

AMERICAN STUDENT

1
January, 1970
10¢

The intellectuals often tend to be subjective and individualistic, impractical in their thinking and irresolute in action until they have thrown themselves heart and soul into mass revolutionary struggles, or made up their minds to serve the interests of the masses and become one with them. — Mao Tsetung

NEWSPAPER OF THE AMERICAN STUDENT MOVEMENT (ANTI-IMPERIALIST)



ANTI-IMPERIALIST STRUGGLE SURGES AHEAD! NORTH AMERICAN REVOLUTIONARIES MEET IN VANCOUVER

At the North American Anti-Imperialist Conference held in Vancouver, B.C., Dec. 26-31, three hundred revolutionary workers and students hailed the slogans ORGANIZE TO CHANGE THE WORLD! and SMASH THE OLD TO BUILD THE NEW! These slogans were the theme of the conference, and the participants immediately put these guidelines into practice by going out and doing political mass work among the people in the streets and factories of Vancouver. Many of the propaganda teams marched right into the factories, where they carried on mass-democracy meetings with workers and distributed leaflets, sold Chairman Mao's Red Book of Quotations, and Mass Line, newspaper of the Canadian Communist Movement. Comrades who were opposed by reactionary management and union officials and arrested pointed out that "In the People's Republic of China workers have the right to hold political discussions at the place of work."

The focus of the conference was methods of work, and thus it separated those who merely gave verbal agreement to revolutionary practice from those who actually carried out the guidelines in their own practice. It drew the line between people who want to use Marxism-Leninism Mao Tsetung Thought to "understand" and "explain" the world and people who want to act on their understanding and organize to change the world. This distinction is important to the U.S., where the revolutionary potential of student struggles has been subverted many times by misleaders of two basic types: those who have many fine analyses, but keep it to themselves and never put their ideas to the test before the masses; and those who call for action for its own sake, action without analysis. Both of these incorrect bureaucratic methods of work withhold Mao Tsetung Thought from the people and fail to release the initiative of the people or raise their political level.

BREAKTHROUGH FOR U.S. ANTI-IMPERIALIST MOVEMENT

The historic Vancouver Conference was sponsored by the Canadian Student Movement and continued the work of the North American Conference of Anti-Imperialist Youth held last May in Regina, Saskatchewan. Among the organizations attending were the Canadian Communist Movement (Marxist-Leninist), Quebec Patriotic Workers and Intellectuals Movement (M-L), American Communist Workers Movement (M-L), and the Ad Hoc Committee of the Hindustani Ghadar Party. New impetus was given to the American anti-Imperialist and communist

movements. Following the guidelines of the conference (smash the old methods of work to build the new), we smashed the "small group mentality" that had confined us largely to the Cleveland and Providence areas and became a national movement by forming the American Student Movement (Anti-Imperialist), and putting forth clear guidelines, based on actual practice, for building the anti-imperialist student movement. The national anti-imperialist conference will also serve the American Communist Workers Movement in its overall political task of building a communist party, based on Mao Tsetung Thought, in the U.S.

Unlike any "new left" conference, delegates to the anti-imperialist conference summed up their practical experience and worked out specific guidelines to be carried out in depth on the campus:

1) Integrate with the masses of students; take as our own their struggle to reject their oppressor role and serve the working class.

a) Analyze the particular contradictions on the campus in order to wage particular struggles

ASM CALLS FIRST NATIONAL CONFERENCE MARCH 6-13

The First National Conference of the American Student Movement (Anti-Imperialist), March 6-13, 1970, in Cleveland, will be a gathering of communists, anti-imperialist fighters, and supporters. The purpose of the conference is to extend the work of the Vancouver Conference and apply its guidelines to conditions in the U.S. The program of the conference is to develop ideological, political and organizational guidelines for building the anti-imperialist student movement nationally, with focus on methods of work.

Fraternal comrades from Canada, Quebec, India, England, and Ireland will join in this effort. Revolutionary workers and representatives of oppressed national minorities will be present. All students with a deep desire to follow Mao Tsetung Thought and fight imperialism are urged to attend.

The conference itself will be run under the guidance of Mao Tsetung Thought: (1) there will be intensive struggle over actual practice

against bourgeois ideology and in the interests of the working class. Take initiative to heighten particular contradictions to the point of mass democratic struggle.

b) Use particular aspects of the program (public meetings, class struggle in the classroom, newspaper, study groups, etc.) in a conscious all-sided way to carry forward the working class struggle on the campus. Coordinate the entire program as a whole to serve the primary task at a given time.

c) Carry on constant class analysis, both inside and outside the movement.

2) Sum up practical work, starting from the material basis of what has been done; analyze what moved the struggle forward and what held it back. Carry out criticism-self-criticism and take a revolutionary attitude toward mistakes: revolutionaries rectify mistakes whereas reactionaries repeat them. Chairman Mao has said: "Whatever we do is to serve the people; how then can we be reluctant to discard any of our bad traits?"

in order to promote the proletarian line (whatever praises the masses and helps raise their struggles to a higher level) and to defeat the bourgeois line (whatever slanders the masses and hinders their struggle); everyone will be expected to actively participate, not passively consume. (2) The conference will be run on the basis of democratic centralism; as thorough investigation and democratic discussion clearly develop the bourgeois and proletarian lines, the latter will be put forward as the guideline of the conference and carried out in practice.

Organizing for the conference should be done mainly through widespread dissemination of Mao Tsetung Thought among the people and by holding public meetings on the various revolutionary struggles. People should prepare for the conference through internal meetings on the application of Mao Tsetung Thought and by summing up their experience in the current phase of struggle.

EDITORIAL: AMERICAN STUDENT RALLIES PROGRESSIVE FORCES

American Student is a powerful weapon in the hands of students who are taking the road of serving the revolutionary U.S. proletariat! Its role is to put forward guidelines for students on the political tasks of the day, based on analysis of the objective conditions in the U.S. and their development, for the sole purpose of intensifying the struggle against U.S. imperialism. American Student recognizes that the struggles of the world's working people have been scientifically summed up by Chairman Mao, and it uses Mao Tsetung Thought as a guide to action in linking the struggles of the students with those of the working class and black and brown peoples. The publication aims to grasp this situation in the U.S. in its motion, development, and change, and to reflect the revolutionary movement in all its vigor. The guidelines and the specific propaganda it produces are based upon the day-to-day experience of students in class struggle and the correlation of this experience with the needs of the anti-imperialist movement as a whole.

To put forward political guidelines, correct analysis, and timely propaganda for the sole purpose of organizing the students against the U.S. monopoly capitalist class: this is the task of the publication American Student.

American Student is an instrument of the anti-imperialist students and intellectuals who have placed themselves under the leadership of the American Communist Workers Movement (Marxist-Leninist). It necessarily shows the specific role of students in the overall revolutionary struggle led by the working class movement. Right now, the American Communist Workers Movement has called on American Student to rally students to their main

task of organizing against the fascist ideology and the corrupt art, literature, and social forms through which the bourgeoisie is laying the basis for fascism. Instituting fascism will be the last desperate attempt of the ruling class to preserve the decaying imperialist system by violent repression and will lead to People's Anti-Fascist War, in which the working class and its allies will certainly triumph and imperialism will be destroyed.

The introduction of American Student is a qualitatively new development in student politics in the U.S. Relying upon the broad masses of students for its support, American Student will thoroughly smash the old style and will place the struggles of students on a new and conscious basis which serves the working and oppressed people. Representing the center for the local units of American Student Movement (Anti-Imperialist), it will unite all the truly progressive forces in the universities around the revolutionary line of creatively applying Mao Tsetung Thought and following the leadership of the American Communist Workers Movement (M-L). American Student will definitely help isolate the criminal U.S. imperialist class and prepare conditions for its complete annihilation through People's Anti-Fascist War.

IT IS RIGHT TO REBEL AGAINST REACTIONARIES!!

SMASH FASCIST IDEAS!!

DEATH TO U.S. IMPERIALISM!!

LONG LIVE MAO TSETUNG THOUGHT!!

BUILD CLASS STRUGGLE IN THE CLASSROOM

What is the purpose of class struggle in the classroom? To crush bourgeois ideology in its cradle: the educational system, through which the ruling class does continual propaganda against the working and oppressed people and their struggles, and for U.S. imperialism. Institutions such as education and culture are part of the superstructure, which is the reflection of the economic base and is used by the class in power to maintain its position.

When the superstructure obstructs the resolution of contradictions in the economic base (by retarding the struggle of the working class to overthrow the bourgeoisie), it becomes necessary to wage struggle in the superstructure against bourgeois ideology;

The birth and deepening of any great revolutionary movement is inevitably preceded by a gigantic struggle in the ideological field and heralded by a great ideological revolution.

Chairman Mao Tse-tung

Universities are centers where bourgeois ideology is manufactured and instilled in millions of students to prepare them for petty bourgeois careers as servants of the ruling class and oppressors of the working class. Thus the universities are the main place to fight and totally smash bourgeois ideology.

The following article on CLASS STRUGGLE IN THE CLASSROOM is reprinted from the Case Reserve Student, official organ of the Case Reserve Student Movement (Anti-Imperialist):

Frustrated and irate students in Psychology of Childhood and Adolescence (230) have begun struggling against the oppressive bourgeois content and methods of this course, in which theory is completely separated from practice and real problems are never dealt with. In class sessions, progressive students took initiative to attack and expose the entire formulation of the course.

The main problem was that the course material was detached from reality in two important ways: 1) it was detached from the real concrete experiences of the students (who grew up as children in this society and who have had many contacts with children through younger family members, tutoring, etc) and of the professor, who is a practicing child psychologist. In practice, this causes students to feel that they have nothing

to contribute until they become "experts." A number of times students brought up real ideas only to find discussion cut off with the professor's remark that "this would be more appropriate for a Ph.D. thesis some day." Because they are encouraged to devalue and deny their own experience, students are robbed of one means of testing theories by comparing them with reality 2) The course content is also detached from the reality of the social and economic structure. We live in a highly developed class society (monopoly capitalism) based on the exploitation and oppression of the vast majority of people by a tiny ruling class. The entire culture and all its institutions, including the family and educational system, reflect this economic base. Many students are realizing they can't effectively study the development of a child in isolation from the social forces he and his family must respond to.

To remedy this situation, students decided that the lectures and outdated movies be abolished and that students and professor collaborate in selecting relevant issues for investigation and discussion by everyone, and that these topics be focused around the influence of the economic and social structure. This idea was supported by a student who wanted to investigate why and how competition is stressed in our society and nurtured in children. Confronted in this way, the professor offered to bring in case histories from his own practice, through which the class could discuss these questions.

At the next session, however, the professor swung back to his reactionary methods and tried to direct discussion toward determining what would be an "ideal" educational experience for preschool children. Students refused and denounced this since it was impossible to come to any useful conclusion without considering the concrete condition existing in society. Thus two lines or positions are emerging in this class: (1) The reactionary line that the students should limit themselves to discussing children in the abstract and in isolation from society. This is the idealist line (exemplified by the professor's insistence on devising an ideal nursery out of thin air) which fails to understand that consciousness is determined by environment and social practice and must be investigated in that context. (2) The progressive line that psychology cannot be compartmentalized

off from sociology and historical analysis and that we should investigate what is really going on in the world--class struggle against imperialism.

Students in Child Psych should continue to struggle over these two lines because they are closely tied to the university's stake in obscuring class struggle by resurrecting philosophical idealism--the doctrine (discredited in the 18th century) that ideas are innate in the mind, do not necessarily correspond with reality and that the individual consciousness determines reality. This incorrect view of the world underlies many anti-people ideas put forward in classrooms. For example: "Aggression and selfishness are inherent in human nature; they existed before capitalism and will continue no matter what; therefore capitalist exploitation will exist forever unchanged."

In contrast, the scientific or dialectical materialist outlook holds that man's consciousness is shaped by his social being and that consciousness can in turn reflect back and lead to action which changes the material world. Being scientific means seeking truth from facts. But bourgeois psychology is not scientific: no school of psychology has studied the facts of social relations as primary, as generating consciousness. Psychology must be derived from social reality, but psychologists try to reverse the order--projecting their theories onto society. This results in absurd anti-people explanations (e.g. German fascism occurred because Hitler was a para-noiac; urban problems are due to the reproductive drive and consequent overpopulation; society exists in order to hold man's basic criminal instincts in check, etc.)

(Cont. on page 3)

SUBSCRIBE TO AMERICAN STUDENT!

\$1.50 for 12 issues

Send your name and address to:

American Student Movement
c/o ACMW
Box 5221
Cleveland, Ohio 44101

"OVERPOPULATION" MYTH SMASHED IN CLEVELAND

A remarkable amount of "concern" is being expressed these days by the bourgeois media, imperialist chieftain Nixon, and lesser lackeys, especially liberal pro-imperialist academics, about pollution of the environment. Opportunists of all varieties are hailing pollution and related problems as "the issue that can unite young and old, left and right" and as the successor to the dying peace movement. Numerous organizations, notably Campaign to Check the Population Explosion and Zero Population Growth (ZPG), have popped up to exploit people's genuine concern over foul air and water, crowded slums, ruined resources, etc. These groups pretend to offer analysis and solution of the problems, but in fact are serving up the old warmed-over Malthusian myth of overpopulation. They put forward the same FALSE, FASCIST AND ANTI-PEOPLE idea that the people are to blame for all the problems in the world; too many people are the primary cause of pollution, starvation, slums, depletion of natural resources, and civil unrest; the masses breed too much, are irrational, and need strong government to reduce population by whatever means are most effective."

Whenever monopoly capitalism is deep in economic crisis and threatened by the just wrath of the people, the ruling class eagerly promotes any ideas that obscure the class struggle and the contradictions inherent in imperialism. Thus in 1798, the reactionary English parson Malthus conveniently produced his thesis that population growth inevitably outpaces production. The theory served as a political weapon against the libertarian ideas of the French Revolution which were gaining great popularity among the English working class and endangering the profitable status quo. Malthus "proved" it was useless for people to try to change the system of competition and exploitation because population growth would wipe out all improvements. Although his theory was smashed by expansion of wealth in the 19th century, the British resurrected it in the 1930's to aid their last desperate attempt to hold on to colonial India, attributing famine to "overpopulation" rather than to the ravages of imperialism.

In the '50's, U.S. imperialists invoked the Atom Bomb Scare as a cold war tactic to pre-

pare the way for massive armament expenditure and the political repression of the McCarthy trials. Now, faced with armed struggle against U.S. imperialism in over 50 countries and rising level of struggle at home, big business is trotting out the "Population Bomb" Scare to prime the people to accept further repression, i.e. fascism, the dictatorship of the bourgeoisie by overt force, their only hope for maintaining control ever a little while longer. Thus the media are spotlighting fascist "scientists" like Dr. Paul Ehrlich, national

BOURGEOISIE'S LAST STAND:



PEOPLE OF THE WORLD, UNITE AND DEFEAT THE U.S. AGGRESSORS AND ALL THEIR RUNNING DOGS! PEOPLE OF THE WORLD, BE COURAGEOUS DARE TO FIGHT, DEFT DIFFICULTIES AND ADVANCE WAVE UPON WAVE. THEN THE WHOLE WORLD WILL BELONG TO THE PEOPLE. MONSTERS OF ALL KINDS SHALL BE DESTROYED.

CHAIRMAN MAO TSE-TUNG

CANADIAN STUDENT MOVEMENT CONDEMNS RACIST AGENTS AT DARTMOUTH

In solidarity with the heroic struggles of the Afro-American people and with the struggles of students to expose and smash fascist and racist ideas and practices everywhere, we print the following letter of support from a fraternal organization, the Canadian Student Movement:

Carroll Brewster
Dean, Dartmouth College
Hanover, New Hampshire

On behalf of all the progressive and democratic Canadian students we wish to express our wholehearted condemnation of the Dartmouth administration for its attack on the Afro-American students who stood up against the racist William Shockley. All over North America racist and fascist theories of eugenics, "racial differences," genetic factors in criminality and mental disease are being promoted by fascist "scientists" and glorified and given legitimacy by universities. But all over North America progressive students and faculty are isolating the fascists and exposing and attacking them. Dartmouth administration and the fascists you support are doomed just as all other decayed, backward and oppressive forces!

Mao Tse-tung, great leader of the world's people, has said, "I call on the workers, peasants and revolutionary intellectuals of every country and all who are willing to fight against U.S. imperialism to take action and extend strong support to the struggle of the black people in the United States." In this spirit we express our solidarity with the 17 black students unjustly "disciplined" and condemn all those doing propaganda for racism and fascism in a last-ditch effort to justify the vicious exploitation and oppression by U.S. imperialism of working and oppressed people all over the world, especially the black people in the United States.

Canadian Student Movement resolutely supports the action of the black students and condemns the fascist "discipline" imposed upon them.

DOWN WITH SHOCKLEY, RACIST AGENT OF U.S. IMPERIALISM!!
DOWN WITH THE ANTI-PEOPLE, PRO-FASCIST DARTMOUTH ADMINISTRATION!!
DEATH TO ALL LACKEYS OF U.S. IMPERIALISM!!
VICTORY TO THE JUST STRUGGLES OF THE EXPLOITED AND OPPRESSED BLACK PEOPLE FOR FREEDOM AND EMANCIPATION AND AGAINST RACIAL DISCRIMINATION!!
DEATH TO RACISM!!
LONG LIVE THE SOLIDARITY OF THE WORLD'S REVOLUTIONARY PEOPLE AGAINST OUR COMMON ENEMY, U.S. IMPERIALISM!!

Barbara Biley, Chairman.
Canadian Student Movement

Class Struggle in the Classroom

(Cont. from page 2)

When psychologists are not dallying with idealism, they attempt to study such phenomena as human and animal learning in a "scientific" way but fall into the trap of mechanical materialism. They fail to consider the continuous interaction between a changing environment and changing organism. For the sake of "experimental control" they study learning under static conditions, as in the Skinner Box, in which nothing can change except the frequency of the rat's correct responses. The static framework of learning theory (which simplifies in order to mystify) does not describe human experience, or any real experience. Nothing changes so rapidly as the human organism, which learns from experience and can grasp the laws of development of the objective world. In the same way the social environment, which is made up primarily of human beings, also changes very quickly, and changes qualitatively not merely quantitatively. The study of this dialectic change, seen from the point of view of the individual, is psychol-

ogy. But from the point of view of society, it is sociology and history--these cannot be compartmentalized. Yet every course in the university deliberately enforces similar false divisions.

The bankruptcy of bourgeois psychology parallels the bankruptcy of bourgeois society and culture. Studying man scientifically, studying the relation between society and consciousness, would be to expose the corruption and class exploitation of U.S. imperialist society. Knowledge of objective reality is revolutionary knowledge, and the university goes all out to obscure and mystify it. For this reason it is vital to the anti-imperialist struggle that students strive to bring correct ideas into the classroom and orient themselves toward society in a scientific way. Students from the Child Psych class and other interested students have formed a Progressive Psychology Study Group to continue their investigation and develop a scientific attitude toward the study of human behavior.

head of ZPG, who got an hour of free TV time on the Johnny Carson show to rant about his best-seller *The Population Bomb* (a pack of lies and contradictions). UNESCO's commission appointed by the U.S. Secretary of State is featuring Ehrlich's advocacy of sterility drugs in our water supply and in food shipped to foreign countries. Ehrlich is being rewarded for his service to imperialism: Ford Foundation recently granted \$2 million to Stanford University where Ehrlich and his companion quacks will "design the world's first undergraduate program aimed at training experts to cope with overpopulation."

On numerous campuses, courses and seminars on "overpopulation" are mushrooming, as well as local groups similar to ZPG and a national Environmental Teach-In on April 22. The ASM unit in Cleveland is waging resolute mass democratic struggle against the "overpopulation" myth through class struggle in the classroom, public meetings and mass agitation. Progressive students are exposing these ideas as

(1) fascist--blaming the people for the problems of imperialism; predicated on the assumption that man is inherently aggressive and irrational; and anti-communist in essence. (Vicious anti-people propaganda correlating hunger with "the conditions in which communists seek to conquer the world" is coming from a major overpopulation propaganda outlet, the Hugh Moore Fund, whose board of directors harbors such imperialists as Ellsworth Bunker--corporation trustee, former Office of Strategic Services agent, and exploiter-ambassador to Latin America.)

(2) racist--directed primarily against the black and brown people of the U.S. and the people of India, Vietnam, and People's Republic of China, who are opposing U.S. imperialism and winning.

(3) unscientific--based on acceptance of uninvestigated ideas (which is the first step toward fascism). The notion that the world is overpopulated and famine imminent is nonsense: it takes a half-acre to overfeed an adult on an American diet and there is enough cultivable

(Cont. on page 7)

ORGANIZE TO CHANGE THE WORLD!

American Student Movement Statement:

RECOGNIZING:

-- that the number one enemy of the world's people, including the American people, is U.S. imperialism, and that the working and oppressed people of the U.S. are organizing to smash it totally by seizing state power through armed revolution under the bright red banner of Marxism-Leninism-Mao Tsetung Thought.

that in a frantic and futile attempt to hold back the revolutionary forces, the bourgeoisie is laying the ideological basis for fascism by preparing reactionary public opinion and is using its decadent educational system to mystify the world and to promote fascist ideology in every field.

-- that under these new conditions, where an excellent revolutionary situation prevails in the world, the broad masses of American students are rightly rebelling against the reactionary bourgeois authorities and waging struggles against the war-mongering U.S. imperialist ruling circles. The students are rising against the oppressive "educational system" designed to train them in their historical role as petty bourgeois -- to serve imperialism and oppress the working class ideologically and in practice -- and more and more students are seeing that they can gain freedom only by betraying imperialism and serving the working class.

-- that despite the rising level of spontaneous struggle, the students have been betrayed time and time again by misleaders of various hues and colors who have brought liberal bourgeois reformist and opportunist ideas into the progressive ranks while masquerading as "revolutionaries" -- with the effect of suppressing the political consciousness and dampening the initiative of the broad masses of students.

-- that the students' struggles can be waged successfully only in the context of the overall anti-imperialist struggles; that the students' role at this stage is to fight against the bourgeois culture, art, literature and social forms of U.S. imperialist culture which lay the basis for fascism; and that only by following the correct ideological, political, and organizational line put forward by the advanced proletariat can students take their struggle to a higher stage.

THEREFORE:

We announce the formation of the American Student Movement (anti-imperialist) which came forward to serve the interests of the working and oppressed people who will completely defeat the U.S. monopoly capitalist class through armed revolution, and the establishment of the dictatorship of the proletariat. The American Student Movement supports and recognizes the leadership of the American Communist Workers Movement (Marxist-Leninist), which is using Mao Tsetung Thought creatively as a guide to action in releasing the initiative of the masses and building a Marxist-Leninist Party, the political weapon of the proletariat in overthrowing U.S. imperialism.

The American Student Movement takes as its tasks:

- 1) to wage mass democratic anti-imperialist struggle in the universities against all forms of bourgeois ideology and practice and in particular to combat the rise of fascism by carrying out widespread propaganda in support of
--Marxism-Leninism-Mao Tsetung Thought and the People's Republic of China, bastion of world anti-imperialist and socialist revolution;
--the struggles of the American working class and of the black and brown peoples, and the inevitability of the violent overthrow of the imperialist state;
--the national liberation struggles, especially the rising struggles in Palestine and Quebec and, in support of the Armed Agrarian Revolution in India.
- 2) to mobilize students to actively support working class struggles and the struggles of black and brown people, against exploitation and political regression at the place of work and in the community; and to supply a reserve of cadres, integrate with the working class.

The general guidelines for method of work are:

- 1) Work among the broad masses of students, analyze the particularity of contradictions on each campus, grasp in detail how anti-democratic and fascist ideas and practices are coming out, in order to put the general political line into practice in particular struggles. Build an all-sided program including public meetings, newspaper, class struggle in the classroom, progressive study groups, etc.
- 2) Wage vigorous struggles which are anti-imperialist in content and mass democratic in form. Mass democracy (opposed to mass bureaucracy) means putting all worked-out ideas to the test before the masses, relying on the masses, boldly arousing them and releasing their initiative. Mass democracy has the purpose of solving concrete problems and means forbidding slander and self-glorification, exposing those who want to engage in rhetoric and who do not have the interest of the masses at heart, and following the guideline "No investigation, no right to speak." The waging of mass democratic struggle is a powerful weapon and will definitely isolate the reactionaries and buoy the revolutionary line, because truth is on the side of the proletariat.

THE AMERICAN STUDENT MOVEMENT CALLS UPON ALL STUDENTS WHO RECOGNIZE THE NECESSITY FOR CHANGE TO SIDE WITH THE WORKING AND OPPRESSED PEOPLE BY PUTTING THESE GUIDELINES INTO PRACTICE AND PLACING MAO TSETUNG THOUGHT IN COMMAND.

AMERICAN STUDENTS!!

IT IS RIGHT TO REBEL AGAINST REACTIONARIES!!

IT IS RIGHT TO OPPOSE U.S. IMPERIALISM!!

DOWN WITH THE DECADENT BOURGEOIS EDUCATIONAL SYSTEM!!

DOWN WITH FASCIST-RULES AND REGULATIONS!!

DOWN WITH PETTY BOURGEOIS MUCK AND CONFUSION!!

ORGANIZE TO CHANGE THE WORLD!!!

ORGANIZE TO CHANGE THE WORLD!



"IF THE U.S. MONOPOLY CAPITALIST GROUPS PERSIST IN PUSHING THEIR POLICIES OF AGGRESSION AND WAR, THE DAY IS BOUND TO COME WHEN THEY WILL BE HANGED BY THE PEOPLE OF THE WHOLE WORLD."

MAO TSE-TUNG

**FIRST NATIONAL CONFERENCE
AMERICAN STUDENT MOVEMENT
(Anti-Imperialist)**

MARCH 6-13 IN CLEVELAND, OHIO

PROGRAM to develop ideological, political, and organizational guidelines for building the anti-imperialist student movement, with focus on methods of work.

RALLIES will be held under the following banners:

SUPPORT THE PEOPLE'S REPUBLIC OF CHINA, BRIGHT RED BASTION OF WORLD ANTI-IMPERIALIST AND SOCIALIST REVOLUTION!!

SUPPORT THE NATIONAL LIBERATION STRUGGLE OF THE PEOPLE OF PALESTINE!!

SUPPORT THE NATIONAL LIBERATION STRUGGLE OF THE PEOPLE OF QUEBEC!!

SUPPORT THE ARMED AGRARIAN REVOLUTION IN INDIA!!

VICTORY TO THE HEROIC AFRO-AMERICAN PEOPLE!!

VICTORY TO THE AMERICAN WORKING CLASS!!

LONG LIVE MAO TSETUNG THOUGHT, HIGHEST DEVELOPMENT OF MARXISM-LENINISM AND GUIDE TO VICTORY OF THE ANTI-IMPERIALIST REVOLUTION!!

Literature, including the American Student, official organ of American Student Movement (Anti-Imperialist) and information on the conference are available from ASH, 2033 Cornell Rd. #15, Cleveland, Ohio 44106.

214-227-6818

SMASH THE OLD TO BUILD THE NEW!!

W!



GGLES

SMASH THE OLD TO BUILD THE NEW!

FIRST NATIONAL CONFERENCE AMERICAN STUDENT MOVEMENT (Anti-Imperialist)

MARCH 6-13 IN CLEVELAND, OHIO



"IF THE U.S. MONOPOLY CAPITALIST GROUPS
PERSIST IN PUSHING THEIR POLICIES OF AG-
GRESSION AND WAR, THE DAY IS BOUND TO COME
WHEN THEY WILL BE HANGED BY THE PEOPLE OF
THE WHOLE WORLD."
CHAIRMAN MAO TSETUNG

**U.S. Imperialism, Get Out of Canada,
Get Out of Québec, Get Out of Asia,
Africa, Latin America, Get Out of the
Middle East and Europe, Get Out of
All the Countries Subjected to U.S.
Aggression, Control, Interference,
and Bullying !**

**U.S. Imperialism, the American working class
is digging your grave!**

MASS DEMOCRATIC ANTI-IMPERIALIST STRUGGLES

WHERE DO CORRECT IDEAS COME FROM ?

MAD TSETUNG - MAY 1963

Where do correct ideas come from? Do they drop from the skies? No. Are they innate in the mind? No. They come from social practice, and from it alone; they come from three kinds of social practice, the struggle for production, the class struggle and scientific experiment. It is man's social being that determines his thinking. Once the correct ideas characteristic of the advanced class are grasped by the masses, these ideas turn into a material force which changes society and changes the world. In their social practice, men engage in various kinds of struggle and gain rich experience, both from their successes and from their failures. Countless objective phenomena are reflected in a man's brain through his five sense organs--the organs of sight, hearing, smell, taste and touch. At first, knowledge is perceptual. The leap to conceptual knowledge, i.e. to ideas, occurs when sufficient perceptual knowledge is accumulated. This is one process in cognition. It is the first stage in the whole process of cognition, the stage leading from objective matter to subjective consciousness, from existence to ideas. Whether or not one's consciousness or ideas (including theories, policies, plans or measures) do correctly reflect the laws of objective reality is not yet proved at this stage, in which it is not yet possible to ascertain whether they are correct or not.

Then comes the second stage in the process of cognition, the stage leading from consciousness back to matter, from ideas back to existence, in which the knowledge gained in the first stage is applied in social practice to ascertain whether the theories, policies, plans or measures meet with the anticipated success. Generally speaking, those that succeed are correct and those that fail are incorrect, and this is especially true of man's struggle with nature. In social struggle, the forces representing the advanced class sometimes suffer defeat not because their ideas are incorrect but because, in the balance of forces engaged in

struggle, they are not as powerful for the time being as the forces of reaction; they are therefore temporarily defeated, but they are bound to triumph sooner or later.

Man's knowledge makes another leap through the test of practice. This leap is more important than the previous one. For it is this leap alone that can prove the correctness or incorrectness of the first leap, i.e., of the ideas, theories, policies, plans or measures formulated in the course of reflecting objective reality. There is no other way of testing truth. Furthermore, the one and only purpose of the proletariat in knowing the world is to change it. Often, a correct idea can be arrived at only after many repetitions of the process leading from matter to consciousness and then back to matter, that is, leading from practice to knowledge and then back to practice. Such is the Marxist theory of knowledge, the dialectical materialist theory of knowledge.

Among our comrades there are many who do not yet understand this theory of knowledge. When asked the source of their ideas, opinions, policies, methods, plans and conclusions, eloquent speeches and long articles, they consider the question strange and cannot answer it. Nor do they comprehend that matter can be transformed into consciousness and consciousness into matter, although such leaps are phenomena of everyday life. It is therefore necessary to educate our comrades in the dialectical materialist theory of knowledge, so that they can orientate their thinking correctly, become good at investigation and study and at summing up experience, overcome difficulties, commit fewer mistakes, do their work better, and struggle hard so as to build China into a great and powerful socialist country and help the broad masses of the oppressed and exploited throughout the world in fulfilment of our great internationalist duty.

Propaganda for Population Control in Bourgeois Novels

BY JAMES RICHE

reprinted from *Literature & Ideology*, publication of The Necessity for Change Institute of Ideological Studies.

Recently some owners and executives of large monopoly corporations took a full-page ad in the *New York Times* to urge recognition of the crying need for compulsory birth control in Asian and Latin American countries. This out-burst of "concern" for the welfare of the poor of the world has led to the program of compulsory male sterilization in countries like India, a program against which Indian peasants took up arms and fought the police sent to "assist" the U.S. sterilization teams in one locality.

This same voice of humanitarian concern is promoting a crash program toward inventing a contraceptive chemical which could be introduced into the sugar, salt and water supplies of Latin American and Asian people. This Malthusian propaganda about population "explosion" and "humanitarian" advocacy of genocide on a large scale is a revelation of U.S. imperialism's plans for the future of neo-colonial and colonial countries whose puppet regimes cannot feed their people.

If there is a food problem, the solution for any species of animal life is: either find ways to feed yourself or find ways to reduce your numbers. In human societies, overpopulation (where it does exist) is a historically transient phenomenon and is the result of feudal, capitalist, imperialist or other exploitive systems which drain off food supply, prevent the growth of productive forces, and maintain themselves by systematically excluding large segments of the population from the benefits of the economy. Relations of production play the main role in the growth of population. Other factors may temporarily outweigh the influence of relations of produc-

tion, but ultimately it is always the decisive factor. It follows from this that the solution of the food problem today requires the destruction of U.S. imperialism.

It should surprise no one that pro-imperialists do extensive propaganda for the reactionary Malthusian "theory of population;" it does not surprise anyone in Asian and other countries that American exploiters are sending their "experts" to organize genocide which carries the name of birth control or planned parenthood.

In examining the work of these lackeys of U.S. imperialism, I refer to shameless propagandists like Sir Julian Huxley ("The threatening plethora of the unborn must be forever banished from the scene.") who are the enemies of the people and of science. "Scientists" such as Huxley are part of the despicable band of propagandists who carry on the ancient Malthusian arguments in order to try in vain to stem the tide of revolution against U.S. imperialism. They spread the good word about population "explosion" and predict doom unless U.S. imperialism can maintain and intensify its exploitation, genocide, and control. They reflect hatred for the people and depict as an absolute condition the historically transient conditions created by imperialist exploitation.

The titles of recent works indicate the panic which has hit the bourgeoisie because of the rise of people's wars: *Famine--1975!* (by W. and P. Paddock, a State Department Foreign Service officer and a consultant in tropical agriculture); *The Hunger to Come* by John Laffin, a pop war historian and crime novelist; *Standing Room only* by Karl Sax of Harvard; *The Population Bomb* by Paul Ehrlich, a Stanford "Biologist"; *The Silent Explosion* by Philip Appleman, a bourgeois journalist; *Too Many Asians* by John Robbins, another journalist; *Overpopulation: 20th Century Nemesis*; *Our Crowded Planet*; *People!--Challenge to Survival*; etc. All of these titles explain two things: the monopoly capitalist class without a future assumes that the whole of mankind has no future, and bourgeois ideology is both anti-people and anti-science.

In the class struggle the U.S. imperialists use every means to prolong their life and to weaken their enemy--the people of the world. Population control is one of the best methods U.S. imperialists have found through which they can "justify" and do propaganda in behalf of their

genocidal imperialist wars, their exploitive "aid" programs, and their sterilization programs.

Typical of the reactionary and untenable propaganda being done is the report of biologists from the University of California and Stanford University who condemned voluntary birth control as insufficient because many men refuse to submit to it. "Voluntarism is insanity," cried Dr. G. Hardin of the University of California at Santa Barbara, and he predicted starvation of 50 to 100 million annually by 1980 or 1990, assuming imperialism does not get demolished by that time. These altruistic and far-sighted experts recommend the enactment of laws limiting the number of children with provision for compulsory enforcement.

A rampant and explicit fascism underlies the propaganda for birth control. William Vogt, for example, presents disease and war as man's salvation from otherwise inevitable starvation. For him, the fascist killers of World War II destroyed "too few" men and women and he praises the "beneficially high" mortality rates of some South American countries. Lewis C. Frank, Jr., the Executive Director of the Information center on Population problems, promotes this fascism in an article for the Center for the Study of Democratic Institutions: "Studies indicate that sexual aberrations are population retardants... They may become more openly respectable. Today's youth are even proclaiming this, as witness the buttons one sees in Greenwich Village and Haight-Ashbury: 'Fellatio is Fun', 'Gunnilingus Now', and 'LXIX.' He finds a hope for mankind in these pervasions: "Changing sex mores may help defuse the population bomb"; and he proposes contraceptive chemicals in the water supply. (*Center Magazine*, January, 1968).

Malthusian assumptions have furnished a popular outlook for bourgeois novels in which the action takes place because of, or against the background of, a sea of faces and vast hordes of "useless men." These novelists depict a horrible future for mankind and advise people about the necessity of maintaining the status quo. For instance, the anti-utopian fiction of George Orwell and Aldous Huxley conjures up nightmares of state control not because this is a possibility but because they want to inhibit people from struggling for the destruction of U.S. imperialism.

(Cont. on next page)

SUPPORT A.S.M. 1st NATIONAL CONFERENCE

- I will attend the Conference.
- Send me reports from the Conference.
- I will contribute \$ _____ for expenses of the Conference.

Name _____
Organization, if any _____
Address _____
Send to: American Student Movement
c/o ACWM, Box 5221, Cleve., Ohio 44101
tel. 216-229-6898

Population-Control Propaganda in Novels, cont.

Both of them write slanderous anti-people and anti-scientific fantasies in which optimum population is computed and maintained. In Orwell's 1984, this is done through Malthusian devices like famine and disease. In Huxley's Brave New World, population growth is controlled by psychological manipulation and genetic standardization (through artificial insemination of ova preserved in jars in the central reproduction laboratory). In his recent "Revisit" to his brave new world, Huxley has elaborated his Malthusian analysis by arguing that the un-restricted sexuality of "underdeveloped" peoples has brought about famine, depletion of natural resources, and impoverishment of culture. Overpopulation, he says, is also the cause of political unrest.

Although there are frequent references to "overpopulation" in much bourgeois fiction, the primary locus for Malthusian propaganda is the "science fiction" or futuristic novels. For years the comic book industry and popular science fiction stories have talked about the invasion of the earth by terrifying aliens who need an inhabitable planet to relieve their home planet of its excess life. More recently, these stories have had the theme of an overpopulated earth from which escape is imperative. The titles of these stories explain their Malthusian subject: "Make Room, Make Room," "The Sea of Faces," "The Over-people," etc. In the story "The Mary Celeste Move," teeming masses are so clotted together that they must be constantly on the move at high speeds and can stop off only at the major urban centers, thus crushing them with their weight.

Science fiction and other stories for popular consumption directly serve the U.S. imperialists by attempting to frighten people, and prepare opinion for fascism. These novels also endorse the decadent and degenerate values of imperialist culture: egotism, exploitation, selfishness, and commodity-lust. An elaborately developed example of this propaganda is *A Torrent of Faces*, by James Blush and Norman L. Knights. One man is a pesticide chemist and the other is a public-relations man. In their novel the world of 2794 has reached a population of one trillion, the ultimate supportable limit. The society is run under corporate fascism. The authors announce their faith in fascism in the preface:

We were interested in the fact that this kind of economic system has actually never been tried (Mussolini's version was a clumsy and indifferent fake). We thought it might be workable, and perhaps even inevitable, in a high energy economy...

Following their guiding star --monopoly capital dictatorship--they dream up a utopia in which the "President of the Earth" is chairman of World Resources Corporation, and the various other science-priests who are leading characters in the novel are representatives of various other private corporations. Heads of corporations meet as a "Prime Center" to solve problems arising in a world of billions in behalf of the shadowy owners of these corporations.

All efforts at stemming the tide of population by voluntary means have been failures. A

pill was developed--germicide, mildly aphrodisiac, habit-forming, and infallibly contraceptive--and distributed free to everyone on the earth. In spite of it the population grew. Now, unless interstellar mechanisms are developed to allow colonization of other planetary systems, earth is doomed to famine and meteorite holocaust. The novel is studded with bits of reactionary advice for our own time:

If there was ever any hope of solving the population problem, it should have been tackled no later than the twenty-first century--even if it had to involve something mildly oppressive, like compulsory sterilization injections...But we never even tried to face up to the difficulties. Instead, we ducked them--in the name of humanitarianism. We let ourselves be sold on the notion that we could never have too many people, not even if they were standing on each other's feet...

Even so, the imperialist corporation executives and enemies of the people hope that they will continue to rule. After all, it "has been centuries since any but a tiny minority did any work at all" and the "leaching out of the gene pool" which took place because of population growth free from old-style capitalist "struggle for survival," has created a world of "thump-heads" The masses are portrayed as idiot bodies moving endlessly from one entertainment to another, mobs seeking sensation, panic-stricken lemmings, "polyps on a people reef." They are the Superfluous Ones being exploited and exterminated by a corporate fascist elite.

Works of this sort are an important weapon in the hands of U.S. imperialists in their class struggle against the working and oppressed people of the world. They are mortally afraid of the future and do their best to paint it in the most gloomy colors. U.S. imperialists are spending millions of dollars all over the world, organizing campaigns for birth control and arguing that population control is the only solution to world problems. In the face of this reactionary activity, working and oppressed people all over the world are organizing for revolutionary overthrow of U.S. imperialism and its lackeys.

These novelists issue grim warnings about the future, reflecting very accurately the big bourgeoisie's fear of the future. Their fascistic futurism has not deceived anyone and is recognized as part of U.S. imperialism's struggle against the world's people to defend monopoly capital interests. The correct way to defeat this propaganda is not to hire a team of scientists and other experts to "disprove" it, but to combine investigation with revolutionary agitation.

Once U.S. imperialism is destroyed, the material conditions which give birth to theories of population explosion will also disappear. The task of the moment is not to argue with neo-Malthusians but to denounce them and to organize people against U.S. imperialism and its accomplice modern Soviet revisionism. The success of people's wars in the twentieth century proves that the future is bright and belongs to the people.

POPULATION, cont. from p. 3

land in the world's temperate zones alone to support 157 billion people. The overpopulation alarmists, however, hold the metaphysical world view that all things in the universe are static and unchanging, except in quantity: nothing can change except the number of people in the world; the system of wasteful competition, consumption, and exploitation must continue without qualitative change.

At Case Western Reserve University (CWRU), professors are running a seminar on "Overpopulation: Can It Be Stopped" under cover of a "purely academic" exercise. When militant students pointed out that the overpopulation myth was being assumed as an actuality while the economic and political reality of imperialism was being ignored and demanded that the "experts" account for their fascist ideas, these slimy liberals denied having "any position on anything" and insisted the discussion was "apolitical." When the students proceeded with political analysis proving them wrong, the "experts" bureaucratically tried to cut off discussion and showed their true colors by declaring, "Let's just continue as fascists."

These petty bourgeois "experts" are fulfilling their historical class role by developing fascist ideology to serve the bourgeoisie. They are promoting the fascist "ethology" of ex-Nazi Tinbergen and Lorenz (author of *On Aggression*). This bogus field, long ago discredited but fostered again by the Third Reich, studies "instinctive" behavior of animals and extrapolates it to man. They deny that ideas become a material force in the real world and that fascist ideas develop into fascist practices. They theorize about inserting sterility agents under the skin of newborns and compare the people to an "overpopulated herd of cattle which need to be controlled by the herdsman" while denying any responsibility for consequences such as 3.5 million Indian men who have been "voluntarily" sterilized (see article on "Propaganda for Population Control in Bourgeois Novels," page 6).

ASM students vigorously denounced these racist "experts" who slander the Indian people as "irrational" because they do not cooperate with family planning programs against their own interests. Students set forth the truth about the great Armed Agrarian Revolution in class and in leaflets: "The explosion in India is not a 'population' explosion! And the masses are not irrational. They are fighting in seven provinces to free themselves from internal feudal oppression and external imperialism. Indian people know their problem is not overpopulation and that food production and distribution problems can be solved only when the feudalists and imperialists are overthrown." They quoted a revolutionary peasant woman captured by the Srikakulam police: "I did not seek this trouble; far from it. But I have found that the solution of the problem of starvation and that of bringing up my children are inseparably connected with the solution of the problem facing the peasantry. And the way to solve this problem has been pointed out by Mao Tsetung Thought."

CWRU students are building comprehensive mass democratic struggle to smash the fascist "overpopulation" propaganda and all fascist ideology!

NECESSITY FOR CHANGE INSTITUTE OF IDEOLOGICAL STUDIES

The Necessity for Change Institute of Ideological Studies, inaugurated in Montreal in 1968, has developed on account of the internal contradictions of imperialism and its moribund culture. Time is running out for the reactionaries. The forces of the new, led by the Great Proletarian Cultural Revolution, are emerging everywhere.

The aim of the Ideological Institute is to consolidate the forces of the new through investigating all aspects of the class struggle and the struggles for production and scientific experimentation, with the purpose of broadening and deepening the political consciousness of the working and oppressed people. Regarding the Institute's method of work its constitution says:

In all its operations the Ideological Institute shall solely depend on the masses and thus shall ask for full cooperation from them by aligning itself with the masses. For this purpose, it shall strive for the development of mass-line, through mass-investigation, mass-discussion and mass-agitation.

Currently the Institute sponsors two major publications (a third dealing with the social sciences, *Two World Views*, is soon to appear). The progressive Natural Sciences Study Group produces *Two Lines in the Natural Sciences* as part of the worldwide struggle against imperialism. The first issue included articles by T.D. Lysenko on Michurin genetics. The winter

issue analyzes how bourgeois science is promoting fascism. The Institute encourages progressive scientists and students to participate consciously in analysis of the natural sciences, urges them to set up study groups for this purpose and welcomes articles growing out of these activities.

Literature & Ideology, produced by the Literature and Ideology Study Group, puts forward the materialist view of culture and analyzes the political and social role of literature, art and criticism, in the context of anti-imperialist struggle. A selection is reprinted in this issue to illustrate how investigation should be combined with on-going struggle.

Both of these revolutionary publications are important tools for students in exposing and waging struggle against bourgeois ideology of every sort. Study groups should be organized in every locality to extend investigation and mass agitation. Investigation merely for its own sake amounts to self-cultivation and is counter-revolutionary. Real investigation must be related to the needs of the anti-imperialist struggle and must lead to active propagation of ideas through mass agitation.

Annual subscriptions (\$2.00 for 4 issues) for *Literature & Ideology* or *Two Lines in the Natural Sciences* are available from Progressive Books and Periodicals Ltd., 1867 Amherst St., Montreal 132, Quebec.

RHODE ISLAND STUDENTS SWEEP "NEW LEFT" CONFUSION ASIDE

A new and vigorous anti-imperialist student movement has just been formed in Southern New England through rejection of old-style reformist and opportunist politics. Immediately the new anti-imperialist fighters have grasped the slogan "DARE TO STRUGGLE, DARE TO WIN" and gone out to spread Mao Tse-tung Thought among the masses of students. At once they began propaganda for working class struggles and proletarian ideology by enthusiastic selling of The Workers' Advocate, working class newspaper produced by American Communist Workers Movement, to students and to working people, especially in the Portuguese community Rhode Island's largest national minority.

By resolutely clearing away "new left" confusion and showing the revolutionary path, this developing progressive movement has won mass support from students and faculty. The first mass struggle led by RICSM was a militant attack against bourgeois courses and bureaucratic methods at the RIC Curriculum Committee hearing. This school has a very cluttered curriculum with many superficial courses per semester. The "General Education" requirements amount to nearly two years of monologue lectures and TV tapings. The committee of "experts" was trying to ram more of the same down students' throats. At the hearing this muck was soundly and effectively criticized by progressive students before several hundred students and faculty.

The contradiction between bureaucratic oppression and the democratic principle of "NO INVESTIGATION, NO RIGHT TO SPEAK" reached a climax when a student demanded to know why a committee of 14 persons should make their personal opinions, their unsupported claims, binding on the problems of 3000 people. The committee, he asserted, must base its decisions on honest investigation and evidence and nothing else. Some progressive members of the committee defended this principle; but several reactionary professors, angered by the positive response of the students, rushed to the microphone to silence him.

Before the student could be attacked, many progressive students rose from their seats and warned the fascists, indicating to them what would happen to reactionaries who attacked the progressive forces. Cowed, they slunk back to their chairs. This event marked the turning point. The student facing the attack displayed the Quotations from Chairman Mao Tse-tung and read this quotation to the large assembly:

The only way to settle questions of ideological nature or controversial issues among the people is by the democratic method of discussion, of criticism, of persuasion and education and not by the method of coercion and repression.

Following this, many more students spoke their minds and the meeting concluded with overwhelming support for progressive, anti-bureaucratic proposals (such as reduction of course load from 6, 7, and 8 to 4 per semester).

In another instance, RICSM again led the way in exposing the bourgeois line of a "Black Capitalism" lecturer, by carrying out the method of mass democratic anti-imperialist struggle. The speaker was bogging around, mixing pro-capitalist and pro-imperialist propaganda with plain confusion, when students called for the lecture to be concluded, and demanded that the lecturer answer to the masses and explain why he was taking this reactionary position and attempting to obstruct the heroic Afro-American struggle. He was thoroughly discredited when he could not defend any of his counter-revolutionary ideas. In short, this agent of imperialism did everything but run off the stage in shame.

One reactionary instructor, made frantic by the triumph of the revolutionary line, struck a student who was questioning the lecturer. This professor later attempted to cover up this fascist attack by initiating a complaint through the school's disciplinary committee. Such efforts to silence progressive students will not go unopposed at RIC! They will be defeated by resolute political defense and by students' recognition that they must unite to preserve their own academic freedom and their right to carry on political organizing and to defend progressive students from similar attacks and harassment.

VANCOUVER CONFERENCE cont. from p.1

3) Concentrate our forces to wage battles of anihilation; practice democratic centralism and smash the petty bourgeois individualist line of "many centers." (If units or individuals in the units regard themselves as separate "agents of change," they will always put self first and never be able to mobilize the people.) There must be one central leadership at every level. The individual must be subordinate to the organization; the units must be subordinate to the central leadership of ASM.

MASS DEMOCRATIC ANTI-IMPERIALIST STRUGGLES

The conference consolidated the victory of mass democratic method of work as opposed to the mass bureaucratic method. The bureaucratic method never places revolutionary ideas and general guidelines before the people, thus releasing their initiative, but instead places the assignment of bureaucratic details primary and leads the people from one low level struggle to the next, without showing any way to advance. The bureaucratic method goes off on tangents to avoid talking about the main problem and gives the impression that there are hundreds of problems and no one knows how to solve any of them, thus creating pessimism. The bourgeoisie loves the bureaucratic method and all the liberal pro-imperialist organizations practice it.

The mass democratic method of work is just the opposite, and without it the historical contradictions in society cannot be resolved. It heightens the contradictions by releasing the initiative of the cadres and the masses and by causing clear ideological and political positions to form. So all our struggles must be anti-imperialist in content, mass democratic in form. The particular form which struggles take at this point is mass democracies--vigorously debate among the masses over ideas, leading to isolation of the reactionary line and denunciation of class enemies and oppressors of the people.

Mass democracy meetings are different from consensus democracy or "free speech" meetings where any dishonest person can "express" any nonsense that enters his head without being held responsible. This tactic is used, especially in the universities, to stifle development of ideas, which cannot occur without earnest struggle between opposing views. Mass democracy stands for undertaking investigation scientifically, working out ideas and developing the mass line (as opposed to the uninvestigated opinions of bourgeois "experts") Mass democracy follows the guidelines: NO RHETORIC OR SOPHISTRY! NO INVESTIGATION, NO RIGHT TO SPEAK!

REVOLUTIONARY RALLIES SUPPORT LIBERATION STRUGGLES

Delegates and the public participated nightly in bright red rallies supporting national liberation struggles in India, Palestine, and Quebec and in support of the People's Republic of China and Mao Tse-tung Thought. These banners must be raised all across the U.S. Many political groups are running around in circles, still cherishing their single issue of Vietnam, ignoring the fact that the national liberation struggle there is nearly won and that the key struggles of 1970 are the Palestinian struggle and the Armed Agrarian Revolution in India. The significance of the Indian struggle to world revolution is great: it weakens U.S. imperialism and Soviet Social Imperialism, sets the pattern for revolution in other semi-feudal and semi-colonial countries, demonstrates the vitality of Mao Tse-tung Thought, and confounds the evil ambition of U.S. imperialism to use India for encirclement of the People's Republic of China.

All anti-imperialist students must do widespread propaganda for the national liberation struggles, the People's Republic of China, bastion of world anti-imperialist and socialist revolution, and Mao Tse-tung Thought, the highest development of Marxism-Leninism, as part of the primary task of waging ideological struggle. The purpose of ideological work is to lay the material basis for political struggles, to build public opinion for revolution. "To overthrow a political power, it is always necessary first of all to create public opinion. This is true for the revolutionary class as well as for the counter-revolutionary class." (Chairman Mao Tse-tung) Without ideological work to till the soil, our political work (those struggles undertaken to advance the primary political task of seizing state power) will be done in isolation and will not be taken up whole-heartedly by the people.

Applying Mao Tse-tung Thought, the anti-imperialist forces are bound to win victories and move on to higher levels of struggle.

"Historically, all reactionary forces on the verge of extinction invariably conduct a last desperate struggle against the revolutionary forces, and some revolutionaries are apt to be deluded for a time by this phenomenon of outward strength but inner weakness, failing to grasp the essential fact that the enemy is nearing extinction while they themselves are approaching victory." --Chairman Mao Tse-tung

WORKERS' ADVOCATE WARMLY RECEIVED

The Workers' Advocate, newspaper of the American Communist Workers Movement (Marxist-Leninist), has been enthusiastically received by workers and students all over the country. In Cleveland alone more than 1,000 copies of a recent issue were sold to workers at plant gates, stores, and markets. We feel that this is smashing all sorts of pessimism and ideas that workers don't care or have sold out.

One middle-aged Black worker who bought a paper remarked, "You know, the Communist Party used to do this during the 30's"; he went on to tell us some of the glorious history of the American working class first hand.

In Rhode Island Portuguese-born students translated the paper into Portuguese to use in a Portuguese community there. In the Midwest a Black Panthers chapter used The Workers' Advocate in its education program.

At a meeting in Toronto in memory of Dr. Norman Bethune, the great Canadian internationalist who died serving the people of China, 300 Workers' Advocates were sold. They were received with comments like, "I'm glad to see that the American working class is on the ball!"

A Mexican-American worker in Cleveland enthusiastically bought the paper but not before inquiring "This isn't a Trotskyite paper, is it?" We assured him it definitely was not.

An ex-coal miner from Pennsylvania said, "I haven't seen one like this in a long time." A Black worker said he got a lot of good ideas from the article on People's War. Another bought one, then a week later returned for several more to give to his whole family.

A Greek cafe owner posted the paper in his cafe window. A Syrian delicatessen owner bought the paper, sat down and read the entire article on Palestine people's struggle, then returned and shook hands with the comrade he bought it from.

The Workers' Advocate is clearly tilling the soil and planting the seeds of revolution among the working people.