

147. POLITICAL DECEPTION AND BETRAYAL
CAN'T KEEP STUDENTS FROM JOINING THE
WORKING CLASS-R.I. STUDENT

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We've returned to school in a time
of great political significance.
Throughout America broader and broader
sections of the working class, the
national minorities, the students
and intellectuals, and all oppressed
people are demanding a genuine solution
to the widespread crises and overall
decay in all of the social and political
institutions tied to the interests
of the US monopoly capitalist class-
the ruling class in this country.

Several politicians are running
around wooing the "youth vote".
George McGovern in particular is doing
this. Out of one side of his mouth
he says "bring our boys home" and
out of the other he gives support to
the reactionary government of Israel
in its war of aggression against the
people of Palestine. He also calls
for leaving "residual troops in Thai-
land" where a war of National Liberation
is routing the US puppet dictatorship
there. We remember Kennedy's "advisors"
in south Vietnam, and Nixon's "secret
plan to end the war" which brought the
wanton bombing of the Democratic
Republic of Vietnam to its highest
point in the war. McGovern's promises
give off the same foul stench of
imperialism which has characterized US
foreign policy since the turn of the

So what does McGovern offer us? He builds illusions and promises and lies built upon everything but the solution to our problems - putting production in the hands of those who produce, and removing it from the hands of those who seek only profit and exploitation. McGovern will not address himself to this. His programs define him as a social-fascist (socialist in words, fascist in deeds) - one who tries to prevent qualitative change by offering unstable and misleading reforms with the actual effect of temporarily making the exploitative rule of US monopoly capital only that much more efficient. The historical precedent for his policies can be found in many countries where a grave state of economic and thus, political and social crisis had emerged, for example - post WWI Germany. When the working class begins to demand the fruits of its productive labor, up comes the magician using the words of the people - only to oppose the just aspirations of the people. Clearly, our future does not lie with the bread and circus charades of McGovern and Company.

A local example of the theory and practice of the bourgeois politician is Democratic candidate for governor Philip Noel. In the Providence Journal, early August 1972, Noel claimed that Americans "lead wasteful lives". On Tuesday, September 26, he held what was billed as a "beer blast" at a local bar so we students could go and "rap" with him amidst the noise of live entertainment. Who is wasteful?

Mr. Noel, you can sit and drink all you like because you have good reason to. Unfortunately for you, students are quite serious about changing the world. The likes of you may choose to ignore or obscure this but more and more students are looking with great enthusiasm to the fact that it is the working class which has a bright future. It's only this revolutionary class which has the capacity to unite all progressive sections of the American people in order to establish a truly democratic and socialist America under the Dictatorship of the Proletariat. It is this that we're enthusiastic about - not your shameless "beer blasts".

Students! We've been misled for too long. Our vote must be more than a vote for the "lesser of two evils". This is what it has become. Politics is a concentrated expression of economic relations, i.e., class relations. The ruling class in this country has two parties, the Republican and Democratic Parties. Every four years we are expected to cast a vote for our choice of who will exploit us. This is no choice at all!

The fact that voting has become a periodic "approval" of our own exploitation points out the necessity for the ruling class to keep students unconscious of the real class interests at stake in politics. The existence of the monopoly capitalist class in this country de-

pends on the productive labor of the working people. This is the essence of our whole economy, yet what does our education tell us? "There are no classes as such", "Everyone's out for himself", "man is innately selfish and aggressive", on and on, everything geared to obscure the great stage of decay of the capitalist system. If we are far enough removed from the economic base of society (intellectually, if not physically) then we can swallow the most obscure, anti-scientific, anti-people theories in the name of "science" or "unbiased knowledge". This is what our education tries to do.

Our future lies with the working class--the only productive and revolutionary class in this country. It is necessary to represent the interests and aspirations of the working class in our role as students-- we do this by struggling against the ideology of modern American fascism; the anti-people, obscure and mystical ideas being promoted in our classrooms and textbooks. The struggle is of great value at this time. The campuses are places where the ideas of the ruling class are spread to the youth, the youth then being used to spread these ideas even further among the people. In this sense we are groomed as ideologues and apologists for fascism. It is our role to stop this process by struggling over these ideas right where they are hatched and spread, popularizing these struggles, and intensifying them. In doing this we are true representatives of the working class in the schools and universities.

It is necessary to actively participate in revolution. Within the next two weeks Rhode Island Student Movement will be distributing its basic political program based upon the experience of the work carried out on R.I. campuses in the past year. We strongly encourage all R.I. students to take up this program.

Nothing can stem the tide of the growing revolutionary movement. The US ruling class is becoming more isolated and panic stricken with each passing day. end item

148. LITERATURE & IDEOLOGY #13 PUBLISHED
LITERATURE & IDEOLOGY #13 has been published containing the following articles: "The Struggle Between the Theory of Classes and the Theory of Human Nature in Literature and Art", "John Steinbeck's Political Outlook in The Grapes of Wrath", "Richard Wright's 'Artistic Conscience'", "Pro-Imperialist Ideas in Gabrielle Roy's Tin Flute", "Characterization in Faulkner's Light in August", "The Subjective Idealist 'Quest for True Men' in Hemingway's For Whom the Bell Tolls", "Tragedy and Human Nature in Wm. Shakespeare's King Lear".

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