Chapter 5

Memorial Occupation I
Leigh Brownhill

The lower East side

Spring is here and once again revolution is in the air. A quick trip to the lower East side of New York City proved to be a lesson in anarchy and squatting. I built barricades and sat up at night on arson and eviction watch on the roof of the "Umbrella House". I was in action and feeling good when we got the call at 2:30 A.M. Thursday, 27 April that a SWAT team was entering 319 8th Street, a squat scheduled to be demolished later Thursday morning. We dressed and rushed over to find machine gun armed men roaming on 8th Street. They left soon enough finding only a homeless man asleep inside. Later that morning we worked out a plan of action: six people were to enter 319 from the back door. The occupation would persist until the squatters were assured the building would not be demolished. They entered at about 10 A.M. About 100 demonstrators gathered below on the street with drums, whistles, flags, and banners. The demolition workers were harassed off the job, the scaffolding was torn down. The occupiers emerged on the fire escape on the front of "319".

After hours of chants: "Who's fuckin' building? Our fuckin' building!", speeches, a near riot, and negotiations, a deal was made. A meeting was set up for Monday to discuss options with the "319" residents. A sweet victory.


Wednesday, 3 May 2:30 A.M.:

Seth has called. They are in the process of demolishing 319-8th Street. Earlier today the squatters received a court order to stop the demolition. In the middle of the night, the judge overturned his decision. A thousand cops blocked off four blocks around "319". Many people were arrested, many for no reason at all. One friend I stayed with last week was arrested for resisting arrest! To try to stop them now would be suicide. Seth is demoralized. "We should have stayed. We should have barricaded ourselves in."

"Free the Land"

Friends, comrades, when we make a gain, when we've got them strapped we can't give in. Hold on to what you can. They lie. They cheat. They are powerful. And they are scared. We are challenging what is not to be challenged. we are striking up to those who are responsible, those who create death. We aren't supposed to do this. They are scared. They need hundreds of cops because they don't know what else to do. They bring in death forces to protect their death industry. Be strong. You are doing so well. Continue. We will make a difference. They feel our strength and it's growing. Know that people everywhere, as in PRC, are in the struggle with us. It is all the same struggle: against those who seek the destruction of others for the gain of a few (white men, I might add). Sisters and brothers this is a beautiful moment in history. Organize, mobilize, OCCUPY!
The Education Budget is now in the Senate's hands—and yours.

You CAN make a difference! Contact a Senator now!

The House Budget for next year provides NO Regents' funds for library books and journals. (This is the account from which the state's libraries in higher education obtain most of their book and journal funds.)

Only the Senate Ways and Means Committee can restore needed funds.

Senator Olver from Amherst is a member of the Senate Ways and Means Committee. He will do what he can, but he needs help to persuade his colleagues. The committee's hearings will end May 11, 1989, after which their budget will be forwarded to the full Senate for a vote. It is essential that every member of the committee be contacted by as many people as possible who care about college and university library funds. Students, parents, faculty, staff and friends can help by writing to members of the committee to ask them to support libraries. If you live in a district represented by a member of the Committee, write to the committee member. If not, write to the Chair, Senator Patricia McGovern.

ACTION IS NEEDED NOW—before May 11, 1989, if letters are to have any effect. If you care about libraries, WRITE NOW—and ENCOURAGE OTHERS TO DO THE SAME!

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In fiscal year 1986, with an expenditure from the Board of Regents of five million dollars for library acquisitions, Massachusetts ranked 51st among the 50 states and the District of Columbia in library expenditures per FTE (full time equivalent) student in public higher education. (One third of the Library's acquisitions budget comes from the campus; two thirds comes from the Regents, and there is no other source for this kind of funding.)

In fiscal years 1987, 1988 and 1989 the situation improved, but in fiscal year 1990 there is NO MONEY for library acquisitions yet in the Regents' state budget. If funds are not restored, Massachusetts will again rank 51st, but this time the situation will be even worse than before.

In fiscal year 1988 one private institution in the state spent $9,968,000 for library materials for its 17,000 students. Massachusetts spent $9,225,000 for its 98,700 full time and 65,000 part time students.

This level of expenditure condemns all state institutions and their students to perpetual second class citizenship!
The Budget Uprisings in NYC
April 26, 1989

Mr. Bernard Harleston
President
City College
138th Street and Convent Avenue
New York, N.Y. 10031

Dear Mr. Harleston:

The Grassroots Organizing Committee for the Black Political Convention is in solidarity with the action taken by the students in protest of the budget cuts and proposed tuition increases at City College. The students commitment to struggle to demand their rights and the rights of those who might follow is to be commended. The lies that have been fed to the masses are no longer acceptable and the students have correctly identified that "Emperor Cuomo" has no clothes on.

When the majority of the students at CUNY and SUNY were white, there was no tuition. When students finally had to resort to strikes in order to gain open enrollment, finally African American and Latino students began gaining access to a decent education. Now we hear, Federal deficit, cutbacks on Pell Grants, State deficit, cutback funding to colleges and by the way, raise the tuition another $200.

We stand united with you in refusing to accept this outrageous attempt to attack our people, the working masses by denying us access to our public institutions. It is unfortunate that it takes an act of Civil Disobedience such as the seizure of a campus building in order to focus attention on the Government sponsored rape of the public education system. No one listened when students went to Albany, week after week to express concerns over the proposed cutbacks. No one read the thousands of postcards and petitions asking our political leaders to reconsider their priorities. The best investment that any government can ever make is in the Education of its citizens.

If one planned prison in New York State is not built, just one prison, there would be enough money to restore cuts made to all of CUNY, all of SUNY, and enough money left over to fund Medgar Evers as the 4 year college which everyone "agrees" that it should be. If New York State built 100 miles fewer of Interstate Highway, tuition might go down at CUNY and SUNY.

The Grassroots Organizing Committee joins the students in this struggle to make our elected officials account for their actions. Many of these political leaders are running for re-election this year. The Grassroots Organizing Committee was formed to address crucial issues including education which many of the present Politicians continue to ignore. Those who ignored the cries of anguish must be removed from office and replaced by persons who address our needs.

Without struggle there is no progress.
A people united can never be defeated.

Yours In Struggle,

Education Committee
Grassroots Organizing Committee
Dear Friend:

A WOMAN'S RIGHT TO DECIDE WHEN AND IF TO HAVE CHILDREN IS A BASIC HUMAN RIGHT. We need quality health care, effective birth control, jobs, education and childcare to care for ourselves and our families. And we need access to safe, legal, affordable abortion.

Today, the anti-abortion movement is working to restrict women's right to choose abortion. President Bush has asked the Supreme Court to overturn the 1973 Roe v. Wade decision which made abortion legal. And right-wing terrorists called "Operation Rescue" have physically attacked health workers, blockaded abortion clinics and screamed lies and insults at patients to prevent women from getting abortions and medical treatment. Abortion clinics have been bombed and burned.

"Operation Rescue" is attacking clinics around the country today. There is a court injunction that forbids these vigilantes from physically disrupting clinic facilities and from verbally intimidating workers and patients. Pro-Choice groups and activists are organized to defend the clinics from these terrorist attacks. And women continue to show courage and determination in confronting the ugly tactics of "OR" to enter clinics for their appointments.

The majority of Americans continue to support a woman's right to choose abortion as a personal, private matter. We refuse to return to the days when women died in hotel rooms or the filthy offices of so-called "doctors" after botched-up illegal abortions. We will not allow poor women, women of color and teenaged women to bear the burden of these anti-woman, anti-abortion attacks.

WE ARE HERE TO DEFEND WOMEN'S RIGHT TO CHOOSE.

In support,
The Reproductive Rights Coalition
C/O CCR
666 Broadway, 7th Fl.
NY, NY 10012
(212) 614-6467
Rally Leading to Memorial Hall Occupation

Randy L. Viscio

April 24, 1989. This joint statement of those seven students arrested at the Marcus Hall Laboratory was written by Randy L. Viscio and read at the rally at the Student Union Building, UMass, just preceding the first occupation of Memorial Hall.

There is a point beyond which we, as students, can no longer allow the administrative apparatus of the university to determine the direction and substance of our education.

That point has been reached. Students have begun to articulate to the administration and faculty what we demand from an education. That education does not include doing research which will be used for violent and militaristic purposes. Research and study that ignores positive social change, but on the contrary perpetuates violence, brutality, war and suffering; has no place in education or at the university.

We will not negotiate our demands on the administration's terms. We will not discuss the issue in the forum provided by the administration. History proves to us that if the university is to begin to solve its problems, then, those who create the problems must enter our process, on our terms, and in our forum. We refuse to be co-opted by those in power and we realize that they have no power which does not come to them except through us. The struggle is not to take control because we already are in control. We are now however, just beginning to articulate this. We have learned the lessons of our brothers and sisters of the sixties and are determined to continue the process.

We know that this research and military influence will end. It must end because the problems of disruption that the universities face will not end until the research stops.
C'est la Commencement
Organize et
Mobilize :
Les Étudiants Oppose
La Recherche de la Militaire

D.O.P.
Non, à
Incapacité
La Militaire
JoElla is a senior Afro-American/International Studies major

It started out like a typical day. I was on my way to the post office downtown to check my mail, then I was to head off to the Tower Library to start writing my research paper regarding my trip to Brazil. I reached the campus about noon time and I saw students assembling at Whitmore for the rally. Police were all around Whitmore as they sealed up the building. I went to hear the message of these demonstrators. It was very nice and orderly. I saw some of my friends and we all started talking and chanting. The march then proceeded toward Cutback City. I was enthusiastically a part of the protest and cheered on the speakers. I was even interviewed by a local television station about the nature of the protest.

At about the closing of the demonstration, I walked over to Machmer to turn in a report that I had been carrying around for days. When I came out all the protestors were gone. I thought to myself, "Hmmm, they must have gone to Whitmore!" I walked around looking for them, then I saw the whole crowd rush into Memorial Hall. I said to myself, "What the fuck?"

Then, J.J. came out and said that Memorial Hall had officially been taken over. I couldn't hear her very well because three people were exerting their right to speak while prohibiting my right to listen by yelling out their disagreement with the protestors. I told one guy to shut up so I could hear what was happening. He asked me which department I was majoring in. And I said, "What the hell are you interested in that for?" And he went on about how I was swearing at him. I walked away from this crap.

I walked back with a friend of mine and we tried to analyze what had just happened. My friend was a bit ambivalent about the students taking over Memorial Hall because he felt that the building represented a lot of people who had fought and died enabling the students to have such...
freedoms of speech and expressions. I argued that these people were simply exerting their freedoms; and that the building also represented many people who died in the unjust Vietnam War. I felt an affinity to these students who firmly did not want another Vietnam.

My friend and I parted for lunch. I walked back toward the area once again en-route to Whitmore later that afternoon. And I tried to go inside, but the officers at the door would not let anyone inside. There were a few supporters at the front of the building who kept onlookers abreast of the situation. As I went around to the back of the building, near the Performance Arts Division, I saw many of the faces of the protestors. I started screaming, "Bryan T., what are you doing in there?", 'Robin, what are you doing in there?", etc.

People started coming around and the supporters grew in numbers. Then this guy with a guitar started playing and we all started singing and stuff. I was beginning to feel very pleased with the situation. It was like a feeling of sheer solidarity with these brave people. Especially since I saw a lot of my friends who were in the building.

I had to battle with myself about being a participant in the building. I have a phobia about buildings since we, minorities students, took over the New Africa House in protest of racial violence in February 1987. I was in that building for over six days and when the takeover ended, I was ten pounds lighter and anxiety-ridden. I was an emotional wreck after that act of civil disobedience; even during the summer, it was still visible that I was affected physically from the strain of the successful takeover. With that in mind and also the fact that I had just recently returned from Brazil made me think of being an indirect participant. My claustrophobia and reverse culture shock got the best of me.

So, I was outside with about fifty or so students trying to maintain some kind of support. It started getting cold around 6 pm. Me, being from the South and just recently coming from a hot climate, began to FREEZE. I told my housemate to depart with me. Before departing, I somehow engaged myself in a meaningless discussion with an on-looker who stopped to voice his disapproval. This guy, obviously a war veteran, if you will, went on about how he had been to several countries where this act would not be tolerated. And how it just bothered him so much that these students didn't realize just how lucky they were to live in such a good country as the United States.

I told them that in Brazil for two days the entire country was on strike, Grieve General, in which students, workers, etc. fully participated. Furthermore, in all my life in the United States, I have never seen such an act of togetherness. I also told him that in South America students don't just take over one building, they close the whole damn university usually with the teachers behind the students. I went on by saying only here in the States is the act of protesting regarded as "unAmerican" or challenging the moral fabric of this country. This guy was obviously more interested in hearing himself speak than listening to a "commie" like me. So, my housemate and I left for the night with the intention of coming back early the next day to support the group as they were meeting with the administration.

The Next Day!!

I arrived on campus about a quarter until 10:00 a.m. Once I went to the building I saw a different scenario. First of all, there were several students in the building who were not there yesterday and many of the "original" occupants had left. I was a bit confused because the meeting with the administration did not take place. I sat outside and read the newspaper, chanted, etc. Disarray was setting in. I also noticed this person who I will term an 'opportunist' in the building. Periodically, people from the building spoke through a mike about the status of the occupation and what was going on inside. I sent a note to the group regarding my disappointment with the group for disregarding minorities. I suggested that they re-evaluate their situation. I posed the question of why there were so few minorities inside and outside of the building. Moreover, I told them to ask themselves if they feel that minorities feel that this issue affects them. I gave them a few suggestions that would make the issue more appealing, i.e. in one of the demands, they mentioned that they wanted the freshmen class to be reinstated to the original number, I suggested that they should say if the freshmen class is shortened, fewer minorities would be admitted, etc. I noticed these changes in the next announcement from the building. We also talked about this issue on the outside.
We asked the group to get their shit together on the inside and to let us know how we could assist better. Then the group inside turned inward to discuss and we did so accordingly on the outside. We gathered about $55.00 for food even though Hilson’s officers denied passage of food and communication.

The police at this point would not let anyone get through, they even stopped the press from coming into the building. I went around to speak to Hilson and he gave me some ‘lame’ response to his forbidding food and messages. I spoke with several people regarding this, the PR women from the administration and Charmaine, the black woman from the administration. The answers reiterate the confusing response of the administration.

I was thinking something was going wrong - it was like a chill up my spine. I knew that something was going to happen, but what? I was somewhat angry with the people inside the building for not negotiating with the administration as they had prepared to do earlier. And I was angrier with the administration and Hilson. Why were Hilson and his armed folks inconsistent with their policies? One moment they allowed food and messages, the next moment they cut off everything from communication and water.

I started taking messages and running errands at this time. Then as the food had arrived and more people arrived from the outside, some one came up with the idea of breaking the barricade and going inside. I wasn’t actually for that so I stepped aside and in five minutes as promised about twenty or so students barraged inside. It was great! We threw food and sleeping bags etc. inside. The police couldn’t stop the students!

At around 3:00 p.m. or so, I started dosing off and things inside started going amuck.

*It is this type of vivacity of the people outside the occupation that inspired the mass arrests during the departure of the loaded police buses.*
Memorial I Demands

Memorial I Occupants

We are fifty students-- currently occupying Memorial Hall. Faced with a growing dangerous relationship between the Dept. of Defense and the University, we (the students) see coming together to assume a common responsibility. Responsible education does not include research to be applied to violent and militaristic actions. It does not include research that impedes rather than enhances positive social change. Research that perpetuates violence, brutality, war and suffering must and will stop.

Pentagon funding of research at U-Hass has risen $2000 over the last eight years to its present level of over 13 million dollars per year. According to documents procured through the pentagon, research at U-Hass includes:

- Nerve Gas (chemistry department)
- Infectious Biological Warfare Agents (Dengue-Slo Chem, Anthrax-Microbiology)
- Radar Target Detection (HIRSL, Electrical - Computer Engineering)
- Computer Guided Battlefield Management (CIMS)
- Automated Tanks (CIMS)

The present occupation and last Wednesday's 7 arrests at the takeover of the Microwave Sensing Laboratory (HIRSL) have been only two small steps in the struggle. Yesterday we invited students, faculty and the entire community to join us. Our ranks have doubled and are continuing to grow.

These are our demands:

1) We Demand an immediate halt of all D.O.D. funding or research at the University.

The University must be an autonomous institution. Education cannot address the problem of our times while under contract to the military. Furthermore, we find the content of the research at U-Hass to be immoral, dangerous, and detrimental to the Global Community.

2) We Demand the formation of a committee to develop a plan for economic conversion toward civilian funding sources. This committee shall be composed of students, faculty, and experts on economic conversion and is to be fully funded by the University.

3) We Demand free access to public documents regarding research to be stored in the library.

The Administration has consistently obstructed free access to public documents by charging exorbitant fees and denying access.

4) We Demand the reformation of the boards of Trustees and Regents in order to make them more responsive to the needs of students. The new boards will be composed of one third each of students, faculty, and community representatives chosen through state and university elections.

5) Last week it was announced that the incoming freshman class was cut by 15% (600 students). The decrease in the freshman class is inextricably linked to the skewed priorities of the Regents and Trustees which disproportionately fund areas involved in military research.

-2-

Thereore, We Demand that freshman enrollment be restored to the previous level with no tuition or fee increases.

6) We Demand that the Administration fund a student/faculty study on the effect of military and industry influence over the University.

7) We Demand the establishment of a student board with binding power to hire, fire, and review the training of campus police.

Recent events make it "painfully" clear that reform is needed in this area.

8) We Demand that the University not take disciplinary action against the students involved in the occupation of the HIRSL site of last week.

The University should not discipline those exercising their democratic rights.

9) We Demand a statement of non-cooperation in any manner with the U.S. intervention in Central America. Because U.S. policy is currently geared towards intervention in Central America, it is reasonable to assume that the military research engaged in at this institution will find its way to the battlefields of Central America.

This is a movement for true academic freedom. We agree with the noted U-Hass Philosophy professor, Robert Paul Wolff, who states in his book, On the Idea of the University, "If the University is an instrument of national purpose, then it cannot be a critic of national purpose, for an instrument of means is not an instrument of ends."

True academic freedom extends beyond the needs of faculty to include the rights of students. The prioritization of military funding of departments neglects the rights of students and faculty in other fields.

The University that we are demanding is one run for and by the students as an institute of learning, empowerment, and change.

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Two students point at helicopter, rumoured to be equipped with tear gas and an ultrasonic crowd control device
THE STUDENT & COMMUNITY OCCUPANTS AT MEMORIAL HALL INVITE THE FOLLOWING OFFICIALS TO DISCUSS THE IMPLEMENTATION OF OUR DEMANDS FROM 12:00PM ON.

Abbie Hoffman is already with us!!
John Bracy, Afro-Am., U-Mass
Joan Cox, MHC
Carolee Bengelsdorf, Hampshire, Social Science
Kendal Smith, Theatre
R.P. Wolff, U-Mass, Philosophy
Bill Strickland, Afro-Am., U-Mass
Ada Sanchez, Hampshire
Ann Ferguson, Philosophy and Women's studies, U-Mass
Susan Tracy, Social Science, Hampshire
Michael Klaire, Social Science, Five College prof
Sandra Morgan, Women's Studies, U-Mass
Herbert Bernstein, Natural Science, Hampshire
Earl McWhorter, Chemistry, U-Mass
Alby Reiner, Micro-biology U-Mass
Alan Krass, Natural Science, Hampshire
Meredith Michaels, Social Science, Hampshire
Terisa Turner, Women's Studies, STPEC, U-Mass
Gari Viswanathan, English, U-Mass
Sarah, Lennox, STPEC, U-Mass

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Jesse Jackson, Len Weisglass, (Attorney at law), Chancellor
Duffy, Governor Michael Dukakis, Noam Chomsky, Kittyareelson,
(Editor of Valley Advocate) Angela Davis. The five University
appointed "committee" members, Conn Neugent, Pres. Five College Inc.
Edward, Said, Columbia U., Comparative Literature

All individuals with a vested interest in these issues are
also welcome and strongly urged to attend the open meeting.
What faculty can do

Terisa E. Turner

Inside the occupation

Here are my notes from April 25th, the second day of the second building occupation. It is around noon. We are inside Memorial Hall on the campus of the University of Massachusetts. We have made a list of national figures and local university professors with whom we want to discuss the end of military research on public university campuses. We have issued invitations to certain professors in the Five College area to come inside the occupation and talk with us. This list is an alternative to the five administrators chosen by Chancellor Duffey to talk with us in Whitmore administration building. We will not leave the occupation. What a naive ploy on Duffey's part.

Now a professor comes into the occupation. He wants to know what we need. We give him the following list. I have taken notes and the heading to the list says "What faculty can do."

Immediate help the faculty can provide to occupiers

1. Hold teach-ins. This includes producing books and study aids and lists of same for the people attending the teach-ins. It means giving students academic credit for written and other documented records of involvement in the anti-military movement.

2. Hold classes inside the occupation

3. Help publish records of this occupation action

4. Organize a strike of all the faculty

5. Bring us typewriters, word processors and help us photocopy newspaper cuttings.

HALT ALL DOD FUNDING AND RESEARCH RALLY IN FRONT OF MEMORIAL HALL TODAY 10:00 AM
My anger drove me as I held my camera to my chest and ran to the bus. The riot police had surrounded the bus and were pushing us back with their clubs. The sight of them and the bus and the trooper cars fueled my anger. The administration had shown us absolutely no respect in refusing to recognize our rights and/or cause.

I made my way to the back of the bus and sat down in the middle of the crowd. I was pissed-off and scared. I wasn’t going to move. I was determined to make the administration’s shameful and cowardly act of force and oppression embarrassingly unsuccessful at the very least.
Aggression born of a society that pretends

Thomas Anderson

chanting chanting in the sunshine,
weapons are words the passion is real
does the method fit the madness?
the punishment fit the "crime."
what price justice? what law protects
the moral crusaders? why is this a question?
a system of freedom enforced by terror
the travesty of civility, the innocent persecuted
to perpetuate, to perpetuate the reign of global imperialism
pawns of the system, brokered by a pittance
pocket change, the price of principle
How much are you worth, Mr. Policeman
Does your child play with Rambo dolls?
G.I. Joe? Does he mercilessly beat his sister?
"But mommy, I saw daddy do it on T.V."
Aggression born of a society that pretends...

At this point my pen was snatched from my hand by a police officer. "For your own protection", I was told. "Are you really that afraid of us?", was my reply. I was trying to envision the story: A hungry, fatigued, handcuffed protestor/poet armed with a retractable ballpoint pen attacked several dozen gun-toting, club-twirling riot police today. Seven were killed, and many others wounded in the vicious attack..." Catastrophe averted. When the officer resumed his post beside me, his safety now assured, I read my unfinished poem to him. I could not tell from his blank mercenary stare if he heard me or not; I am, however, convinced that I had at least tickled a subconscious anxiety in his heart.
Terisa Turner is arrested in Memorial Hall occupation

**Terisa Turner** is arrested in Memorial Hall occupation. The photo is by Danziger.

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**Hampshire County Jail and House of Correction Property Record**

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I have read the above list and understand that my signature indicates my agreement that this is a complete list of my personal belongings I had in my possession when I entered the Hampshire County Jail & House of Corrections.

**Date:** 4/21/79 **Time:** 2:30 AM/PM **Signature:**

Officer's signature: [Signature]

I have received all my personal property from the Hampshire County Jail & House of Corrections, Other Than those for which I have authorized prior release.

**Date:** **Time:** AM/PM **Signature:**

Officer's signature: [Signature]
Grunts Against Groans at Memorial Hall

Connolly Ryan

Eager to pummel,
the cops stood outside the hall
where protesters strummed guitars
and bummed cigarettes in the name of revolution.
Helmeted and steadfast,
the cops clutched their bully-clubs
and ignored the commonalities
that they shared deep down
with the ones whom they were about to bash.
I watched one cop's shiny boot
rise up to bruise the buttocks
of a feisty pregnant woman.
The cop's tongue was showing
(but not from the corner of
his mouth, as a demonic bud begging to have needles poured into it.)
Why are they the helmeted ones?
is it because they fear
that their consciences will trigger
a backfire in their clubbing antics,
and instead it will be their scalps that lump and leak?
It's spring weather
but they're wearing heavy leather gloves,
so that their palm lines won't sting and vibrate
at the crack of their victim's skull.

Come now, mr. police officers,
are harmless students that intimidating?
Is their yearn for change as deranged
as your superiors lead you to believe?
come now, and shake off your militant-zombie masks
come and terminate the system that has made
you its pathetic sentinel. Come, and somehow rebel
against the ones who have fucked you up so deeply!
Dear Editor:

I do not understand how twenty-five Town of Amherst police could have been sent to the University. "Controlling" students who were protesting non-violently - on property which is not the domain of town services - will cost the town approximately $2500.00. Is this how we want to spend town money when we may have to cut one of the town planner positions due to lack of funds?

I am concerned research on Anthrax - a violent tool of biological warfare - is taking place in our "back yard" at the University of Mass. I have been concerned about the political apathy of many young people especially when broad concerns are at stake. I strongly oppose using town funds to silence their voices.

Thank you.

Sincerely,

Maryann Parrott

The Family

"Think like me or you don't get money"

L.R.

While others have been showing their commitment to the movement by getting arrested, I have been fighting a battle of my own. It has taken me a long time to realize that this personal struggle is just as valid and needs to be heard.

My struggle is with a different, through similar and certainly connected system: the family. The brainwashing and propaganda that this country uses to control its people can be hundreds of times more destructive in a family setting where innocent children are the victims. Having grown up in an oppressive, conservative family, I have experienced this first hand. I have been indoctrinated with the old line "If you are not a socialist when you are 20 then you have no heart. If you are still a socialist when you are 30 then you are an idiot."

In fact there was a time in my early teens when I thought I would skip the "idiot state" altogether to impress Daddy, the smartest man on earth. Thankfully, this did not last long once I was exposed to other people who were not only still socialists after 30 but would certainly not be considered idiots.

But things would not even be so bad if Dad actually followed this motto. I would still have 10 years in which to continue in my socialist ways before officially becoming an idiot, and I suspect that I would feel together enough on that fateful 30th birthday to feel complimented when my father dubbed me an idiot. It would be symbolic of my not having sold out to the system. Unfortunately, this is not the case. My father uses the same tactics of blackmail and manipulation as the U.S. uses in its foreign aid packages; "You do or think something I disagree with, you don't get money." This becomes a problem when, due to our military economy, education, housing and health care costs are phenomenal.
So I have a slight dilemma. Do I get arrested and lose my family and education in the process? Or do I not get arrested and maybe feel guilty that I am not committed enough to put my life on the line? Realizing that this decision warrants serious thought, I have resigned myself, at least for the moment, to do everything possible shy of getting arrested. Chances are good, unfortunately, that there will be ample opportunity to keep on struggling and get arrested once I have finished my degree.

This is, after all, only the beginning.

L.R.
Politics are all fine and cool
until they threaten my mom and pop's income
or give me a slightly queasy stomach
besides, who knows I might join the CIA

Live on a farm, out in the woods
Fuckin' hippy, fuckin' hippy

I've got a outstanding, majestic life ahead of me
when out of indecision or despair
after my woman has left and after the crash
I shoot myself five times in the head.

Live on a farm, out in the woods
Fuckin' hippy, fuckin' hippy.

No Radical is an Island

Connolly Ryan

guess what? I also apall destruction and I live for
preservation, but I know better than to shun others
who believe the same. Taking one' self too seriously
sometimes results in a demise of the world's concerns.
Told to fuck off by some radicals because I chose to
challenge their severity with the use of some harmless wit

fuckin' radical fuckin' radical

trotting on your moral highhorse but never dreaming
that you trample other's feelings by nodding them away
in the name of pompous revolution.

fuckin' radical fuckin' radical

Tell me I'm out of line for daring to question
the motives for someone who has been arrested

fuckin' radical fuckin' radical

Gotta chainsmoke cancersticks 'cause the political
stress too much
never even considering that your conscience is your crutch

fuckin' radical fuckin' radical

Your self-righteousness is oppressive at the expense of
those who also care

fuckin' radical fuckin' radical
I understand that it is true that you're going through tough times, but remember that there are others too who are victims of ignorance's crimes, we may not choose to show it by walking around planning the next crucial plan, maybe we choose to churn out humor or parody or satire in response to the impending tomb.

fuckin' radical fuckin' radical

I'm told not to ridicule those who see themselves as radical because solidarity is key

fuckin' radical fuckin' radical

but my version of solidarity involves spontaneity running free
the fact that you reject my silliness erases your anti-hierarchical premise, I'm all for serious aires except when they smack of elitism.

fuckin' exhippy fuckin' exhippy

I don't pretend to have you down pat
but please make sure that you feel the same towards me the next time you grow impatient with the weakness that I don't try to hide behind an omnipresent contemplative posture.

To whom it may concern

Libby Hubbard

April 25th, 1989 was an exciting day for me as it was for hundreds of other students, faculty and administrators at the University of Massachusetts. We were involved in the student takeover of Memorial Hall in protest of the Department of Defense's funding of military research in campus laboratories. During an extensive study by a core group of protesters who call themselves "People for a Socially Responsible University" (PSRU), it was found that the DOD funding on campus includes: nerve gas (chemistry department), infectious biological warfare agents (dengue in bio-chemistry, anthrax in microbiology), radar target detection (MIRSL, electrical computer engineering), Strategic Defense Initiative (SDI) research (polymer science, COINS), Computer Guided Battlefield Management (COINS).

During the sit-in at Memorial Hall a sense of a real intellectual and artistic community was formed as musicians and singers calmed us with their music, speech makers expressed with eloquence their demands, affinity groups took a special interest in each other, artists drew symbols of peace and protest on the streets and walls of buildings and all others outside the occupied building were involved in nourishing support for the insiders as well as helping to make the outside support grow.

Take overs have offered the opportunity for us to practice the interpersonal and social skills we have been learning in the classroom. This direct action makes the philosophy we have become acquainted with in the social sciences come to life. The take over experience is not only empowering, it is also enlightening. It shows one that the true classroom is in the hall where history is being made. This hall, Memorial Hall, was built by this public institution, the university for the people of Massachusetts, to help us remember wars. And it is at this university where the great actions of our times are taking place, is now a place where people are coming together to put an end to the DOD's parasitic relationship with the university and the world. It was ironic that on this day the place of this student protest was Memorial Hall, a building constructed to honor the war dead.
Free the world from militarism

The campus has been marked by general apathy over the past few years. It was inspiring to watch the occupiers overcome this apathy. They demonstrated their concerns for humanity. The took responsibility for freeing the world from militarism. The student protestors possessed the courage of their convictions. This is required of us in order to create any kind of change. The students acted intelligently on the wisdom they are acquiring from their education. They knew that if we do not change the current direction of economic funding, humanity is doomed to suffer the results of such Department of Defense research.

Social transformation

The Memorial Hall action exemplifies what I call "actu-cation." This means the enactment of educated, reasonable, and creative ideas throughout society leading to a social transformation. However, the administration has a different perspective. To the administration, students involved in this action are criminals who should be punished and arrested.

Docile homeowners working for Raytheon and Digital?

The administration seems to want students to become docile home owners in suburbia making a lot of money working for the military industrial complex. These graduates, according to the bureaucrats' view, should use skills they gained at UMass so that they will be able to give generously to the alumni fund to benefit the alma mater. Conversely, military corporations who send recruiters to UMass do very well. The university then extends its fundings-hungry hand to these corporations and asks for hand outs. The assurance is given that money will produce more young minds, suitably docile and willing to give their lives to Raytheon or Digital. Given these realities, we have to recognize that the university is an extension of the military industrial complex. We can call it the military - industry - education complex.

The UMass bureaucracy certainly disapproves of students who are trying to challenge this system. It punishes students who seek to remedy injustices of what Seymour Melman has identified as the permanent war economy. The administration wants students to be consumers of knowledge, but not enactors of knowledge. They want us to submit to the military - industry - education complex as it is. They do not want us to criticize or oppose the corruptive power of this complex in our community.

But the present policies and assumptions on which the nation state is based must be challenged. If we simply accept the administration's subtle and surreptitious economic incentives to perpetuate the Department of Defense's development of anti-human biological, chemical and nuclear weapon capabilities, are we not mere automatons having knowledge but not enacting its positive potential?

What good is knowledge?

What good is knowledge when it fails to acknowledge its ethical dimensions? And in transgressing its ethical limitations, doesn't such Department of Defense research corrupt the entire institution? Isn't death research somewhat like the proverbial bad apple spoiling the whole bunch? What knowledge can possibly compete with the economic priority given to military research? The creative individual languishes and all humanistic endeavor suffers.

The greedy and complacent administrators are not only against making the world a better place in which to live. They are making it a worse place because they openly and actively repress every attempt to move society forward. The bureaucrats fear the unknown and prefer to regress into bigger and worse fortresses. They fear the kinds of change which the student protestors are demanding. This fear of change, or misoneism, must be overcome in order to liberate ourselves from the deadly national security disease. This disease has swept through the university system and corrupted our efforts to research, teach, and finally to produce an alternative to the military industrial complex.
Misoneism or the fear of change is the enemy of intellectual freedom. One part of a statement from the People for a Socially Responsible University says about the fight for academic freedom that:

The administration is not fulfilling its responsibility to secure non-military sources of funding. Instead, it uses the state budget crisis as an excuse to follow the agenda embodied in the Tsongas plan by forcing faculty members to prostitute themselves for the Department of Defense. There is no academic freedom when sources of funding involve obligations to provide research that must be appropriate for military applications as dictated by the Mansfield amendment [which requires that all DOD funded research have military uses]. Furthermore, academic freedom is not limited to the rights of faculty members but includes the rights of students to determine the course and content of their education.

An example of how the fear of change, misoneism, manifests itself in the university system is the developments with the Future Studies Program within the UMass School of Education. Future Studies was started in 1969 as part of the innovative education curriculum that was being introduced throughout the USA and indeed, in most universities in the world. According to Bob Baker in The Green Paper, "The Program was based on the premise that education had to become future-oriented if it was to offer viable solutions to the problems of society." The problems of society are more dangerous than at any other time in history. We seem to be at a crossroads: either we go over the edge to extinction or we collect our wisdom and knowledge to create a good civilization (a neotopia). If we are to survive, U.S. education must reject the status quo and outdated definitions of national security. We must adopt policies which demand risk-taking and courage.

Future Studies, the only doctorate program of its kind in North America, takes an interdisciplinary approach to research. It allows the individual to follow her or his own path of intuition and interest to formulate theories on alternative visions for the future. Not only do futurists describe things as they are, and as they are developing, but they also propose how things ought to be (and ought not to be). Margaret Mead suggested that every university ought to have a Chair of the Future. The professor in this capacity would carefully research and direct the path of university growth and development. Through imagining alternative futures, present actions can be taken to avoid disaster and to create positive change. Future Studies should be helping to guide the university's research efforts.

In 1973 and again in 1975 the Future Studies program sponsored the Toward Tomorrow Fairs. In 1978 it sponsored the Learning Tomorrows conference which brought hundreds of people to the university to consider innovative ideas in technology. In 1980 the inventor and philosopher Buckminster Fuller was the keynote speaker in the annual conference of the education section of the World Future Society. He spoke on Unlearning the 20th Century as part of an event organized by the Future Studies students. In 1988 the Future Studies program sponsored a lecture and workshop by the innovative architect and city planner, Paolo Soleri.

Program strangled by bureaucrats

It is clear that the Future Studies program has been successful. However, the administration of UMass has been trying to kill the program by refusing to fulfill its promises of hiring a futurist as program director. Now the Massachusetts state budget crisis has dealt the final blow to the Future Studies program. This year the teaching assistantship for the only course in which undergraduates were exposed to this unique and innovative program was eliminated. Even though there were seventeen pre-registered students for the Introduction to Future Studies class, Dean Conti, Vice Chancellor for Research and Dean of the Graduate School; refused to grant a graduate student a tuition waiver as payment for teaching the class. Consequently, the course was cancelled.

Dean Haring-Hidore, the new head of the School of Education at UMass; has forbidden us to recruit new students into the program, even though we have had many inquiries. People from as far away as Poland have expressed interest in joining the program. Dean Haring-Hidore has different plans for the School of Education. He intends to change its present focus from giving teacher certification to giving emphasis to graduate research. Does it make sense then to destroy an internationally known program that has been research oriented for twenty years?
Future Studies

Because the of knowledge I gained through watching the death of Future Studies at UMass Amherst, and learning that in the 1980s Department of Defense fundings as risen twenty-fold to over $13 million a year; I became outraged with university administrators. I am outraged at their lack of good judgement and ethical understanding. How can they refuse to fund the Future Studies program which is researching peaceful alternative futures, and at the same time accept millions of dollars for military death research?

Dean Conti threatens graduate students

About ten minutes to 5:00 p.m. on April 25th, 1989, inside Memorial Hall after the police passed out copies of the picketing code; Dean Conti addressed all the graduate students. He said that any graduate student arrested would be immediately suspended from school and would be fired from any Teaching Assistantship they held. Conti did not allow for any questions or dialogue with students.

According to the UMass student newspaper, The Collegian, one graduate student remained in Memorial Hall and was arrested. He refused to accept the administration’s moral and economic threats. The graduate student who had the courage and lived his beliefs with conviction has now been denied the right to continue his education. He took a stand against inhuman research and now is barred from further graduate study at UMass.

When will our administrators join the people for a socially responsible university? When will they begin to make UMass an honest, decent and forward place to go to school. When will the administrators at UMass stop allowing this public institution to be a puppet and perpetrator of the military industrial complex?

A mere rite of spring?

Jay Allain

In his poignant closing statement to a middle class jury at the Northampton trial versus the CIA during April 1989, Abbie Hoffman offered a bleak critique of today’s youth: "Young people are detached from history, the planet and most important, from the future." While Hoffman’s occupation of a building at the University of Massachusetts was ultimately vindicated by the not guilty verdict of the trial, his lament for the youth may have contributed to his death. He killed himself while immobilized in depression due perhaps to the widespread lethargy that afflicts the nation and indeed, its future leaders. And as people concerned about our future, people who Thoreau called "a wise minority," we are no strangers to that terrible distress that sometimes ensues when we survey our world. What is to be done?

One struggles on with the knowledge that Salvadoran students and workers, the populations of much of Latin America, South Africa, the Philippines and the 36 million poor in this country face even harsher prospects. As a Maryknoll priest once observed, "For the poor in this country and elsewhere, World War III has already begun."

In a country starved for heroic greatness, few would omit Dr. Martin Luther King Jr., as a genuine giant. Yet even as we were warned by Orwell in Nineteen Eighty-four of the system’s penchant for rewriting history, we find that Dr. King is often construed as safe. He is presented as traditionally, conservatively religious. He is offered up essentially as a reformist. This revising of reality is in contrast to the Dr. King in evidence in the years just prior to his death, a death the CIA may in fact have orchestrated. King was clearly a person increasingly outraged by the institutionalized injustice that the capitalist system legitimizes. And seeing the machinery of death funnel throngs of the working poor, especially Blacks and Hispanics, on the frontlines to fight people of color similarly oppressed, Dr. King refused to remain silent. He spoke up in the face of cautions that the arduous gains of the Civil Rights Movement could be jeopardized by his wholesale critique. And he knew of the discouragement, "the agonizing loneliness of the pioneer,"
that sometimes afflicts us. To the cry of the downtrodden, King posed us these questions. His questions challenge complacency and our very belief in the legitimacy of our government: "Shall we say the odds are too great? Shall we tell them the struggle is too hard? Will our message be that the forces of American life militate against their arrival as full men?"

Who among us is unfamiliar with the terrible psychic costs of existence in modern U.S. society? Indeed, self-censorship, the suppression of idealism and solidarity, tolerance of violence - these seem necessary for survival itself. Presciently, Orwell noted in 1948 that state control and Newspeak were exacting a formidable toll, not only in the ostensibly socialist countries but here: "We are living in a world in which it is virtually impossible to be honest and remain alive."

For a swelling chorus of us however, our suppressed rage can no longer be endured. The militarization of UMass, one of the few remaining bastions of radical thought, is too bitter a pill. To remain spectators of the deepening embrace of the military-industrial-academic complex, as "good" Germans did in the 1930s - is to be complicit.

And so, six days after a brave leading edge of seven dissidents was violently plucked from the science lab they were occupying, a group of protestors almost forty strong, took command of Memorial Hall at the University of Massachusetts - Amherst campus. They held the building until a massive force of repression intervened to sanitize the school of a frightful disease: aroused students and their supporters within the building.

It is written that 'without vision the people perish.' Perhaps most ominous about Reagan's legacy has been his skill at constricting the ability we possess to envision alternatives to our current socioeconomic system. Colleges conspire unwittingly in this lobotomization of the imagination by channeling students down narrow job-oriented paths. Who will tell them there are no jobs? Twenty-seven children per day die of poverty in this country. Who will tell them that daily 23,000 workers lose their jobs? Who dares shatter the comforting silence, an illusory condition which can only be maintained by massive indoctrination, groupthink and the unwillingness to risk anything?

Now the very pulse of revolution courses in our veins and beneath our feet. Daunting obstacles lie ahead. But in a swelling cadre of activists at UMass, one feels the stuff of true revolt. There is commitment, intelligence and caring. Intentionally eschewing formal leadership per so, the seeds for mutual validation, empowerment and unrelenting outreach are present.

The times, indeed our very beings, insist that the sound of hope be heard. Let us together continue to make that sound, "a joyful noise," so that all may hear. Although Abbie never entered the promised land on earth, we may.

Jay Allain
Further reflections on the Memorial Hall occupation

Jay Allain

Memorial Hall was occupied on Monday, April 24, 1989. One of the more intriguing aspects of the recent mobilization of student power is the richness of revolutionary analysis stimulated by such acts. To the accepted tenet that 'the personal is political,' one adds 'and the academic-analytical capacity becomes integral.'

While the task of being a change agent in contemporary U.S. society is an essential one; it places unusual demands upon the dissident. No one needs to be reminded of the toll that burnout takes on us. Confronting what Noam Chomsky has termed "a remarkably effective ideological system" in an ongoing praxis often has wrenching implications for the activist. Relationships, career visions, indeed actually physical survival are all implicated. But through acts of empowerment and citizen and student assertion, the everyday angst that accompanies our calling is transcended and, for at least a brilliant moment, grows superfluous. Or, as Dave Dellinger explains, one must reflect on "the power of force without violence to wrench concessions from the establishment that weaken the system's mystical authority and strengthen the self confidence of the people."

How might analysis enhance our quest to transform social reality? To begin with, our recent mobilization proves that the stuff of top academic discourse and writing is not an arid exercise in utopian thought. As such, quality communication can help us frame the issues, recognize the historic hopes and flaws that have accompanied praxis, while validating that which is fresh and potent in our current movement. At their best, activism and education form a synergistic bond. We need each other. Revolutionary behavior grows enriched and more effective and sustainable with genuine analysis. Concepts themselves come to leave the realm of sterility and become inflamed with the dissenting energy of the unique period.

Even human relationships assume a new coloration. Somehow, at least potentially, they become more dynamic and more loving. Yes, there is often the suppressed anger which accompanies reclaiming one's legitimate rights, and the ascent of leadership may stifle self realization. The recent occupation gave witness to both the profound longing for community and solidarity. This witness is in opposition to a pernicious status quo, societally, on campus and even within relationships. And the power forged within such spontaneous assemblies is unmistakable. Gandhi himself often noted that the strength of nonviolent action, satyagraha, was most intimately linked not to the numbers involved but to the quality of the action. And what is quality but depth of commitment, preparation (both personally and organizationally) and ongoing solidarity and sympathy with one's comrades. Dr. King's phrase for the new coalitions fighting human degradation, "the beloved community," speaks to a bonding that is profoundly different, and more genuine, than the mesmerized and heart breaking social reality that Madison Avenue moguls insist we internalize. To the prevailing rubric of false consciousness "I consume, therefore I am," a hearty band has forged new meaning: "To risk in the cause of humanity is to be alive." Stephen Biko distilled tomes of psychological treatises in one phrase: "You are alive and proud or you are dead." As the forces of anti-life swell within the world, frequently lead by the technological monster residing within our society and our campuses, we must confront a profound dilemma: how far am I, and we, willing to go to achieve our legitimate demands? The lures of social validation - top student, future professional, a "good" daughter or son even - stand as imposing sentinels before the gates of a new world - a realm where human needs take precedence over "Playing the game" and "preparing to meet the faces that you meet," (T.S. Eliot). We have the capacity to shape the Zeitgeist, the Spirit of our time. We can potentially imbue it with a hope and idealism and solidarity which an increasingly sophisticated Establishment, a high-tech, commercially-crazed Mammon denies is possible. To native son Henry David Thoreau's remark, "all recognize the right of revolution when the tyranny and inefficiency of the state have become great and unendurable." In one voice we are responding Yes. And in a world of No's, what force can stop a principled, caring and informed Yes wholeheartedly hollered by a swelling multitude? Once again the students are the vanguard. We must go forward together.
Jay Allain is a 1973 graduate of UMass-Amherst and has been involved in three sit-ins there since 1985. He writes and works in the local community as a janitor.

Living life

Charles Lenchner

The overwhelming majority of the Memorial Hall occupiers were white. The same can be said for the protesters outside supporting us. This should not be the case. The military, which we are trying to get off campus, is the enemy of third worlders in the U.S. and abroad.

The cutbacks from which our university suffers are a direct result of the misplaced priorities our government has set. The military is using funds which could have been used for education. The cutbacks are affecting black and third world youth more than white youth. Therefore the cutbacks in education funding must be seen in the context of the racist preservation of inequalities in our society. At the same time large numbers of Afro American and Latino youth are choosing to serve in the military because of lack of alternative choices for paying the cost of higher education. More and more youth, especially black and third world youth, are forced to use the military through National Guard programs, ROTC and the GI bill in order to fund their education.

The same military that is eating away at educational opportunities, that is engaged in military research on campus, that is forcing disadvantaged youth into it’s ranks; this same military is responsible for securing the Yankee domination over third world countries. These connections must be vigorously publicized.

Our aim is not simply to attract Afro American and other third world youth to our anti pentagon struggle. That would be a disgusting form of tokenism. Our aim must be to educate ourselves about the connections between the institutionalized racism the U.S. perpetuates at home and abroad, and the function of the Department of Defence in the context of the imperialist policies of the USA.
We must make an effort to listen to Afro Americans and other people of color, even if they do not choose to join in our current movement. We should be soliciting their advice and comments at all times. The relationship between the white left and the radical Afro American movement has not, historically, been an equal one. It is our duty to change this. The connections pointed to before make this struggle particularly apt for introducing such a change.

Advanced capitalist societies have a defence mechanism against unwanted change. It is based on ordinary people following a false imitation of life. The people are left powerless, in this attempt to imitate the false imitation. This analysis is most obvious in the media. Television's heroes, villains and commentators, and the messages put forward by advertising are false and urge imitation. How can we break down this defence mechanism of advanced capitalism? How can we make the transformation from observing life to living it?

A basic revolutionary premise is that social and political struggle is not only conducted for the benefit of winning a particular victory. It is also pursued for its own sake. Conducting struggle serves to radicalize new individuals and new segments of the population.

My involvement the People for a Socially Responsible University (PSRU) began on the day of the Memorial Hall occupation, April 24th, 198[1]. I know that seven students had previously been arrested for the I;MI SL lab takeover and that a protest was scheduled for 12:00, because of the posters that appeared all over campus. I figured, sure I'll attend. I had some spare time. I ate lunch unhurriedly, and at 12:30 moseyed on down towards Whitmore.

I saw the crown of protesters by the Student Union Building and heard a speech winding down. Some friends waved to me and I joined them. I was surprised by the number of people. We walked towards Whitmore but at Memorial Hall some one shouted 'occupy, occupy!' and at that moment, things changed. Watching Life had become Living It for me.

Before the occupation I was sort of depressed, alike I usually am. I miss my pre-university home, family and friends. Often, feelings of not belonging would assail me. I felt that my life in general and my studies in particular were not my own. All that I have been doing I am doing because I am not free to do what I would like to do.

The above paragraph is the sort that palm readers, graphologists and psychiatrists are familiar with. Almost everyone would agree with that statement some of the time. In expressing those thoughts, I am not being unique or revealing. I am expressing those thoughts in order to contrast them with the ones I had during the occupation and subsequent arrests.

During the occupation, I felt like I was using the responsibility I have for my actions in a real way. I felt truly free. I felt a sense of belonging and community that I have only known a few times in my life. I felt like I was being myself. I gave and received affection in a freer way than is socially acceptable, in a real way. This is precisely the difference between the fear, isolation and alienation of everyday life and the living energy and community of revolutionary struggle.

I will back up what is being said with examples. An acquaintance of mine shared her uncertainty with me about getting arrested. During the time of the occupation I introduced her to another woman who was planning on getting arrested. I talked to her about it. I held her hand and hugged her and rubbed her back from time to time. During the tense moments before the arrest I stayed with her and held her hand. The significance is in the breakdown of "normal" relations. It was very important for me to be and feel human to and with someone else. No one had shared their feelings and fears and come to me for support since I left home.

Except for with very close friends, we are not often human, warm and naturally supportive of one another. The revolution must break down the barriers between one another. What good will a radical transformation of
the economic foundations of society be, if citizen joe and citizen jane still can't relate to each other?

The occupation of Memorial Hall succeeded in this respect, at least from my perspective. There was tension between some people. I didn't like everyone there and so on. Nonetheless, a giant step had been made towards showing ourselves the potential within us for a better society. This is the real significance of the occupation as I see it. No new theories were advanced. No great knowledge was learned. We did make great strides in learning about ourselves and about how to overcome alienation.