

On the Home Front

TOPIC

5

**FOUR OUT OF FIVE
OF THESE MEN
CHOSE THEIR CAREERS**



ABOLISH CONSCRIPTION NOW

VIETNAM MORATORIUM SEPTEMBER 18



More than 750,000 men turned twenty during the years of the war – a ballot with marbles spun in a barrel was used to help select those for conscription.

Our family found itself divided over Vietnam.

Quotations on the Australian Vietnam Forces National Memorial

FOCUS QUESTIONS:

- How did the system of national service work?
- Did people support or oppose it?
- Did people support or oppose the war?

Comment Publishing Company Poster for Vietnam Moratorium Campaign, Sydney, 1970

AWM ARTV00866

Teaching Suggestions

1 Background information

Attitudes to the war

The quotation about families on the wall of the Australian Vietnam Forces National Memorial on the first page of this topic suggests a bitter and fierce contest of attitudes towards the Vietnam War.

This is partly true, and true for some time, but it does not reflect the more complex reality over time.

When Australia committed advisers of the Australian Army Training Team Vietnam (AATTV) to South Vietnam in 1962 there was virtually no reaction. Australians were focused more closely on the confrontation that was developing with Indonesia than events in Vietnam.

In April 1965, when Prime Minister Menzies announced that ground combat troops would be sent to Vietnam, every Australian newspaper except one supported the move. Public opinion polls and an election reinforced this mass support.

There was opposition. There were some people whose strongly held religious beliefs led them to oppose most military developments. These were, however, often believed to be the dupes of communist front organisations, whose international disarmament principles supposedly were based on cold war ideology rather than social justice ideas. There was also overt opposition from the pro-communist left.

Opposition to the war did grow, but much of it seemed to come from the new generation of radical university student leaders. They organised occasional lively protests, but much of their energy was directed internally on campus, fighting the university administrations rather than the Government. Their mix of revolutionary slogans, support for the North Vietnamese National Liberation Front (NLF) against Australian troops and increasing level of violence also worried many people. This opposition found its voice in the peaceful moratorium protests of 1970 and to a lesser extent 1971.

A key element that seems to have influenced this group was the sending of conscripts to Vietnam.

Attitudes to conscription

Conscription was introduced in 1964 with a view to having a sufficiently large force to respond to the Indonesian threat. However, once the Government committed combat troops to Vietnam, it was clear that the conscripts would be sent there.

Most people supported conscription throughout the war, but not for conscripts to go to war. The conscription broadened the base of opposition to the war, bringing in new groups such as 'Save Our Sons', a middle-class and non-violent collection of people who would not normally have been politically active. There were also many examples of debate and discussion about the issues, as well as the occasional protest. The protests grabbed the headlines, but there were many avenues for people to think about the ideas and values behind the war.

Many Australians did not actively support or oppose the war or conscription.

A city phenomenon?

Opposition to the war came mainly from the cities. It was hard for small town people to find like-minded citizens, but the 1970 moratorium in particular was widespread and included small protest groups in country areas.

2 Key learning outcomes

By the end of this topic students will be better able to:

- Identify a variety of attitudes and values in the war and conscription debates
- Appreciate that attitudes changed over time for many people
- Understand the working of the national service system
- Make a judgement about its fairness at the time

3 Suggested classroom approaches

ACTIVITY 1 In this activity students realise that the degree of support of the Australian people towards the war changed over time. Students will need to seek out reasons to explain this.

ACTIVITY 2 This activity is designed to help students develop empathy with the times they are studying, and to experience the difference between those who were at risk, and those who were not.

Teachers could tell all students that they are about to turn 20 — and this situation affects them. What will they do?

The teacher can then draw out some numbers between 1 and 31 and see which students have been called up — and whether this affects their answers above.

Students can actually go through a range of possible responses in the interactive exercise on the *Australia and the Vietnam War* CD-ROM.

ACTIVITY 3 The main aim of this activity is to help students realise that attitudes changed over time on this issue.

ACTIVITY 4 This activity brings out the important fact that attitudes to conscription and the war were mixed but different and that there was a variety of reasons and arguments for people supporting or opposing the Australian involvement. The aim is to have students try to identify broad 'streams' of opposition (and to a lesser extent support), so that they do not assume all opponents shared the same attitudes and values.

ACTIVITY 5 This activity suggests a simple way for students to draw together a range of disparate information into a form that will help them see the 'big picture' that the individual information is creating.

ACTIVITY 6 This encourages students to carry out their own research by talking to people from the time. Their individual findings can be shared, and they can discuss what generalisations they can develop from their research about whether the Vietnam War really did split Australian society.

4 Interactive CD-ROM and DVD resources



Interactives on the *Australia and the Vietnam War* CD-ROM that are appropriate learning tasks for this unit are:

- *Decide about National Service* (Secondary)
- *Compile a Photo Album* on protests in Australia (Secondary)



Some images of protest are on the DVD Episode 7 (*The Vietnam War*) from the *Australians at War* documentary series.

Did Australians support the Vietnam War?

In Topic 1 you saw the reaction of people to Prime Minister Menzies' announcement in 1965 that Australia would be actively involved in the Vietnam War. The evidence suggests that there was general agreement with this involvement.

Did that attitude change during the war?

Here are two pieces of evidence. Look at them and make a statement about Australians' attitudes towards the war during the period 1965 to 1972.

SOURCE 1 Public opinion polls on attitudes to the war in Vietnam (rounded numbers)

Poll date	We should continue to fight (%)	Bring back the troops (%)	Undecided (%)
Sept 65	56	28	16
Sept 66	61	27	12
May 67	62	24	14
Oct 68	54	38	8
Dec 68	49	37	14
Apr 69	48	40	12
Aug 69	40	55	5
Oct 69	39	51	10
Oct 70	42	50	8

SOURCE 2 Election results

Party	House of Representatives				Senate		
	1963	1966	1969	1972	1963	1966	1970
Liberal*	52	61	46	38	23	21	21
Country Party*	20	21	20	20	7	7	5
ALP	52	41	59	68	27	27	26
DLP*	-	-	-	-	2	4	5
Indep	-	1	-	-	1	1	3

*parties that supported involvement in the war

Peter Cook, *Australia and Vietnam 1965–1972*, La Trobe University Melbourne, 1991, page 39

- 1** Write a sentence that describes public attitudes towards the war at different times during this period.

There was clearly a change in opinion by many people during the war. What caused this change? There are two major elements involved: attitudes to the nature of the war; and the issue of national service, or conscription. Look at the following activities to explore this further.

How did the national service system work?

1 Imagine that you have been asked to design a system of compulsory national service, also known as conscription.

Who will have to do the service? All men, or only some? What about women?

When? At a certain age? When they leave school?

For how long? Months? Years?

Will you allow any exemptions — such as on medical grounds?

How will you justify and publicise the details?

2 Discuss these and any other aspects and write down your decisions.

3 Explain why you think you have created a fair, efficient and effective system.

This was the task that the Australian Government faced in 1964. Look at the details and compare them with your ideas.

Operation	<i>The system operated from November 1964 to December 1972.</i>
Aim	<i>It was designed for a limited purpose — to add 4200 men to the Army twice a year.</i>
Eligibility	<i>Nearly all Australian males had to register in January if they turned 20 in the first half of the year and in July if they did so in the second half of the year.</i>
Exceptions	<i>The exceptions were Aboriginal men and non-British subjects (changed from January 1967) and men in the Army. Registration could be avoided by travelling to New Zealand (no passport needed), or travelling overseas on a British passport.</i>
Evasion	<i>Men who failed to register without good reason could be prosecuted and sentenced to the equivalent of their national service time in a military prison, or after 1968 in a civilian gaol.</i>
Method of selection	<p><i>Twice a year numbered marbles, each representing two birth dates, were placed in a barrel. The number drawn was determined by demographic estimates of the number of people likely to be available for service in those six months. There were 16 ballots.</i></p> <p><i>Those whose birth dates were drawn now had to undergo three examinations — a medical, an interview about their educational and employment skills and a secret security check. Those whose birth dates were not drawn were now exempt from the system, although they could volunteer for national service.</i></p>
Exemptions	<p><i>Men could claim exemption or deferment at this stage. Temporary deferments could be given on grounds of exceptional hardship (such as where a man was needed on a family farm), compassion, or to complete educational courses. Men given a temporary deferment had to re-enter the system with a later draft group. Permanent deferment was for men who had married before they had been called up, or who had a serious criminal record, or posed a security risk, or who were members of the part-time Citizens' Military Force, Navy or Air Force — with their six year part-time commitment.</i></p> <p><i>Exemption was considered on three grounds: physical or mental disability, religious occupation, or conscience. Exemption on conscience meant that the man had to prove to a magistrates' court that he genuinely opposed (for moral or religious reasons) all forms of military service. It was not enough to oppose a particular war.</i></p>
Call up	<p><i>Those men who passed the examinations and were not deferred or exempt were now called up for two years' full-time national service.</i></p> <p><i>They served under the same pay and conditions as soldiers in the Regular Army, except that soldiers were able to vote at federal elections before they turned 21 (the otherwise legal voting age).</i></p> <p><i>If a man served in Vietnam he was entitled to other additional benefits such as tax-free pay during the overseas service and eligibility for a low-interest war service home loan as a result of that service.</i></p>

- 4 Discuss the main strengths and weaknesses of this system.
- 5 Do you think you would have registered if you had been required to?

Here are some statistics about the system.

Registered:	804 286		
Balloted out:	567 238		
Balloted in:	237 048		
Comprising:	Exempt 3563	Religious occupation Physical or mental disability Conscientious objection	553 1768 1242
	Indefinite deferment 35 548	Married before call-up CMF	20 502 15 046
	No longer liable 102 134	Death Permanent Forces Fail tests Imprisoned for refusal to obey a call-up notice	916 2194 99 010 14
	Unavailable at 31 December 1972 21 876	Deferment Hardship Suspected breaches Permission to leave Australia Migrants	15 526 470 3890 610 1380
	Called up and enlisted 63 740		
	Available for call up 10 187		

The chances for various events occurring in this system were:

Registrations 804,286	Statistical chances of a 20 year old being:	Statistical chances of a man who was balloted in being:	Statistical chances of a conscripted soldier being:	Statistical chances of a conscript in Vietnam being:
Of these, the number balloted in was: 237,048	Balloted in – 29% (1 in 3)			
Of these, the number accepted for service was: 63,740	Accepted – 7.9% (1 in 12)	Accepted – 26.9% (1 in 4)		
Of these, the number posted to Vietnam was: 19,450	Posted to Vietnam – 2.4% (1 in 42)	Posted to Vietnam – 8.2% (1 in 12)	Posted to Vietnam – 30.5% (1 in 3)	
Of these, the number wounded in Vietnam was: approximately 1,500	Wounded – 0.2% (1 in 500)	Wounded – 0.6% (1 in 165)	Wounded:– 2.4% (1 in 40)	Wounded – 7.7% (1 in 13)
Of these, the number of conscripts killed in Vietnam was: 200	Killed – 0.02% 1 in 5000	Killed – 0.08% (1 in 1250)	Killed – 0.31% (1 in 320)	Killed – 1.03% (1 in 100)

Peter Edwards, *A Nation At War*, Allen & Unwin in association with the Australian War Memorial, Sydney, 1997, pages 355–370

- 6 Do you think it was fair system? Explain your reasons.



You can explore these ideas more if you go to the activity:

- *Decide about National Service*

Did Australians support conscription?

There were many protests against conscription.

Did most people oppose conscription?

1 Look at this evidence and decide for yourself.

SOURCE 1 Public opinion polls on conscription (figures are rounded to whole numbers)

Date	Favour continuing conscription (%)	Oppose/Against/End conscription (%)	Undecided (%)
June 61	73	21	6
June 62	67	27	6
Aug 63	69	27	4
Jan 64	69	24	7
Nov 64	71	25	4
Sept 65	69	23	8
Apr 66	63	31	6
Jul 66	68	26	6
Nov 66	63	33	4
Nov 67	70	25	5
Dec 68	65	29	6
Aug 69	63	32	5
Oct 69	58	32	10
Apr 70	55	39	6
Oct 70	58	34	8

SOURCE 2 Gallup polls on sending conscripts to Vietnam (figures are rounded to whole numbers)

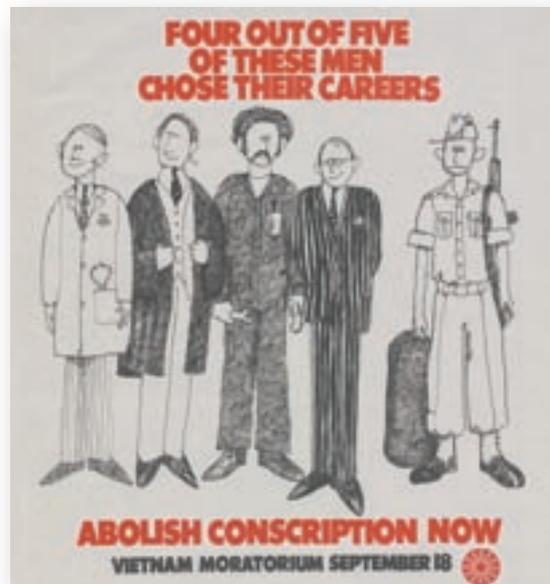
Date	Send to Vietnam (%)	Keep in Australia (%)	Undecided (%)
Dec 65	37	52	11
Feb 66	32	57	11
Apr 66	38	49	13
July 66	38	52	10
Dec 66	37	52	11
Aug 67	42	49	9

Peter Cook, *Australia and Vietnam 1965–1972*, La Trobe University Melbourne, 1991, page 29

Look back at the statistics on conscription.

- 2** How many people resisted the system? (Look at numbers in gaol and being investigated.) Does this show support for the system? Discuss your ideas.
- 3** There were many posters and protests against the national service system. What are the strengths and weaknesses of such posters and protest marches as evidence of people's attitudes? How can you decide?

4 What do you think the attitude of people was towards conscription during the Vietnam War?



AWM ARTV0086

Who supported/opposed the war and why?

Here are four posters from the Vietnam War. If you only had these as evidence of people's opposition to the war, what could you say about who opposed the war and why?



A A reproduction of a picture by No Dung depicting a soldier carrying a Vietnamese flag breaking through a barbed wire tank trap while others, including a woman, follow. The accompanying text advertises World Student Days of Action in November 1968. The poster was issued by the International Union of Students.

AWM ARTV03016

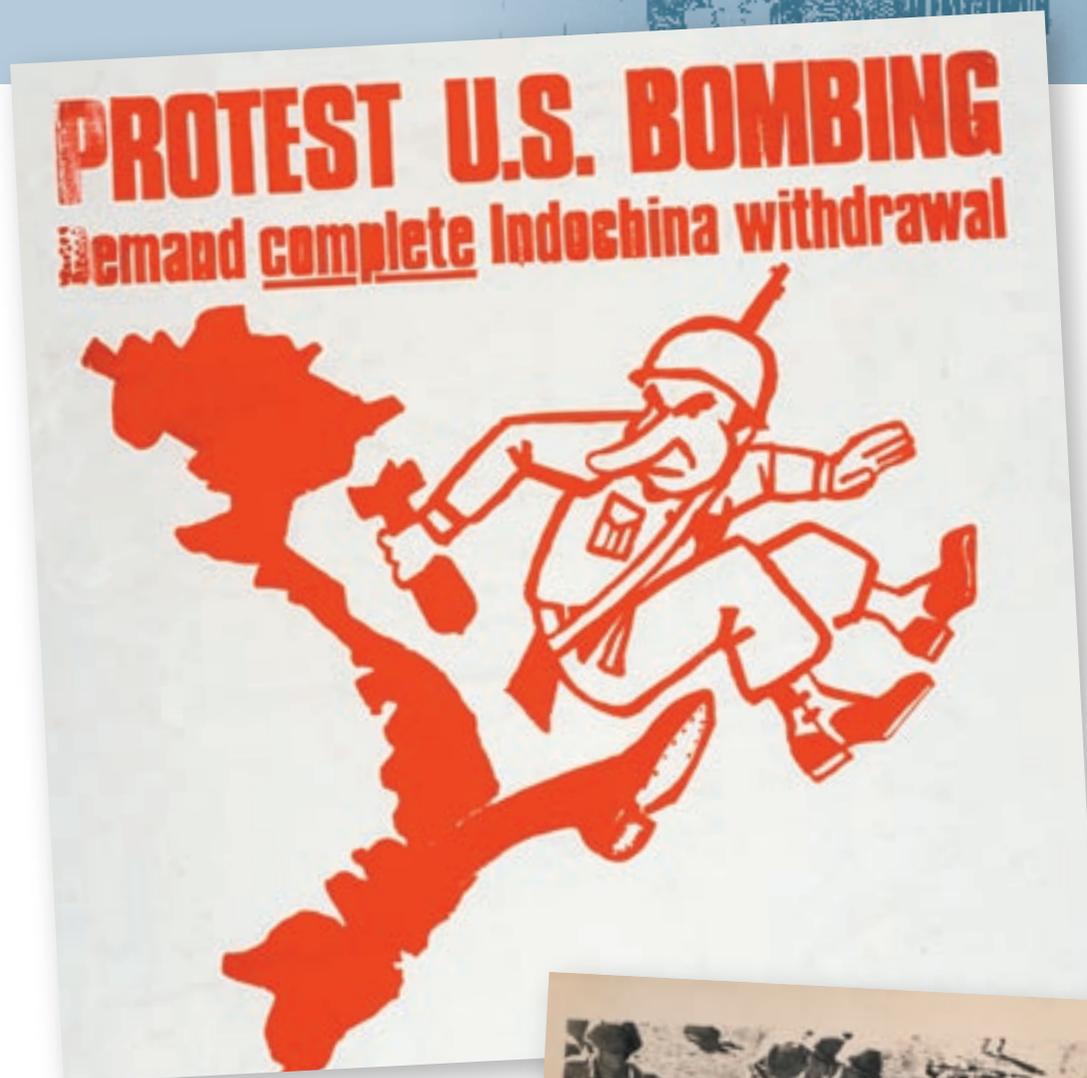
This is a difficult exercise. Asking the following questions of each poster might help you:

- 1 Who or what is the key image in the poster?
- 2 What are the key words?
- 3 Are there any symbolic elements there? If so, what do they symbolise?
- 4 Who produced the poster?
- 5 What is the main idea or argument in the poster?
- 6 Can you categorise the ideas as any of these: Political, Moral, Religious, Ideological?
- 7 What is the main message of the poster about the war?



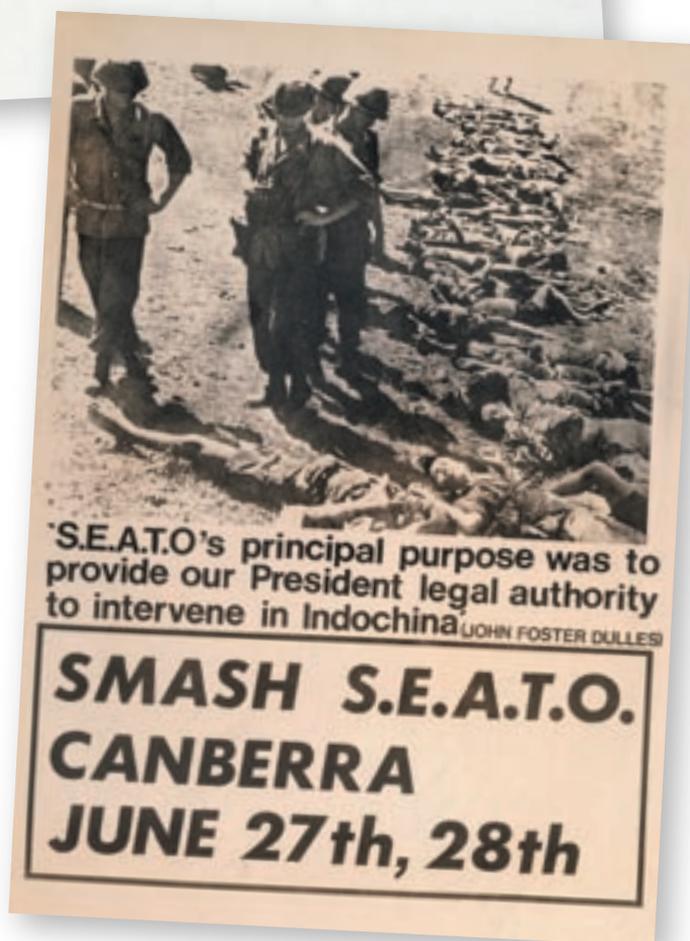
B Ron Cobb, *US flag set alight by burning Vietnamese corpse*, 1967. The corpse and skeleton of a Vietnamese child in a field burning below a US flag which has just caught alight.

AWM ARTV00316



C An anti-war poster from 1969 calling for complete withdrawal from Vietnam with United States President Richard Nixon, dressed as an American soldier and carrying a bomb, being kicked out of Vietnam.

AWM ARTV00909



D This 1968 poster depicts a line of US soldiers inspecting the laid out bodies of dead Vietnamese children. The accompanying text advertises a rally in Canberra and contains a quote from John Foster Dulles that SEATO's principle purpose was 'to provide our president legal authority to intervene in Indochina'.

AWM ARTV03111

Here are some more sources from the time showing attitudes and arguments for and against the war and conscription. Use this guide to help you analyse the documents:

- | | | | |
|--|---|---|--|
| <p>1 Attitude of the writer:</p> <ul style="list-style-type: none"> ● Pro-war ● Anti-war ● Pro-conscription ● Anti-conscription | <p>2 Main reasons:</p> <ul style="list-style-type: none"> ● Political ● Ideological ● Moral ● Humanitarian | <p>3 Tone:</p> <ul style="list-style-type: none"> ● Extreme ● Moderate | <p>4 Focus:</p> <ul style="list-style-type: none"> ● Australia ● USA ● Vietnam |
|--|---|---|--|

A

There is no doubt as to whose side the police are on - they are the bully-boys for those gentlemen who are making millions out of the Vietnam War - the henchmen for U.S. imperialism and the Australian traitor class which demands domestic peace, tranquillity and subservience. The setting up of demonstration defence groups to resist police attacks is an important part in maintaining the unity and solidarity of the Moratorium. We therefore encourage people to organise themselves.

Smash Conscription !
U.S. Out of Indo-China !
U.S. Out of Australia !
U.S. Bosses Out of Australia !
Smash U.S. Imperialism !

1, 2, 3, 4, the N. L. F. has won the war
 5, 6, 7, 8, the U.S. must capitulate.

1, 2, 3, 4, Peoples Army, Peoples War
 5, 6, 7, 8, Organise and Smash the State.

One Side's Right, the Other's Wrong
 ...

Riley & Ephemera Collection, State Library of Victoria

B

What's the MORATORIUM? ★

The Moratorium is a series of anti-Vietnam War and anti-conscription protests being organised throughout the country by many interested groups - students; church bodies; workers; community, political and other interested groups who are co-ordinating to display their opposition to the war.

Such a broad combination of groups has never before united over any issue. All these groups are opposed to the war, or its conduct, but for VARYING REASONS:

1. Because it is totally immoral and inhuman, with the U.S., Australia and allies clearly being the aggressors.
2. Because it is a civil war between Vietnamese into which we should not have intervened.
3. That intervention was once justified, but is no longer worthwhile.
4. The selfish view that the war is costing us too much and is not worth the expense, so we should withdraw for purely financial reasons.
5. That we are supporting the wrong side in the war, and should be aiding the Vietnamese against U.S. aggression.

Riley & Ephemera Collection, State Library of Victoria



**S.O.D. Says—
'DEMONSTRATIONS
BETTER THAN EVER'**

The rising tide of public opinion throughout Australia received further impetus last night.

In Melbourne Mrs. McFingle of the Save Our Daughters Society (S.O.D.S.) said that the protest movement was now entering a new phase. Commenting on the recent wave of demonstrations in all capital cities, she said, "The demonstrations we are now organising will be more spontaneous than ever before. They show clearly that public opinion supports us".

Mrs. McFingle admitted that draft card burning was creating certain problems. It is only natural, she said, that young men engaged in this sort of activity should get their fingers burnt. "Because our supply of draft cards is nearly exhausted, we have made arrangements with a printing firm to produce unlimited quantities of facsimile draft cards. Now that these difficulties are being overcome, we can confidently expect that draft card burning will become a regular feature of community life."

A spokesman for the Victorian Action Committee Against National-Service Training (VACANT), agreed that the protest movement was broadening in scope. The spokesman denied any links between his organisation and the Save Our Daughters Society, the Vietnam Week Committee and the Anti-conscription Youth Committee. He said, "The fact that we share the same office is purely accidental. Each organisation is quite independent".

In Sydney Rev. Pincus Bartly, Secretary of the Inter-Church Commission for Understanding and Peace (ICCUP) said that his committee believed conscription was immoral, and a violation of Christian conscience.

"As soon as our committee can agree on acceptable definitions of morality, christian, and conscience," he added, "we will launch an Australia wide petition."

Riley & Ephemera Collection, State Library of Victoria

The FACTS are . . .

The Moratorium — calling for the immediate withdrawal of all Australian and American troops from Vietnam — will be held on 8th, 9th and 10th May.

It will be accompanied by disruption of traffic and the senselessness associated with past anti-Vietnam demonstrations.

The Communist Party is fully involved in the Moratorium.

Prominent members of the A.L.P. — including many A.L.P. Federal M.H.R.'s and Senators — are also associated with this protest.

When will the A.L.P. wake up and realise that involvement with Communists completely discredits its claim to being the "alternative Government of Australia"?

This is where the DLP stands . . .

The D.L.P. opposes the Moratorium.

We disagree with the immediate withdrawal of Australian and American troops from Vietnam because such action would result in the death of thousands of innocent people.

The D.L.P. opposes this attempt to by-pass the democratic processes by resort to mob demonstrations and occupation of the streets. Such demonstrations, as we have seen, can too easily lead to violence.

It's up to YOU!!!

If the Moratorium is a success, history will hold YOU responsible for handing over thousands of innocent people to the brutality of Communism.

Can your conscience shrug that off? Or don't you care about your fellow man?

Authorised by W. HUTCHINSON, 295 MELTON RD., NORTHGATE
and Printed by KEVIN BURNS PTY. LIMITED, UNWIN ST., MOOROOKA.

E

**V
M
C**



APRIL 30

4 March 1970 No. 1 Price 5cents

WE DEMAND THE IMMEDIATE AND UNCONDITIONAL WITHDRAWAL OF THE TOTAL US AND ALLIED MILITARY PRESENCE FROM INDOCHINA, AND THE CESSATION OF US AGGRESSION AND INTERNAL SUBVERSION AGAINST THE PEOPLES OF INDOCHINA.

WE DEMAND THE IMMEDIATE, UNCONDITIONAL AND UNILATERAL WITHDRAWAL OF AUSTRALIAN MILITARY FORCES FROM INDOCHINA.

WE DEMAND THE IMMEDIATE ABOLITION OF CONSCRIPTION IN ANY FORM, RECOGNISING IT AS A DIRECT INSTRUMENT OF AUSTRALIA'S INVOLVEMENT IN US MILITARY INTERVENTION IN INDOCHINA.

WE DEMAND THAT THE UNITED STATES, AUSTRALIAN AND OTHER ALLIED GOVERNMENTS WITHDRAW ALL MILITARY, MATERIAL AND POLITICAL SUPPORT FOR THOSE REGIMES OR FORCES SUSTAINED BY THE UNITED STATES IN INDOCHINA.

WE DEMAND THAT AUSTRALIA END ITS PRESENT POLICIES OF MILITARY INTERVENTION IN COUNTRIES OF ASIA AND THE SOUTH - WESTERN PACIFIC AND REFUSE ALL FUTURE INVOLVEMENT IN US OR OTHER AGGRESSION OR INTERFERENCE IN THE INTERNAL AFFAIRS OF ANY COUNTRY.

WE DEMAND THAT THE US AND ITS ALLIES RECOGNISE THE INDO-CHINESE PEOPLES' RIGHT TO NATIONAL INDEPENDENCE, UNITY AND SELF-DETERMINATION.

sims of the third south australian vietnam secretoribus campaign

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F

**NO SELLOUT
IN VIETNAM!**

SAIGON

2300 MILES

DARWIN

2100 MILES

BRISBANE

2300 MILES

PERTH

MELBOURNE

CLOSER THAN WE THINK!

Riley & Ephemera Collection, State Library of Victoria

Making sense of the period

Looking at events on the home front can seem confusing. But if you organise your information it can help you make sense of it. One way of doing this is to create your own timeline.

Draw up a page like this for the period of Australian involvement in the Vietnam War. Look at the timeline on the *Australia and the Vietnam War* CD-ROM. Select the key events that you think are significant in understanding what was happening.

Place them in the appropriate column. Look at the characterisation of the period, adapted from Peter Edwards, *A Nation At War* — the official history of the Australian home front during the war. Do the events seem to reflect what Edwards says were the characteristics of the period? You may decide that you need to change the characterisations suggested to take account of the information you find. A few examples have been done to help you.

Years	Description	Political/Govt/Military Events	Social Reactions
1962	Little protest to early involvement.		
1963	Protest from the 'old left' — traditional anti-war groups. These were usually religious based, or were Communist organisations, or were middle-class liberal people.		
1964		Conscription announced	
1965	Conscription introduces a new element and broadens the anti-war opposition.	First combat troops to Vietnam	
1966	The 'new left' gets involved. These were more radical and younger, based at universities. Their ideas were revolutionary rather than anti-war.	First conscripts to Vietnam A second battalion sent to Vietnam	
1967	At the same time new moderate elements entered — such as the middle-class women of 'Save Our Sons'.	Australia sends a third battalion	
1968	Growing dissent and increasing use of violence by radical groups. This alienates many people who disagree with the war or conscription, but do not identify with the protest methods being used or the radical ideology involved.	Prime Minister Gorton announces a ceiling on troop numbers	Draft Resisters Movement
1969			'Don't Register' campaign
1970	The height of moderate protest at the moratoria. Radical groups curb their approach to make sure the mass movement is not alienated.	PM Gorton announces withdrawal of a battalion	
1971	The winding down of the military commitment and talk of withdrawal mean that many people think the object has been achieved. Most protest is by radical groups still pursuing their ideologies. The last Moratorium seems fairly forced and has run out of steam.		
1972			

 You can explore these ideas more if you:

- Compile a Photo Album on protests in Australia

Interviewing people about their home front experiences

The best way of both testing your ideas about the home front and adding to your knowledge, is to talk to people.

Here are some suggested headings to use and some aspects that you might ask people about.

You should share your interviews with others in the class and see if you can develop any generalisations about what it was like in Australia during the Vietnam War period.

Personal details	Name, age, job, where lived
Knowledge of the war	Did you know much about it? Why did Australia join? Did you support or oppose Australian involvement?
Conscription	Were you eligible? Did you have friends who were eligible and called up? Did this influence you? Support or oppose conscription? Support or oppose this form of conscription? Support or oppose sending conscripts to the war? Resist the process? Protest against it?
Soldiers	Any personal contacts? Attitude to soldiers serving? Personally abuse or insult any in any way?
War	Did your attitudes change? Vote for or against it at elections? Did you see United States President Lyndon B Johnson ('LBJ')?
Protest	Did you participate in any protests? Why? How? Why not? Attitude to protesters? Attitude to violence during protests? Attitude to those who supported the NLA? Present at any of the moratoria?
Society	Would you say that society was divided? Was your family divided?
News	Main source of it? Was it of interest to you? Did you get much information or news on the war from TV? Your recollection of any news/current affairs? Was TV the main influence on your attitudes to the war?
Now	Would you hold the same ideas now about the war that you held then? What is your attitude to the Vietnam veterans now? What is your attitude to the war now? What is your attitude to those who protested now?

