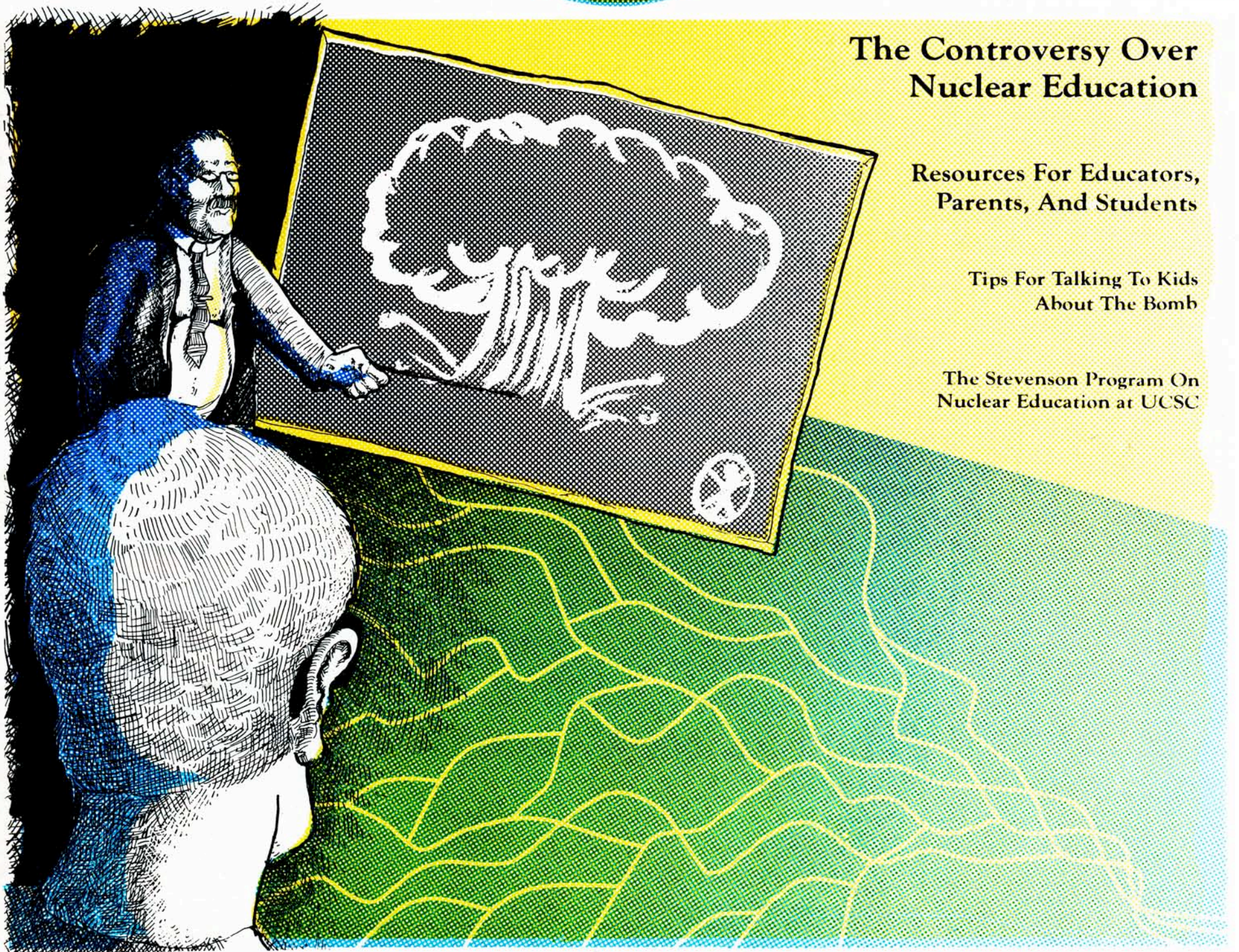


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MONTHLY PLANET

September 1985 Free

Volume 1, Number 7



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Editor: John Govsky
Planet Watch Editor: Igal Dahari
Hot Flashes Editor: Igal Dahari
Staff Writers: Terry Teitelbaum, Shelly D'Amour, Colleen DeLaney, Ted Lahti, Ronald A. Lampi, Debra Van Dusen, Igal Dahari, C. Alyson Leachmoore
Calendar: Lively Connections
Advertising Coordinator: Risa Krive
Cover: Todd Burlingame
Typography: ASAP
Layout: John Govsky
Production Staff: David Bodine, Christopher Williams, Terry Teitelbaum, Igal Dahari, Colleen DeLaney, Andrea Hammett, Ted Lahti, Anya Neher, Nadine Radford, Marie Marones
Typing: Anne Taylor
Proofreading: Ellen Ring, Anne Taylor
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THE FREEZE PROPOSAL

"To improve national and international security, the United States and the Soviet Union should stop the nuclear arms race. Specifically, they should adopt a mutual freeze on the testing, production and deployment of nuclear weapons and of missiles and new aircraft designed primarily to deliver nuclear weapons. This is an essential, verifiable first step towards lessening the risk of nuclear war and reducing the nuclear arsenals."

The Call to Halt the Arms Race
 Randall Forsberg, August 1980



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Freeze Hero



Photo: Terry Teitelbaum

Willy Strider raised over \$3,000 from sponsors in this year's Nuclear Freeze Walk-a-thon. Over 90 Freeze supporters walked on June 8 and raised over \$10,000 for the Santa Cruz Freeze.

GOOD-BYE JERRY!

The Santa Cruz Freeze Will Miss You.

Good Luck In Southern California!

The Nuclear Weapons Freeze Campaign

The Nuclear Weapons Freeze Campaign had its beginning in late 1979 when Randall Forsberg, director of the Institute for Defense and Disarmament Studies, drafted a paper — The Call to Halt the Nuclear Arms Race — and circulated it to a number of well-known arms control experts, directors of national organizations, and peace groups around the country. In less than a year, some thirty national organizations and hundreds of regional and local groups and individuals had endorsed the Freeze proposal and its goal of calling the U.S. and U.S.S.R. to stop the testing, production and deployment of nuclear weapons and missiles and new aircraft designed primarily to deliver nuclear weapons. This would be an essential, verifiable first step toward lessening the risk of nuclear war and reducing nuclear arsenals.

Since March of 1981, when the national campaign began, support for the Freeze has broadened and deepened. The Freeze has been endorsed by 370 city councils, 71 county councils and 446 town meetings. One or both houses of the legislatures in 23 states have passed freeze resolutions. More than 150 national and international organizations support the Freeze. In the fall of 1982, more than 30% of the American electorate had a chance to vote on the freeze in 10 states, the District of Columbia and 38 cities and counties. As of June, 1983, there have been 58 state and local freeze referendums; overall, 60% of those voting favored the Freeze. On May 4, 1983, the House of Representatives passed a Freeze resolution by a vote of 278-149, almost a two-to-one victory.

The Freeze Campaign is now active in all 50 states. It is broad-based and it is non-partisan. It includes both conservatives and liberals, young and old, whites and non-whites. While it has found an enthusiastic response in the halls of Congress, the Campaign is rooted in town halls, union halls and parish halls in hundreds of communities all across America. American citizens are demanding that the nuclear arms race be stopped and then reversed.

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Soviets Challenge U.S. To Stop Testing

By Terry Teitelbaum

"To make clear our good faith and solemn convictions on the matter, I now declare that the United States does not propose to conduct nuclear tests in the atmosphere so long as other states do not do so. We will not be the first to resume." With these words, President John F. Kennedy led the way to a negotiated Limited Test Ban Treaty (LTBT), signed in 1963. The LTBT forbids nuclear explosions in the air, underwater or in outer space. Since the ratification of the LTBT, neither the U.S. nor the Soviet Union has tested a nuclear weapon anywhere but underground.

Kennedy's bold initiative led to the elimination of one dangerous aspect of the nuclear arms race — atmospheric testing. It also showed the world that meaningful agreements can result from unilateral challenges offered in good faith, especially when such agreements are in the best interest of both sides.

Every U.S. President since Dwight D. Eisenhower, until Ronald Reagan took office, has sought a complete and total halt to nuclear weapons explosions. In 1980, President Reagan suspended Comprehensive Test Ban (CTB) Treaty negotiations and in 1982 his administration formally refused to resume further negotiations. A CTB would prohibit the explosion of nuclear weapons anywhere for any purpose. Now, the Soviet Union has announced a unilateral halt to all nuclear tests for five months.

On July 29, 1985 Soviet leader Mikhail Gorbachev declared, "Striving to facilitate the termination of the dangerous competition in building up nuclear arsenals and wishing to set a good example, the Soviet Union has decided to stop unilaterally any nuclear explosions starting from August 6 this year. We call on the Government of the United States to stop . . . its nuclear explosions."

This Soviet moratorium will remain in effect until January 1, 1986. The Soviets have expressed their intention to extend the

These efforts have been led by the Center for Defense Information (CDI), a Washington-based military research organization headed by retired flag and general officers. The message to these organizations from the Reagan administration has consistently been that a CTB would be impossible to verify and would harm U.S. security by weakening the deterrent force of our nuclear arsenals. The administration has dismissed the Soviet offer as a slick propaganda ploy.

The administration has claimed the Soviet Union recently completed an increasing

tion, national security and Soviet duplicity to be based on a distortion of the facts.

Secretary of State George Shultz claims that a ban on nuclear tests would be difficult to verify. However, in previous CTB negotiations, the Soviets have agreed to place American instruments on their territory and allow on-site inspections in case of questionable events. Retired Admiral Noel Gaylor has testified before Congress that, "We have made spectacular technical improvements in our ability to evaluate underground tests." A variety of methods exist to monitor nuclear tests, including global seismic stations and satellites with sophisticated detection devices. According to geophysicists Lynn Sykes and Jack Evernden, the technical means to verify tests and the Soviets' willingness to have on-site inspections show that "the problems of negotiating [a CTB] are overwhelmingly political rather than technical."

Verification issues aside, administration officials still feel it isn't in the interest of the U.S. to stop testing at this time. In a letter to CDI, Deputy Secretary of Defense Frank J. Gaffney, Jr. asserted, "... nuclear testing is indispensable to nuclear weapons development. Nuclear testing and a strong deterrent posture will remain inseparable." This assertion has been refuted by CDI's Rear Admiral Gene R. LaRoque, USN (Ret.) and Rear Admiral Eugene J. Carrol, Jr. USN (Ret.). They said, "This assertion does not comport with the obvious facts. . . The U.S. now has approximately 11,500 strategic warheads available to attack the

Every U.S. President since Dwight D. Eisenhower, until Ronald Reagan took office, has sought a complete and total halt to nuclear weapons explosions.

moratorium as long as the United States refrains from testing. This offer echoes President Kennedy's solemn commitment to slowing the nuclear arms race based on the "mutually deep interest in a just and genuine peace."

The response from the Reagan administration to any overtures for a test ban have been negative. Over 150 peace organizations began calling upon leaders of the two superpowers a year ago to halt the testing of all nuclear warheads by August 6, 1985.

cycle of nuclear tests and didn't need to test anymore, while the U.S. was in the middle of an important testing program. The President has countered the Soviet challenge by offering on-site inspection by the Soviet Union of a nuclear test at the Nevada Test Site.

While conceding the President's offer is a small step in the right direction, many military experts and scientists feel it is not enough. Furthermore, they consider the administration's concerns about verifica-

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History Of Efforts To End Nuclear Explosions

- 1954 Fallout from U.S. BRAVO test at the Bikini Atoll causes radiation casualties. Public awareness of testing health hazards increases.
- 1955 Nuclear-weapons states begin to consider limited nuclear tests, but no action is taken.
- 1958 Soviet-proposed nuclear explosions moratorium goes into effect.
- 1961 Nuclear testing, at a very high rate, resumes.
- 1963 Following American-proposed nuclear explosions moratorium, Limited test Ban Treaty, driving nuclear explosions underground, is signed and ratified.
- 1968 Non-Proliferation Treaty, which among other things urges an end to nuclear explosions, is signed, entering into force in 1970.
- 1974 Threshold Test Ban Treaty, limiting underground nuclear explosions to 150 kilotons, signed but not ratified by the U.S.
- 1976 Peaceful Nuclear Explosions Treaty, limiting engineering use of nuclear explosives to 150 kilotons, signed but not ratified by the U.S.
- 1977 Comprehensive Test Ban Treaty talks begin between the U.S., U.S.S.R. and United Kingdom.
- 1980 Comprehensive Test Ban Treaty negotiations suspended.
- 1982 Reagan Administration formally refuses further test ban negotiations.
- 1984 Non-binding Kennedy-Mathias Amendment, calling for ratification of the Threshold and Peaceful Nuclear Explosions Treaties and for resumption of Comprehensive Test Ban talks passes in the Senate by 77-32.
- 1985 Non-binding H.J. Res. 3, similar to Kennedy-Mathias Amendment, is approved by the House Foreign Affairs Committee (still pending). Binding H.R. 1834 (Simultaneous Nuclear Test Ban Act), to stop nuclear testing by August 6, 1985, introduced (still pending).



U.S.S.R., only a small portion of which are needed to destroy the Soviet Union... If we never built nor tested another nuclear weapon, we would retain the clear and certain capability to annihilate the Soviet Union well into the 21st century. If that certainty will not deter a Soviet attack on the U.S., nothing will."

The effect of halting testing on the deterrent capability of U.S. weapons would be the same for Soviet weapons. Therefore, mutual deterrence would not be weakened when both sides would be subject to the same process.

National Security Advisor Robert McFarlane, characterizing Gorbachev's initiative as "propaganda," accused the Soviets of offering to halt testing only after they had completed all tests necessary before the end of the year. Yet, the U.S. Department of Energy reported that thus far in 1985, the Soviets have exploded eight nuclear bombs and the U.S. nine. This directly contradicts administration claims that the Soviet Union has conducted an accelerated program of testing in the past few months. According to CDI, the U.S. has conducted at least 200 more nuclear tests than the Soviet Union. Rear Admiral Eugene J. Carroll, Jr. observed, "If there is a 'test gap', it certainly

favors the U.S. We should bear in mind that the Soviet Union has nothing to gain militarily from a test moratorium."

Advocates of a CTB think the United States should accept the Soviet offer and declare a nuclear test moratorium as well as resume negotiations on a treaty to achieve a formal, verifiable ban on all nuclear tests at the earliest possible date. Organizations such as the National Nuclear Weapons Freeze Campaign, Greenpeace and the Mobilization for Survival claim that a test ban would be a major step toward ending the arms race, by constraining new technologies and leading to more comprehensive agreements. A test ban would also strengthen the now endangered Nuclear Non-Proliferation Treaty and would prevent the further spread of nuclear weapons. A mutual and verifiable test ban is considered the key to removing the deadlock in the Geneva arms talks and a first step in achieving a mutual, verifiable nuclear weapons freeze.

History has shown that meaningful and lasting agreements can grow out of unilateral challenges. Twenty years ago President Kennedy took the initiative in stopping all atmospheric testing and within seven weeks we had a U.S./Soviet treaty forever banning atmospheric testing. The Soviet moratorium is a new opportunity to ban all nuclear tests — any place, any time for any purpose. President Kennedy said, "Agreements to this end are in the interests of the Soviet Union as well as ours, — and even the most hostile nations can be relied upon to accept and keep those treaty obligations... which are in their own interest."

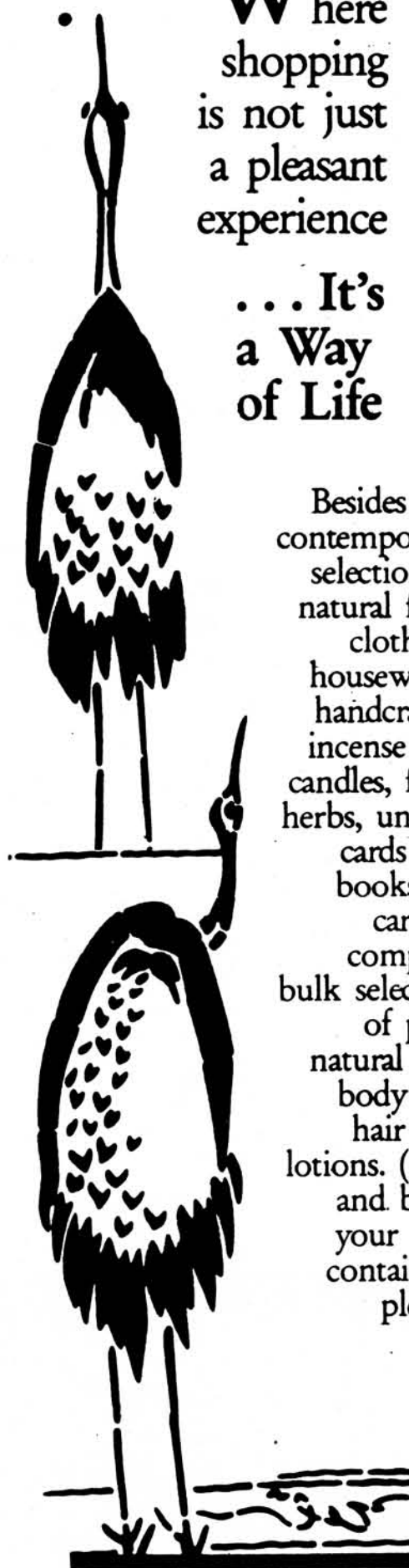
For more information on the Comprehensive Test Ban, contact: The Center for Defense Information, 303 Capitol Gallery West, 600 Maryland Ave. SW, Washington, D.C. 20024; (202) 484-9490.

Terry Teitelbaum is the Executive Director of the Santa Cruz County Nuclear Weapons Freeze.

For information on current Test Ban legislation, see this issue's Legislative Update.

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Planet Watch

by Igal Dahari



U.S.S.R. U.S. Won't Stop Testing

The Soviet Union announced a unilateral moratorium on nuclear testing, and invited the United States to do the same. The moratorium began on August 6th, the 40th anniversary of the bombing of Hiroshima, and will continue to the end of the year. But the Soviets said that the moratorium may continue indefinitely if the U.S. answers in kind.

The U.S. has charged that the Soviet Union had accelerated its testing program before imposing the moratorium on itself, eliminating the need for further tests this year. U.S. officials said that the unilateral test ban was part of a Soviet propaganda ploy.

But "this year, according to the Department of Energy, the U.S. has conducted nine nuclear tests, compared to four for the Soviet Union. If there's a 'test gap,' it certainly favors the U.S.," observes Rear Admiral Eugene J. Carroll, Jr., USN (Ret.), Deputy Director of the Center for Defense Information.

The Reagan Administration's response to the Soviet offer to join the moratorium was to invite Soviet observers to witness a U.S. nuclear test. Soviet First Deputy Foreign Minister Georgi M. Korniyenko replied that "even in Washington no one expects seriously" for the Soviet Union to accept the invitation.

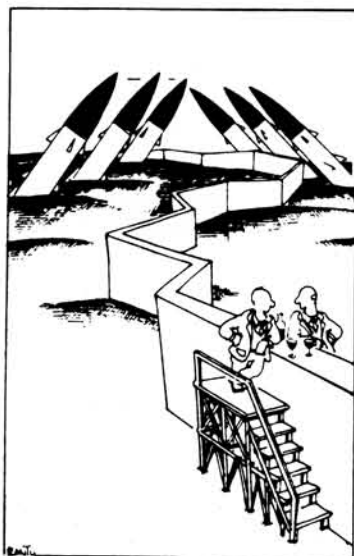
Symbolic Inspection

Although Soviet diplomats have been dropping hints about allowing on-site inspections of Soviet nuclear reactors for a long time, a recent agreement seems to have gelled. Experts from the United Nations' International Atomic Energy Agency will be allowed, for the first time, to inspect two

Soviet reactors to see that they have no military purpose.

The agency, under the terms of the Nuclear Nonproliferation Treaty, already inspects reactors in 130 countries which have signed or agreed to sign the treaty. The treaty bars countries from manufacturing or processing nuclear weapons if they did not have them prior to 1970.

The U.S.S.R. is a signatory to the treaty, and is allowed to build nuclear weapons. In this sense the inspection of the two reactors is largely symbolic, since the treaty does not prohibit the Soviets from using the reactors for military purposes.



Book Zaps Star Wars

The Soviet Union has issued a critical text on Star Wars entitled "Star Wars, Delusions and Dangers." The brightly illustrated book has been showing up in Washington's VIP mailboxes. The book claims to show the "true aims of the U.S. Star Wars plan," which it says is part of "a further buildup of U.S. strategic offensive arms."

One of the book's graphics shows a U.S. first strike on the U.S.S.R., with a Soviet retaliation being shot down from space.



New Zealand Formal Ban On Nukes

New Zealand is considering formal legislation banning ships carrying nuclear weapons. Although ships carrying nuclear weapons are not allowed to dock in New Zealand's ports already, no formal law exists banning such ships.

U.S. Under Secretary of State for Political Affairs Michael H. Armacost, in an interview with Australian journalists, said that the U.S. would view the legislation as "a signal that the New Zealand government is not looking for a solution to the problem." The "problem" is that U.S. Navy ships, because they refuse to reveal whether or not they are carrying nuclear weapons, are not allowed to dock in New Zealand. Armacost also said that if a formal ban is passed, the U.S. would consider breaking its military alliance with New Zealand.



A French Plot?

New Zealand police arrested two French officers and are seeking four other French citizens in connection with the sinking of the Greenpeace ship *Rainbow Warrior*. The two arrested, who were carrying false Swiss passports and posing as husband and wife, were charged with arson and murder. They are identified as Dominique Prieur, a captain in the French Army, and Alain Turenge, a major.

The *Rainbow Warrior* sunk on July 10th in Auckland's harbor when two bombs attached to its hull went off. One crew member, a photographer, was killed. The veteran protest ship was set to lead an armada of ships to protest French nuclear testing at Mururoa in French Polynesia. The recently acquired *Greenpeace* will take the *Rainbow Warrior's* place. The *Greenpeace* is a 218-foot tugboat converted to an oceangoing vessel.

Also sought by New Zealand police for sabotage is Christine Cabon, a French lieutenant. Cabon is said to have infiltrated *Greenpeace* by posing as a marine archaeologist sympathetic to *Greenpeace* causes. New Zealand police issued an international warrant for her arrest. Three Frenchmen, who have not been seen since July 21st, are also wanted by New Zealand police. The three were in the vicinity when the *Rainbow Warrior* was sunk.

The widespread reports that all the French citizens involved in the sinking are members of French intelligence has prompted French President Francois Mitterrand to appoint a special investigator, Bernard Tricot. Tricot is to determine just how high up in the French government responsibility for the attack on the *Rainbow Warrior* goes.

France A French Plot

The flotilla of protest ships heading toward the French nuclear test zone in the South Pacific will be stopped "by force if necessary." So says France's president Francois Mitterrand, and if the past is any indication, he means it. Ships entering the French zone in past attempts to protest the nuclear testing have been rammed, and sometimes even boarded and the protesters physically abused by French military men.

France has been detonating nuclear bombs in the South Pacific for over 20 years, despite the objections of countries in the region who fear radioactive poisoning. Mitterrand declared that "[French] nuclear tests in the Pacific will continue as long as... [they are] necessary for the defense of the country."

Greenpeace has issued a statement reaffirming its intent to carry on its peaceful antinuclear protests. The worldwide peace organization called the action of protest "one of the fundamental rights of democracy."

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South Pacific Bold Initiative

The South Pacific was recently declared a nuclear-free zone by 8 regional nations, including New Zealand and Australia. They are members of the South Pacific Forum, a 13-member regional organization. The other 5 members are expected to soon join the declaration, which is in the form of a treaty.

Although the treaty applies to the organization members that sign it, it also asks the United States, France and Britain, the 3 nuclear powers with territories in the South Pacific, to refrain from using or testing nuclear weapons or dumping nuclear waste in the nuclear-free zone. Representatives from the organization will be sent to those 3 countries.

Also prohibited by the treaty are the manufacturing or stationing of nuclear weapons, and the transportation of nuclear materials without strict safeguards. There are no conditions set on nuclear ships or aircraft.

The nuclear-free zone will be between the equator and Antarctica and between Australia and South America.

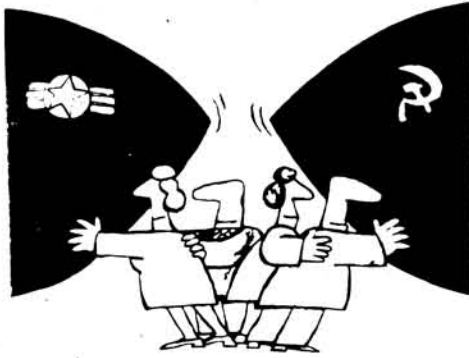
The treaty was the initiative of Australian Prime Minister Bob Hawke. It is partly a result of regional nations' fear of radioactive pollution and poisoning of the Pacific, such as that caused by French nuclear tests at Mururoa in French Polynesia.



West Germany Missiles Unconstitutional

The Frankfurt lower court has recently ruled that the Federal German government's permission to station cruise and Pershing II missiles is unconstitutional. Judge Hans-Cristoph Jahr, in his 88-page opinion, stated that the German government broke two Basic Laws. Specifically, they are the laws forbidding any actions endangering the reunification of the two Germanies and any preparation for an offensive war. Judge Jahr wrote that the stationing of American cruise and Pershing II missiles is a step towards more insecurity for Germany.

The court also agreed with the Mannheim court's ruling that forcing demonstrators to pay the cost of their own removal by police is also unconstitutional.



India Reactor And A Warning

India has announced the commissioning of its large, new nuclear plant. The plant is described as capable of producing weapons-grade plutonium, a key ingredient in nuclear bombs. The announcement came at the same time that India sent a warning to Pakistan about that country's suspected development of a nuclear bomb.

India, which refuses to sign the Nuclear Nonproliferation Treaty, says the new plant will not be open to international inspection since it was built with materials manufactured in India.

Relations between India and Pakistan have become especially strained recently over reports that Pakistan was driving toward achieving nuclear weapons capability. Although the Indian government continues to maintain that it is not planning to build nuclear weapons, India's Minister of State for External Affairs Khurshid Alam Khan made the statement that "they [Pakistan] will come to their senses if they have an opportunity of knowing what we possess."

Britain There's No Security

One dark night Jan Lee masqueraded as a plainclothes police officer, slipped through various U.S. security measures, and got behind the wheel of a camouflaged military vehicle used to launch cruise missiles. The vehicle, along with two others, was parked in a secluded woodlot at a "secret" location in the English countryside. The front door of the vehicle Lee entered was unlocked. After leaving a note on the cab's seat, Lee proceeded to successfully make his way out of the area.

Lee is a member of Cruisewatch, a British peace group affiliated with the Campaign for Nuclear Disarmament. Cruisewatch is dedicated to the complete surveillance of Greenham Common, the cruise missile base, and any activity related to the deployment of the U.S. cruise missiles in Britain.

The London Observer reported that on his way out of the "secret" location, Lee "came across a group of British soldiers who 'fell about laughing' and made rude comments about American security."



Japan Old News

The Nation magazine reports that between 1955 and 1957 the U.S. stored nuclear weapons in Japan. The Nation article cites a newly declassified operations manual for nuclear warfare in the Far East, issued by Gen. Maxwell D. Taylor in 1955. The storage may have violated the American-Japanese security treaty in effect at that time.

Although news of the storage has now been widely reported in Japan, there has not yet been much political reaction, possibly because of the August vacation period and the 40th anniversary of the Hiroshima-Nagasaki bombings.

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Legislative Update

by Shelly D'Amour

RECAP (July/August)

The Senate easily passed the Conference Committee Report on the Fiscal Year 1986 Defense Authorization Bill. The Conference Committee was comprised of selected members of the House and Senate Armed Services Committees. Their purpose was to hammer out a compromise, drawn from the House and Senate versions of the Defense Authorization Bill. In an amazing display of spinlessness, House conferees caved in to virtually all of the Senate positions on the MX, Anti-Satellite weapons, and chemical weapons production.

Currently, Congress is in recess until September 3rd.

UPCOMING VOTES

Sometime during the first week of September, it will be the House's turn to vote on the Conference Report. They will also vote separately on the issue of chemical weapons production. At this stage of the legislative process, the House may vote only to accept or reject the Conference Report, and may not offer any further amendments. In the event that the House should reject the Conference Report and/or defeat chemical weapons production, these items will be returned to the Conference Committee for reconsideration and reworking. Strong displeasure with the Conference Report has been expressed among House members, and at this point it seems to have better than a 50/50 chance of being defeated.

ACTION: The Freeze urges its Santa Cruz County supporters to contact Representatives Zschau and Panetta and urge a "nay" vote on both the Conference Report and on chemical weapons production.

In the event that the Conference Report is accepted by the House, both the House and Senate will move on to the Appropriations debates. Appropriations is where Congress votes to actually spend the money they have just budgeted and authorized for weapons systems. At this point, amendments to reduce or delete funding for particular items may be introduced. The following will become likely targets for such amendments:

MX MISSILE

In July, the Conference Committee approved \$2.6 billion for 12 new missiles, with provisions for a "flexible" cap at 50

missiles. MX watchers can expect amendments to be introduced aimed at reducing the money allotted to this program, and setting a permanent cap at 40 missiles.

ACTION: Freeze supporters should contact Representatives Panetta and Zschau and urge them to support any Appropriations amendments aimed at restricting the MX program.

ANTI-SATELLITE WEAPONS (ASAT)

In July, Conferees approved \$2.75 billion for the program, allowing for 3 tests of ASAT weapons next year.

ACTION: The here-to-fore moratorium on ASAT testing has enjoyed broad support in the House. It is likely that the House will introduce amendments to restore the ASAT moratorium. Freeze supporters should urge their Representatives to support any such amendments.

TRIDENT II (D-5)

Not much to hope for here. The House has shown strong support for this first strike weapon; however, 11 new votes against the system were gained during the last session of Congress, including Rep. Leon Panetta.

ACTION: It is likely that Representative Markey (D-MA) will offer an amendment to limit the size of the warhead on the D-5 missile, thereby weakening the first strike capability of the weapon. Freeze supporters should urge Representatives Zschau and Panetta to support any amendment aimed at weakening the D-5 program.

CENTRAL AMERICA

In July, the Conference Committee approved \$27 million in "humanitarian" aid to the Nicaraguan *Contras*. This item is likely to become a target for volatile and emotional debate during Appropriations.

UPCOMING LEGISLATION COMPREHENSIVE TEST BAN (HJ Res 3)

To urge the President of the United States to resume negotiations with the Soviet Union on a Comprehensive Test Ban, and to submit the Threshold Test Ban and Peaceful Nuclear Explosion treaties to the Senate for ratification. Every American President since Eisenhower has worked toward a comprehensive ban on all nuclear testing. In 1982 the Reagan Administration

announced it would abandon negotiations on such a test ban.

ACTION: A vote could come as early as September 9. Freeze supporters should call their Representatives in the House and Senate NOW and urge their active support.

COMPREHENSIVE FREEZE BILL (HR 3100)

If passed, Congress would initiate a Comprehensive Freeze by cutting funds for testing and deployment, and eventually production of nuclear weapons, as a challenge to the Soviets to do the same. Currently there are 96 co-sponsors to the bill. Hearings will begin as soon as 100 sponsors are found. The Senate version of this bill is S 1500 sponsored by Senator Kerry (D-MA), and has no other co-sponsors yet.

ACTION: We urge our Representatives to support the Comprehensive Freeze Bill.

Test Ban Legislation

The many peace organizations working to achieve a Comprehensive Test Ban between the U.S. and the U.S.S.R. have found the Reagan Administration's response to their efforts discouraging. It appears that there is little interest in the administration to negotiate such an agreement. Therefore, efforts are being aimed at Congress to initiate a test ban through legislation. The two vehicles for a test ban in Congress are:

H.J. Res. 3

H.J. Res. 3, introduced on January 3, 1985, by Berkley Bedell (D-IA), Jim Leach (R-IA) and Ed Markey (D-MA), is gaining support in the House of Representatives. This legislation is similar to the Kennedy-Mathias Amendment passed last year in the Senate by a vote of 77-22. It calls for ratification of the Threshold Test Ban Treaty (TTBT) and Peaceful Nuclear Explosions (PNE) Treaty, and resumption of CTB negotiations with the Soviet Union. The TTBT was signed in 1974 by both the U.S. and the U.S.S.R. It restricts nuclear tests to no more than 150 kilotons. Two years later the PNE was signed. It restricts so-called "peaceful nuclear explosions" — underground blasts for civil engineering purposes. Neither treaty has been ratified.

H.R. 1834

Congressmember Patricia Schroeder's (C-CO) bill calling for a Simultaneous Nuclear Test Ban (STB) was introduced on March 28, 1985. The STB Act calls for a U.S.-Soviet cessation of nuclear explosive testing for 3 months, with provision for cutting off testing funds if the Soviet Union announces a moratorium and the U.S. fails to reciprocate. The STB Act provides Congress, for the first time, with the vehicle to bring about a cessation of nuclear weapons explosions. The 3 month stipulation ensures that the U.S. national security will not be threatened during a cessation while CTB negotiations go forward.

Food Irradiation

(HR 696)

This bill promotes the concept of irradiating food to increase its shelf life. Calling food irradiation a "process" instead of an "additive" (as it is currently defined), HR 696 sets the stage for the Food and Drug Administration to list food irradiation in a category which would not require labeling. Thus, consumers would have no way of knowing whether or not their foods had been irradiated.

HR 696, which is being co-sponsored by Leon Panetta, has been referred to the Agriculture, Energy and Commerce, and Armed Services Committees of the House.

The October *Monthly Planet* will feature an in-depth look at this issue.

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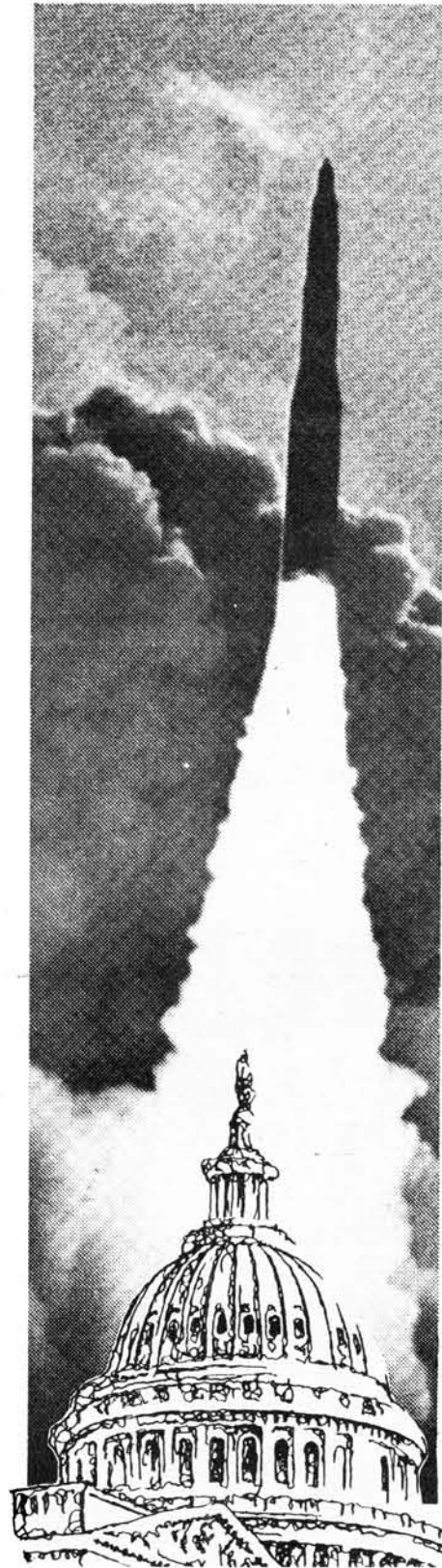
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September 1

GENEVA WATCH

Since nuclear arms talks began March 12, 1985:

- 173 days have passed.
- 1,384 new U.S. and Soviet nuclear warheads have been built.
- 638 U.S. and Soviet strategic and medium range nuclear missiles have been deployed.
- 100 U.S. and Soviet nuclear weapons have been tested.

While our country and the Soviet Union meet in Geneva to discuss nuclear arms limits, the two nations together produce about 8 nuclear warheads a day*, test an average of 19 nuclear weapons a month**, and deploy around 112 strategic and intermediate range nuclear weapons per month.***

DON'T JUST TALK — FREEZE NOW

The Nuclear Weapons Freeze Campaign is calling for the United States and the Soviet Union to declare a mutual, verifiable freeze on the testing, production and deployment of new nuclear weapons while the Geneva negotiations proceed.



*Estimate from Center for Defense Information (CDI). **Together, the US and USSR tested 42 warheads last year. The numbers have remained approximately the same for the past 5 years, according to Stockholm International Peace Research Institute. The US and USSR conduct approximately 185 missile flight tests each year, estimates the Federation of American Scientists (FAS). ***The US and USSR are expected to deploy 1,346 new strategic to intermediate range warheads this year, based on estimates by CDI and FAS.

GET INVOLVED! PARTICIPATE IN THE WORK OF BUILDING PEACE!!

ACTION ALERT PHONE TREE: Informs you of key weapons legislation so that you can call your Congressional representative and inform him of your opinion. People willing to serve as "branches" are urgently needed. Call 458-9975 and leave a message for Shelly.

CONGRESSIONAL VISITS: The Freeze keeps our representatives informed through personal visits during Congressional office hours. Call Terry at 458-9975 if you would like to join in on a delegation.

LETTER WRITING PARTIES: As announced. Watch the *Planet* for details.

WHERE TO WRITE AND CALL:

President Ronald Reagan
The White House
Washington, D.C. 20500
(202) 456-1414

Senator Alan Cranston
United States Senate
Washington, D.C. 20510
(202) 224-5353

Senator Pete Wilson
United States Senate
Washington, D.C. 20510
(202) 224-3841

Congressman Leon Panetta
U.S. House of Representatives
Washington, D.C. 20515
(202) 225-2861/local: 429-1976
(Sixteenth Congressional District)

Congressman Ed Zschau
U.S. House of Representatives
Washington, D.C. 20515
(202) 225-5411/local: 1-730-8555
(Twelfth Congressional District)

HOTLINES

To keep you abreast of late-breaking events on peace and arms control issues, the following organizations run regularly updated taped messages:

Nuclear Arms Control Hotline
(Council for a Liveable World)
202-543-0006

S.O.S.—Save Outer Space Alert
202-547-3336

Central America Legislative Hotline
202-483-3391

Witness for Peace Hotline
(religious activists in Nicaragua)
202-332-9230

Midgetman Finds Home

by Ed Glennon

The Pentagon has announced 46 possible sites for basing the single-warhead Midgetman missile, officially called the Small ICBM. All are military bases, located in nine Southern and Western states.

Although final decisions will not be made until 1986, the Midgetman will probably be placed in hardened mobile launchers, called "armadillos," which will roam some 12,000 square miles of land. Since up to 1,000 missiles are planned, several bases will eventually have to be used. Initial deployment of the Midgetman is scheduled for 1992.

According to the Pentagon press release, "these 46 areas will now be studied in more detail to determine which installations are to be included in environmental analyses." Environmental impact statements will have to be issued on those bases still under consideration after further study. The Air Force may look at additional locations in the future.

(reprinted from SANE World)

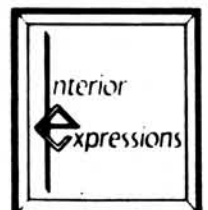


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Satellites Beware

The Reagan Administration is going ahead with the testing of its highly sophisticated and controversial anti-satellite (ASAT) weapon. The Administration claims the weapon is needed "to help maintain a deterrence in space and to deter threats to United States and allied systems." The Administration is arguing that the Soviets already have a working anti-satellite system, and that "they [Soviets] don't want us to have one." The Administration's position was issued by White House spokesperson Larry Speakes.

Critics of the testing say that the Soviet ASAT weapon is no match for its American counterpart. Dr. Paul B. Stares, a research associate at the Brookings Institution, a policy study center in Washington D.C., says that "the U.S. anti-satellite weapon has the potential of having greater speed, flexibility, reliability, and effectiveness." The Soviets last tested their relatively crude ASAT weapon in June of 1982. The test was reportedly a failure.

But more importantly, the Soviets have been under a self-imposed moratorium on testing for three years, and want to negotiate a treaty with the U.S. to ban all ASAT weapons. John Pike, head of space policy at the Federation of American Scientists, believes that the "Soviets have proposed an agreement that would be a basis for a good treaty."

What about U.S. security? Pike says that a treaty banning anti-satellite weapons "would do a better job of protecting our national security than deploying an anti-satellite system."



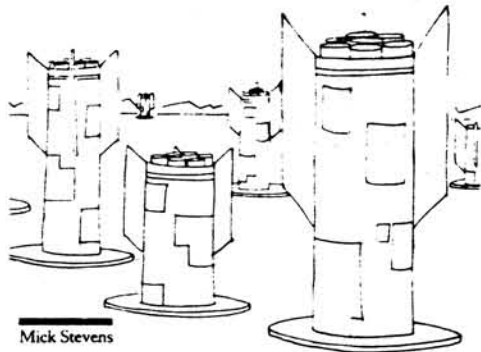
Incompetent Report

The Air Force gave Pentagon "whistle-blower" A. Ernest Fitzgerald a job performance report that is "devastating" by Federal standards, according to Diva Rasor, director of a Pentagon oversight group called the Project on Military Procurement. Rasor's

group is charging that the report's purpose is to "set up" Fitzgerald to be fired. The Air Force is denying the charge.

The report complains that Fitzgerald "has lacked overall direction" as Air Force cost-cutter, among other problems. Fitzgerald received mostly scores of 3, 4 or 5, out of a possible 9, when evaluated on 9 different categories. Rasor said that the ratings were harmful to Fitzgerald since "even the incompetents get all nines."

But help is on the way. Representative John D. Dingle, Democrat of Michigan, is asking for a hearing to question Air Force officials on the matter. Meanwhile, Senator Charles E. Grassley, Republican of Iowa, is going to ask Pentagon Inspector General Joseph H. Sherick to find out if a Federal law forbidding retaliation against a Congressional witness has been violated. Two days before Fitzgerald's performance evaluation was issued, he gave testimony critical of the Pentagon before a Congressional hearing on weapons costs.



Mick Stevens

Green's In

Question: What has 131,493 pairs of eyes, a \$25 million budget, a lot of guns, and is found in 826 of our nation's high schools?

Answer: The junior Reserve Officers Training Corps (ROTC).

Since Reagan has taken office, the ROTC's budget has increased by more than forty-five percent, and the number of cadets has risen by well over fifty percent. In 1980 there were only 287 high schools with ROTC units; since then 539 additional schools have been invaded by the people in green.

Peace groups around the country are rising to the challenge of combating the growing military influence on students. In Atlanta, where all 22 public high schools have ROTC units, the Atlanta Peace Alliance is suing their local school board for

equal time in the classroom. The Alliance wants the opportunity to teach students about doing peace work as an alternative to military training.

Peace groups in other cities have either already won their cases for equal time, or are currently pressing for that right.



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WAR FARE

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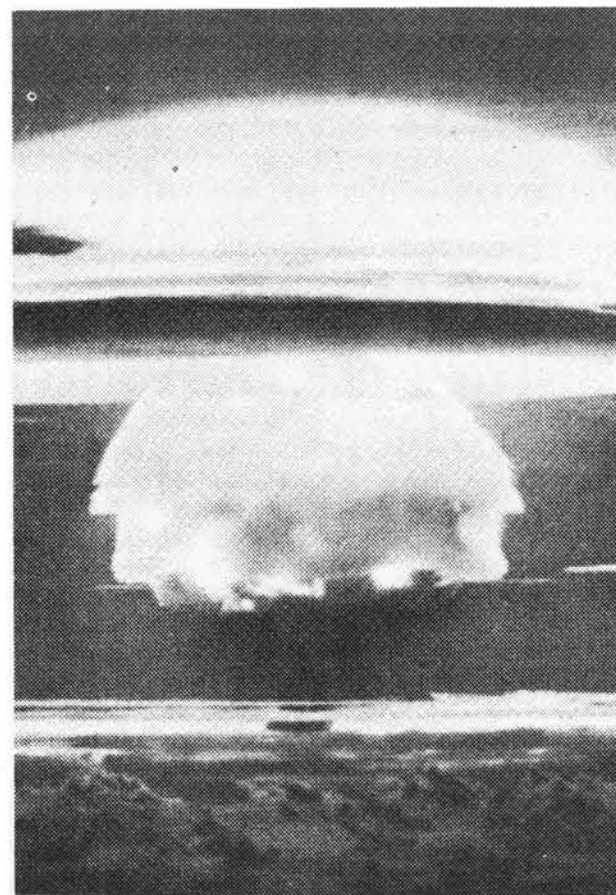
WAR FARE

WAR FARE

WAR FARE

Hot Flashes

by Igal Dahari



Now Twice As Bad

The second reactor at the Diablo Canyon Nuclear Plant received its full power license from the Nuclear Regulatory Commission. The NRC vote was 4-1, with commissioner James Asselstine dissenting. Asselstine said he voted against the license because the plant's opponents were denied a hearing by the Commission on the dangers imposed by nearby earthquake faults.

Opponents of the power station, which lies near San Louis Obispo, plan to ask a Federal appeals court to overturn the decision.

Inept Administration

In an interview about the whole affair, Roger J. Mentz, Deputy Assistant Secretary of the Treasury for Tax Policy, said: "Confusion is an apt term." The "affair" concerns the Micronesia Pact, an agreement signed by the U.S. with Micronesia. The agreement gives the U.S. certain military rights in the area, in exchange for giving Micronesia some tax and trade benefits. When the pact went to the House Ways and Means Committee, chairperson Dan Rostenkowski decided to make some changes. In the Senate, a committee also made changes in the pact. Both sets of changes were unfavorable to Micronesia, and the pact was threatened.

This put the Pentagon on edge; since coveted projects like the ICBM testing site at Kwajalein were also threatened. But since Rostenkowski's committee is also the one to fiddle with the Reagan tax plan, the Administration was careful not to ruffle his feathers.

After some misunderstandings, internal feuding and maverick decisions, some

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Administration factions were pushing for the congressional changes while others were coming out against them.

The lack of consensus in the Executive branch prompted Representative Stephen J. Solarz, a Democrat from Brooklyn, to declare: "I have never in all my years in Congress seen such an example of total ineptitude and incompetence by an Administration."

More Of The Same

Secretary of Defense Casper W. Weinberger said that the U.S. "has to have" more than 50 MX intercontinental 10-warhead missiles. He added that next year he would ask Congress for 50 more MX missiles. Weinberger said he is "committed to mobility," and that the Reagan Administration will suggest to Congress ways of basing the 50 more missiles other than in silos. The first 50 MX missiles will be based in silos, which defeats their original purpose of being mobile.

Congress has instructed Weinberger to find a new way to base the MX before asking for more. But after more than 10 years and over 30 basing proposals, no method has ever been agreed upon by both the Legislative and Executive branch.



Waiter, My Salad's Glowing...

Radiation isn't just for bombs and reactors anymore. Soon even a simple salad may pose a radioactive health threat to consumers. That's because the Food and Drug Administration is set to approve guidelines allowing corporate food growers and processors to preserve food through irradiation. Fresh fruits and vegetables, meat, fish and other foods will be exposed to massive doses of ionizing radiation that will change their cellular structure to keep them from spoiling. There are numerous health threats associated with this process, from the breakdown of nutrients in the irradiated foods to the leakage of deadly radioactive isotopes into the environment, and perhaps into the preserved foods themselves.

And that's not all. The FDA, responding to corporate pressure, plans not to require manufacturers or retailers to label irradiated food. Manufacturers are worried that consumers will avoid irradiated food if they are given a choice. According to a National Food Processors Association national survey, few people will even touch irradiated food, much less eat it.

For more information on this important issue, you can contact the Coalition to Stop Food Irradiation, Box 5183, Santa Cruz 95063. You can call them at (408) 427-3445.

Star Wars Is "Crap"

This fall 52 of the nation's largest universities will debate whether Star Wars research should be banned from their campuses. A majority of major research universities already have policies banning classified research, and many scientists are pressing to include Star Wars research in those policies.

Despite the fact that the Pentagon is offering tempting grants to an academic environment in need, "the feeling among most scientists [is] that it [Star Wars] is a colossal waste of money," says Cornell University physics professor David Mermin.

Opposition to Star Wars research is spreading among universities and private research laboratories. It is also spreading to Canada, where 800 scientists have signed one of four petitions asking Prime Minister Brian Mulroney to refuse participation in the Star Wars effort.

Although the Pentagon's monetary overtures are sure to succeed in luring some scientists to work on Star Wars, Mermin summarizes the majority's viewpoint: "A lot of scientists think it's absolute crap."

Star Wars Is Bad Fiction

Americans for Democratic Action (ADA), a group vehemently opposed to Star Wars, has enlisted Isaac Asimov to help its cause. Asimov has written a four-page letter for the ADA, now being circulated, in which he criticizes Star Wars. The prodigious writer is said to have authored more than 270 science and science fiction books.

Relying on his connoisseurship in the field of science fiction, the veteran pen slinger writes: "Star Wars is in fact only Hollywood science fiction, and like almost all Hollywood science fiction, it is bad science fiction."



Politicians First

A news report from *Science Digest*: "Radiation is an effective killer of bone marrow, which can be replaced only with transplants of healthy material. In the event of a nuclear war, bone marrow stored safely in space might be used to treat key government officials."

Midget's Big Problems

The General Accounting Office (GAO), a Congressional watchdog agency, has issued a report critical of the small and mobile Midgetman nuclear missile. The report cites major practical problems with the vehicle-towed missile, including the need to have an estimated 20,000 workers to operate, maintain, and provide effective security for a dispersed force of 500 Midgetmen.

The GAO said in its report that the Air Force is planning on a force of "250 to 1,000" missiles. The report estimates the preliminary cost of 500 Midgetmen to be \$44 billion, with the final cost being higher.



Tower Plan Topped

The Air Force had planned to put a 300-foot-high communications tower in the middle of their town, but the residents of Amherst, Mass., a nuclear-free zone, had other ideas.

The tower was to be part of the Ground Wave Emergency Network (GWEN), which itself is part of the Reagan Administration's plan to win a protracted nuclear war. GWEN is a communications system designed to function after a nuclear exchange has already occurred. The system utilizes a total of 57 nationwide towers, with a total cost of \$560 million.

Some of Amherst's citizens decided to form the No GWEN alliance, and their position was summed up by Nancy Foster when she asked "What can it possibly mean to 'prevail' in a prolonged nuclear confrontation?"

The No GWEN Alliance petitioned the local government to ban the construction of the tower. At a town meeting where over 300 residents and an Air Force colonel came to debate the issue, the elected town representatives voted overwhelmingly for a resolution to keep the tower out. The resolution stated that GWEN's purpose was to participate in a "war in which everything we seek to defend will be destroyed," while it also protested the construction of such towers "anywhere."

Oops, Nuclear Winter!

New-Earth Games of Oklahoma City, Oklahoma, has come out with "Nuke, the Last Game on Earth." *Toy and Hobby World* magazine says that in the game "countries are radiated beyond hope and, if a player is too hasty, the entire earth may be destroyed and thrown into permanent and never ending nuclear winter."



Cabbage Patch Killers

Coleco Industries, Inc., makers of the hugely successful Cabbage Patch doll, announced it plans to market a doll based on the character of Rambo. The character is from the \$140 million grossing film "Rambo: First Blood Part II," the story of a Vietnam vet who returns to Vietnam for all kinds of shoot'em up fun.

Coleco vice president for corporate communications Barbara C. Wruck said: "He [Rambo] is a hero and justice-seeking individual, and those are characteristics that we all want."

Coleco plans to assault the public with an army of Rambo dolls sometime during the Christmas season.

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The Controversy Over Nuclear Education

by Terry Teitelbaum

The nuclear arms race is getting harder to ignore for teachers and parents. As the arms race escalates and as peace groups promote public awareness about it, children — even very young children — are hearing about it. They wonder about nuclear weapons and subsequently have fears, anxieties and questions about nuclear war. Regardless of their own political inclinations or ideological beliefs, those responsible for the education of young people are facing the need to address the very real threat of nuclear war at home and in the classroom.

Nuclear disarmament advocates see nuclear education as a long term strategy for eventually ending the arms race. They base their hopes on the premise that once young people are adequately educated, they will choose alternatives to nuclear weapons policies when making political decisions. Yet developing school curricula on nuclear education which appears to threaten the traditionally unquestioned status quo — i.e., leaving U.S. military policy decisions to the "experts" who use nuclear threats to resolve international disputes — is proving to be a heatedly controversial endeavor.

assignment. . . Their letters are full of terror. This should not be so. . ."

Many researchers and educators agree. However, they feel sensitive treatment of the subject, using age appropriate material, will alleviate fear. Investigation of children's attitudes and feelings about nuclear issues has revealed that even in the absence of nuclear curricula, kids show a lot of concern, worry, frustration and anxiety. John E. Mack, a psychiatrist at Harvard University, has had many conversations with young people in the United States and the Soviet Union about the threat of nuclear war. He says, "Many young people feel that the situation is now hopeless and that nuclear war will occur before they have a chance to complete their lives. Some adolescents say the nuclear danger dominates their lives and is their greatest concern." One nuclear education curriculum, *Decision Making in the Nuclear Age*, states explicitly that "perhaps the most striking reason for including nuclear education programs in our schools is that adolescents are asking for help in understanding a world that seems out of control, uncertain, and without choices. The evidence that adolescents are deeply affected by the fear of nuclear



part ignored the nuclear threat, implicitly endorsed militaristic solutions to disputes and omitted alternatives to war.

In 1982, the Council on Interracial Books for Children conducted a survey of 11 widely used junior high and high school history texts, all published after 1979. Ten of the texts dismissed the effects of the bombings of Hiroshima and Nagasaki in two sentences or less. All the texts presented nuclear developments as "facts" to be learned rather than policies to be pondered, if not questioned. The Council also reported:

"In every text examined, Truman's decision [to drop atomic bombs on Japan] is said to have been based on the assumption that if the bombs had not been dropped, U.S. soldiers would have had to invade Japan, causing a great loss of lives. No text questions this assumption, nor do any include the serious reservations about the use of the bomb that were expressed by Einstein, Oppenheimer and other scientists instrumental in its development."

Finally, none of the texts question the policy of using nuclear threats, when the policy is mentioned at all. One text contains the statement: "Shortly after his election,

annihilation demands a concerned response from us. . ."

Those who would prefer students to learn the facts of nukes on the street while the schools remain silent fear that young people will be brainwashed by biased presentations. But the presentations students receive in the absence of nuclear curricula are already very biased. Traditional history and social studies courses have for the most

"If we are to reach real peace in this world and if we are to carry on a real war against war, we shall have to begin with the children."

Critics of nuclear education in the schools cry "propaganda" when assessing the new curricula. They decry what appears to be an anti-administration bias. A *Washington Post* editorial called one nuclear curriculum "political indoctrination." And President Reagan feels children are being unnecessarily frightened in the classroom. He said, "The most upsetting letters I receive are from schoolchildren who write to me as a class

National PTA On Nuclear Edu

- Whereas, The health and welfare of children and the perceptions of hope for the future are being threatened;
- Whereas, There are strong indications that the threat of nuclear developments, as they exist, and as they may exist in the future exists for them; and
- Whereas, Young people's confusion and need for information about nuclear issues is causing concern to parents and educators; now therefore
- Resolved, That the National PTA lend its full support to school nuclear education programs so that children can learn about nuclear issues so that they can respond to the realities of nuclear war with critical thinking, and full ethical conduct.

Eisenhower went to Korea. As President he threatened to use the atomic bomb to end the deadlock if the [peace] talks did not make headway. By July, 1953, a peace settlement was reached. [*The Free and the Brave*, 1980].

Clearly, the existing curricula on nuclear issues is inadequate. However, developing materials and lesson plans which are factual, complete and balanced is no simple matter. Nuclear issues have been extremely politicized and thus any treatment of them by educators becomes very controversial. Guidelines need to be developed to meet the requirements of fairness and the special needs of individual teachers and classrooms. Presenting "both sides" of the issue is impossible when there are more than two sides.

The California legislature recently passed Assembly Bill 3848, the "Nuclear Age Education Legislation." It was signed into law by the governor in September of 1984. Its purpose is to, through the State Department of Education, "collect information on current efforts of school districts to provide nuclear age education, and other information relevant to the development of a model nuclear age education curriculum and to report its findings to the Legislature." This is the first state legislation of its kind. Organizations like Educators for Social Responsibility and the Peace Education

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National PTA Resolution On Nuclear Education (1983)

- Whereas,* The health and welfare of children and youth is directly affected by their perceptions of hope for the future; and
- Whereas,* There are strong indications that young people are aware of the danger and threat of nuclear developments, and may consequently be questioning what future exists for them; and
- Whereas,* Young people's confusion and need for information constitute a serious call to parents and educators; now therefore be it
- Resolved,* That the National PTA lend its full and active support to the identification of school nuclear education programs which will enable our young people to learn about nuclear issues so that they may deal with their concerns and respond to the realities of nuclear developments with accurate information, critical thinking, and full ethical considerations.

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Project are working on facilitating implementation of the bill.

National organizations and school boards around the country are taking steps to introduce nuclear education into the schools. The national PTA and Camp Fire, Inc. (formerly Camp Fire Girls) have passed nuclear education resolutions as have the San Francisco Unified School District and the Milwaukee School Board. And, more and more teachers are using nuclear education curricula developed by various organizations like the Union of Concerned Scientists and Educators for Social Responsibility.

All of these efforts are aimed at alleviating the fears young people have about nuclear war and their uncertainty about the future. They are also a response to teachers who find it hard to prepare students for an adulthood they may not reach. The threat of nuclear war is too critical an issue to ignore in the schools. Finally, nuclear education offers the hope that better informed young people will be more willing and capable of influencing political decisions which affect all of our futures — decisions which have traditionally been made by a very few with exclusive access to information. Mahatma Gandhi said, "If we are to reach real peace in this world and if we are to carry on a real war against war, we shall have to begin with the children."

What Russian Are Thinking Nuclear We

by John E. Mack, M.D.

In July, 1983, three American psychiatrists, Eric Chivian, Jeremy Waletsky, and I traveled to the U.S.S.R. to learn what Soviet children are thinking about nuclear weapons and nuclear war. We had been told in American news reports that the government withholds information about nuclear war from Soviet children. We discovered to our surprise that Russian children were very well informed about the effects of nuclear weapons and frightened about nuclear war.

By the time they are 8 years old, Soviet children have been exposed to detailed information about the effects of nuclear explosions. Through classroom instruction and the news media — especially television — they obtained detailed, accurate information about the effects of blast, fire and radiation of living things and the physical environment. These children were very aware of how a nuclear war might start and of the dangers of accidents. One boy said, "A computer makes a mistake and that's

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A Resolution Education (1983)

children and youth is directly affected by their future; and

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nd need for information constitute a serious call ow therefore be it

its full and active support to the identification of rograms which will enable our young people to so that they may deal with their concerns and uclear developments with accurate information, hical considerations.

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What Russian Children Are Thinking About Nuclear Weapons

by John E. Mack, M.D.

In July, 1983, three American psychiatrists, Eric Chivian, Jeremy Waletsky, and I traveled to the U.S.S.R. to learn what Soviet children are thinking about nuclear weapons and nuclear war. We had been told in American news reports that the government withholds information about nuclear war from Soviet children. We discovered to our surprise that Russian children were very well informed about the effects of nuclear weapons and frightened about nuclear war.

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attributed to deaths their country suffered in World War II, in which they personally had lost relatives. Some of the children expressed their painful feelings vividly.

A 15-year old girl said, "We feel a great despair." A 15-year old boy said, "Our existence is hanging on a thread."

We frequently hear of extensive Soviet civil defense programs. Yet none of the children interviewed, and very few of those who completed questionnaires, thought they and their families would survive a nuclear war. In the minds of these Soviet children the world after a nuclear war will be a devastated and polluted wasteland. With most of the survivors awaiting death from radiation, sickness, infection and starvation. As after the bombing of Hiroshima and Nagasaki, with which they are familiar, radiation effects, they think, would be passed on "from generation to generation." "Even if people lived," a 13-year old boy said, the consequences might last "for thousands and millions of years and the race won't survive."

In the light of the intensity of fear the



Many of our interviewees asked that we convey warm messages of solidarity and friendship to American children. An 11-year old girl said, "Let them not think that the Soviet people wish them ill." A 13-year old girl said, "It's very important that all the children of the world become friends."

We learned through this preliminary investigation that Soviet children, like American young people, are frightened about the nuclear threat. We learned that far from teaching their young people that nuclear war can be fought and won, these children have been taught that there can be no meaningful survival after a nuclear war. We learned that it is possible to build upon trustful personal relationships between American and Soviet colleagues outside the political sphere to overcome stereotyping and to counter the effect of misinformation.

It remains to be seen whether the suspicion, fear and ideological polarization which have brought the world to the edge of catastrophe can be overcome as well by building working relationships of trust in the international political domain.

Dr. John E. Mack is a professor of psychiatry at Harvard University.

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Soviet children expressed, it is perhaps surprising that they are generally more hopeful than American children that nuclear war can be prevented. We found this difficult to explain and suspect that it is the result of taking part in state-sponsored peace activities, such as collecting petitions, writing cards to the United States and attending meetings, which creates a general feeling of working toward a common goal.

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The Stevenson Program On Nuclear Policy At UCSC

By Daniel Hirsch

We seem to realize too little that the same kind of thinking which split the atom and is now controlling (I hope) the virus which caused polio may be needed to teach us how to control the use of the atom and to stop the virus which causes war.

Adlai E. Stevenson

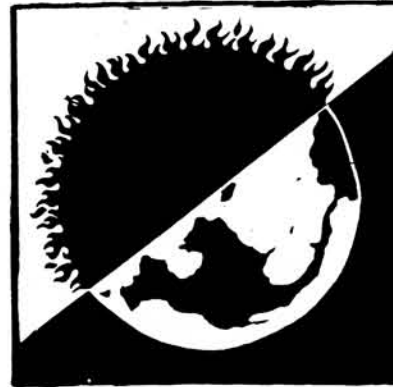
In 1945, the power of mind was turned into the power of might in a devastatingly new way, obliterating the cities of Hiroshima and Nagasaki and opening a new era in which, for the first time, species death is now in our power. The whole world changed in that instant, and scholars from the University of California played no small part. Since the war, that involvement has continued, with every nuclear weapon in the U.S. arsenal being designed by University of California labs.

The University of California helped bring us into the atomic age. Now, forty years later, it is trying to help find ways out. Some of the money the University receives for running the Los Alamos and Livermore nuclear weapons labs is now going to stimulate new teaching and research aimed at reducing the risks of nuclear war. One such project is the Adlai E. Stevenson Program on Nuclear Policy.

The Program on Nuclear Policy has four main components: (1) development of new courses about the arms race, (2) research projects on nuclear policy matters, (3) a public education program, and (4) networking with scholars at other institutions with similar interests. The operating premise of the Program is that the University has a special role to play by devoting some of its intellectual, analytical, and educational resources to educating students about the arms race and researching ways of reversing it. The mission of the University should be the application of knowledge to the service of humankind, and among the most pressing needs we have at present is a way out of the arms race. The Program on Nuclear Policy is attempting to make a contribution in this area.

New Courses

We have created a new, year-long course about the nuclear arms race. Students can take one, two, or three quarters in the series. I teach the fall quarter, "Nuclear Weapons: Effects, Proliferation, and Control." It provides students with an understanding of how nuclear weapons are made, how they work, and what are the effects when they go off. This technical background forms the basis for the students to understand the larger policy questions discussed later in the class. These questions focus on the problems of horizontal proliferation (spread of nuclear weapons to



nations or subnational groups which currently do not possess them) and vertical proliferation (increase in the number and/or destructive capability of weapons possessed by the current nuclear weapons states). Lastly, we examine various proposals that have been put forward to slow or reverse the arms race. The premise of the course is that by providing students with knowledge of the technical and policy issues associated with the arms race they will be better "armed" to make their own judgments about what nuclear policies would be appropriate; by providing them with an understanding of how policy is made and changed, they will have the skills necessary to affect policy.

The Winter quarter, "The Soviet Threat: Myths and Realities," is taught by Sigrid McLaughlin. One of the primary engines that drives the arms race is the hostility and rivalry between the superpowers. Relations between the superpowers are all too often based upon stereotypes and illusions, fueled by internal political needs of the opposing country. This course attempts to help students see the Soviets as they really are, through an understanding of Soviet history,

the Stevenson Program on Nuclear Policy offers a weekly research seminar in which students and faculty members work together on a wide range of research projects on nuclear policy matters. These have included:

ideas for enforcing the requirement in Article VI of the Non-Proliferation Treaty that the nuclear weapons states adopt a Comprehensive Test Ban and for making the International Atomic Energy Agency more effective in stopping the spread of nuclear weapons technology and materials.

ways to upgrade the "Hot Line" to enhance crisis stability.

development of a computer model to calculate the extent of "overkill" in each current and proposed element of the U.S. nuclear arsenal

an analysis of the Reagan Administration's "Strategic Modernization program"

the possibility of bypassing slow arms control treaty negotiations by "challenge" budgetary restraints by Congress — e.g., no more MX appropriations if Soviet SS-X-24 similarly restrained

evaluating nuclear terrorism risks and ways to reduce those risks, in particular by replacing weapons-grade nuclear materials with non-weapons-grade, so that if stolen no bomb could be produced

Students involved in the Program also learn how policy is made on such issues — for example, one of the students testified in Washington about nuclear terrorism policy questions, an extraordinary learning experience in how the system actually works.

Public Education

Additionally, there is a public education component to the Nuclear Policy Program. This activity is carried out by a public

The University of California helped bring us into the atomic age. Now, forty years later, it is trying to help find ways out.

culture, and military posture.

Spring quarter, Dane Archer teaches "The Sociology of Peace, War, and Violence." One of the primary problems associated with the nuclear arms race is that the human tendency toward violence, manifested in mass action as war throughout recorded history, has remained part of human society despite technological advances that, many argue, have created a situation where the survival of human society may depend upon the abolition of the institution of war, or at least, extraordinary control on its level of destruction. This course examines the sociological sources of war and violence, as well as the making of peace, drawing lessons as to how peacemaking can be enhanced and the "race to oblivion" controlled or reversed.

Student-Faculty Research Projects

In addition to the three-quarter course,

lecture series by scholars and other experts on nuclear policy matters, and by a nuclear film series, with discussion led by Program participants after each film.

The application of minds to the problem of the atom led us to our current desperate situation. The application of minds to the problems brought on by the atom can perhaps help lead us out. As Albert Einstein wrote,

Mere praise of peace is easy, but ineffective. What is needed is active participation in the fight against war and everything that leads to it.

For more information about the Stevenson Program on Nuclear Policy, call 429-2833.

Daniel Hirsch is director of the Stevenson Program on Nuclear Policy at the University of California at Santa Cruz.



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Organizing Ideas For Students

Form a campus peace organization which focuses upon arms race and military intervention issues.

Join the U.S. Student association (USSA) which can keep you abreast of key budget issues, as well as other militarism issues. (One Dupont Circle, N.W., Ste. 300, Washington, D.C. 20036 (202) 775-8943.)

Subscribe to publications published by peace organizations such as the Nuclear Freeze Campaign and the Coalition for a New Foreign and Military Policy to keep informed about the issues.

Request the student government associ-

ation, as well as student associations representing specific constituencies — women, minorities, and disabled persons — to go on record supporting increases in education spending and corresponding decreases in Pentagon spending.

Conduct teach-ins or other educational seminars about the expansion of the military budget and the slashing of education programs.

Invite peace activists and others well-versed in the military spending vs. human needs field to speak on campus.

Produce flyers outlining key points and distribute them to students in high traffic areas — cafeterias, residence halls, classroom buildings, commuter lounges, and parking lots.

Hold referenda in conjunction with student government or other campus elections supporting the nuclear freeze and cuts in military spending.

Sponsor letter-writing drives to Congressional representatives around the 1985 budget proposals calling for increases in domestic spending and sharp decreases in Pentagon spending.

Coordinate phone-in campaigns to federal officials about 1985 budget proposals.

Forge coalitions with community organizations, social service agencies, PTA's, local school boards, and other groups concerned about cuts in domestic spending.



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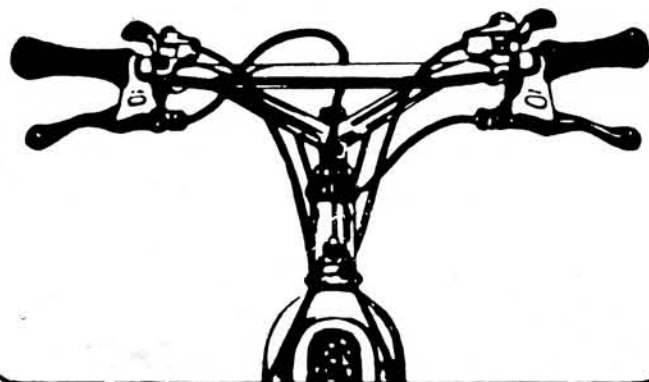
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Resources For Educators

Organizations

For Nuclear Education

Consortium on Peace Research, Education and Development (COPRED). Center for Peaceful Change, Kent State University, Kent, Oh. 44242; (216) 672-3143.

COPRED is organized into six different networks, including the Peace Education Network (PEN). PEN contains 15 programs for developing and disseminating elementary and secondary level curriculum material on peace studies and global education. PEN Plans conferences and provides newsletters, research, and many useful resources.

Educators for Social Responsibility (ESR). National: 639 Massachusetts Ave., Cambridge, Ma. 02139; (617) 492-1764. Local: Cabrillo — Rosmarie Greiner, 126 Escalona Dr., Santa Cruz, Ca. 95060; (408) 429-6302; UCSC — Jim Lewis, 347 Fairmount Ave., Santa Cruz, Ca. 95061; (408) 429-4007, 425-8493.

ESR was established in 1981 to support nuclear disarmament and peace education. They conduct conferences and offer bibliographies, readings and curricula.

Nuclear Information and Resource Service (NIRS). 1536 16th St. NW, Washington, D.C. 20036; (202) 483-0045.

NIRS is compiling a Teachers Resource Kit on nuclear issues. (\$5.00) Write for information.

Concerned Educators Allied for a Safe Environment (CEASE). 17 Gerry St., Cambridge, Ma. 02138.

CEASE arranges forums and discussions on the dangers of nuclear power and nuclear war within the early childhood community.

International Child Resources Institute. 4360 Lincoln Ave., Oakland, Ca. 94062.

ICRI is centralizing the resources on peace and global education for children throughout the world. Their information bank is accessible to teachers, parents and others.

The Thursday Night Group (TNG). 1431 Ocean Ave. Suite 13, Santa Monica, Ca. 90401; (213) 395-4123.

TNG is a nuclear education project which provides age appropriate nuclear education programs for adults and children.

United Campuses to Prevent Nuclear War (UCAM). 1346 Connecticut Ave. Suite 1019, Washington, D.C. 20036.

UCAM is an organization of university students, faculty and staff working to end the nuclear arms race. UCAM sponsors educational, lobbying and issue-oriented electoral activities.

Ground Zero. 806 15th St. NW, Washington, D.C. 20005.

Ground Zero provides educational programs on the prevention of nuclear war and publishes occasional books.

Children's Creative Response to Conflict (CCRC). 113 Campbell St. Santa Cruz, Ca. 95060; (408) 427-0885. National office: Box 271, Nyack, N.Y. 10960.

CCRC offers specially designed activities

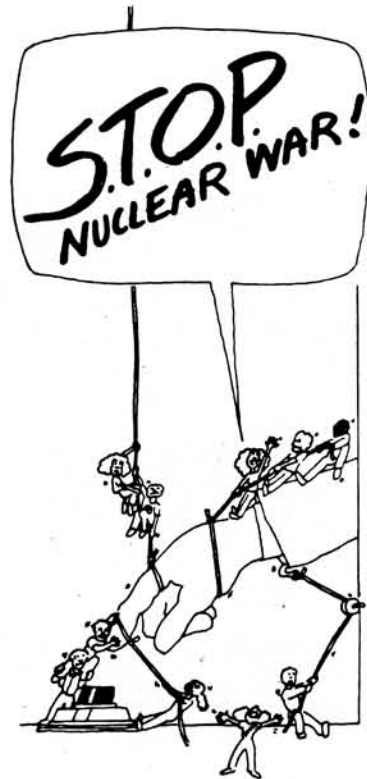
to examine conflicts and develop solutions, encouraging cooperation and effective communication.

Student Network for Nuclear Disarmament. C/O Brown Disarmament Group, P.O. Box 1930, Brown University, Providence, R.I., 02912; (401) 274-3467. This national network fosters campus participation in the peace movement.

Physicians for Social Responsibility. National: 639 Massachusetts Ave., Cambridge, Ma. 02139. Local: 9053 Soquel Dr., Aptos, Ca. 95003; (408) 688-3868. PSR is a national, non-profit organization of physicians, dentists and medical students dedicated to professional and public education on the medical hazards of nuclear weapons and nuclear war.

Student/Teacher Organization to Prevent Nuclear War (STOP). Box 232, Northfield, Ma. 01360; (413) 498-5311, ext. 418.

STOP is an organization of high school teachers and students to educate high school age students and their communities on the dangers of the arms race and the imminent threat of nuclear war. They also motivate young people to resist the arms race through positive, educational means. Membership is \$7.00 per student and \$15 per adult. Members receive *STOP News* six times per school year.



Audio-Visual Resources

Disarmament: A Select Film Bibliography. Riverside Church Disarmament Program, 1982. (Order from: 490 Riverside Dr., New York, N.Y. 10027; free).

Lists approximately 50 inexpensive films and slideshows with very brief, non-evaluative descriptions.

Nuclear War Film List. By John Dowling. (Order from: Department of Physics, Mansfield State College, Mansfield, Pa. 16933. \$2.00)

Synopses and ratings of 100 films plus ordering information.

"There's A Nuclear War Going on Inside Me" and "What Soviet Children are

Saying About Nuclear Weapons." Available from ESR. (see: Organizations).

"A Place to Begin." Available from ESR, 23 Garden St., Cambridge, Ma. 02138; (617) 492-1764.

A 30 minute video tape covering some of the themes and methods that have been developed as part of a high school nuclear education course. Good for educators, parents and administrators who are considering the role of the educator in the nuclear age.

"Bombs Will Make the Rainbow Break." Available from Films, Inc., 8124 North Central Park, Skokie, Il. 60076 for \$45 rental plus \$5 handling.

This film, recommended by the National Education Association for fifth grade and up, documents the Children's Campaign for Nuclear Disarmament, which organized a letter-writing campaign asking President Reagan to halt the arms race. The president refused, but the film shows kids reading their letter aloud in front of the White House.

"In the Nuclear Shadow: What can the Children Tell Us?" Available from Educational Film and Video Project, 1725 B Seabright Ave., Santa Cruz, Ca. 95062. This film, made in San Francisco by former teacher Vivienne Verdon Roe and Ian and Eric Thiermann, emphasizes that activism overcomes despair. It includes interviews about the nuclear arms race and nuclear war with 26 children of various backgrounds from 20 different schools. It also features footage of Hiroshima and the thoughts of two psychiatrists, Robert Jay Lifton and John E. Mack.

Books And Articles For Educators

Listening to Children: Soviet and American Voices. By Lucile Burt and Roberta Snow. Available from ESR, 11 Garden St., Cambridge, Ma. 02138; (617) 492-8820.

Why Nuclear Education? A Source Book for Educators and Parents. By Susan Alexander. Available from the national ESR office (see: Organizations) for \$7.50.

This book features support articles on psychological effects of the nuclear age on children, case studies of schools, suggestions and resources.

"Our Children: Nuclear Education and Nuclear Fears." By Bill Drake. Write: Box 394, Wermar, Ca. 95763. \$3.50

This 15-page paper describes how to prepare young children to deal with the nuclear threat and what to do to make them feel more secure.

Publications For Students And Educators

Forum. Quarterly Newsletter of Educators for Social Responsibility (see: Organizations.) Sent to members. (membership: \$10 low income or student, \$20 regular.)

UCAM Network News. Published by UCAM (see: Organizations).

Monthly updates on nationwide campus activities in the nuclear war and arms control areas; also information on available educational resources.



Curricula And Resources For Teachers

Choices: A Unit on Conflict and Nuclear War. By the Union of Concerned Scientists in cooperation with the Massachusetts Teachers Association and the National Education Association. Cambridge, Ma.: Union of Concerned Scientists. 144 pp. \$9.95.

Choices is a collection of worksheets and teacher lesson plans designed for use with junior high school students. Materials and activities give equal emphasis to two separate themes: the dangers posed by the existence of nuclear weapons and the advantages of conflict resolution techniques for settling differences among individuals and nations.

Crossroads: Quality of Life in a Nuclear World. By Dan French, Kathy Greeley, Susan Markowitz, and Robin Zane. Boston: Jobs with Peace, 1983. 84 pp. \$4.00. *Crossroads* comprises three separate units, each designed for use in high school English, social studies and science classes. It was developed by many of the same authors as *Choices* and is a set of student worksheets and accompanying teacher lesson plans.

Decision Making in a Nuclear Age. By Chris Austiel, Benson Bowditch, Lucille Burt, Thomas Landenburg, et al. Weston, Ma.: Halycon House, 1983. 376 pp. \$12.50.

This is a 3-12 week unit for high school students and is easily adaptable for use in certain college courses.

Dialogue: A Teaching Guide to Nuclear Issues. By Educators for Social Responsibility. Cambridge, Ma.: ESR, 1982. 269 pp. \$12.95.

The Friendly Classroom for a Small Planet. By Pritzman, Burger et al. Available from Children's Creative Response to Conflict, Box 271, Nyack, N.Y. 10960.

An excellent and complete teacher's manual and curriculum guide for classroom conflict resolution, problem solving and self-esteem. For K-6.

Perspectives: A Teaching Guide to Concepts of Peace. Shelly Berman, ed. Educators for Social Responsibility (see: Organizations). This guide is intended mainly for primary and secondary schools.

Summary of Courses on Nuclear War. Available from UCAM (see: Organizations), for \$1.50.

Included brief summaries of the contents of over 70 courses of nuclear war currently offered at colleges and universities in the U.S.

"A Lesson Plan for Elementary Schools: Alternatives to Aggression." *Interracial Books for Children Bulletin*, Vol. 13, # 6&7, 1982, page 24.

Let's Talk About Peace; Let's Talk About Nuclear War. Available from: Parenting in the Nuclear Age, 6501 Telegraph Ave., Oakland, Ca. 94609.

Curriculum for school and home for elementary and junior high age children.

The Peace Education Project

The Peace Education Project (PEP) is the brain child of high school teacher Helene Oppenheimer and musician Mark Levy. Their goal is to promote peace education by providing resources for teachers, parents and students which focus on nuclear education, nonviolent conflict resolution, and global awareness. PEP approaches that goal with its mobile library and bibliography, pamphlets, and audio-visual materials.

Helene and Mark have traveled over 70,000 miles in 37 states with the mobile library since they founded the project in 1982. They started out with just a few books and talked to people all over the country, exchanging information, ideas and resources. As a result of their networking, they now have over 500 titles of books and audio-visual resources.

PEP has also focused on the California nuclear education bill, AB 3848. This bill, which became law in 1983, requires the State Department of Education to collect information on current efforts of school districts to provide nuclear education, and other information relevant to the development of a model nuclear education curriculum. Helene testified on behalf of the bill and is now working on facilitating its implementation. A questionnaire which was sent out to every school superintendent in the state, as required by the law, asked,

"Who in your community can speak on nuclear issues?" Helene sent a letter to these superintendents, informing them about the library and offering PEP's services and expertise to help them implement the law.

Helene feels, "We can't sit back as parents and teachers waiting for them to implement the law." She urges people to contact their schools and PTA's to start a dialogue about nuclear education. She also stresses that now, especially with the passage of this law and the multitude of available resources, there is no excuse for teachers not to do peace education.

The long-range vision of PEP's founders is to have a library like theirs in every community in the country. They see PEP as the model for others to use and follow.

The PEP library is available for anyone to preview, although it does not lend or sell materials. "We don't have the resources to function as a lending library at this point and we don't sell materials so we can be partial in our recommendations." PEP does offer for sale a bibliography of their resources which is divided into 6 categories: Elementary, Secondary, Parenting, Teaching, Jewish and Christian. To set up an appointment to look at the library or to obtain a copy of the bibliography, contact Helene and Mark at PEP, P.O. Box 559, Felton, Ca. 95018; (408) 425-5211 ext. 267.



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Sources For More Information

Harvard Educational Review. Volume 54, #3, August, 1984.

A special issue on "Education and the Threat of Nuclear War."

"Nuclear War: A Teaching Guide." By Dick Ringle, ed. *Bulletin of Atomic Scientists*, December, 1984.

Interracial Books for Children Bulletin. Volume 13, #6 & 7, 1982.

Special issue on "Militarism and Education."

Nuclear Times. October 1983.

Special issue on "Nuclear Education."

Peace Education: A Bibliography Focusing on Young Children. By Rosmarie Greiner, 126 Escalona Dr., Santa Cruz, Ca. 95060.

Forum. The quarterly newsletter of Educators For Social Responsibility, 23 Garden St., Cambridge, Ma. 02138; (617) 492-1764.

Bibliography of Nuclear Education Resources. Susan Alexander, ed. Available from ESR (see address above).

Nucleography: An Annotated Resource Guide for Parents and Educators on Nuclear Energy, War and Peace. Jacqueline Barber, et al, eds.

Available from: Nucleography, 2847 Fulton St., Berkeley, Ca. 94705.

Peace Education Bibliography. By the Peace Education Project (PEP).

A bibliography of resources on global awareness, nonviolent conflict resolution, nuclear education, affirmation and cooperation building, and other related peace/war issues for elementary through high school levels. Entries are catalogued into 6 categories: elementary, secondary, parenting, teaching, Jewish and Christian. Available from PEP, P.O. Box 559, Felton, Ca. 95018. \$2.50 per category, \$10.00 for the complete bibliography.

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A Bibliography For Parents Of Young Children

by Rosmarie Greiner

In this nuclear age, when headlines announce that our military leaders are "thinking the unthinkable," when the power of the world's nuclear arsenal could at any moment wipe out civilization as we know it, we teachers and parents are forced to question and reinterpret our roles. Besides facing our private fears, an awesome undertaking, we also are rethinking our tasks in raising children. As Dr. Ron Lally, chairperson of Human Development at Far West Lab, so well said, "Each generation from now on must make the decision anew to contain the terrifying forces of this arsenal." Therefore it becomes clear how basic attitudes about self, others and nature are crucial in this process.

Attitudes and values have their beginnings in early childhood under the guidance of parents, preschool teachers and other important adults. It is in this early socialization period that children can build healthy self-concepts, a tolerance for diversity and a caring attitude about others, and nature, while simultaneously developing their imaginary and problem solving skills.

In our society books are very much part of this early socialization process. They offer visual and verbal materials that children incorporate into their feeling and

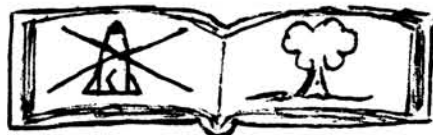
thinking. They offer a positive way to open up areas of discussion. They offer messages, pass on values and in a subtle way shape attitudes.

For example, in order to insure positive messages and values, teachers, parents and librarians are paying attention to racial and sex role stereotyping in books. Keeping these two concerns in mind we have collected books that contribute to those attitudes and skills necessary for building peaceful solutions on earth.

From this collection I have created a bibliography grouped around six components of Peace Education: 1) self-awareness, 2) awareness of others, 3) conflict resolution, 4) love of nature, 5) global awareness, and 6) imagination.

Each book has been field tested with individual children as well as small groups of children. A reminder is in place here: The appropriateness and meaningfulness of a given book is based not only on the age of the children but also on their experiences and interests.

The following is an excerpt from the bibliography. For a copy of the entire bibliography, contact Rosmarie Greiner, 126 Escalona Dr., Santa Cruz, Ca. 95060.



Self-Awareness

1. *Ming Lo Moves the Mountain*. By Arnold Lobel. Scholastic Books, 1982. (Ages 3-5) Delightful story about several attempts to move a mountain. Wisdom prevails.
2. *The Little Raccoon and the Thing in the Pool*. By Lillian Moore. Scholastic Books, 1963. (Ages 3-4) Little Raccoon wants to catch a crayfish for his mother's supper but is frightened by the Thing in the Pool! How he conquers his fear is delightful.

Awareness of Others

1. *A Special Trade*. By Sally Wittman. Scholastic Books, 1978. (Ages 3-5) When Nelly was small, Bartholomew, her neighbor, pushed her in a stroller. They both get older and Nelly pushes Bartholomew in a wheelchair. A sensitive, mutual helping relationship.
2. *The Little Brute Family*. By Russell and Lillian Hoban. Avon Books, 1980. (Ages 3-5) Have you met the little brute family? They eat sand for breakfast, pinch, push and growl until. . .

Conflict Resolution

1. *The General*. By Janet Charters. E.P. Dutton, New York, 1961. (Ages 4-7) General Jodpur puts his army to work creating a most beautiful country. His influence is felt across the world. Imaginative tale about peace conversions.
2. *Lost Kingdom of Kamica*. By Richard Kennedy. Sierra Club/Scribner, 1979 (Ages 4-7) A mysterious red stone is discovered by two farmers. The king wants the stone for its wealth. A wise man warns it will bring trouble to everyone.
3. *Let's be Enemies*. By Janice Udry. Harper and Row, 1961. (Ages 3-4) The "ups and downs" of the friendship of two boys. Humorous, using four-year-old language.

Cabrillo Course: Parenting In A Nuclear Age

This is course for parents which explores how to best respond to children's questions and fears about the nuclear arms race while working with their own fears and anxieties. Appropriate peace curricula for young children will also be discussed. This class will meet one week-

Love of Nature

1. *A Seed is a Promise*. By Claire Merrill. Scholastic Book Services. (Ages 3-5) Seed are so much a part of our daily experience. Tells how the promise of the seed is fulfilled, how seeds are made, how they travel and how they can grow.

2. *Daun*. By Uri Shulevitz. Farron, Straus and Giroux, 1974. (Ages 3-5) Beautifully illustrated story of a boy and grandfather experiencing the morning after a night of sleeping outside.

3. *When Light Turns to Night*. By Crescent Dragonwagon. Harper and Row, 1975. (Ages 3-5) At twilight, Ellen likes to climb a hill and feel the peace of the natural world.

Global Awareness

1. *At This Very Minute*. By Kathleen Rice Bowers. Little, Brown and Co., 1983. (Ages 4-8) Just before going to sleep a child's thoughts wander to others in the community, country and the world, wondering what they might be doing.

2. *Subo and the White Horse*. By Yuzo Otsuka. Viking Press, 1982. (Ages 5-8) A legend from Mongolia, dramatically told. Beautiful sweeping illustrations that reflect the changing mood of the story. A young shepherd finds his loyal white horse and loses it because of the greed of a despotic nobleman.

3. *People*. By Peter Spier. Doubleday and Co., 1980. (Ages 4 and up) A glorious celebration of people's diversity everywhere. A message to be remembered for people of all ages. Humorous, detailed and delightful illustrations about feasts, holidays, feelings and activities.

Imagination

1. *How the Sun Was Brought Back to the Sky*. By Mirra Ginsburg. MacMillan Publishing Co., Inc. 1975. (Ages 3-5) When the sun did not shine for 3 days, the animals missed it. They searched for the sun's house and together cleaned it off so it could shine again.

2. *Look Again*. By Tana Hoban. McMillan Publishing Co., Inc., 1971. (Ages 3-6) A series of exciting photographs, rich visual surprises that encourage discovery and many ways of seeing a picture.

Rosmarie Greiner is an early childhood instructor at Cabrillo College and founded the Cabrillo chapter of Educators for Social Responsibility.



Peace Begins At Home

The following is a resource list for families who want to teach peace. The resources are listed under specific suggestions for cultivating an environment for peace education at home. The suggestions are from a book: *How To Teach Peace to Children*, by J. Lorne Peachey. The book is available from the Wilmington College Peace Resource Center for \$1.00; Pyle Center Box 1183, Wilmington, Ohio, 45177.

Cultivate a Good Homelife

1. Try *This: Activities to Learn the Way of Peace (Family Adventures Toward Shalom)*. 69 pp., \$3.50. Order from: World Without War Bookstore, 67 E. Madison, Suite 1417, Chicago, Ill. 60603.
2. *Peacemaking: Family Activities for Justice and Peace*. \$2.45. From: Fellowship of Reconciliation, Box 271, Nyack, N.Y. 10960.

Deemphasize Possessions

1. *Life-style Change for Children*. Teacher and student resource (tear out and reproduce stories, games, plays, recipes, etc.) 6 sessions aimed at grades 3-6, but could be used very effectively in the home. From: United Presbyterian Church USA, Church Education Services, Rm 1101, 475 Riverside Drive, New York, N.Y. 10115.
2. *Loaves and Fishes*. A whimsical children's cookbook. Encourages use of basic ingredients to produce wholesome, delicious foods that conserve food resources. \$6.95. From: Herald Press, 616 Walnut Ave., Scottsdale, Pa. 15683.

Stress Cooperative Play

1. *Community*. Board game. All players work together to build the community, sharing resources and facilities and solving problems together. \$5.00. From: Family Pastimes, R.R. 4, Perth, Ont., K7H 3C6, Canada.
2. *The Cooperative Sports and Games Book: Challenge Without Competition*. \$4.95 From: fellowship of Reconciliation, Box 271, Nyack, N.Y. 10960.
3. *Alternatives to Games of Violence, Militarism and competitiveness*. Ask for free catalog from Animal Town Game Co., P.O. Box 2002, Santa Barbara, Ca. 93120.

Emphasize What It Is That Creates Violence

1. *Understanding and Responding to Violence in Young Children*. \$1.50. From: Center for Peace and Conflict Studies, Wayne State University, 5229 Cass Avenue, Detroit, Mi. 48202.
2. *A Manual on Nonviolence and Children*. \$5.00. Affirmation and conflict resolution activities, cooperative games. from: Friends Peace Committee, 1515 Cherry St., Philadelphia, Pa. 19102.

Have an Abundance of Peace Materials in the Home

See "Books for Young People in a Nuclear Age" under the Resources list on page .

Provide International Experiences

1. Information Center on Children's Cultures. Publications and educational materials for K-9. Write for catalog: U.S. Committee for UNICEF, 331 East 38th Street, New York, N.Y. 10016.

Books For Young People In A Nuclear Age

The Nuclear Arsenal Reader: An Introduction to the Nuclear Weapons in the U.S. and U.S.S.R. By Harvard Educators Concerned about Nuclear War. Cambridge: HECNW, 1984. 44pp. \$2.00 (paper). Available from HECNW, Longfellow Hall, 13 Appian Way, Cambridge, Ma. 02138.

This small book is designed to acquaint junior and senior high school students with the basic terms and ideas of the nuclear weapons arsenals.

Our Future at Stake: A Teenager's Guide to Stopping the Nuclear Arms Race. By Melinda Moore and Laurie Olsen, with the Citizens Policy Center Nuclear Action for Youth Project. Philadelphia: New Society, 1984. 68 pp. \$19.95, \$6.95 (paper).

This book was produced largely by nine young people, ages 12-17, who researched and wrote about the questions young people ask about nuclear issues. It includes a list of resources for further information and avenues for action.

Hiroshima. By John Hersey. Bantam, 1946. \$2.50. (For grades 8 and up).

A classic account of the dropping of the A-bomb on Hiroshima and the events which followed, told in terms of the daily lives of the survivors.

Sadako and the Thousand Paper Cranes. By Eleanor Coerr. Putnam, 1977. For grades 1-5. Dell Yeareng, \$1.25 (paper)

In 1954 eleven year old Sadako is found to have leukemia because she was exposed to radiation from the Hiroshima explosion. In the hospital she folds paper cranes so "the gods will grant her wish and make her healthy again." Sadako dies from her illness but other children continue to make the paper cranes. Making paper cranes has become a peace symbol, especially for children.

A Chance to Live: Children's Poems for peace in a Nuclear Age. By Gayle Peterson and Ying Kelly. Mindbody Press. \$4.95. (paper)

The Disarmament Coloring Book. Women Strike For Peace, 201 Massachusetts Ave. NE, Washington, D.C. 20002; (202) 543-2660. \$1.25 plus 50¢ postage.

This fun book illustrates and describes simply the history of the peace movement from 1965-1982.

Understanding Nuclear Weapons and Arms Control: A guide to the Issues. By Teena Mayers. Education in World Issues, 1984. ideal for high school and some college courses.



Books For Parents In A Nuclear Age

Watermelons Not War! A Support Book for Parenting in the Nuclear Age. By Kate Cloud, Ellie Deegan, Alice Evans, Hayat Imam, and Barbara Signer, members of the Nuclear Education Project. Philadelphia: New Society, 1984. 162 pp. \$24.95, \$9.95 (paper).

This book, produced by five mothers, deals with central questions of parents and children confronting and sharing the inevitable despair of the nuclear threat. The authors offer guidelines based on their own and others' experience to help parents talk with their children. It also includes resource lists, and annotated bibliography of books for children and adults, and a listing of anti-nuclear and social change organizations.

Parenting for Peace and Justice. By Kathleen and James McGinnis. Orbis Books, 1981. The authors help us discover concrete ways of living and parenting that transforms deep social concern and Christian thought into everyday action.

Talking to Children About Nuclear War. By William Van Ornum and Mary Wicker Van Ornum. New York: Continuum Press, 1984. (paper)

A sensible, practical and balanced guide to dealing with feelings of children about nuclear war.

What to Tell the Children. By Vivienne Verdon-Roe. Community Education Committee, 1983. 4042 Broadway, Oakland, Ca. 94611. \$5.00 plus \$1.50 postage.

The author confronts the difficult and sensitive problem of explaining nuclear war to young people.

Despair and Personal Power in the Nuclear Age. By Joanna Macy. New Society, 1983. This book includes a chapter on "relating to children and young people" with good exercises for communicating.

Tips For Talking To Kids About The Bomb

Research tells us that many children are very concerned about the possibility of a nuclear war. Because the issue can seem so complicated and disturbing, adults sometimes avoid talking about it with children. Such a "wall of silence" tends to make the subject more frightening. The following are some guidelines to help adults communicate more easily with children about their concerns.

Listen to What Children Have to Say

1. Do not dismiss children's feelings as silly or wrong; they will just stop talking about them.
2. Repeat back to them what you heard them say and ask them to correct any misunderstandings.
3. Reassure them that you understand what they are saying, particularly the feelings behind the words.

Let Children Know Their Feelings Are Important

1. Assure them that their reactions are understandable and normal.
2. Tell them that some people do not like to talk about the issue, but it's an important subject to discuss.

Provide Children With Appropriate Information

1. Answer only the questions asked; too much information can be as disturbing as too little.
2. Use language children understand.
3. Young children do not require sophisticated information.
4. If you do not have the information, find it out together, it's okay not to know the answer.

Let Children Know That Many People Share Their Concerns

1. Assure them that everyone wants to avoid nuclear destruction and only disagree on the best way to do so.
2. Tell them that many people throughout the world are working to solve the problems.
3. Let them know that it may take time to find workable solutions.

Help Children Express Themselves in Various Ways

1. By talking to you and others.
2. Through creative writing.
3. Through art, dance, drama, or music.

Explore Ways Children Can Contribute

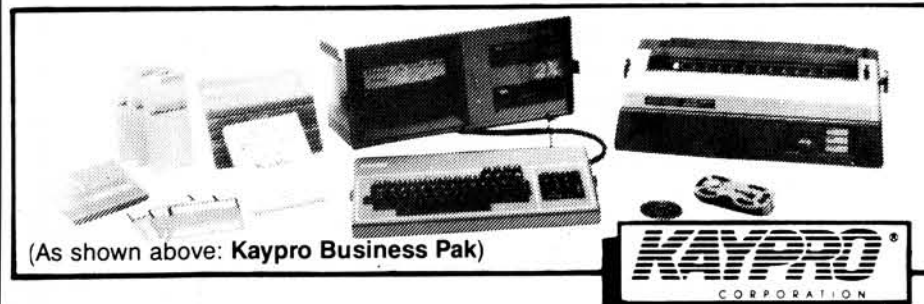
1. They can get a group of family and/or friends together to learn and talk about the nuclear issue and think of things they could do to help.
2. They can write letters or postcards expressing their thoughts and feelings to family, friends, their school newspaper, and government representatives.
3. They can become involved in the political process by supporting candidates and legislation that reflect their concerns.
4. They can support organizations that express their views.
5. They can develop education or other types of programs at school.
6. They can think of ways to solve their own conflicts more peacefully, so that everybody feels good about the solution.

(reprinted from the Thursday Night Group's "Children & The Nuclear Issue: A Guide.")

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Contractors Corner

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By Summers for The Orlando Sentinel

general. The report stated that Gilleece's actions "have so compromised her ability to perform her rule-making and policy-setting role" that it is recommended "Gilleece be removed from [her present] responsibilities."

Gilleece played an important role in determining whether costs billed to Pentagon contracts were reasonable. In referring to this, the report said that she "was involved with policy matters of interest" to many of the firms she solicited as prospective customers.

Gilleece resigned three days before the report was issued. She now works as a special assistant to Assistant Secretary of Defense James P. Wade, Jr. And she's dropped the plans for the consulting firm.

G.E. Gets Charged

The Labor Department has awarded some \$70,000 in compensatory damages to a quality control worker at General Electric's Willmington, N.C., nuclear fuel production plant. The Department's ruling said Vera M. English, the worker, was subjected to "humiliation and mental suffering" due in part to G.E. supervisors. The ruling charged the supervisors with conducting "an inquisition" after English continued to complain to the Nuclear Regulatory Commission of lax-safety procedures at the plant.

English said the company refused to acknowledge safety violations that she had pointed out. English's lawyer claimed that the dismissal from the plant was "retaliatory." The Labor Department agreed and awarded what is believed to be the largest compensation ever in the nuclear industry.

G.E. has denied "any wrongdoing" and called the decision "unfounded, unsubstantiated, and totally without merit." The company said that English was dismissed for violating company rules, but the Labor Department said G.E. used "a pretext for getting rid of [English]."

Pentagon Invades Valley

Not all Silicon Valley companies are feeling the economic pinch from the recession hitting that region. Military contractors are in an economic boom, and while commercial companies are laying off workers, contractors such as Lockheed Corp., Westinghouse Electric Corp., Ford Motor Co., and GTE Corp. are on a hiring spree. Backing these booming companies up, with almost five billion dollars, is the Pentagon.

Some statistics: 20 of the 50 largest military contractors are in Silicon Valley; 15 to 20 percent of manufacturing in the Valley is military, involving roughly 50,000 jobs; and 13 of the 20 military contractors in the Valley are on a House subcommittee list of companies under criminal investigation.

Business As Usual

Life was really looking up for Mary Ann Gilleece, the Pentagon's second-ranking official on weapons-buying policy. Her position paid \$70,000 a year. And she had plans to form a very profitable consulting firm once she left the Pentagon. She had easy access to her future customers — the 29 major military contractors she approached while at the same time having an important voice in who got what military contract.

After some members of Congress criticized Gilleece's ongoings, a report was issued as a result of an investigation by Joseph H. Sherick, the Pentagon inspector



Shhh, It's A Secret

The Air Force has for some time been paying Northrop Corporation of Los Angeles \$1 billion annually to develop the "supersecret" Stealth bomber. The Stealth bomber has the shape of a flying-wing, with no fuselage or tail. Its shape would allow it to penetrate defensive radar while it flies in to drop nuclear bombs on its targets.

A single Stealth bomber reportedly has a price tag of more than \$600 million, or almost three times the cost of a single B-1 bomber, the plane it is slated to replace in the 1990's.



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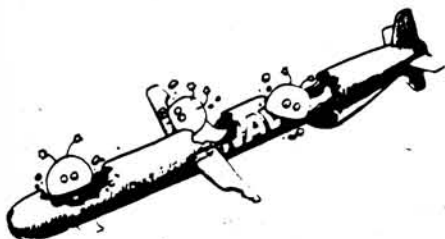
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Bedfellows Again

The Navy has ended a five month old moratorium on contracts with General Dynamics, the nation's third largest military contractor. The move makes the Navy's sanctions against General Dynamics seem like a slap on the wrist, considering that the company is still being investigated by the Justice Department and the Securities and Exchange Commission on charges of stock manipulation, conflict of interest, and fraudulent pricing.

On May 21, at the time the Navy announced its sanctions against General Dynamics, Secretary of the Navy John F. Lehman, Jr. charged the company with billing the Government for country club dues, unallowable travel costs, lobbying expenses, and promotional handouts such as sunglasses and T-shirts. But now the Navy says that General Dynamics has begun a "comprehensive ethics program that will apply to all employees," and that "there was not pattern of corruption."

Representative John D. Dingall, a principal investigator of the business conduct of military contractors, responded to the Navy's latest decisions with: "The record of our [Congressional] hearings differs drastically from the Navy's assessment."



This Isn't Waste?

Oddly enough, although the B-1 bomber is to be replaced in the 1990's by the Stealth bomber, production of the \$280 million apiece airplane has not even begun. The Air Force has just recently awarded Rockwell International Corporation an \$8 billion contract to begin work on the very temporary B-1.

Unreasonable Report

The Pentagon, in its recently issued report on the profits of military contractors, concluded that the profitability of contractors "has not been unreasonable." The report also said that little change is necessary in the way the military pays its manufacturers.

Although the report has come after a string of disclosures about billing abuses, such as \$600 toilet seats and contractor executives charging the Pentagon for golf outings, kennel fees, and lavish entertainment, it did not address the subject of fraud and waste in military contracts at all. Critics have charged that there are a variety of important issues that the report avoided, such as rewarding contractors based on past performance.

The director of the study that led to the report, Air Force Colonel Ronald Finkbinder, told reporters that the complicated method by which profits are awarded was "economically pretty well balanced." However, more than half of a sample of 785 Pentagon contracting officials believe the method discouraged efficiency and tended to increase the cost of weapons systems. Fifty-five percent of the sample believe corporate managements often control the profits on military contracts.



Take A Number

How do you get to the top of the waiting list for a state of the art supercomputer from Cray Research Inc.? If you're General Dynamics, you simply pout and invoke national security.

Peter K. Connolly, spokesperson for General Dynamics said, "You're talking about some very major defense programs here. If any defense contractor is going to qualify for [preferential treatment], General Dynamics is."

By jumping to the head of the line, General Dynamics, maker of F16s, Trident submarines and cruise missiles, will get the supercomputer originally intended for Bell Laboratories. Bell is one of the world's premier research institutions.

A defense contractor's use of national security to muscle out a commercial company for a computer is "way out of the ordinary" in the words of Richard Meyer of the commerce department.

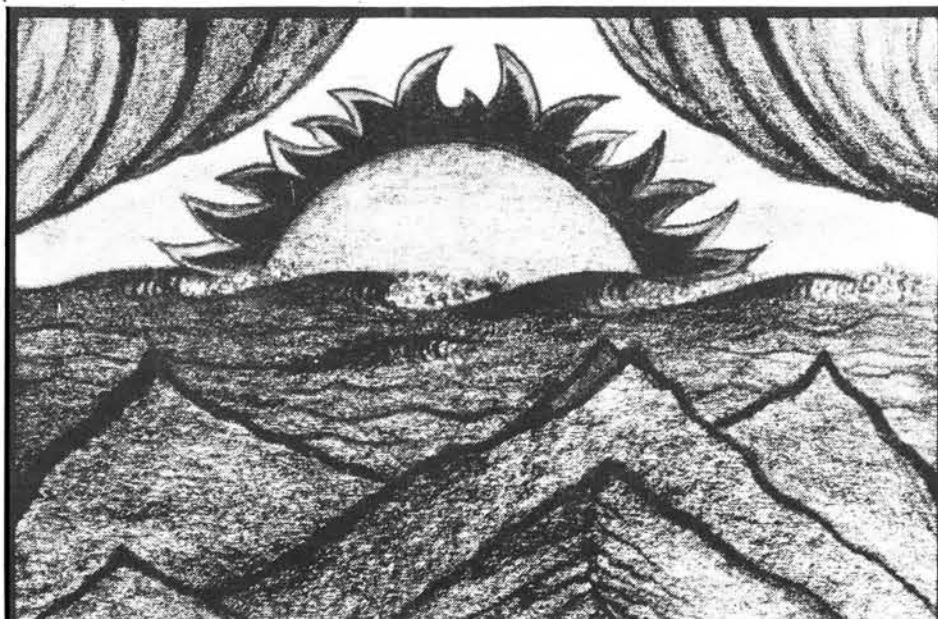
Cray's chairperson, John Rollwagen said, "I'm very disappointed that a [defense rating] is being used." Citing "military urgency" in getting a supercomputer, General Dynamics filed a form to get a special "Defense Order" rating on an existing contract that enabled it to get the national security preference. Rollwagen said, "We deal with a number of government agencies and contractors involved with the national security. If they all did this, it would be a mess for everybody. It's a defense contractor spoiling it for other defense contractors."



Bell Copter Flies Again

The Army is resuming payments to Textron's Bell Helicopters unit on all contracts dated after August 8th. The Army said Bell "corrected problems" on those contracts. Payments to Bell on some previous contracts dated before July 12 will not be fully resumed. The Army says it will withhold fifty percent of monthly payments on these earlier contracts because of some "accounting problems" at Bell.

Neither the Army nor Bell has made available the nature of these "problems."



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Santa Cruz County Peace & Justice Calendar

The calendar is compiled with the assistance of the "Lively Connections," a network of 40 Peace and Justice organizations in Santa Cruz County.

Thursday, August 29

Educational Program. "Migrant Moratorium" presented by Migrant Media Education of Watsonville. 5-10pm. Loudon Nelson Center, Santa Cruz. For info: 724-2997.

General Meeting and Program. People's Democratic Club. Sesnon House, Cabrillo College. 7:30-8:30 business meeting. 8:30 program. Candidates Forum. For info: 425-8671.

Friday August 30

San Francisco Mime Troupe. "Crossing Borders" sponsored by the Santa Cruz Action Network. "Crossing Borders" is a domestic farce describing the plight of a Salvadoran refugee as he seeks to find sanctuary in a North American home with a lesbian couple. Santa Cruz High School Auditorium, 415 Walnut St. General admission \$7.00, seniors and students \$6.00. Tickets available at Cymbaline Records or by phone from the SCAN office, 458-9425. For info: 458-9425.

Monday, September 2

General Meeting. Coalition for Nicaragua. 7pm. Loudon Nelson Center, Santa Cruz. For info: 458-0303.

General Meeting. Redwood Youth Foundation. Del Mar School, 17th Ave., Santa Cruz. 7:30pm. For info: 476-2905.

General Meeting. Native American Support Group. 7pm. 128 Pearl Alley, Santa Cruz. (Meets every Monday — other dates are September 9, 16, 23, and 30). For info: 423-5349.

Wednesday, September 4

Report on "U.N. Decade of Women" Conference in Nairobi. At membership meeting of the Women's International League for Peace and Freedom. 7-9pm. Trinity Presbyterian Church Social Hall. Poplar and Melrose, Santa Cruz. For info: 425-7618.

General Meeting. Rainbow Coalition. 7:30pm. Loudon Nelson Center, Santa Cruz. (Meets every Wednesday — other dates are September 11, 18, and 25). For info: 476-7893.

Vigil. Sponsored by Friends Meeting. 4:30-5:30pm. Santa Cruz Town Clock. For info: 475-9061. (Every Wednesday — other dates are September 11, 18, and 25).

General Meeting. Amigos de AMPES. 5:30pm. 128 Pearl Alley, Santa Cruz. (Meets every Wednesday — other dates are September 11, 18, and 25). For info: 429-1039.

Thursday, September 5

General Meeting and Public Lecture. Computer Professionals for Social Responsibility. For time and place call: 425-8726.

General Meeting. Comite. 5:30pm. 128 Pearl Alley, Santa Cruz. (Meets every Thursday — other dates are September 12, 19, and 26.) For info: 429-1039.

Sunday, September 8

Sing Along. Freedom Song Network Songswap. 3-5pm. 515 Broadway, Santa Cruz. For info: 662-0342.

Chilean Music and Lecture on conditions in Chile. 7:15pm. Loudon Nelson Center, Santa Cruz. Sponsored by the Chile-Santa Cruz Friendship Committee. Father Rafael Maroto, a Chilean priest and major left opposition figure, will appear in the program with musicians Rafael Manriquez and Quique Cruz (both formerly with Group Raiz). For info: 425-8493.

Monday, September 9

General Meeting. Native American Support Group. (See September 2).

Tuesday, September 10

General Meeting. Gray Panthers. 1:30pm. 134 Dakota St., Santa Cruz. For info: 475-2510.

Tuesday, September 10 through Sunday, September 15

County Fair Peace and Justice Booths. There are three Peace and Social Justice organizations who will have booths at the Santa Cruz County Fair. These are the Coalition for Nicaragua, People's Democratic Club, and Lively Connections. The Lively Connections booth will include 21 Peace and Justice organizations, including the Nuclear Freeze. Go to the fair and give them support! For info: 688-3792.

Wednesday, September 11

Vigil. Sponsored by Friends Meeting. (See September 4).

General Meeting. Rainbow Coalition. (See September 4).

General Meeting. Amigos de AMPES. (See September 4).

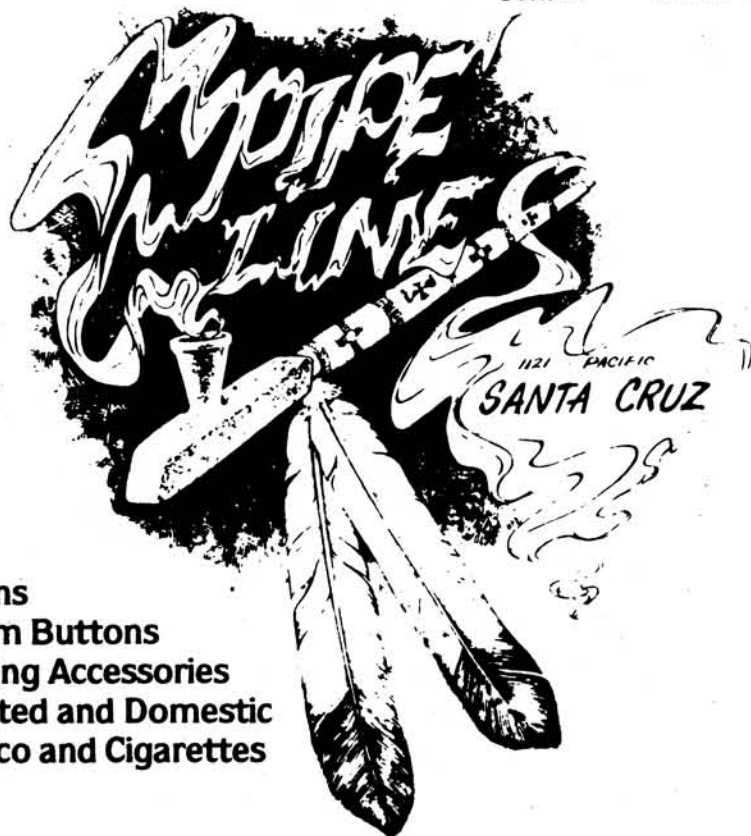
Thursday, September 12

General Meeting. Comite. (See September 5).

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\$3.97

3M
KRYLON
SHIVA
20%
OFF

7 PEN SET
REG. 78.50
\$37.97

DAN-DODGART

SAVE 15% ON PORTFOLIOS

OIL
PAINT
JUMBO
TUBE

BRERA
150ML
\$3.95 List
ALL COLORS

15%
OFF!

Richpen AIRBRUSH

GLASS
5x7... 25¢
8x10... 40¢
9x12... 50¢

PRE-CUT
BEVELED
MATS
IN
STOCK

----- EXPIRES 9-11-85 -----

ART → STAT

QUICK STAT SERVICE!
WHILE YOU WAIT
GOOD PRICES!

LENZ ARTS

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