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SDS PLANS FOR AMERICA'S  
HIGH SCHOOLS

REPORT

BY THE

COMMITTEE ON INTERNAL SECURITY  
HOUSE OF REPRESENTATIVES  
NINETY-FIRST CONGRESS  
FIRST SESSION



(INCLUDING INDEX)

Prepared and released by the Committee on Internal Security

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COMMITTEE ON INTERNAL SECURITY  
UNITED STATES HOUSE OF REPRESENTATIVES  
(91st Congress, 1st Session)

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(II)

CONTENTS

	Page
Foreword.....	1
Report.....	3
Appendix.....	13
Index.....	i

(III)

The House Committee on Internal Security is a standing committee of the House of Representatives, constituted as such by the rules of the House, adopted pursuant to Article I, section 5, of the Constitution of the United States which authorizes the House to determine the rules of its proceedings.

RULES ADOPTED BY THE 91ST CONGRESS

House Resolution 7, January 3, 1969, as amended by House Resolution 89, February 18, 1969

RESOLUTION

Resolved, That the Rules of the House of Representatives of the 90th Congress, together with all applicable provisions of the Legislative Reorganization Act of 1946, as amended, be, and they are hereby adopted as the Rules of the House of Representatives of the 91st Congress \* \* \*

\* \* \* \* \*

RULE X

STANDING COMMITTEES

1. There shall be elected by the House, at the commencement of each Congress,

\* \* \* \* \*

(k) Committee on Internal Security, to consist of nine Members.

\* \* \* \* \*

RULE XI

POWERS AND DUTIES OF COMMITTEES

\* \* \* \* \*

11. Committee on Internal Security.

(a) Communist and other subversive activities affecting the internal security of the United States.

(b) The Committee on Internal Security, acting as a whole or by subcommittee, is authorized to make investigations from time to time of (1) the extent, character, objectives, and activities within the United States of organizations or groups, whether of foreign or domestic origin, their members, agents, and affiliates, which seek to establish, or assist in the establishment of, a totalitarian dictatorship within the United States, or to overthrow or alter, or assist in the overthrow or alteration of, the form of government of the United States or of any State thereof, by force, violence, treachery, espionage, sabotage, insurrection, or any unlawful means, (2) the extent, character, objectives, and activities within the United States of organizations or groups, their members, agents, and affiliates, which incite or employ acts of force, violence, terrorism, or any unlawful means, to obstruct or oppose the lawful authority of the Government of the United States in the execution of any law or policy affecting the internal security of the United States, and (3) all other questions, including the administration and execution of any law of the United States, or any portion of law, relating to the foregoing that would aid the Congress or any committee of the House in any necessary remedial legislation.

The Committee on Internal Security shall report to the House (or to the Clerk of the House if the House is not in session) the results of any such investigation, together with such recommendations as it deems advisable.

For the purpose of any such investigation, the Committee on Internal Security, or any subcommittee thereof, is authorized to sit and act at such times and places within the United States, whether the House is in session, has recessed, or has adjourned, to hold such hearings, and to require, by subpoena or otherwise, the attendance and testimony of such witnesses and the production of such books, records, correspondence, memorandums, papers, and documents, as it deems

necessary. Subpenas may be issued under the signature of the chairman of the committee or any subcommittee, or by any member designated by any such chairman, and may be served by any person designated by any such chairman or member.

\* \* \* \* \*

28. To assist the House in appraising the administration of the laws and in developing such amendments or related legislation as it may deem necessary, each standing committee of the House shall exercise continuous watchfulness of the execution by the administrative agencies concerned of any laws, the subject matter of which is within the jurisdiction of such committee; and, for that purpose, shall study all pertinent reports and data submitted to the House by the agencies in the executive branch of the Government.

\* \* \* \* \*

## FOREWORD

The Committee on Internal Security in the course of its current investigation and hearings into the involvement of the Students for a Democratic Society (SDS) in revolutionary violence has received evidence that this organization has greatly intensified its efforts to establish a foothold in the high schools of our Nation.

What is the basic SDS philosophy? What are its aims and purposes? Why does the SDS want to recruit high school students? What is the SDS blueprint for the radicalization of high school students? What success has SDS had in organizing high school students? What is the nature of the SDS threat to our high schools? What positive action can be taken to thwart the SDS threat to our high schools? Some answers to these and other questions regarding the high school operations of the SDS are reviewed in this committee report.

There is a parallel to be drawn between the attitudes of SDS activists and the well-known attitudes of Fascists and Communists. Each believes the end justifies the means. They are militant, arrogant, and intolerant toward those who do not believe entirely as they do. They have little or no faith in the democratic process, and their views on legitimate authority and the rule of law are uniformly negative.

Those who now rally to the support of the SDS can be under no illusions. The issues are clear. The aims of the SDS were spelled out in an SDS position paper printed in June 1969: "The goal is the destruction of US imperialism and the achievement of a classless world: world communism." Those are the views of the leadership of SDS. They are not necessarily the views or objectives of many of the thousands of SDS members. But if such goals can be advocated by those who are leading some of our college and university students, certainly we cannot afford to ignore or underestimate the potential of SDS efforts directed at our high schools. This committee report offers a basis for understanding the philosophy of SDS and its manifested determination to develop a revolutionary consciousness in the youth of our Nation.

RICHARD H. ICHORD, *Chairman.*

DECEMBER 12, 1969.

## SDS PLANS FOR AMERICA'S HIGH SCHOOLS

Students for a Democratic Society (SDS) is an organization of militants known for its revolutionary activities. It has established its identity with growing violence and lawlessness. Members of the SDS take great delight in desecrating the American flag and disparaging American institutions. By its own declarations it adheres to Marxist-Leninist concepts, and a portion of SDS members now pays homage to the "thoughts" of Mao Tse-tung. Many Americans find SDS statements, stances, and deeds bewildering. For that reason, it is important that all citizens, particularly educators, be made fully aware of the insidious nature of the SDS and its current plans to win over high school students.

### BASIC CONCEPTS

Basic to SDS is the idea that contemporary American society is corrupt, evil, and oppressive—and must be destroyed. To reform it, they insist, to change it for the better, is impossible. SDS says our Nation's system of government and traditional values must be destroyed.

As for certain minority struggles against the U.S., the 1969 convention of SDS in Chicago declared:

We support the struggles of the black and Latin colonies within the U.S. for national liberation, and we recognize those nations' rights to self-determination (including the right to political secession, if they desire it).<sup>1</sup>

With respect to international relationships, the same convention declared:

We support the struggle for national liberation of the people of South Vietnam, led by the National Liberation Front and the South Vietnamese Provisional Revolutionary Government. We also support the Democratic Republic of Vietnam, led by President Ho Chi Minh, as well as the Democratic Republic of China, the People's Republics of Korea and Albania, and the Republic of Cuba, all waging fierce struggles against U.S. imperialism. We support the right of all peoples to pick up the gun to free themselves from the brutal rule of U.S. imperialism.<sup>2</sup>

The full impact of the threat which this movement poses to our national stability and security becomes more evident when viewed in the light of what SDS has wrought in the last 5 years in terms of property damage totaling millions of dollars; in requiring the calling out of Federal troops, National Guard units, and police forces across the Nation to meet SDS planned and sponsored student disorders, and the massive way in which SDS has given the world the impression that young America hates everything in our free society.

Many of the SDS leaders have publicly declared themselves to be revolutionaries dedicated to the Marxist-Leninist ideology. For example, Mark Rudd, William Ayers, and Jeffrey Carl (Jeff) Jones,

<sup>1</sup> *New Left Notes*, vol. 4, No. 23, June 25, 1969, p. 1 (published by SDS National Office, 1608 West Madison St., Chicago, Ill.)

<sup>2</sup> *Ibid.*

leading national officers of the SDS, publicly identified themselves as revolutionary communists during a televised interview over station WJW-TV in Cleveland, Ohio, on August 30, 1969. The transcript of this televised interview was made an exhibit in the SDS hearings held before the House Committee on Internal Security on October 30, 1969.

The June 18, 1969, issue of the official SDS publication, *New Left Notes*, sets out, in a position paper, the goals of Rudd, Jones, and Ayers:

The goal is the destruction of US imperialism and the achievement of a classless world: world communism.

#### AIMS AND PURPOSES

Never before in this country has there been such a determined effort by young people to destroy established authority. SDS has made it emphatically clear that mere change and revision are not its objectives. Armed with a long list of "non-negotiable" demands, it has as its immediate goal to wreck our educational system. On June 18, SDS said in *New Left Notes*—

it is crucial not to build consciousness only around specific issues \* \* \* but to use these issues to build toward the general consciousness that the schools should be shut down. \* \* \*

The long-range objective of SDS, as reported in *New Left Notes*, is, in effect, to serve as an initiator and nucleus of a revolutionary youth movement which would grow and build support among other elements of the population for an eventual violent revolution with Communist goals.

In this connection, new directions were charted for SDS at the December 1968 SDS National Council meeting. A regional SDS publication entitled *NOTES FROM MAGGIE'S FARM* described the new strategy this way:

That strategy has been called "Toward a Revolutionary Youth Movement." It has correctly identified SDS primarily as a student organization, isolated from the masses of American people on elite university campuses. And, it has called for SDS to become more than it is: to transform itself, in the only organic way open to it, from a student movement into a working class youth movement.<sup>3</sup>

The same publication announced:

This summer, the Ohio Region of SDS is calling for summer programs in three cities: Akron, Cleveland, and Columbus. \* \* \*

Jeff Jones, SDS national interorganizational secretary, asserted in *New Left Notes* on July 8, 1969, that part of the SDS strategy and program for the months ahead would involve working to expand into "working class high schools, community colleges, neighborhoods, and shops."

Thus, *SDS leaders feel they have found a new outlet in high schools for SDS militancy*. In nearly a score of States since the fall semester began, high schools have become the staging area for the spread of SDS revolutionary philosophy.

SDS leaders have boasted that, starting out from almost zero some 7 years ago, the group currently has some 40,000 adherents. However, *New Left Notes* has commented that the members of SDS

<sup>3</sup> "Investigation of Students for a Democratic Society, Part 2 (Kent State University)," hearings before Committee on Internal Security, U.S. House of Representatives, June 24-25, 1969, p. 628—Committee Exhibit No. 22.

who are in high schools are the most underrepresented group in the organization. The publication suggested that a high school organizer would be able to make high school members much more than just peripherally involved in the affairs of the SDS and in this manner could begin to help build a more nearly solid high school movement.

#### BLUEPRINT FOR RADICALIZATION

The SDS has a blueprint for radicalization of high school students. Distributed in high schools throughout the country in 1968 under the title "HIGH SCHOOL REFORM: toward a student movement," the publication states:

Even acts like the starting of trash can fires and the pulling of fire alarms are actually forms of protest directed at the school as it is now constituted. Not only the militant defense of hair and clothing styles against administrative attack, but the adoption of such styles themselves, as a part of the hippy culture on the high school campus, indicates a general disgust with the values and attitudes that our generation has been force-fed.

\* \* \* \* \*

Our first task, then, is to show the students that we are on their side, and have many of the same concerns they do. One method is to begin agitation around issues students are already concerned about. We should be in the forefront of any student protest against administrative action. \* \* \* [Emphasis in original.]

A national SDS high school policy was promulgated in late 1968, at an SDS National Council meeting in Boulder, Colo., where a special "high school resolution" was passed. The resolution declared that high schools only prepare students for life in a "sick" society. It pointed out that—

the school cannot change to the extent we want unless we change the system which uses it [therefore], we will organize in the high schools to move students to overthrow that system \* \* \*.

The resolution called for: (1) the hiring of a national high school coordinator, (2) regional organizations and local chapters of the SDS to make high school organizing a large part of their program, and (3) the national circulation of an underground paper currently being published by the Los Angeles High School chapter of the SDS.

An SDS "Organizers' Manual for the Spring Offensive" in 1969 contains the following information:

It has become clear within the last year or so that high school organizing—particularly in working class high schools—is of vital importance to the development of our movement. High schools are almost uniformly like prisons: they teach nothing but the crudest versions of bourgeois ideology, impose offensive disciplinary rules, spending most of their energy keeping kids off the streets while waiting to enter the job market or the army. Further, high school students are rebelling with greater and greater frequency, and make the possibility of cross-city and working class youth movements much more possible.<sup>4</sup>

The manual cites specific examples of alleged militarization in high schools—the draft and recruiter assemblies and the tracking system.

Another source provides a little publicized account which helps explain SDS concentration on "working-class" high school students. In July of 1969 a delegation of SDS leaders, including Bernardine Rae Dohrn, member of the national interim committee of SDS; Kathie Boudin of the SDS national action staff; and Dianne Maria Donghi, Theodore (Ted) Gold, Eleanor Stein Raskin, and Howard Jefferson

<sup>4</sup> *Ibid.*, p. 609—Committee Exhibit No. 15.

(Jeff) Melish of New York's SDS organization, were part of a larger delegation of Americans who went to Cuba to meet with Viet Cong and North Vietnamese representatives.

In a special "Vietnam Supplement" to *New Left Notes* published after that visit, Vietnamese advice on the best type of recruit for the SDS was quoted:

At the meeting in Cuba with the PRG [Provisional Revolutionary Government of South Vietnam, basically consisting of elements of the Viet Cong], Van Ba (head of the PRG delegation) told us: "When you go into a city, look for the person who fights hardest against the cops. THAT'S the one you talk all night with. Don't look for the one who says the best thing. Look for the one who fights."

SDS CLAIMS TO SUCCESS

In hearings held October 20-22, 1969, testimony brought out that the SDS, following a planned program to build a fighting cadre among high school youths, established three communes in Columbus, Ohio, during the summer of 1969.

SDS pursued a program of attempting to talk to and recruit high school students engaged in summer sessions and to incite and inflame teenagers on the street. The SDS activities in the high schools, essentially consisting of passing out SDS literature and talking with students, were conducted before classes in the morning, during lunch breaks, and after classes in the afternoon. On July 15, 1969, obscenities were painted on the walls of five Columbus high schools.

*New Left Notes* of August 1, 1969, printed the text of the leaflet passed out by SDS'ers following the outbreak of rioting in Columbus. The violence in Columbus was described in the leaflet as "part of a world-wide revolution against big businessmen and the government (U.S.) they own" and as "a PEOPLE'S WAR OF LIBERATION." "And we must aid them and others who are rebelling, in any way we can," the leaflet declared.

Testimony before the committee, October 20, 1969, also summed up SDS activity with teenagers at a playground.

Two teenagers from Columbus confirmed for the committee that SDS activists had advocated theft, arson, and bombings, as well as the killing of policemen. The SDS members had initiated such discussions with youths of high school age in July 1969 at a school recreation area popular with teenagers. Lured by an offer of free beer and a gun display, the youngsters even brought along their friends for a second meeting and another dose of SDS propaganda. The teenagers were told that if they would organize with SDS, the SDS would provide them with guns and teach them to kill "pigs" (police officers).<sup>5</sup>

Further testimony from a Columbus policeman provided added details:

Mr. ROMINES.<sup>6</sup> Mr. Hilton,<sup>7</sup> as a juvenile officer in this particular area, did you have occasion to talk with any of the juveniles who were contacted by the SDS members?

Mr. HILTON. I did.

Mr. ROMINES. What did the juveniles tell you?

Mr. HILTON. The juveniles advised me that the SDS members were talking to them about the big businessmen in Columbus, namely, Lazarus and the Wolfes.

Mr. ROMINES. What is Lazarus?

<sup>5</sup> Testimony of Roy Sims and James Yantis, Oct. 20, 1969, before House Committee on Internal Security.

<sup>6</sup> Stephen H. Romines, assistant counsel, Committee on Internal Security.

<sup>7</sup> Roger Hilton, Columbus, Ohio, juvenile bureau, Columbus Police Dept.

Mr. HILTON. Lazarus is a large department store in downtown Columbus. Mr. ROMINES. And Wolfes?

Mr. HILTON. Are the owners of the *Columbus Dispatch*. They stated that these were the kind of people who were making it tough on the teenagers, that they had all the money and were cheating the teenagers from the money and the jobs they should have, and they also contemplated the burning down of Lazarus Department Store.

Mr. ROMINES. Who is "they"?

Mr. HILTON. SDS members.

Mr. ROMINES. Did they actually advocate to the teenagers burning down the store?

Mr. HILTON. They did.

Mr. ROMINES. Did they advocate anything else?

Mr. HILTON. Advocated going into Upper Arlington.

Mr. ROMINES. What is that?

Mr. HILTON. This is a suburb of Columbus of the high income bracket. And stealing from these residences, and from the people there, to gain money to support their movement.

Mr. ROMINES. Let me ask you this question, Mr. Hilton: What was their expressed attitude toward the police department?

Mr. HILTON. The attitude toward the police department was commonly referred to as pigs. They did advocate violence toward the police department, the mayor, and the safety director. They did advocate killing police officers. They did state that they would get the teenagers weapons and these weapons were to be used to kill pigs, or the police.

Stephen Wosary, assistant principal of the Garfield High School in Akron, Ohio, testified before the committee on October 23, 1969, regarding an incident to show just how SDS operated on the high school level during the summer school session:

Mr. WOSARY. At approximately 11:40 a.m. (July 22, 1969) the school and classrooms were entered by outsiders who disrupted the normal school day's proceedings.

Mr. ROMINES. Approximately how many outsiders were there, Mr. Wosary?

Mr. WOSARY. Approximately 10.

Mr. ROMINES. Did they all enter one room or did they enter different rooms?

Mr. WOSARY. They entered different classrooms.

Mr. ROMINES. Did each one enter a different classroom?

Mr. WOSARY. It appears that they did, yes.

Mr. ROMINES. What did they do when they entered the classrooms?

Mr. WOSARY. Generally upon entering the classrooms they began to inform the students or invite the students out of the classroom out into the streets and in most instances began going up and down the aisles, distributing literature to the students.

Mr. ROMINES. Did these outsiders have permission to be in the classrooms?

Mr. WOSARY. No, they did not.

\* \* \* \* \*

Mr. ROMINES. As a result of these SDS'ers' coming into your high school, what action did you take?

Mr. WOSARY. Upon being notified that they were in the classroom, I proceeded to the nearest classroom to my office where I found the young man delivering what amounted to a speech and distributing the literature that I mentioned.

I asked him to leave the classroom and told him he was trespassing. I indicated that his presence would only be tolerated if he had a visitor's permit.

Mr. ROMINES. Did he leave?

Mr. WOSARY. No.

Mr. ROMINES. Did any of them leave when they were requested?

Mr. WOSARY. No.

Mr. ROMINES. Under what circumstances did they eventually leave?

Mr. WOSARY. At approximately 11:50 I began to dismiss the various classes. I went from room to room dismissing classes.

Mr. ROMINES. After you dismissed classes, did the students then leave?

Mr. WOSARY. Yes, the students enrolled in the summer school left in a very orderly fashion and they were immediately followed and joined by the people who identified themselves as SDS members.

SDS held a summer orientation program in Detroit on May 30-June 1, 1969. Of seven females who were identified in committee hearings as being present, four were identified as participants in a subsequent summer disturbance at a school in a suburb of Detroit (Macomb County Community College) and two in a disturbance at South Hills High School in Pittsburgh.

Gerald Joseph Hankus, associate professor of sociology at Macomb County Community College in Warren, Mich., in the suburbs of Detroit, related to the committee on October 28 that on July 31, 1969, he was giving an exam to about 30 students, including adults, who were taking a special summer course in sociology.

Mr. Hankus recounted how he was sitting at the back of the class grading papers, but the front door to the classroom was open to allow fresh air to circulate through the room. At approximately 11 o'clock, about 10 girls—not students at Macomb—marched into the room suddenly, chanting "study, hate, kill, work" and some SDS slogans. They moved in a circular fashion at the head of the class and then halted to allow each of their number to deliver a brief harangue about the alleged oppression of women and black people. Mr. Hankus said they seemed particularly concerned about the supposed denial of women's rights and one of the older adult students taking the course—a Mr. Michael Nuss, who had been employed for over 30 years at the Chrysler plant—took exception to these remarks, contending: "I have seen your type before in the factory. You people are trouble-makers."

He was standing at his desk, and the militants pushed him roughly back into his seat. Mr. Hankus sought to go out the front door to enlist help, but the girls pushed his desk to block his exit, and the demonstrators jumped on top of the desk to prevent his climbing over it. Mr. Hankus then managed to slip out the rear door to call the campus police.

Another witness before the committee, Eric B. Latos, described the scene from the point of view of one of the students taking the exam:

Mr. LATOS. \* \* \* We were taking a final examination in the classroom and we were working away, and all of a sudden these girls came in and started marching around with the flag and started passing out the different pamphlets.

At first I paid absolutely no attention to them at all because my mind was on the final examination and I didn't care less about these girls coming in.

But after, I would say, a couple minutes, I did have to look up since they were making so much noise and I paid attention to what they were saying and the obscenities that they were shouting.

Then they got in front of the classroom and they had little speeches that they all had prepared. Mr. Nuss is the one that got pushed down at first when this one young lady said that there was inequality of women and the like, and he got rather upset about this, and I really can't blame him.

He got up and voiced his own opinion. After he was pushed down I said, "Don't you have any respect for your elders?" since he had to be at least three times as old as these young ladies were. They told me to shut up.

I said, "I am taking a final examination, and everyone else is in this room, and I feel that this final examination is more important than what you have to say. If you want to come back later, fine, but we all want to take this final examination right now and would you please leave?"

They said, "School does not mean anything, you don't learn anything here." They used a few other obscenities. At this moment I got up and tried to go out the front door of the classroom.

Well, as Mr. Hankus already told you, they had a table there, but I tried to get out and that is when a whole bunch of these girls jumped on top of me and everything and a little commotion occurred at this time, but I finally got away and got out the back.

I didn't know that Mr. Hankus had gotten out, and while I was going to get help he was coming back with help.

That sort of sums up what happened in a few words.

Mr. SANDERS.<sup>8</sup> Did you receive any injury in this scuffle?

Mr. LATOS. Well, as was previously stated, I got bitten and kicked and hit and the like, but it was not anything really to get excited about except for the bite.

Mr. SANDERS. Did you receive medical treatment?

Mr. LATOS. Yes, I did.

Mr. SANDERS. What was that?

Mr. LATOS. I got a tetanus shot for it. I probably should have gotten a rabies shot, but at the time I really didn't think of it. But since I didn't flinch or anything or the like later, I just sort of forgot about it.

Another example of outside influence was noted in a recent high school disturbance at Pittsburgh, Pa. On September 8, 1969, 26 out-of-town females of college age were arrested in a melee at South Hills High School. It is noteworthy that two of the individuals arrested had been at the previously mentioned Detroit summer orientation, and three of them had been participants in the Macomb County Community College disruption. It is interesting to note that one of the 26 arrested has also been identified as the SDS member who opened the gas company account for one of the communes in Columbus during the summer.

The South Hills High School disorder was mapped by a group of attendees at the SDS Midwest National Action Conference and National Interim Committee meeting held in East Cleveland, Ohio, August 29 through September 1, 1969. One person in attendance gave the others a description of the disruption at the Macomb County Community College.

Dr. James R. Johnston, principal of South Hills High School in Pittsburgh, told the committee that on the first regular school day, September 4, 1969, a number of slogans were written across the doors of the school such as "The VC Will Win," "Ho Lives," "October 8-11," "SDS," etc. The slogans had been sprayed on the sandstone of the school building in red paint, making it nearly impossible to remove them.

During the committee's hearing of October 30, 1969, committee counsel asked if anything else happened that day:

Mr. JOHNSTON. At approximately noon a teacher came into my office and said that there was some sort of a demonstration going on out in the street, that a group was marching down the street distributing pamphlets of some sort. I left my office and went immediately to the outside of the building—

\* \* \* \* \*

Mr. JOHNSTON. I moved to the street and I saw out on the street, on the sidewalks, the remnants of pamphlets that evidently had been distributed by this group of which the teacher spoke. \* \* \*

\* \* \* \* \*

Mr. JOHNSTON. I saw the literature all over the place, and as I started back into the office to see if I could notify some authorities, a group of approximately 10 or 12 girls came marching down.

Mr. ROMINES. Were these all females?

Mr. JOHNSTON. They were all females, all dressed in similar attire.

Mr. ROMINES. What was the attire?

Mr. JOHNSTON. They had sweatshirts and slacks with the exception of one girl, and I took particular notice of her. She had an army shirt on that was unbuttoned, and she had nothing under it.

<sup>8</sup> Donald G. Sanders, chief counsel, Committee on Internal Security.



I saw these girls walking arm in arm down the middle of the street. They had red rags tied on their left or their right arm. I can't recall. They crossed over in front of me. I asked them what they were doing, and they refused to answer.

Mr. ROMINES. As they walked down the street were they chanting at all, Doctor?

Mr. JOHNSTON. No, not this group. The preceding group that the teacher had seen were chanting, she had reported to me.

Mr. ROMINES. Do you know what the preceding group had been chanting?

Mr. JOHNSTON. Out in the street something about "Ho Lives," and "Join us." Let's see. "Let's Break Jail."

Mr. ROMINES. There were two groups of girls, is that correct?

Mr. JOHNSTON. That is correct.

Mr. ROMINES. What happened next, Dr. Johnston?

Mr. JOHNSTON. I went on upstairs to inform the local police, No. 8 station. When I called them he said to me, "You're about number 14 to report this incident." So I said, "All right, let's get the police down here and have these people removed." Then I went back onto the street and at this moment I ran into my vice principal, Al Fascetti, who had just chased this first contingent of girls out of one of our lower hallways.

Mr. ROMINES. So the first group had actually entered your school?

Mr. JOHNSTON. The first group had entered the school, they had burst their way through a door which was guarded by a teacher who, I am sorry to say, was teaching his first day of school—burst through the door, went running through the hallway yelling, "Jail break, let's close down the school," and in running through lifted up their blouses or their T-shirts exposing bare breasts.

Mr. ROMINES. Do you know the approximate size of that group?

Mr. JOHNSTON. I would imagine that in that first contingent there must have been 20 to 25.

Mr. ROMINES. All female?

Mr. JOHNSTON. All females.

One of our men coaches stepped in front of one of the girls in an effort to stop her, and she hauled off and socked him right in the jaw. With the help of a few other coaches, the vice principal, and several teachers, they were shoved outside the building onto another street that parallels the first street that they marched down. This is Harwood Street.

Mr. ROMINES. Did the two groups then perhaps converge?

Mr. JOHNSTON. The two groups then converged on Harwood Street, and Mr. Fascetti and I and a few other teachers went out of the building and onto Harwood Street, and there we saw one of the girls standing on top of a car, ranting and raving at our students.

Mr. ROMINES. Do you remember what she was ranting and raving about, what she said?

Mr. JOHNSTON. Just briefly I caught snatches of her conversation, because I felt that my job was more as a buffer between our several hundred students who were outside at that time and the SDS membership. I did hear "Power to the People," something about women's liberation. Also references to the People's Republic, references also to "Join us October 8 to 11 in Chicago."

At that time a police car—actually, it was a police ambulance—had pulled up alongside the car on which this girl was standing. The SDS membership, all the girls, were surrounding this car. The police ambulance had pulled up alongside the car and there were two policemen. They were stationed between the ambulance and the automobile. One of our students said, "They have a Viet Cong flag, let's get it."

Mr. JOHNSTON. \* \* \* So two boys grabbed the flag from the girls who were carrying it.

The girls then attempted to get the flag back. By that time it was a little late, it was ripped to shreds.

The policeman who was closest stepped in between my two boys and the SDS girls, and with this the entire membership of SDS descended upon the policeman.

Mr. ROMINES. Now approximately how many? These would still be all females?

Mr. JOHNSTON. They were all females.

Mr. ROMINES. Approximately how many descended on the policeman?

Mr. JOHNSTON. There must have been very close to 50 all surrounding this car, and when they descended upon the policeman of course they came from both sides of the car and they wedged the policeman between their own vehicle and this automobile.

\* \* \* \* \*

Mr. JOHNSTON. \* \* \* They were clawing, scratching, kicking, screaming, aiming for the eyes. I know that I have read things about how well they are trained in karate. I saw no karate; I saw a typical female fighting, biting, scratching, kicking.

#### UNDERGROUND PRESS

A number of underground newspapers have appeared at many high schools across the Nation. For the most part, the central theme which pervades these papers is a criticism of the "establishment," government, school administration, law enforcement, the draft, and the Vietnam war. Also featured are obscene photographs and stories, as well as announcements of interest to hallucinatory drugusers. Believing newspapers to be effective vehicles for agitation, the SDS encourages the establishment of underground papers at the high school level.

#### NATURE OF SDS THREAT

The high schools in the United States are clearly targeted by the radical left, and particularly SDS, for "activism." High schools are recognized as the recruiting grounds for future college radical activists. In the examples brought to the attention of the committee, it was indicated that, in terms of recruiting new members among high school age youth, SDS so far has been unsuccessful. But in its attempts at temporary disruption of classroom and schoolyard activity, SDS has been most successful. For this reason, educators must be alert to the potential of SDS in fomenting trouble.

For the immature young high school students the advent of the SDS activists in their school may provide a new and different outlet for excitement. SDS does not hesitate to take advantage of these teenagers, for they are enthusiastic workers and a source of needed "bodies" to join in SDS-sponsored demonstrations. Interviews with some of those young people hint they are not fully aware of why they are demonstrating and do not realize the deeper, more serious implications of what they are doing. The ability of the SDS activists to seize upon items of discontent and to fan the sparks of discontent into actual violence presents a clear and present danger.

#### WHAT POSITIVE ACTION CAN BE TAKEN TO THWART SDS THREAT?

The militancy of the SDS student movement makes it incumbent on educators to understand the exploitation of student power. If a very small percentage of students mobilize that power, they can bring the operation of any educational institution to a grinding halt. Moreover, there exists in many communities a nonstudent minority which may align itself with students if the situation reaches crisis proportions.

The frequent success which SDS has achieved in exploiting discontent on college campuses makes it imperative that high school authorities be prepared to meet varying degrees of disruptive dissension, protest, demonstrations, and even violent disorder. School authorities

should consider formulating a program in advance to serve as a guide for handling techniques of leafleting, sit-ins, rallies, marching, chanting, disruption of assemblies, invasion of classrooms, and painting of slogans. Officials should resolve in advance such problems as the identities of teachers or administrators who will have authority to assess the severity of the incident, who will be authorized to issue an order or instruction to the dissidents, what must be said under various circumstances, what measures will be effected in the event of non-compliance, initiation of disciplinary procedures, and at what stage the assistance of law enforcement authorities will be sought and by whom. It is most advantageous to work out local solutions to these matters by consultations between school officials and police, prosecutors and judicial authorities on the municipal, county, or State level.

Teachers and administrators must develop a closer rapport with the student body and endeavor to be more responsive to legitimate complaints and grievances. But, equally important, school officials must be prepared to wield firm and effective authority in dealing with young activists who seek to create chaos in our educational system.

Long ago the protest methods of SDS exceeded the bounds of legitimate and orderly dissent. SDS has now developed to the point where it is a virulent force which threatens the traditional values and institutions of our democratic society. Because of the dedicated commitment of SDS activists to the use of direct action and violence in attaining their objectives, it can be expected that efforts will be intensified to win recruits of high school age, and increasingly hostile efforts will be exerted to "shut down" the high schools of our Nation.

## FACTIONALISM WITHIN SDS

To recognize and comprehend SDS activities fully, it is important to understand the factional groupings within the organization. At present, it manifests itself frequently as three organizations.

On June 22, 1969, SDS broke into two factions near the conclusion of its national convention at Chicago. One group, the Maoist-oriented Progressive Labor Party (PLP) faction headed by John Pennington, established its headquarters in Boston, Mass. The second group, the Revolutionary Youth Movement (RYM), remained in Chicago and took over the SDS national office. The RYM itself divided into two factions, RYM I or Weatherman faction headed by National Secretary Mark Rudd, and RYM II headed by former National Secretary Michael Klonsky. RYM II claimed that the Weatherman's street-fighting tactics would alienate rather than attract the masses of supporters needed for the success of any revolutionary movement. RYM II advocated recruiting working youth and eventually even older workers by a strategy in which SDS showed an interest in the day-to-day grievances of black and white workers and joined with them in "united front" demonstrations and strikes to improve their conditions. The PLP faction of SDS also advocated patient efforts to recruit worker support, but proposed that SDS remain basically a student organization having an "alliance" with workers beginning with those employed on college campuses.

Some of the recent high school disorders have been engineered by the Weatherman faction of the SDS.<sup>1</sup> Weatherman gets its name from a line in a Bob Dylan song called "Subterranean Homesick Blues"—"You don't need a weatherman to know which way the wind blows." Its members are among the most militant of the SDS factions. The SDS Weatherman faction argues that a worldwide revolution is already in progress among colonized people and among blacks in this country. In order to support such a revolution, the Weatherman faction contends, a revolution must be waged at home and a potential revolutionary class lies in alienated property-less high school youths, most affected by the draft and "jail-like" schools. Industrial workers are dismissed by the Weatherman faction as hopelessly bigoted and college students as inherently middle class. To win high school students to their cause, the Weatherman faction indicates it believes it is vital to prove it is not composed of timid intellectuals.

In this connection, the SDS Weatherman faction planned a massive demonstration for the Chicago area during the period of October 8-11, 1969, designed to "bring the war home." Among the plans made for this period was a "jailbreak" theme to be used on October 10 to gain support for the demonstrations from high school students.<sup>2</sup> However, this planned high school "jailbreak" theme never materialized because on the first day of the demonstrations, October 8, the Chicago police arrested a substantial number of the SDS Weatherman faction for their participation in violent activity in downtown Chicago.

<sup>1</sup> Hearings Oct. 20-22, 28-30, 1969, Committee on Internal Security.

<sup>2</sup> From *New Left Notes* reference for Oct. 8-11 demonstrations: as an "offensive against the schools. The action will be some(wh)ug around the idea of a 'jailbreak' \* \* \*." Committee Exhibit No. 43, Oct. 20, 1969, Hearings, Committee on Internal Security.

INDEX

INDIVIDUALS

	A	Page
Ayers, William.....		3, 4
	B	
Boudin, Kathie.....		5
	D	
Dohrn, Bernardine Rae.....		5
Donghi, Dianne Maria.....		5
Dylan, Bob.....		13
	F	
Fascetti, Al (Alfred).....		10
	G	
Gold, Theodore (Ted).....		5
	H	
Hankus, Gerald Joseph.....		8, 9
Hilton, Roger.....		6, 7
Ho Chi Minh.....		3
	J	
Jones, Jeffrey Carl (Jeff).....		3, 4
Johnston, James R.....		9-11
	K	
Klonksy, Michael.....		13
	L	
Latos, Eric B.....		8, 9
	M	
Mao Tse-tung.....		3
Melish, Howard Jefferson (Jeff).....		5, 6
Melish, Jeff. (See Melish, Howard Jefferson.)		
	N	
Nuss, Michael.....		8
	P	
Pennington, John.....		13
	R	
Raskin, Eleanor Stein.....		5
Romines, Stephen H.....		6, 7, 9, 10
Rudd, Mark.....		3, 13
	S	
Sanders, Donald G.....		9
Sims, Roy.....		6
	V	
Van Ba.....		6

	W	Page
Wolfe.....		6, 7
Wosary, Stephen.....		7
	Y	
Yantis, James.....		6
	ORGANIZATIONS	
	A	
Albania, Government of: People's Republic of Albania.....		3
	C	
China, Government of: People's Republic of China.....		3 <sup>1</sup>
Cuba, Government of: Republic of Cuba.....		3
	D	
Democratic Republic of China. ( <i>See</i> entry under China, Government of.)		
Democratic Republic of Vietnam (D.R.V.). ( <i>See</i> entry under Vietnam, Government of.)		
	G	
Garfield High School (Akron, Ohio).....		7
	K	
Korea, Government of: People's (Democratic) Republic of Korea.....		3
	M	
Macomb County Community College (Warren, Mich.).....		8, 9
	N	
National Front for the Liberation of South Vietnam.....		3
National Liberation Front. ( <i>See</i> National Front for the Liberation of South Vietnam.)		
	P	
PLP faction. ( <i>See</i> Students for a Democratic Society, Progressive Labor Party faction.)		
PRG. ( <i>See</i> Vietnam, Government of, Provisional Revolutionary Government of South Vietnam.)		
People's (Democratic) Republic of Korea. ( <i>See</i> entry under Korea, Government of.)		
People's Republic of Albania. ( <i>See</i> entry under Albania, Government of.)		
Progressive Labor Party (PLP) faction. ( <i>See</i> entry under Students for a Democratic Society.)		
Provisional Revolutionary Government of South Vietnam (PRG). ( <i>See</i> entry under Vietnam, Government of.)		
	R	
RYM. ( <i>See</i> Students for a Democratic Society, Revolutionary Youth Movement.)		
RYM I (Weatherman faction). ( <i>See</i> entry under Students for a Democratic Society, Revolutionary Youth Movement.)		
RYM II. ( <i>See</i> entry under Students for a Democratic Society, Revolutionary Youth Movement.)		
Republic of Cuba. ( <i>See</i> entry under Cuba, Government of.)		

<sup>1</sup> Appears as "Democratic Republic of China" in this reference.

	S	Page
SDS. ( <i>See</i> Students for a Democratic Society.)		
South Hills High School (Pittsburgh, Pa.).....		8, 9
Students for a Democratic Society (SDS).....		1-13
Los Angeles High School chapter.....		5
Midwest National Action Conference.....		9
National Council.....		4, 5
National Interim Committee.....		5, 9
New York.....		6
Ohio region.....		4
Progressive Labor Party (PLP) faction.....		13
Revolutionary Youth Movement (RYM).....		13
RYM I (Weatherman faction).....		13
RYM II.....		13
	V	
Vietnam, Government of: Democratic Republic of Vietnam (D.R.V.).....		3
Provisional Revolutionary Government of South Vietnam (PRG).....		3, 6
	W	
WJW-TV (Cleveland, Ohio).....		4
Weatherman faction (RYM I). ( <i>See</i> entry under Students for a Democratic Society, Revolutionary Youth Movement (RYM).)		
	PUBLICATIONS	
	N	
New Left Notes.....		4, 6
Notes from Maggie's Farm.....		4
	O	
Organizers' Manual for the Spring Offensive.....		5

○