs. Bombing of Laos had been happening every day since 1964.

How to put this cold-blooded murder to the end? Well some people have got some good plans. Ask some of the people from this paper. Ask Rennie Davis. Ask the Peace Treaty House. Ask me (530-0657). There are meetings of people in high schools all over the D.C. area every week and we're cooking up some plans. JOIN US!!!! We're people!!! We don't bite!!!!

"If you are not part of the solution you are part of the problem

- Eldridge Cleaver

"Now we're all sons of bitches"

REPORT ON CHICAGO AAA CONVENTION

By Matt Coates

Last Dec. 28-31 approximately 30,000 scientists converged on Chicago, Ill., for the annual American Association for the Advancement of Science convention. One of the most interesting sessions at the 6 day affair was a meeting titled "Hiroshima, 25 Years Later," a session to discuss the question of why America dropped the atomic bomb on 2 of Japan's largest cities.

The meeting was arranged by George Wald, a professor of biology at Harvard. Dr. Wald said that he felt that the introduction of the atomic bomb was "the biggest event in man's history because of the 'start of the Atomic Age'" and also compared the atomic power that it is possible to create to that of the sun. Alice K. Smith, the chairman of the session and an associate dean at Radcliffe College, said that "after the A bomb went off people saw its horror and started to work on ways to use the atom in peaceful ways."

However by far the most



GAR ALPEROVITZ

interesting talk was the discussion on the decision to drop the bomb, given by Gar Alperovitz, the president of Cambridge Institute, Cambridge, Mass.

Mr. Alperovitz felt that the dropping of the bomb was "unnecessary," "unwarranted, and purely a political move by the U.S. to get a first foothold in the 'cold war.'" Alperovitz stressed

that the President realized that Russia was a major threat and wanted to show America's might in world affairs and military power. The use of the A bomb was a perfect opportunity to show such power, using the dying empire of Japan as a guinea pig — not once, but twice. Throughout his lecture, Alperovitz quoted many famous Americans on opinions they gave following the bombing. Most of the quotes were anti-bomb. Among these people was Gen. Kurt LeMay, noted super-hawk, who said, surprisingly enough, "The bomb had nothing to do with the end of the war." Also in this crowd was Gen. Dwight D. Eisenhower, and historian Herbert Asp, who said, "It wasn't necessary to hit them with that awful thing," and Japan "would have surrendered [anyway]."

Another point Alperovitz made continually was that America had "broken the Japanese code" and Japan was ready and even "trying" to surrender. The only problem with the surrender was that the Japanese wished to retain their old form of government (an Emperor) and the Allies didn't want this. According to Alperovitz, the

Russians were planning to declare war on Japan and this move would be enough to scare the Japanese into surrender — maybe even unconditionally.

However, Pres. Truman, who had at the time recently taken office in place of the late FDR wished to make an example of the Japanese. He wanted to one-better the Russians. In fact, contrary to the opinions of most of his major officers, Truman said that "there was never any doubt in my mind that it should have been used."

It will probably remain in the history books that the bomb was used to "end the war quickly" and with fewer casualties, but with the information provided by Alperovitz, and those like him, people will begin to realize that the first bombing was a double-barreled move — one, a physical attack on innocent civilians and another, a political attack on a country that would start a cold war that would last more than a decade.

*

STATEMENT MADE BY A HIGH RANKING U.S. MILITARY OFFICIAL IMMEDIATELY AFTER THE BOMBING OF HIROSHIMA

RUNAWAY HOUSE "Ship out and shape up"

By Dennis Himesharp

Some day, you may find yourself in the street. It might be self-imposed exile — your folks are beginning to act as if you're in the army and you just won't take it. Or maybe they're just as sick of you as you are of them — in which case they will say, "SHOVE OUT" or "SHIP OUT". So you "SHIP OUT". If you go to the right place, you can also "SHIP UP" and find out where you're going. One such place is Runaway House which is located on the corner of

18th and Riggs. There are three counselors on the premises 24 hours a day. The number of kids ranges from five to fifteen, but if necessary they can house twenty. It is not a crash pad! No alcohol or drugs are permitted. If you have a drug problem, they will try to help you, but not while you're stoned. Anyone can go there to work out his/her problems. The counselors will assist you but the final decisions will be left up to the runaway. With the runaway's consent, his/her parents will be called in for parent-runaway

conferences. All kids are trusted. The set-up is temporary, one to three days and at most — a week. When you run away, you run the risk of being arrested as a runaway or truant. Kids have been busted outside runaway houses but in the 2½ years that the house has been operated, "our friends in blue" have never gotten out a search warrant for the house.

No food or money is supplied. Hopefully, the runaway will continue going to the same school he/she attended before. It's communal living. You share your problems and

talk to other kids with similar ones. It is supported by donations.

If you want to help, send money to: Runaway House 1743 19th st. n.w. Wash. D.C.

A Solution To The Problem

By Ralph Bowen

A 15 member delegation from the National Student Association met with Vietnamese students in North and South Vietnam for the purpose of establishing an understanding of peace between the people of Vietnam and the U.S. The result of these meetings was the creation of **PEOPLES PEACE TREATY** (published right) as the means to force an end to the devastation being carried on in Vietnam by the U.S. and the Thieu-Ky regime. This treaty represents the combined efforts of U.S. and Vietnamese students to create a coalition of peace between the two groups on terms acceptable to all.

At present there is a massive campaign to make known the existence of the treaty and give people an opportunity to examine it, and hopefully ratify it. This came to a climax at the recent Peace Treaty and Youth conference held in Ann Arbor Michigan. (Feb. 4-7) 3,000 people attended the congress to ratify the treaty and discuss various ways to implement it. Contingency and regional meetings were held all weekend to organize and coordinate activities around the treaty and the May demonstrations in order to make it most effective. Efforts were also intensified to get the treaty ratified on a national basis.

When the treaty arrives at Wilson it is hoped that its presence will spark a certain curiosity within the minds of most students. Read the copy published in this paper and think about its implications. The introduction of the treaty expresses the ideas behind its creation. It states that the people of the United States and Vietnam (Both North and South) are not enemies and that the Vietnam war is being carried out in the names of the people of the United States and South Vietnam, but without their consent. This is important for it points out that Vietnam is indeed an "illegal" war and has no grounds for being continued. That the United States Government has no right to continue supporting this act of aggression, with men and equipment, without the permission of its citizens. The rest of the treaty states the terms of peace and pledges "to take whatever actions appropriate to implement the terms of this Joint Treaty of Peace, and to insure its acceptance by the government of the United States."

VIETNAM: A WAR OF INSANITY

ARTICLE SUBMITTED by Kurt Degler

It is debatable whether or not the South Vietnamese want the U.S. in Vietnam, but most likely the odds are that the majority does not. The reasons are that they have gone through this uncivilized, barbaric, torturing war for over 25 years. Some south Vietnamese say "Communism or Nationalism is better than the hell the war is bringing."

The monster babies that are being born, women and children being burned, killed, and raped, the starvation and diseases that plague the countryside and the filth these people live in is the bottom of poverty and disease. To site an example, the prostitutes in Vietnam have a disease (the name of which is unknown to me) that causes puss to form in their virginia and is secreted when pressure is applied to the stomach.

Nixon has stated that one of the reasons the U.S. is still in Vietnam is that America's honor is at stake. What is honor compared to human lives? Presid-

ent Nixon declared, when running for the presidency, he would get us out of Vietnam but instead has expanded the war to Cambodia and Laos. He has withdrawn some troops, artillery, and air support, but he is not bringing American involvement to an end. He isn't even fighting the war properly. What he is doing is buying time while our boys over there are losing their lives for a useless cause.

This country is for Peace and yet we are the only country that is really over there fighting in a useless war.

Our bombers bomb the very villages we are defending, with South Vietnamese in them. This isn't a mission but a slaughter, murder and a cruel crime of our establishment.

Our boys can not tell the difference between South and North Vietnamese, so undoubtedly our boys mistake

South Vietnamese for North Vietnamese and shoot them down, and get possible imprisonment for twenty years, for something they could not help. Another crime of the establishment of this country.

We fight useless battles in this useless war. By fighting a week over one hill and the very next day we let the North Vietnamese regain it. All the lives that were lost for nothing; Insanity!

This war of insanity, destruction, murders, waste, and torture must come to an end in the name of humanity and for all our sakes.



PEOPLE'S PEACE TREATY

A JOINT TREATY OF PEACE

BETWEEN THE PEOPLE OF THE UNITED STATES, SOUTH VIET NAM, AND NORTH VIET NAM

Be it known that the American and Viet Namese people are not enemies. The war is carried out in the names of the people of the United States and South Viet Nam but without our consent. It destroys the land and people of Viet Nam. It drains America of its resources, its youth and its honor.

We hereby agree to end the war on the following terms, so that both peoples can live under the joy of independence and can devote themselves to building a society based on human equality and respect for the earth. In rejecting the war we also reject all forms of racism and discrimination against people based on color, class, sex, national origin and ethnic grouping which form the basis of the war policies, present and past, of the United States.

1. The Americans agree to total withdrawal from Viet Nam, and publicly to set the date by which all U.S. military forces will be removed.
2. The Viet Namese pledge that as soon as the U.S. government publicly sets a date for total withdrawal, they will enter discussions to secure the release of all American prisoners, including pilots captured while bombing North Viet Nam;
3. There will be an immediate cease-fire between U.S. forces and those led by the Provisional Revolutionary Government of South Viet Nam;
4. They will enter discussions on the procedures to guarantee the safety of all withdrawing troops.
5. The Americans pledge to end the imposition of Thieu, Ky and Khiem on the people of South Viet Nam in order to insure their right to self-determination, and so that all political prisoners can be released.
6. The Viet Namese pledge to form a provisional coalition government to organize democratic elections. All parties agree to respect the results of the elections in which all South Viet Namese can participate freely without the presence of any foreign troops.
7. The South Viet Namese pledge to enter discussion of procedures to guarantee the safety and political freedom of those South Viet Namese who have collaborated with the U.S. or with the U.S.-supported regime.
8. The Americans and Viet Namese agree to respect the independence, peace and neutrality of Laos and Cambodia in accord with the 1954 and 1962 Geneva conventions, and not to interfere in the internal affairs of these two countries.

9. Upon these points of agreement, we pledge to end the war and resolve all other questions in the spirit of self-determination and mutual respect for the independence and political freedom of the people of Viet Nam and the United States.

By ratifying this agreement, we pledge to take whatever actions are appropriate to implement the terms of this Joint Treaty of Peace, and to insure its acceptance by the government of the United States.

*This version of the People's Peace Treaty was negotiated by a student delegation to Viet Nam and Paris, December, 1970.

Students at Wilson and Deal will be receiving copies of the treaty very shortly at which time they will be asked to ratify it. Ratification means more than just signing your name in support. It means going to your school and talking to other students about the Vietnam situation and getting them interested those actions and organizations which are trying to bring an end to the war. It also means organizing activities such as seminars, assemblies, rallies, discussion groups,

etc., all of which centering around the treaty and the May activities.

The Peace Treaty is a solution-a solution to a problem which has gone unsolved too long.

* * * *



MAY DAY MAY DAY MAY DAY

by Ralph Bowen

The first week in May will launch the second phase of a new intensified anti-war movement to force the Nixon administration into withdrawing all U.S. land, air, and sea forces from Vietnam by June 30, 1971, or at least publicly set a date. (June 30th was the date proposed by the Provincial Revolutionary Government in their eight point peace initiative presented at the Paris Peace Talks.) This second phase is to implement the ideas expressed in the Peoples Peace Treaty.

Beginning May 2, there will be a series of mass marches, leafleting, and lobbying at government agencies to urge government workers to discontinue business as usual in support of the Peoples Peace Treaty. May 5 begins a period of non-violent civil disobedience in Washington and other major cities in the U.S. Ronnie Davis (of Chicago fame) has called for a shut-down of Washington, D.C. by non-violent methods. Plans call for the planned stalling of cars, sit-ins, picketing, etc. at major circles, avenues, and bridges coming into Washington. This would cause major traffic jams blocking all entrances into the city, thus preventing federal employees from going to work. Other non-violent acts of civil disobedience will be staged at such government buildings as the Capitol, White House, State Department, Pentagon, Justice Department, etc. Ghandi-like tactics of non-violent civil disobedience

are to be employed in all activities relating to May, and it is asked that all who participate keep this in mind.

During the months preceding May, there will mass educational programs focussing on U.S. involvement in Indo-China and attention to the Peoples Peace Treaty. This program will be going into the community and schools to bring an awareness to the May activities and to gain public support.

Why May

May gets its significance, not because it is a warm month in spring, but because it will mark the passing of a year since the Cambodian Invasion and the massive demonstrations in protest which followed. Even more important, May 1 is the day projected by the Nixon administration and specifically Secretary of State Rodger as the hoped-for deadline for the completion of Phase 2 of their Vietnamization policy. It was by May that American participation in the war was to be reduced to technological warfare. No more American ground troops in the field. Instead the Nixon administration has expanded the war into Laos and continues to send U.S. troops into Cambodia despite statements to the contrary made last year. There have also been unofficial reports of plans for the

invasion of North Vietnam by Vietnamese and possibly U.S. troops within the next few months. Recent South Vietnamese and U.S. troop build-ups along the DMZ (Demilitarized Zone) lends support to these reports. Therefore May comes at a time when the Nixon administration is to have withdrawn most ground troops but instead has expanded the war, and just before it is supposedly planning to invade North Vietnam. This provides the anti-war movement with two immediate tasks; to bring an end to one action and prevent another from occurring.

After May

Unlike the October and November demonstrations of 1969 and the May demonstrations of 1970, which were massive but isolated and ineffective, the May actions are the beginning of a series of demonstrations designed to put continuous pressure on the Nixon Administration, similar to the type experienced by President Johnson in the early months of 1968. (As a result of the pressure put on him by the anti-war movement to stop the escalation of the war, President Johnson did not seek re-election in 1968). President Nixon knows he has to end the war before the 72 elections if he has any hope of being re-elected, with actions such as MAY DAY the anti-war groups won't let him forget it.

SPANISH STUDIES PROGRAM

At Woodrow Wilson High School, Spanish speaking students have gotten together and successfully acquired a Spanish Studies program which will be added to next years curriculum. The demand that such a course be established was presented to the school in the form of petitions signed by students who not only supported the idea of the course, but wanted to enroll in it after it was established. The result was a determined effort by those involved to see the request through till it was accepted by the school board and enrolled as full credit course in next years curriculum. Their efforts paid off and the course will be offered to anyone who wishes to take it.

The course was organized by a group of Spanish speaking students under the sponsorship of Mr. Cannon. They proceeded to get support by having students sign petitions which stated the guidelines on which the course was to be set up. The guidelines consisted of five demands. The demands were as follows:

1. A COURSE IN LATIN AMERICAN HISTORY.
2. A COURSE IN LATIN AMERICAN LITERATURE
3. THAT FULL CREDIT BE GRANTED FOR THESE COURSES
4. THAT THESE COURSES BE TAUGHT BY A NATIVE SPEAKING INSTRUCTOR
5. THE NUMBER OF BOOKS IN SPANISH IN THE SCHOOL LIBRARY BE INCREASED

All five demands were met.

SCHEDULE OF EVENTS

MARCH 8: INTERNATIONAL WOMAN'S DAY
Women all over the world will eat the traditional Vietnamese meal of rice and tea in support of the Peoples Peace Treaty. Donations will be collected and sent to a Childs Health Institute in Hanoi.

APRIL 1-4: TRIBUTE IN ACTION TO MARTIN LUTHER KING JR.

(In cooperation with the National Welfare Rights Organization, S.C. L.C. and the National Farm Workers) Theme: "Freedom from Hunger, War, and Oppression"

National local activities such as, Hunger Marches, teach-ins, and other special programs in schools on April 2. Tax protests and resistance activities on a community level relating to reordering priorities. Rallies on April 3. Religious tributes to Martin Luther King Sunday April 4. People will be urged to live on a Welfare food budget. Money collected from hunger marches, fasts, and rallies will be divided among local and national welfare, poverty, and community groups.

APRIL 24: MASS MARCHES IN WASHINGTON AND SAN FRANCISCO

Similar to the marches held on November 15, 1969, they are sponsored by SMC and are unrelated to the May actions and the Peoples Peace Treaty.

MAY 2: MASSIVE ASSEMBLY IN WASHINGTON, D.C.

The beginning of the May activities in regards to implementing the Peo-

ples Peace Treaty. The May 2 Massive Assembly begins the spring offensive and a period of sustained non-violent protest in Washington D.C. and the nation.

MAY 3: People to lobby at Congress, government agencies, and other locations in support of the Peoples Peace Treaty and the demands for social justice.

MAY 4: Continued lobbying at Congress and other locations.

MAY 5: NATIONWIDE MORATORIUM ON BUSINESS AS USUAL

Early in the morning there will be leafleting and nonviolent picketing at government buildings and other locations urging government employees to stop business as usual and participate in the afternoon anti-war activities. At 12:00, noon, people will assemble for a march to the Capitol to begin sustained non-violent activities at the Capitol and other locations. One proposed action is the closing off of main avenues and bridges coming into Washington, D.C. resulting in a shut down of the city. Only non-violent methods are to be used, such as massive sit-ins and picket lines.

For more detailed information on specific times and places, as well other activities planned for late May and June contact:

PEOPLES COALITION

1029 Vermont Ave. N.W. (Rm. 900)
Washington, D.C. 20005
or call: 737-8600

MOVEMENT LAWYERS OFFER COURSES

condensed from Quicksilver Times by Dallas Fields

Early this February a program began which trains counselors to help with the legal problems of minority groups. It will enable these counselors to aid attorneys as draft counselors do now. This program is being taught by many outstanding attorneys and others who are involved with the problems of the poor, black, youth, political activists etc. The basic aim of the program is to effectively use the talents of the small group of "movement" lawyers in the D.C. area, freeing them to do work within the special realm of licensed attorneys. Also considered are courses for lawyers and law students such as drug law, which are not offered in the traditional law school curricula. The exact length and content of the courses is decided by the teacher and class depending on who is in the class and what their interests are. Sessions will be one to two hours, and will meet no more than twice a week, at Adams School at 19th and California streets. Described here are the courses planned. More complete outlines are being prepared.

The Law as it Pertains to Juveniles

Arrests on the streets and in residence; searches and seizures; pre-hearing detention; juvenile court hearings; confinement in juvenile institutions; laws pertaining to runaways, juveniles "out of control", drug use, jaywalking, truancy, etc.; what action can be taken against police; court and jail abuse of juveniles. The teacher will be Bourke Reed of the Public Defender's Office.

Divorce Law

A guide to the principles of the domestic relations law; marriage, di-

vorce, separation, custody, adoption, support and property settlements. The teacher is John Karr, an attorney in private practice.

Landlord-Tenant Law

The two areas to be covered are tenant's rights, including actions against the landlord neglecting to make repairs, for injuries, because of eviction, etc. Another area considered concerns alternatives to renting, such as buying low cost housing through government programs. The teacher is Chris Brown of the Neighborhood Legal Services.

Military Law

Militarism within the American society will be discussed; aiding G.I.'s to assert their rights within the military system of (in) justice. The teacher will be Bob Rix of the Washington Area Military and Draft Law Panel.

Street Law

Subjects to be discussed include planning demonstrations and negotiations with police; general street hassles concerning leafletting, selling papers, etc. and filing complaints against street officers. Teachers will be Phil Hirschkop, private attorney, and chief counsel to Mobe and Ray Twight of the Georgetown Legal Interns.

Also contemplated are courses in draft counseling, welfare law, and student rights. Any suggestions will be welcomed, and teachers will be found if enough people are interested. Further information can be obtained by going to or calling the offices at: 1724 S Street, NW (387-5760), or calling Brint Dillingham (652-5760) or David Gasparr (362-1711).

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THE HIGH SCHOOL UNDERGROUND PRESS STRIKES BACK

Art Green and Ray Scoville were distributing copies of GRASS HIGH, a Chicago high school underground newspaper which they published, on January 10, 1968. The next day both students were informed that they were suspended for a period of one day. Two days later they were again suspended, this time for five days, because of their involvement with the underground press. Several weeks later, on February 23, both Scoville and Green were expelled for the duration of the semester. (The maximum time a student can be expelled in Illinois) The school board charged them with everything from illegal distribution and disrespect to obscenity, along with copyright violations.

In March of 1968, Scoville and Green, with the aid of an attorney from the Illinois American Civil Liberties Union, filed suit against the school board in Federal District Court in Chicago. The suit asked that the expulsion be overturned and the records be expunged, that the school board be restrained from talking to anyone about the matter, and that the two students receive \$90.00 for expenses. It was also demanded that the court make a ruling on the constitutionality of the expulsion. The court immediately sustained a defense motion by the school board to dismiss the case. The two student's lawyer then appealed to the 7th Circuit Court of Appeals also located in Chicago. This court consists of six judges but



THE CONSTITUTION GUARANTEES A FREE PRESS

only three judges heard the motions from both sides, and ruled to uphold the lower court's decision and dismissed the case. Through some fancy motioning, the students lawyer obtained a rehearing in the 7th Circuit Court by all six judges. They ruled that the lower court's action in dismissing the case without proper hearing was unconstitutional. Furthermore the court ruled that the school's action in expelling Scoville and Green was also unconstitutional, stating that students have the full protection of the U.S. Constitution and especially the rights of FREEDOM OF SPEECH AND PRESS; with the only exception being a case in which actual disruption of the classroom, clastime, or the educational process occurs due to the direct distribution of the papers. The case was then referred back to the

District Court for completion and full hearing of particulars.

At this stage the school board appealed to the U.S. Supreme Court to uphold the original ruling in the case. In the fall of 1970, the Supreme Court unanimously refused to take the case under consideration. The case then returned to the original judge in the original district court for finalization. Last December, he ruled that the school must pay all court costs, expunge the expulsion from the records, be restrained from communicating word of the expulsion to anyone, and pay Scoville and Green the \$90.00. At this point the case was closed.

This article is typical of the sort of repression felt by high school students when they try exercising their rights through the underground press. It is also typical of the sort of measures high school students and underground newspapers are now taking to keep the rights they are guaranteed by the Constitution. With the help of sympathetic lawyers and organizations, such as the Underground Press Syndicate and the High School Independent Press Service along with the support of students themselves, the high school underground newspaper will never be successfully suppressed again without a fight! This does not mean administrators and school officials won't keep trying, but it does mean it won't go unanswered.

LETUCE BOYCOTT IN FOURTH MONTH WHO, WHERE, WHY, AND HOW

by Jerry J. Berman and Ed Hightower

Liberation News Service

The lettuce boycott called by the United Farmworkers' Organizing Committee (UFWOC) has entered its fourth month with a record of growing successes. About 25% of the iceberg lettuce now on the market is harvested by UFWOC. There is boycott activity in more than one hundred U.S. cities. UFWOC contracts have already been signed by several giant producers: InterHarvest (a subsidiary of United Fruit), Fresh Pict (a subsidiary of Purex), and D'Arrigo (an independent grower). Still the boycott has a long way to go.

The lettuce boycott hasn't gotten anywhere near as much publicity as the grape boycott which ended last summer. So there are probably a lot of questions that have never been answered adequately and concisely. Hopefully this rundown will help clear up some of the issues.

IS THE CONSUMER ASKED TO BOYCOTT ALL LETTUCE?

No. It is a boycott against Western "iceberg" or "head" lettuce, nearly all of which is grown in California or Arizona. Other kinds of lettuce such as endive, Boston, and romaine -- are not being boycotted.

Even some Western iceberg lettuce is free from the boycott -- that which is picked by labor under an UFWOC contract. If it is union lettuce in your grocer's vegetable bin, the box or the lettuce wrapper itself will be marked clearly with the black Aztec eagle, which is the official label of the UFWOC, AFL-CIO. Without that eagle label of UFWOC, it simply is not lettuce picked by the farmworkers' union.

WHY LETTUCE AND WHY A BOYCOTT?

This past summer, UFWOC's five-year struggle with the multi-million-dollar grape industry came to an end with the signing of UFWOC contracts with the growers in Delano. Over in the Salinas Valley, the lettuce growers viewed this development with considerable alarm for they understood that it no longer was a question of whether UFWOC was coming, but when. Having no desire to deal with what they call a "civil rights organization," the lettuce growers hit upon a devious scheme to avoid UFWOC -- they would go to another union and arrange for a more acceptable "unionization" of their workers. They turned to the Teamsters Union, working through maverick Teamster locals.

Not only did this sad bit of collusion trespass on the traditional field-hand jurisdiction of UFWOC, and not only were the Teamster contracts very favorable to the growers, but the farmworkers themselves never were consulted.

On August 8, the UFWOC called a selective strike against those growers who had signed with the Teamsters

Very quickly, the Teamster officials saw that they were being used by the growers, so on August 12 they negotiated a jurisdictional agreement with UFWOC. The growers, however, refused to release the Teamsters from their legally-binding contracts. On August 24, the UFWOC called a general strike against the Salinas growers. From the day the strike began, union organizers and striking workers were subjected to widespread violence. Beatings were common, and there were shootings. Also, the growers had gone to their local courts and obtained injunctions against UFWOC picketing. Because of these injunctions, and in order to protect the very lives of the strikers, the strike was called off. On September 17, the local strike was turned into an international lettuce boycott.

WHY WAS CESAR CHAVEZ THROWN IN JAIL?

When UFWOC shifted to a boycott, the growers ran to the courts. Using the Teamsters Union as a foil, the growers pleaded that there was no labor

injunctions.

Antle loudly and frequently proclaims himself as the man who, in 1961, signed the first union contract to cover farm workers. It was a teamster contract, and what it actually covered were lettuce wrappers. It did not touch the 90% of his 2000 farm workers who are in the fields.

In 1968 he sent his workers into the melon fields as scabs against a UFWOC melon strike. He actively supported the grape growers against UFWOC in that long battle. Then last summer, Antle was one of the growers to collude with the Teamsters in that deceptive effort to avoid the coming of UFWOC.

WHERE DOES DOW CHEMICAL COME INTO THE PICTURE?

For some time now Dow has sold Pesticides and other supplies to Antle but their relationship thickened in 1969, when Dow purchased 17,000 acres of Antle's land at a cost of \$5 million. Through a bit of corporate razzle-dazzle, Antle does the farming but ownership rests with the Dow Chemical Financial Company, Dow's financing subsidiary.

In addition, Dow holds at least 15% of Antle's Inc.'s stock, and the president of Dow's Financial Company sits on Antle's five-man board of directors.

IS THE DEPARTMENT OF DEFENSE INVOLVED AGAIN?

The military has purchased lettuce from Bud Antle, Inc. for some time. Until the boycott against Antle, the Department of Defense purchased less than 10% of their lettuce from that source. Now that the UFWOC's boycott activity is cutting into Antle's civilian markets, his military sales suddenly have boomed. Available figures from the last quarter indicate that the Department of Defense purchased 30% of its lettuce from Antle. Furthermore, the Department of Defense paid Antle a higher price per pound than it used to. Interestingly enough, Interharvest--another shipper of lettuce, but one that has a contract with UFWOC--has experienced a withering away of its military sales.

Department of Defense spokesmen say that their policy in these labor disputes is "to remain completely neutral." This was their unshakable position during the grape boycott, too, when Department of Defense purchases of grapes for Vietnam just happened to soar 350% in one year.

SUPPORT THE UNITED FARM WORKERS



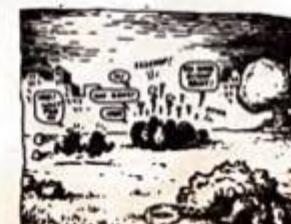
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management conflict here, but merely a jurisdictional dispute between two unions. Portraying themselves as "innocent victims of a labor dispute," the growers called for a injunction against the lettuce boycott and got it.

UFWOC, considering the injunction illegal, did not obey it. The boycott went on. The lettuce growers continued to feel the economic squeeze, and they demanded action. Chavez was ruled in contempt of court and on December 4, he was hauled to jail. The California Supreme court has agreed to hear UFWOC's appeal and they have ordered Chavez released from jail.

WHO IS BUD ANTLE?

He is the grower who obtained the injunction which helped put Chavez in jail. Lester V. "Bud" Antle is the president of Bud Antle, Inc., a massive agri-business complex headquartered in California. The corporation is the second largest shipper of lettuce in the country (7 million cartons in 1969). Antle's corporate enterprise ranges over tens of thousands of acres in California and Arizona, and he has extensive agri-business holdings that include a banana importing company, and a company that sells packaging ma-



CHEAP THRILLS

GIMME SHELTER



FILM REVIEW: by Matt Coates

"Gimme Shelter," starring the Rolling Stones, is a grim spectacle of violence and death. The film, now playing at the Outer Circle I Theatre in N.W. Washington, concerns the events leading up to and including the fateful Altamont Raceway Free Concert in which numerous people were killed or hurt by angry Hells Angels.

The murder occurred one night of the concert as the Stones were playing to the huge audience. The Angels killed a man after he charged from the crowd waving a gun. The gun went off, hitting no one, but the Angels jumped on the man and stabbed him to death.

These scenes of the murder, captured unwittingly by one of the

cameramen are shown in stop action. Also included are shots of Angels and crowd members brawling - the Angels wielding pool cues as clubs, and a fight, which a member of the Jefferson Airplane tried to stop and was beaten up by Angels.

The film does have 11 scenes of the Stones playing but they are really not important. The idea of the film is to show an end to the "Woodstock Nation" at a place dubbed "Woodstock West" by one of the co-ordinators.

"Gimme Shelter" is a graphic portrayal of what everyone said would happen at Woodstock, but didn't. Of course the whole film isn't a morbid show. It has some funny scenes like a white, middle-age, middle-class woman selling buttons for the Black Panther Legal Defense Fund, saying at the end of her pitch, "After all, they're only negroes."

"Gimme Shelter" also has some excellent music provided by the Stones, a little by the Airplane, and a beautifully perfect version of "I've Been Loving You Too Long to Stop Now," by Tina Turner. All this music sounds better on the four-track stereo system in the theatre.

Even with the music, action, drama, and tenseness, "Gimme Shelter" starts to drag in the last 20 minutes, but the pace is renewed with the murder at the end. The film ends with shots of the crowd leaving Altamont to the Stones' rendition of "Gimme Shelter," a scene that caps off perfectly the whole style and point of the film.

"Gimme Shelter" was excellently filmed and directed by the Mates Brothers and is a film well worth seeing on 2 counts - its message and its 4-track music.

FILM: Circle

At today's pace many great films move through the theatrical market place too quickly. Often fine motion pictures become unavailable to an audience that still wants to see them. The Circle Theater extends the availability of a group of the finest of recent films by scheduling them in repertory. Cut out and save these and enjoy these great motion pictures.

Tue and Wed, Mar 2-3
"Sea Gull" and "The Fixer"

Thurs thru Sat, Mar 4-6
"The Sicilian Clan" and "The Molly Maguires"

Sun and Mon, Mar 7-8
"The Magus" and "Ulysses"

Tue and Wed, Mar 9-10
"Pointblank" and "Topkapi"

Fri thru Sun, Mar 12-14
"My Night at Maud's" and "The Collector"

Mon, Mar 15
"Zulu" and "Barbarella"

Thur, Mar 11
"Mickey One" and "John and Mary"

Tue, Mar 16
"Funeral in Berlin" and "The Kremlin Letter"

Wed, Mar 17
"The President's Analyst" and "The Chairman"

Thur, Mar 18
"No Way To Treat a Lady" and "The Assassination Bureau"

Fri and Sat, Mar 19-20
"The Honeymoon Killers" and "Night of the Living Dead"

Sun, Mar 21
"Faces" and "Staircase"

Mon, Mar 22
"Poor Cow" and "Lord Love a Duck"

Tue and Wed, Mar 23-24
"The Stalking Moon" and "The Undefeated"

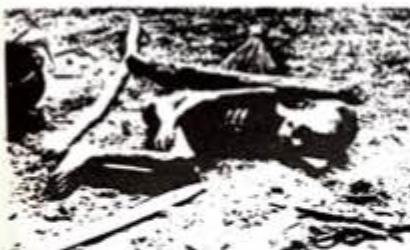


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-U.P.S.



If God were to appear to starving people, he would not dare to appear in any other form than food.

Mahatma Ghandi



U.P.S.

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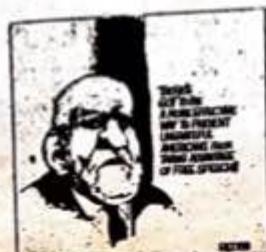
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An Interview With The Principal of Alice Deal

INTERVIEW: by Matt Coates

I went over to Deal from Wilson Jan. 28 to talk with Mr. Warner about various problems at Deal Jr. High. After waiting about 20 minutes, I was allowed to see him. After a warm greeting and a short explanation of who I was and what I wished to talk with him about we sat down in his large office to talk. I first asked Warner about the "hall monitors" a group established at Deal to "help and control" the school in his own words. The first question was: "What are the services rendered by the hall monitors?". Even before I had finished asking, Warner requested to start the interview with the origin of the monitors.

Warner said the monitors had gotten off to a "BAD START" and that they were "ORGANIZED QUICKLY". He explained with an example. According to Warner, there was an incident where a Wilson High student, cutting across the back of the deal field was "STOPPED AND QUESTIONED" by hall monitors. The student explained that he was not a Deal student and that he was only passing through. What followed next caused the re-vamping of the monitors. Warner says that after telling the monitors he was not a student at their school he was "HIT BY A MONITOR". After the small outrage of this incident, the whole monitor group went into a sort of training period and emerged a "BETTER TRAINED, WELL INSTRUCTED GROUP".

I then asked Warner "Who are the monitors responsible to?" He told me that a Mr. Moten, one of the vice-principals at the school had been given "FULL LEWAY IN CONTROLLING THE MONITORS, AND WAS IN CHARGE OF ALL MATTERS CONCERNING THEM." Warner then gave me some of the rules the monitors are instructed to operate under. The monitors are not allowed to "TOUCH, INTIMIDATE OR THREATEN STUDENTS, AND THEY MAY NOT CARRY STICKS OR ANY OTHER WEAPON." Warner also stressed repeatedly that monitors are "NOT POLICE". In cases when a student refuses to obey the monitors the monitors are instructed that "IF THREATENED- TURN AROUND AND WALK AWAY."

Then the conversation turned back to the opening question about "services rendered" by the monitors. Besides the for mentioned services of helping and controlling the school Warner also said that the monitors help to conjure up "INVOLVEMENT IN THE SCHOOL AND KEEP PEOPLE FROM TURNING TO MORE DESTRUCTIVE METHODS OF PASSING THE TIME". Warner appeared to feel that the monitors were the best extra-curricular activities the school has to offer. At this point and numerous other points in the talk, Warner said that he would like to have "200 OR MORE MONITORS". They now have approx. fifty. I asked Warner if there have been any times when monitors have been hassled by other students. He said that the only one of serious magnitude was a time when a "SEVENTH GRADE GIRL WAS PUSHED AROUND BY A SMALL GROUP OF OLDER STUDENTS". I asked him to clarify "PUSHED AROUND" and he made a shoving motion with his hands and said "I MEAN ACTUALLY BEING PHYSICALLY PUSHED."

Warner also said that he liked having girls as monitors because they "DON'T GET AS EXCITED(AS BOYS) IN TENSE

SITUATIONS". Elaborating on the type of students he likes as monitors, W. Warner the monitors should have "GOOD" students in its ranks and none with "FASCIST MENTALITIES".

I asked for an answer to the question "Is the creation of the hall monitors known to the school board and what, if so, is their opinion on it?" Warner said he wasn't aware that the school board knows of the monitors if they do, that he thinks "OTHER DISTRICT SCHOOLS HAVE SIMILAR PROGRAMS", and that the school board has made no comments on the monitors as far as he knew. I then asked him what is the general student reaction to the monitors, and he said that in the first week of the organizations existence there were "A LARGE NUMBER OF COMPLAINTS" and that since then there have been "FEW".

Warner then told me how the a monitor can be recognized by "ARMBANDS" (a red color) and also by a small card with the hall monitors name. (these cards are blue, with dark blue type, and have a red Deal colifon). Warner said that all monitors are supposed to be wearing each of the identifying things but that some don't because of "SHORTAGES". (there have been rumors that the monitors were not wearing the armbands as a method of sneaking up on violators of school rules)

We ended the conversation on monitors with Warner repeating his statement - "I'M NOT KIDDING, I WOULD LIKE TO HAVE 200 MONITORS!"

We then asked Warner about conditions in the school cafeteria, particularly about the poor food. In response Warner made the point that cafeteria food quality is out of the school's hands. He explained that the menu is decided beforehand by the school board, and he also told us about a questionnaire that is planned for distribution to the students about the food and opinions on service, facilities, etc. Warner also said that any "complaints" as well as compliments should be directed to Mrs. Warren, the Cafeteria superintendent. Warner explained that there is a move in the school, partially sponsored by the student council to paint and fix up the cafeteria. There is also a movement to separate parts of the cafeteria into "private rooms" for small numbers of people. In closing this portion of the discussion he said that the students most involved in this sort of planning are the Eighth graders.

We asked Warner about discipline problems in the cafeteria, and he said that there are no serious problems and only a few fights. He explained that "disruption" comes in waves of a few days and then subsides for as long as weeks. The "disruption" consists of "bad manners and food being thrown about".

The next series of questions pertained to a "Bill of Rights" that has been distributed around the school. The "Bill" has been handed out in the homerooms, and was printed by mimeograph. Warner said that a small group of students had organized and coordinated the writing and that he himself had "worked with the Bill of Rights" (a copy of the Bill follows this article). Warner said that he "agreed with everything in it" and that he would help to put it into effect. He had no further comments to make except that he wished to express to anyone who wanted to talk

to him that his "door is always open".



The Proposed Alice Deal Jr High School

BILL OF RIGHTS BALLOT

(condensed)

ARTICLE ONE: Students have the right from all physical harm and emotional harm. Also have the responsibility not to commit any harm, emotional or physical or any other.

ARTICLE TWO: Students have the right to free, representative student government which would be involved in curriculum changes, also to hold meetings at least monthly with the principal to attempt to solve problems facing the school.

ARTICLE THREE: There shall be a student paper run by and written completely by the students. A faculty advisor shall be appointed to advise on grammar, format and style. The only time the paper may not be distributed is if it is of a libellous or offensive nature or would clearly disrupt the regular school program.

ARTICLE FOUR: Students have the right to determine their own attire except where such attire is clearly dangerous or would be of a disruptive nature.

ARTICLE FIVE: Students have freedom of speech as long as it does not interfere with the regular school program or is of a disruptive nature. Students may wear political badges or buttons or armbands of some symbolic meaning. Students may distribute literature, political leaflets and newspapers as long as they do not disrupt school, advocate illegal activities or are commercial, obscene, libellous or offensive.

ARTICLE SIX: Students may form political and/or social organizations including those that favor unpopular causes. If these are school or student government sponsored, they must be open to all students and act in accord with the principal. These organizations should have reasonable access to school facilities.

ARTICLE SEVEN: Students have the right to refuse to participate in school activities if these are against their religious, moral or political beliefs. And they have the responsibility to notify the proper school authorities in a calm and orderly manner.

ARTICLE EIGHT: Students have the right to choose courses and teachers as long as it is within school board regulations.

ARTICLE NINE: Students have the right to be informed of all new disciplinary and academic regulations set up by the school and the school board.

ARTICLE TEN: Students have the right to protest peacefully.

ARTICLE ELEVEN: Students have the right upon request to certified copies of their cumulative records, grades and evaluations.

ARTICLE TWELVE: Students have the right to communicate to the principal their evaluations of teachers and being given fair consideration to any requests. The students have the responsibility to show respect for the teacher.