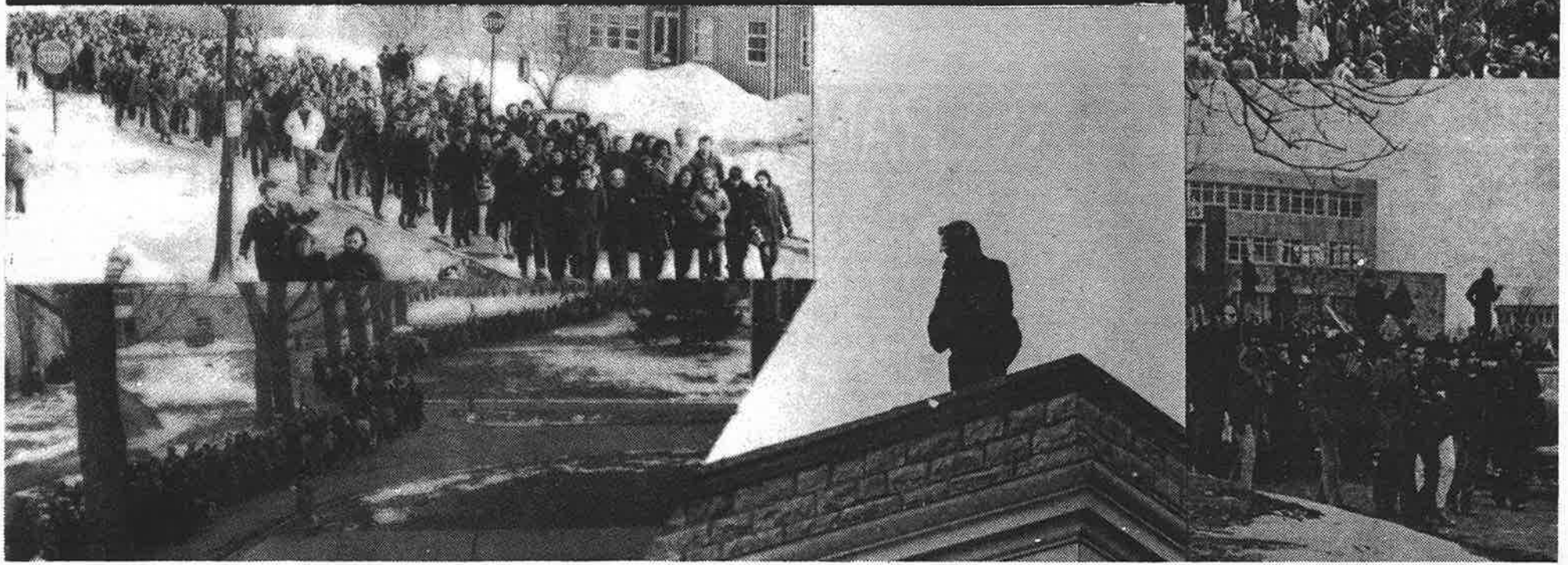


Activist

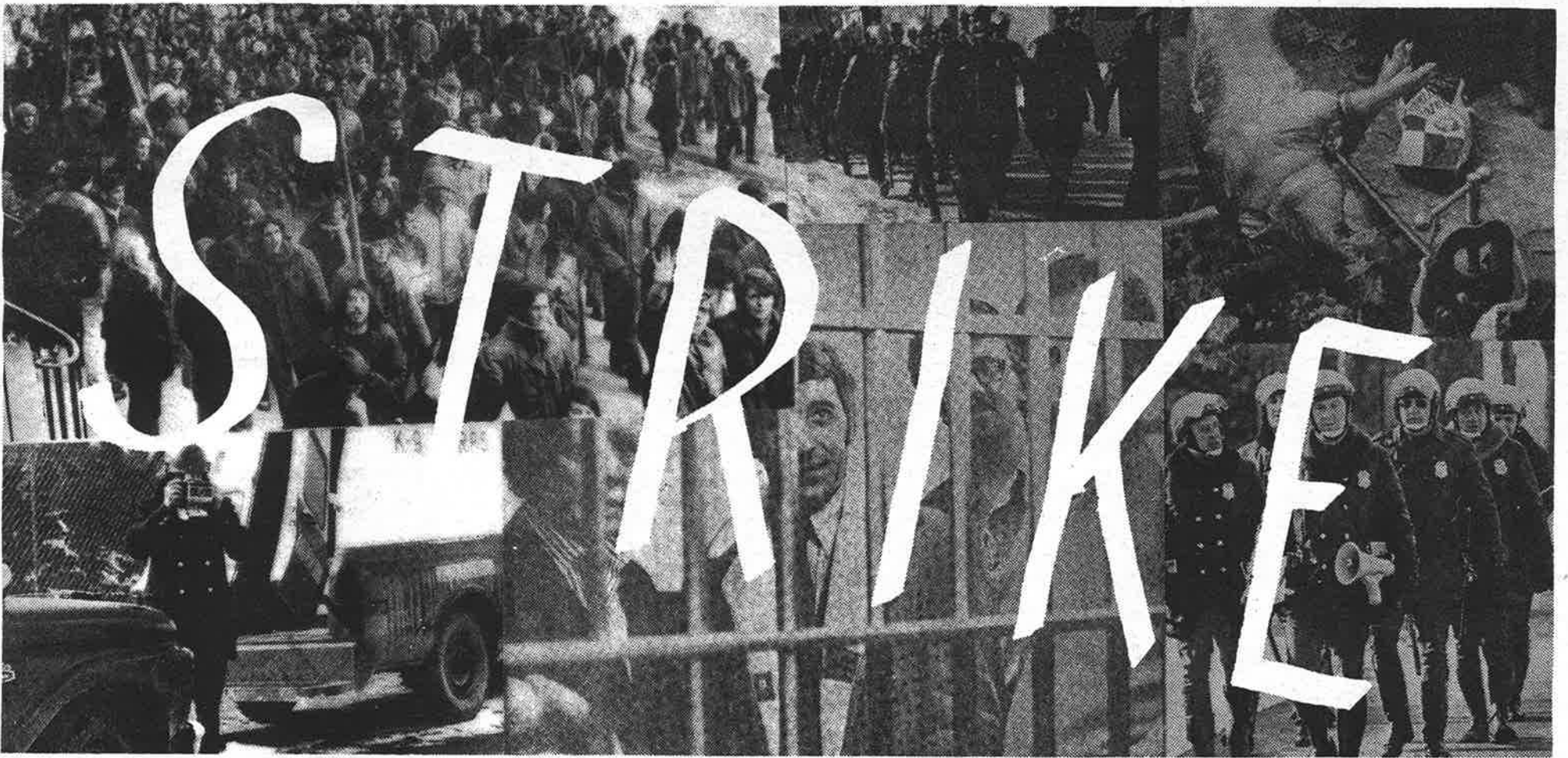
Special Issue

March 26, 1970

Newspaper of Buffalo YOUTH AGAINST WAR and FASCISM



A MONTH OF REBELLION



UNIVERSITY OF BUFFALO



THE STORY OF THE REBELLION

The campus of the State University in Buffalo has been a virtual battleground for a whole month. The grievances of the students reflect the most poisonous aspects of capitalist society as a whole: racism and militarism. In trying to free the campus of these evils, the students, Black and white, have found themselves up against the direct violence of the bourgeois state. To meet this violence, we have been forced to devise a militant strategy and tactics and broaden the struggle to merge with the issues that affect the oppressed people of the city.

The struggle was begun by the Black athletes, who have been systematically discriminated against in grades, scholarships and the managing of the athletic program. On a Tuesday night in mid-February, the Black athletes boycotted and disrupted a basketball game to draw attention to their demands. The game was cancelled, but the next day another was scheduled, and while a large number of students were in Norton Union discussing what to do, the campus pigs attacked the meeting, followed shortly by an invasion of 35 members of the city's Tactical Patrol Unit (TPU).

The result was a brutal, club-swinging melee by the police right in the student union. Heads were cracked, the lounge furniture was busted up and the pigs ran wild. They must have figured that a massive display of force would nip the protest in the bud.

But then they tried to leave the building with a few arrested students in tow. Outside was a crowd of several thousand infuriated students. To get to their squad cars, the cops had to break through this cordon. A three-hour battle ensued, with the students

throwing whatever came to hand—ice, snow, rocks, bottles. At the end, it was ten pigs and two students in the hospital.

The battle lines were now drawn for a serious and prolonged struggle. But how serious wasn't clear yet.

More cops—more resistance

On the next day, Thursday, the administration tried to retrieve victory from the previous night's defeat by sending in more cops. But we were ready for them. Anger at the viciousness of the University and the pigs for the brutality in Norton Union boiled over at a demonstration of two thousand, and it was decided to move to the Administration Building (Hayes Hall) and then the office of the campus security police. Both buildings were thoroughly trashed. The station wagons of the campus pigs were destroyed (one by ramming it against the side of the building) before one group split to the site of Project Themis, a "research" program in underwater warfare slated to be built on campus for the Navy.

This time a generator was blown up and a truck burned before the mass of students turned their attention to the pigs themselves.

Behind their riot helmets and shields, their clubs, mace and walkie-talkies, these cops were sweating because they knew they were really outnumbered. One group of about 55—mixed campus and city TPU—were spotted near the gymnasium. An escort of about 500 students backed them clean across the campus to Winspear Avenue.

Another group of 100 TPU and sheriff's deputies tried to move in from the Main Street side. They were soon an embattled enclave surrounded by sev-

eral thousand booing adversaries. Twice they tried to gain a beachhead, and twice they were run off. By Thursday night, the campus was liberated.

The feeling of elation was tempered with the knowledge that the pigs would be back unless we got organized. Nobody wanted bullshit; meetings concentrated on getting the action together. Friday morning saw pickets at the main buildings at 7:30 a.m. The school came to a grinding halt.

Administration tries the injunction

The weekend was spent organizing for the strike that had already begun in fact. The University, hoping against hope that somehow everything would die down, decided to cancel Monday's classes, and call a convocation. But the convocation fizzled and 3500 instead voted for a strike in the gymnasium.

Faced with a united and militant student body, the University (fronting for the ruling class) turned to a tactic it had used last year—the court injunction. Now these young rebels would know they were invoking the wrath of the state! A black-robed judge signed the order that was to put God, country, flag and the students back in the classroom.

But we had taken on the naked force of the state already, and weren't impressed by a piece of paper that was a mere threat. The strike went on. Hayes Hall was closed. Somehow the drains became plugged and all the water in the building turned on. The administration offices were flooded.

Twenty people were suspended by the University (four turned out not to be enrolled in any classes and one hadn't been in Buffalo for four months). The strike went on.

Despite the suspensions, the next few days were pretty quiet on campus. The strike was extremely effective and building. While there was a hard core of several hundred militants who were most active, support was growing among the so-far uncommitted.

Because of the seeming calm, many of the students felt that it would be impossible for the Administration to try anything at this point. But it was the position of YAWF, received with disbelief by most of the students, that the University had to polarize the campus and attempt to behead the movement. We predicted that this could mean police intervention.

It came even sooner than we had anticipated. On Sunday, March 8, 400 cops were called onto campus by the Acting President, Peter Regan. There was an immediate response: 5000 students and faculty marched in a peaceful, moderate protest. It was a shock reaction. After the week and a half of a pig-free campus, it seemed incredible that the Univer-

Who runs U.B.?

Police have invaded the campus of the State University at Buffalo. Who called them in? Who decided that demonstrating students should be clubbed, maced, and beaten?

The Trustees of the State University system are the rulers of Buffalo, New York State and the U.S. They had a meeting while the strike was in full swing with Nelson Rockefeller, oil billionaire, virtual owner of the country of Venezuela and, incidentally, the Governor of New York. At the meeting were such notables as:

Mrs. Maurice Moore, Chairman of the Board of Trustees of the State University. She is also a director of Pennsylvania Glass & Sand, with investments in Panama, and, through a merger with IT&T, holdings in Chile and large orders for U.S. Army equipment; Chemical Bank; and General Dynamics, which gets over \$30 million a year in Navy orders.

Charles Diebold, a director of Manufacturers Traders & Trust.

Manley Fleishmann, a director of American Airlines.

Samuel Hansman, a director of Long Island Lighting, which is a trustee of First National City Bank.

George L. Pinman, a director of IBM and a special counsel to the Rockefeller brothers.

Clifton W. Phalens, a director of Kennecott Copper; First National City Bank; and Marine Midland Trust.

John A. Roosevelt, a director of the Crescent Corporation, a top member of the American Legion, and a financier who has been cited for "repeated and flagrant" violations of the Securities and Exchange Commission regulations.

These are the "educators" who run the State University system. They are supplemented in Buffalo by the UB Councillors, a clique of the local ruling class which includes Seymour Knox, Chairman of the Councillors and a director of Marine Midland Trust; Woolworth (which has been the target of many protests against discriminatory hiring practices); Niagara Shares Corporation (a holding company with shares in IBM, Dow Chemical, Marine Midland, First National City and Standard Oil); and Penn Central Railroad.

They met, according to Assemblyman John B. Lis, "to find some due process of law to eliminate the radicals—and that includes some of the faculty—one by one from the University of Buffalo."

Our enemies are the biggest capitalists. They admit they intend to destroy us. Let's fight them in a serious, disciplined and sustained struggle. We will win!





sity would open up a massive occupation.

There were still those who underestimated the reactionary character of Regan and the ruling class. They thought that the police occupation was a blunder; it would merely put new life into the strike. And it was true that this was the first reaction.

But Regan was also lining up the conservative majority of the faculty behind him. The following Thursday, the Faculty Senate met. Many students felt that the faculty had to repudiate the police occupation, even if only for liberal reasons. They were wrong. The faculty sold out under the gun and supported Regan's action. They bought his plan for "phased troop withdrawal"—Regan even admitted that his timetable was a secret—without a murmur about a credibility gap.

More than a campus struggle

This "setback" may have punctured the hopes of many, but they were illusions which had to be destroyed anyway. For many, they were replaced by a more realistic understanding of the struggle. We couldn't rely on the liberal faculty to get rid of the pigs. Only militant struggle, only a deepening and broadening of the tactics we had used to drive the pigs off campus in the first place, would be effective in the long run.

The University officials had a variety of tactics. Calling in the pigs was one; setting up a "Faculty-Student Peace Patrol" was another. Their announced role was to interpose themselves between the police and the students in any confrontation. But we recognized many right-wingers wearing the patrol's armbands, and saw this as just another method for the University to try to gain control of the situation—and break the strike. The Peace Patrol was later to be thoroughly exposed.

Another lesson had been driven home for a lot of people. This wasn't just another campus struggle. This wasn't an issue that involved just the local trustees and officials of the University in Buffalo. Our struggle had now become a major concern of some of the biggest imperialists in the country—Rockefeller among them.

The Establishment has big plans for UB—plans that have nothing to do with education or culture. The architect's blueprints have already been drawn up for the Amherst campus—a mammoth complex that would make Buffalo the biggest university in the East. It is a billion-dollar project; that means, a billion dollars for construction companies, real estate interests, and the various corporations that furnish all the necessary materials for such a gigantic undertaking.



WHAT THE STUDENTS WANT

- 1) the dropping of all past and pending disciplinary charges stemming from political demonstrations on campus, and the payment by the advocate's office of the money owed for contempt of student court
- 2) the complete and immediate abolition of ROTC on campus
- 3) the complete and immediate abolition of Themis and all other military research
- 4) the immediate removal of acting President Peter Regan
- 5) the immediate reinstatement of Professor Luigi Bianchi and Professor Jon Hamann
- 6) the demands of the students in Colleges A, E and F for the right to self-determination around the prospectus they have drawn up
- 7) support of the six demands of the Black Student Union concerning institutional racism at UB
- 8) the immediate and permanent removal of

all police and all other repressive institutional forces from this campus. We will actively and strongly support efforts by people in the communities on the local, state, national and international level to remove the existing repressive police forces (local police, National Guard, U.S. Army, etc.) from their communities so they can develop programs to democratically police themselves. So the demand is: police off the back of the world's people

9) support of the 8 demands of PODER concerning oppression and neglect of Third World people

10) institution of an open admissions policy at UB for all people of the general community wishing to attend

11) immediate lifting of the injunction under which the UB Administration and Judge Marshall have conspired to deny students their basic Constitutional rights.

The Black people of Buffalo have been fighting ever since these plans were unveiled to get Black workers hired in the construction of the new campus. If a major struggle could erupt, closing the campus down and driving the pigs off in a humiliating rout, with discrimination against Black athletes as the spark, what would happen when the question of the Amherst campus came to a head?

The stakes are too high for the banker-trustees to permit the ferment to go on unchecked. They had to hit us again, and harder than ever. Our job was to try to prepare the students for this, to be ready for the attack when it came.

Women, GIs spark struggles

A Women's Caucus, which embraced women from a broad political spectrum on campus, played an important role in the unfolding struggle. The women were inventive and bold in developing new tactical ideas; their unity as women, despite political differences, cut through the factionalism that plagued the movement as a whole. The Women's Caucus had a lot to do with keeping the struggle going at times when it seemed demoralization or fatigue were setting in.

The Faculty Senate had capitulated to Regan on a Thursday afternoon. That night YAWF had scheduled a meeting to hear three speakers from the American Servicemen's Union. It was a happy juncture of events. The students were mad: mad at the "liberal" faculty for caving in completely; mad at themselves for ever having pinned any hope on a lead balloon.

The ASU speakers—Ed Rader, John Cat and Don Sherman—laid down a great rap on the role the rank and file soldiers play, and how they are organizing all over the world against the war and the military system. A big audience turned out to hear them—about 1,500—and decided they weren't just going to present a list of anti-militarist demands to the University. What had to be done to get ROTC off campus, they'd do it themselves. And that night.

The crowd set out to trash the ROTC building—for the umpteenth time. ROTC makes officers, the kind that the speakers had been running down. Officers who drop napalm and white phosphorous on Vietnamese villages, officers who order massacres on the scale of My Lai, officers who throw enlisted men into the stockade for refusing to commit these crimes.

The battle with the cops lasted three hours. It started at ROTC, where the students burned an American flag in a bonfire. We got a snake dance going, and suddenly took off for Project Themis. By the time the pigs caught up, we were trashing the Administration Building, and by the time they got there, we were back at Themis again. The snake dance moved people quickly and in unison to the beat of: "Left, right, on strike, power to the people!"

Back at Hayes Hall for the second time that evening, a lot of the students got educated on the role of the "Peace Patrol." These "neutral" warriors were holding students for the police, radioing in our positions and pulling students off pigs. They were acting as stooges for the enemies of campus freedom, and the students began treating them as such.

The score after Thursday night's activities was: 35 cops injured, 22 students.

But it was only a week until school let out for the spring vacation, and things began to coast downhill. A student struggle is often at the mercy of such cyclical factors as exams, holidays and graduations. We knew the Administration would move to take advantage of the slack period coming up.

On Sunday, a group of liberal and radical faculty members staged a sit-in at Hayes Hall demanding the police off campus. Forty-six of them were arrested for criminal contempt—disobeying the injunction which had been in force but ineffective all this time.

Frame-ups and contempt charges

The next day, there were demonstrations of about a thousand people. The people who came out were beginning to have a long range view of the struggle. They were ready for tighter organization. We broke down into seven platoons and began some basic train-



K-Corps K-9 Corps

ing: marching forward, reversing, starting and stopping on command, forming into snake dances.

But only at rare moments in history do the consciousness and tactics of the people catch up to and surpass that of the rulers. We were finally getting around to working out the mechanics of fighting back in a disciplined, organized way—something the pigs had been taught to do years ago. But they had something up their sleeve that is as old as police repression.

That night Don Sherman, a Vietnam vet and one of the ASU speakers, and Dave Tannenhau of YAWF were arrested in a carefully laid police frame-up. They had a number of felonies thrown at them, including conspiracy to commit arson, possession of a dangerous weapon, riot and criminal mischief.

A third person arrested with them, Ron Evans, disappeared shortly after the arraignment and hasn't been heard from since.

That night, at 3:30 a.m., the pigs went to the home of Dan Bentivogli, Chairman of Buffalo YAWF, and arrested him on charges of criminal mischief and riot, a felony. At his arraignment, a Black supporter, Kevin Blackford, was arrested in the courtroom on the same charges.

Then on Thursday the 46 faculty members were arraigned and had criminal trespass added to the contempt charge. At the same time, a Supreme Court judge ordered six students to show cause why they shouldn't be charged with civil contempt for violation of the injunction.

The administrative tactic that YAWF had predicted weeks ago was being followed to the letter. There was a clear division between the reactionaries and the Left, the campus and the city were polarized and the government was working furiously to put strike leaders in jail while the students were home on vacation. The ruling classes' obvious vendetta against YAWF and the American Servicemen's Union was made crystal clear in this latest witch-hunt.

As in all frame-ups, however, the political nature of this repressive system becomes more and more apparent to larger sections of the working class and the oppressed communities. The aim of the bourgeoisie is to break the strike and conservatize the campus and it is the job of all the progressive forces, both on the campuses and in the communities, to seize the time in self-defense and organize an even greater struggle to fight the repression.

THE ACTIVIST **buffalo** **YAWF**

March 26, 1970

Send Mail To: THE ACTIVIST

YOUTH AGAINST WAR AND FASCISM

BOX M, NORTON UNION

SUNY AT BUFFALO

BUFFALO, N.Y. 14214

Name _____

Address _____

City _____ State _____ Zip _____

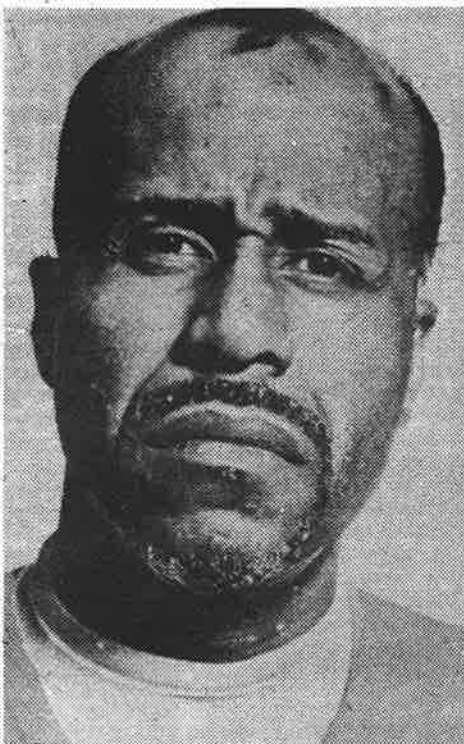
\$3.00 for 12 issues

education had in the Congo: to train a new generation of workers. Period. The jobs in Buffalo's plants require a little more knowhow than the backbreaking labor in the mines of the Congo, so a little more education is permitted.

History a weapon

But let the young Black students of Buffalo try to find out about their own humanity, about the history of their people, about the struggles of oppressed people in other parts of the world, about how to end that oppression, and the treatment is the same as that meted out by the Belgian colonial cops.

Martin Sostre is a man very much like those heroic Congolese teachers who risked being thrown in a dungeon in order to educate their people. Martin Sostre is in jail right now—serving 41 years—and his real crime is that he opened up an Afro-Asian Bookshop in the Black community of Buffalo. He is a teacher, a man who believes that books and knowledge are indispensable to the lib-



Martin Gonzales Sostre

eration of his people. Because he introduced those books and the ideas of the Black Panthers, Ho Chi Minh, Malcolm X and Kwame Nkrumah to the Black youth of Buffalo, Martin Sostre was framed-up, convicted by an all-white jury and a racist judge, and sentenced to 41 years.

"You can jail a revolutionary, but you can't jail the revolution," says Eldridge Cleaver. And the Black youth of Buffalo have said "Right on!" The ideas of self-determination for the Black community and liberation from white supremacy and oppression that Martin Sostre taught are now being fought for by the Black students.

Students go out in protest

Beginning two weeks ago, high school after high school went out in protest over the beating of a student at Genesee-Humboldt Junior HS by a white teacher. Last week, at least one school a day was closed, and the students fought battle after battle in the streets defending themselves from the pigs.

At the same time that the Black high school students were demonstrating for their demands, many of the white students were also hitting the bricks. Burgard—a Black and white vocational school—went out in solidarity with the University

of Buffalo struggle.

The authorities have tried to reimprison the students in the racist schools by attacking militant Black organizations. Last Thursday, the city got an injunction against BUILD and BAM (Black Action Movement). BUILD is a Black rights group led by militant nationalists. It has been involved in the struggle to get Black workers in on the construction of the new billion-dollar Amherst campus of the State University. BAM is made up largely of high school students, and has a 10-point program similar to that of the Black Panther Party.

The injunction prohibits members of these organizations from entering high schools, giving out leaflets to high school students, demonstrating at high schools, holding rallies, etc. Of course, when students are subjected to lectures and contests sponsored by the American Legion, which is so right-wing that its current campaign is to honor the butchers of the My Lai massacre, this isn't considered "dangerous" by the school authorities. But when Black students organize themselves and begin to make demands on the rulers, then they have about as much rights as the heroic students in the Congo who fought for their freedom from the colonial powers.

Injunctions-to gag oppressed

An injunction is a favorite weapon of the Establishment against workers on strike, civil rights movements and progressive causes in general. It was used by the University of Buffalo administration against the students last year, after militarism and racism on campus had been attacked by the students. The University got out another injunction this year to try and stop the current student strike, but the students have fought it by just continuing their struggle.

Since judges are almost always reactionary, it isn't difficult for the city or school authorities to get a judge to swear out a court order (or injunction) like the one against BUILD and BAM. Of course, this is directly unconstitutional, since it violates the students' rights of free speech, press, assembly—just about the whole Bill of Rights. But the only way the students are going to prove that they have these elementary human rights is if they use them—continue to organize as they have been doing.

The real issue in these high school struggles is the right of the Black people to self-determination and community control. They want to get rid of the racist teachers and curriculum, and construct an educational program that will serve the needs of the community.



Geraldine Robinson

In the Congo under Belgian colonial rule, education was compulsory for all African children—up to the third grade. After the third grade, it was illegal for an African to get an education. Underground schools that were organized by the rebellious Black people were ferreted out by the police. Teachers and students were arrested.

The purpose, of course, was to teach the Congolese people just enough about Belgian culture to make them efficient producers in the Belgian-owned mines, plantations, etc. But not enough to be able to run those mines on their own, realize the extent of their oppression and organize to end it.

Buffalo, New York is 4,000 miles away from the Congo. It has no mines, but it does have steel mills, auto plants, chemical plants and a variety of other hard and heavy industrial jobs. The owners of these plants aren't Belgian, but they are white and rich—and a lot of the workers are poor and Black—just like the Congo.

But there's another similarity, if you think about it. That is that a high school education in Buffalo has the basic purpose that a third-grade

MARTIN SOSTRE'S

AFRO-ASIAN BOOKSHOP in exile

FOR A GIFT THAT HELPS THE STRUGGLE

Norton Union, University of Buffalo