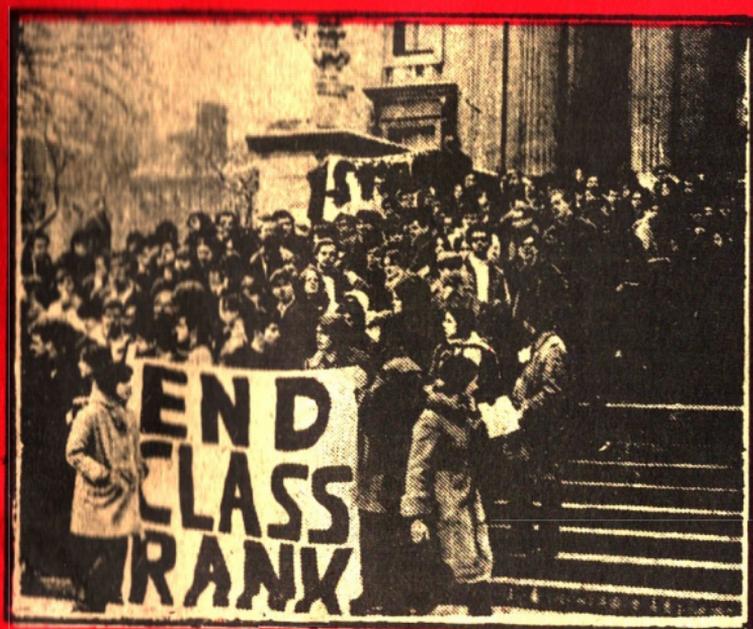


STUDENTS AND REVOLUTION



What is the

**PROGRESSIVE
LABOR
PARTY**

10 CENTS

CLASS WARFARE U.S.A. 1967



DETROIT



NEWPORT NEWS, VIRGINIA

What Kind of Society Is the U.S.A.

"The great American dream of 'life, liberty and the pursuit of happiness' has been turned by a ruthless regime into a nightmare of death, destruction and the pursuit of dollars." (PL Constitution) While the textbooks tell us this is a society governed by law, the facts are that this is a society governed by violence.

In a few short months in 1967, the following occurred:

- (1) rebellions of Black people in Detroit, Newark and dozens of other cities involving millions of Black people and requiring a total of over 100,000 police and troops to suppress them;
- (2) a pitched battle between striking workers and hundreds of deputies in Newport News, Virginia;
- (3) a rebellion in Spanish Harlem;
- (4) an insurrection in New Mexico put down by the National Guard;
- (5) a three-hour violent encounter between police and anti-war marchers in Los Angeles;
- (6) four days of street battles between cops and anti-draft students

at the Oakland Induction Center; (7) conflicts between students and police at Brooklyn College, the University of Wisconsin and other places during "Stop the Draft Week". The war in Vietnam took several thousand American lives in those months, and American military personnel were involved in trying to suppress revolutions in Thailand, the Philippines, the Congo, Guatemala and other places. In addition there were thousands of "smaller incidents", police murders, police raids, fights involving striking workers, arrests of demonstrators, etc. Far from an exception to the rule, these months provided a mirror in which to see the very fabric of "our" society.

At the top of a society and in control is a group we call the ruling class. The question of who the ruling class is has been made more complicated than it really is. Take Fortune magazine's listing of the 500 biggest industrial corporations (out of 300,000), which account for 50% of the industrial profit in the U.S.; the 50 biggest banks (out of 14,000), which account for 35% of the bank assets in the U.S.; the 50

biggest life insurance companies (out of 1,650), which account for 85% of the insurance assets. Take the boards of directors and the top management of these corporations and you have the core of the ruling class, that is, the small group of people that controls the majority of the wealth of the country. Often included in the "power structure" are the military leaders, big labor leaders, the communications media, and the major politicians. But all these groups are essentially dependent on the corporate elite. The press and T.V. depend on them for everything from advertising to paper; the generals will go to work for Boeing when they retire, not vice versa; Walter Reuther serves G.M. not the other way around. As for the politicians, from councilman to President they are carefully groomed and completely dependent on big business whether it is for campaign money, favorable press or T.V. time. Along the way they and their friends can amass a few million dollars, like LBJ, thus becoming personally tied to the ruling class. By the time they reach high office, the corporate elite can count on them for faith-

ful service. If by some chance one were to prove "unreliable", a ruling class in control of the CIA and FBI, the military and the press would have no trouble getting rid of him one way or another.

At the other end of society is the working class. Students coming as they do mainly from the middle class tend to think everyone is middle class and that there are few if any workers. However, facts which can be checked in the Statistical Abstract show that out of 60 million nonagricultural jobholders, nearly 37 million are production workers, and this doesn't include government workers. The working class, which makes up the majority of the U.S. population, produces the wealth in the country, but production workers in manufacturing averaged \$2.61 an hour in 1965 -- little better than subsistence. (Try feeding a wife and three kids on \$100 a week.) Retail and service workers make even less. Most of the wealth the workers produce goes to the ruling class; this is the basis of the fundamental conflict in American society.

There are a lot of illusions among students as to what they will do when

they finish school. In fact many students will not graduate and will become production workers. It is not uncommon to see workers in machine shops or construction with two or three years of college education. Furthermore many college graduates are just super-clerks or super-technicians. Boeing Aircraft, for instance, has a room filled with hundreds of men lined up in rows, each in front of a drawing board, designing aircraft in assembly line fashion. They are all graduate engineers. College graduates like these are a kind of skilled worker.

Many students, however, may enter neither the ruling class nor the working class. They become a part of what is called the middle class. The middle class (doctors, teachers, managers, social workers, professional people) is sometimes called "the new working class". Actually they are also workers of a sort in that they perform a service for the ruling class and generally do not get paid the full value of that service. There are two sides to this "middle class"; on the one hand what they are,

and on the other, what they could become. With the exception of a declining number of independent businessmen, this class serves the ruling class either directly as managers or admen, or more indirectly -- scientists who design another brand of soap for Procter and Gamble to profit on, engineers who keep the military establishment in hardware, lawyers to service the corporate needs and smoothly process society's outcasts to jail, teachers who teach workers' children that they are living in the best of all possible worlds, professors to train a new crop of organization men.

But there is another side to the "middle class". Scientists could do research to really aid the people; engineers could design a cheap rapid transit system instead of another freeway; teachers and professors could teach the hidden history of the U.S., the history of Nat Turner and the Railroad strikes, what kind of society this really is and what it could become; in a word they could teach the truth. Thus, students face this contradiction: what the rul-

ing class wants to make of them -- objects for profit, as opposed to their potential for service to the people.

This glance at society would be incomplete without taking into account the international role of the U.S. ruling class. Since the turn of the century the ruling class, using a variety of economic, diplomatic and military pressures has been expanding its rule; first to Latin America and, especially since World War II, taking advantage of the decline of the old colonial powers, into Western Europe, Asia, and Africa. Today the U.S. corporations have direct foreign investments totaling \$54 billion, various indirect investments of better than \$35 billion, and the U.S. government and IMF credits and claims on foreign countries are better than \$50 billion. *

These investments are protected in a variety of ways: buying off foreign governments, CIA subversion, economic and diplomatic pressures, foreign aid to

* See Fortune, Sept. 15, 1967 and the Statistical Abstract.

strengthen "friendly" governments' military apparatuses, U.S. military bases, and if necessary, military intervention, such as in Vietnam or the Dominican Republic. This system of economic, political and military control of foreign countries for the benefit of the U.S. ruling class (In 1965 alone \$5 1/2 billion in cash was funneled to U.S. corporations from abroad.) we call U.S. imperialism.

What Kind Of 'Higher Education' Is This?

The administrators are quite open about the function of the university. "Knowledge factories" is how Clark Kerr of U.C. put it. Their function is to train the administrators and functionaries of the ruling class. But students come to school with different ideas. They think of themselves as something better than flunkies for Bank of America. This conflict of purpose is centered in the classroom in the form of a struggle between a truthful view of society on the one hand and the distorted view of

society that the ruling class propagates.

Business ad students are taught they will help "interpersonal relations", making both labor and management happy, though somewhere along the line it should become clear to them that the conflict between labor and management is irreconcilable and that their obligation is to management. Law students study all the fine points of law, since "justice is blind" and "all are equal before the law"; but only lawyers are blind who don't see what any worker knows, that law is for the rich; the poor know only the policeman's badge and club. Science students believe that the progress of science is for the good of all, but the better brand of napalm you invent benefits only a few and the machine that automates workers into the unemployment centers benefits only IBM. History majors learn only the history of kings and princes, politicians and tycoons, "great" men and "religious leaders", lords and ladies, generals and diplomats, but what school teaches the history of U.S. slave revolts, the resistance of American Indians to geno-

cide, the railroad strike of 1877, the massacre of hundreds of sharecroppers in Yazoo County after Reconstruction, the 1926 general strike of the fur workers in New York, the miners battles in Cripple Creek, the San Francisco general strike of 1934, the Seattle revolution in 1919, etc.

Not surprisingly, these "knowledge factories" tend more and more to adopt assembly line methods. For instance, at Michigan State, Professor Mandelstraum "teaches" 1200 students in "Economics 200", 600 in person and 600 on T.V.; there are another 1000 students in his "Economics 201" course. Altogether 14,000 students at MSU are enrolled in courses that require three hours of TV viewing a week and an additional 10,000 are taking courses that use TV occasionally. So much for the teacher-student relationship.

Besides this cultural oppression, students face very real material oppression in a variety of ways:

1. The tuition and fees are rising far more rapidly than the cost of living; thus enabling only an even narrower segment of U.S. society to attend col-

lege.

2. Student employees are paid below union scale with poorer than the prevailing working conditions.

3. Bookstores in league with book companies charge ridiculously high prices for books that students are required to buy.

4. Food prices on and near campus, rents, parking fees and even laundry rates are generally higher than elsewhere.

5. The accelerated curricula plus the necessity of part-time work leaves little time for thought.

War And the University

"Our colleges and universities must be regarded as bastions of our defense as essential to the preservation of our country and our way of life as supersonic bombers, nuclear-powered submarines and intercontinental ballistic missiles." (John Hannah, president of

Michigan State University)*

The ruling class relies on violence to keep order in its own house. Abroad it has invaded country after country in search of raw materials, markets and outlets for investment. War and violence are needed to maintain that empire. Not only 3000 military bases and a roving STRIKE command, but also regular warfare is coming to typify the "American way of life." The universities are increasingly necessary to the imperialist system in conducting its ceaseless warfare.

1. The university is the major recruiting ground for military engineers and technicians, not only for the government, but also for the big "defense" corporations. The war industry has the run of the university in recruiting, the use of university facilities, access to student records, and university advertisement.

2. Most army and naval officers are graduates of the university's ROTC program. Many other students given part of the ROTC program are made eas-

* Carl Davidson, The Multiversity, p.4

ier to train when they are drafted.

3. The student body of a large university is an important group of potential cannon-fodder. The university is ready to report to the Selective Service the status of students so they can be drafted more easily. Although you can get a 2-S deferment while still in school this only delays until graduation your date with the draft board. Accepting the 2-S actually helps the government's game by cutting the ground from under the student anti-draft demonstrations and by hindering unity against the draft between students and young workers who cannot obtain the 2-S.

4. In the classroom and lecture hall, the university never ceases to cover up the ruling class's war. Sociological explanations, essentially refurbishments of the discredited "white man's burden" theory, are dreamed up to explain away these criminal wars.

5. The university is presently the most important center for war research. The University of California, for instance, is in hock to the Atomic Energy Commission alone to the tune of \$239

(note: Sam rather than to fight for what)

million a year. Altogether \$414 million out of the \$913 million operating costs of the U.C. system is provided by war research. (Los Angeles Times, Sept. 23, 1967, p.15)

6. Students are corralled into the CIA front group, the National Student Association, which is used to carry out CIA projects around the world.

7. The university gives honors and degrees to various generals, "statesmen" like Rusk and U.S. puppets like the Shah of Iran. But students who protest the war and organize activities against it are faced with all sorts of bureaucratic restrictions, suspensions and expulsions; universities have even called out the police in some cases to put down their own students.

8. The government manipulates many students' humanitarian feelings by recruiting them into the Peace Corps, VISTA or similar programs, all of which are designed to cover up hideous exploitation at home and abroad and to hide the violent nature of the system. Oppressed people are taught by well meaning students to rely on handouts from Uncle Sam rather than to fight for what

is theirs.

Racism On Campus

In many respects the University is a microcosm of this whole system which promotes racism in all sectors of life. From kindergarten on, Black youth are directed away from college preparatory courses. The ruling class promotes racism on the campus to prevent working class youths and members of minority groups from attending the institutions of "higher learning." They charge fees too high for many workers' children and set high grade requirements which rule out ghetto students victimized by an inferior high school education. In this way, Black youths are available to be drafted for war and to work in the factories. In most schools, especially the "top" schools, Black students make up a much smaller proportion of the student body than their number warrants. At these schools there often are more African students than Afro-Americans!

In addition jobs on the campus are systematically segregated. For example at UCLA all of the kitchen workers in one cafeteria are Black, while those in another are white, and all the gardeners are Mexican-American. Look around at the jobs on your campus. How many Black clerks are there? How many Black TA's? How many Black professors? Racism on the campus, often subtle, is real enough. Sometimes it takes the form of patronizing Black athletes or "Negro leaders." In other cases it takes the form of degrading the history of Africa while whitewashing the crimes of the white colonialists in destroying African culture.

The Only Solution... Revolution!

The sickness of American society is obvious to all. Everyone talks about it from Goldwater to Fulbright. Although some might disagree about this or that point, most people would agree with much of what we've presented so far. The difference lies in the solution

to the problem. From Reagan to Kennedy, M.L.King to Galbraith, Norman Thomas to what's left of the old Communist Party, there is agreement that the defects can be reformed out of the system. These individuals and groups will differ on which reform or how far to go, but they don't question the legitimacy of the whole system. We, of Progressive Labor, do. What is more, unlike some others who may talk of revolution, we mean what we say.

Virtually everyone will admit there are conflicts in society; many will even admit that the basic one is the conflict between the workers and the ruling class. The difference comes in how you view the state. Liberals see the government as a thing above classes, a neutral arbitrator. As Marxist-Leninists, we see the entire state apparatus as the instrument of one class (the ruling class) primarily to suppress its antagonist (the working class).

The function of the state is to ensure maximum profit for the ruling class and its continued domination of the workers. It works in many ways but force is the major component; it's no acci-

dent that better than two-thirds of the federal budget is for "defense" and a large part of local budgets is for police and judiciary. The purpose of the military is to defend the interests of the ruling class from its foreign and domestic enemies. From Shay's rebellion in 1786 to the Detroit rebellion in 1967, the rulers of this country have not hesitated to use the regular army whenever their class interests were threatened and when the local detachments of the state apparatus, such as the police or National Guard, could not fill the bill. Of course, there's more to the state structure than just the military aspect; it provides cheap services to the corporations (the Post Office and Commerce Dept.); keeps the people ideologically suppressed (the schools); tries to keep the workers dependent on the government for redress of grievances and thus suppress them by peaceful means (the courts, the Labor Dept.); and tries to buy off potential revolutionaries at home and abroad while at the same time making honest people think that all the ills of society can be reformed away -- "all you need is some government mo-

STUDENT ACTION... AND THE REACTION...



CITY COLLEGE - N.Y.



TEXAS SOUTHERN U.



HARVARD



LOS ANGELES

ney ", (War on Poverty, Peace Corps). No matter how idealistic the individual, peace corpsman or poverty warrior , he is serving the same master as the marine corpsman and policeman , and in fact is only an auxilliary to the latter .

For despite a myriad of high-sounding programs for fooling people , it is mainly through the organized violence of the state that the ruling class rules . The state can't be reformed , because its very function is to suppress the workers and all others who oppose it . It's like trying to convert an electric chair into a refrigerator . The only solution is to destroy it and build a new state, a socialist state , that can be used by the workers and their allies, to prevent the old ruling class from making a comeback .

Just like any other state, the socialist state , would neither be a neutral arbitrator nor above classes ; it would be used and controlled by the majority of the people (the working class) to suppress the small minority who want to return to the old system . The state would transform the economy from capitalism to socialism by revolu-

tionary methods and bring about a cultural transformation of society. The constant material and cultural improvement of the working people's lives and the eventual elimination of classes would be the function of this state controlled by the workers.

Why Do You Need A Party

The U.S. ruling class has built its state apparatus over the past two centuries; in times of crisis the state apparatus unites the various factions of the ruling class to strike down its enemies, foreign or domestic. Through their National Security Councils, etc. they are highly organized. We would be foolish to think we could beat them without being organized ourselves. They have their general headquarters in Washington to prevent revolution. We need a general headquarters to promote revolution.

Only a political party that represents the working class (which produces all the wealth in the country) can be the general headquarters of revolu-

tion.

Progressive Labor has units in the trade unions, in Black and white working class communities and on the campuses. While organizing and working with people in each particular area, we can concentrate our forces for a particular demonstration or a particular project. Furthermore, each area of work strengthens the other and strengthens the whole, so that as our party grows, its potential as the revolutionary headquarters becomes realized and during a revolutionary situation we can organize the people to launch a co-ordinated revolutionary thrust to overturn the whole system.

Because our party really desires to give leadership to the struggle of the working class, we must be the organized detachment of that class. Our party's tasks under the conditions of capitalism are immense and varied. Our party must engage in struggles under very difficult conditions created by the ruling class. We have to learn to master all forms of struggle and be prepared for all eventualities. We must imbue millions of people with the spirit of revolutionary dis-

discipline and endurance. But our party can fulfill these tasks only if it is itself the embodiment of self-imposed discipline and organization.

What Kind of a Party is P.L.P.?

PL is an internationalist party; that is, we see revolutionaries throughout the world fighting against the same enemy and for the same goals. For instance, the Vietnamese liberation fighters are our brothers; we support them in any effective way possible, and by defeating our common enemy, the U.S. ruling class, they are giving us powerful support.

Since the one-time revolutionary Soviet party degenerated into a pro-capitalist party, the Chinese Communist Party has become the leading force for revolution in the world. New revolutionary groups and parties have recently sprung up in most countries; born out of the class struggle in each country, they proudly make common cause with each other and with the Chinese for world revolution. Progressive Labor is

one such party.

A revolutionary party, in order to succeed, must be able to link theory with practice. That is, we have to be able to apply international revolutionary experience and Marxist-Leninist revolutionary theory to the concrete conditions of the United States. There is much we can learn from the experience of others and the writings of successful revolutionaries; it is even more important, however, to learn from American workers and students. Only by learning from all sources possible will it be possible for the party to find the right answers for its own strategy.

In the course of this fight we will undoubtedly make many mistakes. The important thing is to be able to correct our errors, to be self-critical, to use our brains and think for ourselves. If we close our minds to criticism, if we parrot the words of others or copy foreign experience without analysis, if we fail to talk to the people and find out what they think, if we care more for our personal comfort than for the needs of the people, if we let fear dominate our actions, then we will never take

part in a revolution and events will pass us by.

What is the Role of Liberalism?

A farmer knows that in order to keep a mule working, besides a stick you need a carrot. The colonialists, while relying mainly on the soldiers to maintain their domination, found the missionary to be indispensable. "Our" rulers today, while counting mainly on the force of the state apparatus to keep us down, couldn't do the job without the help of the liberal.

The role of the liberal is to convince people to spend their energies working for change within the system rather than uniting to destroy the system. Thus the liberal tells you that imperialist wars are a result of a series of mistakes, not a product of the system; that the reactionaries or the "ultra-right" is the big danger, not the corporate ruling class; that racism exists only in the South while they are all for Negroes (as long as they don't live

next door); that "responsible" collective bargaining is good for labor but strikes which disrupt the economy must be crushed. To those fighting for changes, the liberal preaches non-violence, "love your enemy", "turn the other cheek", while at the same time urging police to use any force necessary to preserve law and order. The liberal urges you to stick to legality, to wait for the Supreme Court decision as if the courts were ever impartial. (The way the Supreme Court gave its sanction to the rounding up in concentration camps of tens of thousands of Japanese-Americans during World War II is an example that should forever destroy the myth of the "independence" of the judiciary.) The liberal has devised a whole series of programs to take idealistic students out of a possible revolutionary struggle into the safe liberal framework--Peace Corps, VISTA, OEO, tutorial projects, National Council of Churches projects, etc.

But the main function of the liberal is to boost the facade of democracy in this country; liberalism tells us that all reforms and even basic changes can

be made through the electoral process. Some people think you can even vote in socialism by a constitutional amendment. (We call them revisionists, i.e., liberals who pretend to be Marxists.) A book could be written about the undemocratic election laws in this country, but basically as long as the ruling class has control of the press, radio, T.V., campaign finances, the courts, the election boards, etc., candidates who stand for revolution will not be allowed to win, or if they win they will not be seated. Even more pertinent is the basic irrelevance of elections as long as the ruling class maintains control of the military apparatus. American history abounds in examples of rigged elections, communists being ruled off the ballot (The most recent is that of John Ross, PL supervisor candidate in San Francisco.), elected radicals not being seated. International history has many examples of military coups when a communist party became too strong electorally. (The most recent example is Indonesia, where half a million were slaughtered after the fascist coup.)

The truth that the liberal tries to hide is that the ruling class will use every available weapon to prevent us from making revolution and even basic reforms. The people will have to use revolutionary violence to oppose ruling class violence, or the experience of Indonesia will be re-enacted here. The ruling class will not give up voluntarily. The people have to seize state power, there is no other road.

Why Fight For Reforms?

Why then even bother with reforms? Our ideas are not dead ideas, but living ideas, and as such they develop in struggle. Thus we must do more than just sit around talking about socialism and the need for revolution. We have to join with others in the fight for various social reforms. By engaging in reform struggles:

1. We will learn from the struggle and the people we are struggling with and thus develop our ideas.
2. By winning some reforms from

the ruling class that really help the people, we help build our own confidence and defeat cynicism and skepticism and give encouragement to others to organize.

3. We and large numbers of people involved will gain experience in organizing and in fighting the ruling class, since it will put up opposition to the most elementary reforms.

4. We will help raise the political consciousness of the people by exposing the repressive aspect of the state and preparing to deal with its vicious attacks on the people fighting for reforms.

Basically revolutionaries fight for reforms because we want them. But the system will not give up major reforms without a fight. They will use the power of the state to prevent any major reforms. We need state power in order to really solve the people's needs. Many people who agree on the need for major reforms don't agree with us on that point. We are willing to fight together with them for reforms that really help the people. We are convinced that people will in the end see

the truth that the whole rotten system has to go.

Program For Student Action

Progressive Labor's campus program has three main focuses in the coming period.

1. U.S. imperialism can be driven off the campuses. Isolated amid a generally hostile student body, the war researchers, the war recruiters and the ROTC are in a very weak position. Strong action can force them to retreat as Dow Chemical was forced to on a number of campuses in the spring of 1967.

2. There must be open agitation for socialism. PL will present its ideas on campus in a variety of ways, through forums, film showings, leaflets and distribution of literature. In the classrooms we will take on the teacher on ideological debate; we will not let the ruling class ideas go unchallenged.

3. In alliance with other students we will fight for any reform that im-

proves the material or cultural well-being of the student body. In particular we will fight for an end to campus racism, an end to the economic exploitation of the students, for real classroom education, and for political and personal freedom on the campus.

Get U.S. Imperialism Off the Campus!

1. Prohibit recruitment on campus by war industries, the military or the CIA.
2. Abolish all forms of ROTC.
3. The university must sever all connections with the Selective Service System; no grades for death.
4. Drive the war research off campus.
5. Set up courses explaining the truth about U.S. imperialism and the root causes of the ruling class wars; in existing courses demand that the war be discussed.
6. Abolish the CIA front group, NSA.
7. End all restrictions on anti-war

groups.

8. The campus should be a center for organizing a worker-student anti-draft union.

9. Organize high school students against the draft.

Defeat Campus Racism!

1. Fight for preferential admission of ghetto youth.
2. End all forms of campus segregation and job discrimination.
3. Set up courses on Afro-American and African history to be taught by Black activists.
4. Support the right of Black people to rebel against the intolerable conditions in the ghettos.
5. Abolish the English entrance exams which are designed to discriminate against Hispanic-Americans.

End Exploitation Of Students!

1. Abolish tuition and fees; education should be free.

2. Support the organizing of campus workers, both part-time and full-time; demand that the university provide adequate salaries and wages so that working class and ghetto youth can find a way to afford to go to school.

3. Textbooks in the bookstore must be sold at or below cost; used books must be bought at a fair price and a low-cost textbook rental service instituted.

4. Operate the cafeteria and snack bar on a non-profit basis.

5. Rent strikes should be organized against on- and off-campus housing that charge exorbitant rents.

6. We need a truly free campus press that really supports student struggles and is not afraid to take a stand on off-campus issues.

7. Defeat the puppet student gov-

ernments; they should be replaced with student unions that will represent and fight for the students' interests.

8. The positions of Dean of Men and Women Students should be abolished. Students can make their own regulations regarding their personal lives.

Institute Real Classroom Education

Classrooms should be a forum where students and teachers learn from each other, instead of students competing against each other for grades and the favor of the teacher. To this end there should be:

1. an end to one-sided lectures and instead more classroom discussions.

2. department meetings of students to pass on the qualifications of the professors and on the relevance of the texts.

3. free mimeograph service so that all student papers may be read and discussed in class.

4. student support for those teachers who are attacked by the administration and petty politicians for progressive beliefs or actions.

5. progress toward eventual abolition of the whole system of grades, exams, curricula and degrees.

Students Must Ally With Working People

In waging these fights for various campus reforms, the question of who to ally with is a major question of principle. Begging favors from the ruling class or hoping for favorable publicity from the middle class will inevitably lead to defeat. Only the working class which is in antagonistic conflict with our common enemy the ruling class, has the strength to help us win our demands. As a matter of fact there are only two sides with which to ally, the workers or the ruling class. This question is put sharply in the case of those schools like Columbia that are trying to expand by practicing urban removal of slum tenants. Students should unite

with the urban poor near the school to fight this project. By helping the working people near the school to defeat the plans of the administration the students will not only strengthen their own organizations, but also lay the basis for working people later to support student struggles. The understanding and support of people near the school could prove very valuable at the time of a student strike.

To begin to build a worker-student alliance, we must begin to break down the isolation of students from workers. We must fight the illusion that the U.S. working class is hopelessly reactionary and in fact show the key role the working class has played in the past and will play in the future in any revolutionary movement in the United States.

Students can make a major contribution to the working class struggles by supporting strikes through walking and helping out in picket lines, organizing secondary boycotts against struck companies, doing research into company holdings, etc. It is only through struggle that we can expect that the prejudices that the workers have reg-

arding the student movement and those of the students regarding the working class will be broken down. This is what the U.S. ruling class fears the most and what we must accomplish.

ORGANIZE!

The U.S. ruling class is not going to give anything to us, revolution or reform. The only way we are going to get it is to take it. The only way we can take it is through organization -- strong militant organization that will show the enemy we will not surrender and our friends that we will never stop defending their interests. In a long range struggle such as this, it is necessary to develop a long-term perspective. Besides a revolutionary organization -- Progressive Labor --, strong protest and militant reform organizations have to be built to defend the people's day to day interests. This takes time; indeed, a lifetime. But this is the road Progressive Labor has chosen, the Road to Revolution.

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