

arrests and the confiscation of about \$8 million worth of personal property, several times more than the taxes assessed.

The UNL continued the general lines of boycotting Israeli products, tax payment and the civil administration, meanwhile strengthening local agriculture and manufacture. The calls of 1989 distinguish themselves by more guidelines for regulating the socioeconomic life. The trade and labour markets were regulated. The UNL issued guidelines to fix prices, rents, and the rates for leasing land and selling irrigation water. It called for raising workers' and employees' wages in line with the Jordanian dinar's devaluation and price hikes. National committees were formed to arbitrate labor disputes between Palestinian workers and employees:

March 21st was set as the deadline

for ending street vending and mobile money exchange booths, for these had often remained outside the intifada's guidelines. March 28th was the last day for merchants to deal with any Israeli product for which there are a local substitute. (The Israeli trade surplus with 1967 occupied territories can be expected to fall even more in 1989, having already decreased from \$174 million in 1987, to \$56 million in 1988, according to the Bank of Israel.) There were efforts to extend the national market in two directions: Palestinians living in 1948 occupied territories were called on to buy West Bank and Gaza Strip products, while the latter two areas were encouraged to buy from the Golan Heights.

This regulation was reinforced with militant acts whereby tax offices were attacked and records burned; accountants who didn't comply with the

boycott were put out of business. The masses were also organized in reconstruction committees to rebuild demolished houses in defiance of the occupation authorities' orders.

Symbolic of the new system being created was the declaration of summer time in the State of Palestine on a different date than that set by Israel. The occupation authorities reacted violently to even this symbolic manifestation of independence, with soldiers running around smashing watches. The concerted attempts to organize an alternative education system, in a year when schools were closed most of the time, met with even more brutality. Teachers and other citizens were harassed and arrested for instructing children in their homes or setting up out-of-school study programs.

Further steps towards independence were taken as people refused to pay

