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 Tse-tung

ANTI-IMPERIALIST STRUGGLE SURGES AHEAD!

NORTHERN 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 rallied together to 'prepare the masses 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 into the streets and factories of Vancouver, many of the propaganda teams marching 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, the newspaper of the Canadian Communist Movement. Comrades who were opposed by reactionaries, and who were into, were given help by the Organic Committee, and the leadership of the Conference gave 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 actually gave verbal agreement to revolutionary practice from those who actually carried out the guidelines in their own practice. It drew the line between those who wanted to use Marxism-Leninism Mao Tse-tung Thought to 'understand' and 'explain' the world, and those who want to act on their understanding and organise to change the world. This distinction is important to the U.S., where the revolutionary potential of student struggles has been overstated many times by leaders of two basic types: those who have many fine analyses, but keep them 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 bureaucratisrms methods of work would be募 Mao Tse-tung Thought from the people and fall to the initiative of the people or rise 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 New York, Saskatoon. Among the organizers attending were the Canadian Communist Movement (Marxist-Leninist), Quebec Patriotic Workers and Intellectuals Movement (M-L), American Communist Workers Movement (N-L), and the Workers of the World Alliance. The keynote was given to the Canadian 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 Toronto and Providence areas and became a national movement by forming the American Student Movement (Anti-Imperialist), announcing its First National Conference and putting out 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 Tse-tung 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.

2) 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 purpose 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.

Frestal 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 Tse-tung Thought and fight imperialism are urged to attend.

The conference itself will be run under the guidance of Mao Tse-tung Thought: (1) there will be intensive struggle over actual practices against bourgeois ideology and in the interest of the working class. Take initiatives to strengthen 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.

The conference will be run on the basis of democratic centralism: as thorough investigation and democratic discussion clearly develop the bourgeois and proletariat lines, the latter will be pushed forward as the guideline of the conference and carried out in practice.

Organizing for the conference should be done mainly through the widespread dissemination of Mao Tse-tung Thought and by holding public meetings on the various revolutionary struggles. People should prepare for the conference through internal meetings on the application of Mao Tse-tung Thought and by gaining practical experience in the current phase of struggle.
AMERICAN STUDENT RALLIES PROGRESSIVE FORCES

American Student is a powerful weapon in the hands of students who are taking the lead in serving the revolutionary U.S. proletariat! Its role is not to put forward political guidelines, but to develop the policy of organizing against the fascist ideology and the corrupt art, literature, and social forces 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 thoroughly smash the old style and will place the struggles of students on a new and conscious basis which the oppressed 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 American Student Movement. The local units, in turn, will help isolate the illegal U.S. Imperialist class and prepare conditions for its complete annihilation through People's Anti-Fascist War.

IT IS TIME TO REBELL AGAINST REACTIONSARIES!
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? For bourgeois ideology, it is the educational system, through which the real class struggle is being suppressed. student organizations are the only routes for students to gain real understanding of the economic and social structure. We live in a highly developed class society (monopoly capitalism) based on 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 learning that they can’t affectively study the development of a child in isolation from the social forces he and his family must respond to.

What is the purpose of class struggle in the classroom? It is to redirect the education system from serving the bourgeois ideology to serving the working class. Isolated from the real class struggle, which is the reflection of the economic base and is used by the class in power to maintain its position.

When the educational system 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 struggle, in which theory is begotten struggle, and the ideological field is heralded by a great revolutionary revolution.

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 Struggle, official organ of the Case Reserve Student Movement (Anti-Imperialist). It is a call to young people to organize struggle in the ideological field and prepare for the great revolutionary revolution.

Frustrated and irate students in Psychology of Childhood and Adolescence (230) have begun struggling against the oppressive bourgeois ideology and methods by which theory is begotten struggle, and the ideological field is heralded by a great revolutionary revolution.

The main problem was that the course material was detached from reality in two important ways: 1) It was based on the real concrete experiences of the students (who grew up in a world of bourgeois ideology, and who had had many contacts with people) and their own experiences (of those of the working class and oppressed people), and 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 be told that "the profs don't want ideas." The students have been told that "this would be more appropriate for a Ph.D. thesis some day." Because they are encouraged to value only their own experience, students are robbed of one means of testing theories by comparing them with reality.

The course content is also detached from the reality of the economic and social structure. We live in a highly developed class society (monopoly capitalism) based on 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 learning that they can’t affectively study the development of a child in isolation from the social forces he and his family must respond to.

In order to remedy this situation, the students decided that the best way to improve the course was to abolish the professor, which is the equivalent of the whole educational system. They also said 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 ideal 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 expression and documenting what would be an "ideal" educational experience for preschool children. Students refused and demurred, saying that this simple cannot be used to any useful conclusion without considering the concrete conditions existing in society. Thus two lines of progress emerge 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) that the "ideal nursery" is the true school (idealism out of thin air) which fails to understand that consciousness is determined by environment and instruction. (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 feel that they must think and feel the way a fascist ideologue feels. For example: "Aggression and selfishness are inherent in human nature; they exist before capitalism and will continue no matter what; therefore, fascist exploitation will exist forever unchanged."

In contrast, the scientific or dialectical materialist outlook holds that man’s consciousness can in turn transform itself to lead to action which changes the material world. Being scientific means seeking truth from facts. But bourgeois psychology is not scientific; it is the only field of psychology that 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 paranoid; urban problems are due to the reproductive drive and consequent overpopulation; society is based on criminal instincts in check, etc.).

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(Cont. on next page)

(Cont. on page 3)
A remarkable amount of 'concern' is being expressed these days by the bourgeois media, imperialism and the mass media, especially liberal-pro-imperialist academics, about the pollution of the environment. Oppressive forces and all varieties are calling for a solution to these problems that are 'the issues that unite young and old, left and right' and as they say, leave a huge impact on the daily lives of everyone. Numerous organisations, notably the Canadian Association for Zero Population Growth (ZPG), have been ongoing to exploit people's genuine concern over foul air and contaminated water, to control the masses, to win over masses, etc. These people pretend to offer a solution to the problem, but in fact are serving the old warmed-over Malthusian myth of overpopulation. They prop up the atmosphere of concern over the earth, and force the people to blame themselves for the problem of the world; too many people are the primary cause of pollution, starvation, social laxity, 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 rise of workers' revolution, its leaders eagerly promote any ideas that obscure the class struggle and distract attention from the transformation of imperialism. Thus in 1979, the reactionary English parliament 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 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 government 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 Bomb Scare as a cold war tactic to prepare the way for massive armament expenditure and the military reinvigorations of the McCarthy trials. Now, faced with armed struggle against U.S. imperialism in over 50 countries and rising expectations at home, big business is trotting out the 'Population Bomb' scare to drive the people to accept further repression, especially fascism, the dictatorship of the bourgeoisie by overt force, their only hope for maintaining control over the masses.

Thus the media are spotlighting fascist 'scientists' like Dr. Paul Ehrlich, national 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). Ehrlich's commission appointed by the U.S. Secretary of State is featuring Ehrlich's advocacy of sterilization drugs in our water supply and food shipped to foreign countries. Ehrlich is being rewarded for his service to imperialism. Ford Foundation recently granted $5 million to Stanford University where Ehrlich and his companion quacks will 'design the world's first under-graduate 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 AIM 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 and justifying repression of those who resist, (2) racist—directed primarily against the black people of India, Vietnam, and People's Republic of China, who are opposing U.S. Imperialism and (3) unscientific—based on acceptance of uninvestigated ideas (which is the basis of anti-semitism in science).
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 a state 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 winning struggles against the war-making 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 oppose the working class — 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 struggles, students have been forced again and again by misleaders of various kinds and colors to have brought liberal 'social reformist and opportunist' into the progressive ranks while masquerading as 'revolutionaries' — with the effect of suppressing the political consciousness and deepening 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 fascist culture and social form of U.S. imperialist culture which lay the basis for fascism; and that only by maintaining a correct international, political, and organizational line put forward by the advanced students can students continue their struggles to their next stage.

THEREFORE:

We announce the formation of the American Student Movement (ESM), to be organized to serve the interests of the working and oppressed people who will no longer tolerate the regressive class through armed revolution and the establishment of the dictatorship of the proletariat. The American Student Movement recognizes the leadership of the American Communist Workers Movement (WTTW) and takes as its task of using Mao Tsetung Thought creatively as a guide to action in overthrowing U.S. imperialism.

The American Student Movement takes as its program:

1) To wage mass democratic anti-imperialist struggle in the universities against all forms of bourgeoisie ideology and practice and in particular to combat the rise of fascism by carrying out widespreadapostle to support of:—Marxism-Leninism-Mao Tsetung Thought and the People's Republic of China, bearer of world anti-imperialism 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 states;
— 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 the freedom struggle of the mass of black and brown people, against exploitation and political repression at the place of work and in the struggle to carry a reserve of cadres to integrate with the working class.

The general guidelines for method of work are:

1) Work among the broad masses of students, analyse the particularities of contradictions on each campus, grasp in detail how anti-democratic and fascist ideas and practices are coming out, in order to mobilize a general political line into practice in particular situations. Build an all-sided program including public meetings, newspapers, pamphlets in the classroom, progressive study groups.

2) Wage vigorous struggles which are anti-imperialist in content and mass democratic in form. Mass democracy (opposed to mass bureaucratic) means putting all workers' ideas forward before the masses, relating to the masses, boldly arouse them and releasing their initiative. Mass democracy has the purpose of mobilizing the masses and means forbidding all those who want to engage in rhetoric and who only have the interest of the masses at heart, and following the guideline "No investigation, no right to speak." The raging 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 NEECESSITY 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 FRAGILE RULES AND REGULATIONS!!

DOWN WITH PRETTY BOURGEOIS RICK AND COMPOSITION!!

ORGANIZE TO CHANGE THE WORLD!!
ORGANIZE TO CHANGE THE WORLD!

"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 HANDED OVER TO 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 TSE-TUNG 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 ASM, 2033 Cornell Rd. #15, Cleveland, Ohio 44106.

SMASH THE OLD TO BUILD THE NEW!!
SMASH THE OLD
TO BUILD THE NEW!

FIRST NATIONAL CONFERENCE
AMERICAN STUDENT MOVEMENT
(Anti-Imperialist)

June 6-8, in Chicago, Ill.

"If the U.S. monopolies capitalise France
purify in forming their colonies of all
Europe and Asia, the day is coming when
they will be handed to the people of
the whole world." — Friedrich Engels

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?

MAO TSE-TUNG - MAY 1963

Where do correct ideas come from? Do they drop from the skies? No. No, they don’t. They are formed from the practice of the people and from the life of the community. Where do wrong ideas come from? There is a social practice, and wrong ideas come from it alone. They come from three kinds of social practice, the struggle for production, the class struggle and scientific experiment.

Once the correct ideas that characterize the advanced class are grasped by the masses, these ideas turn into general 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 through his five sense organs—the organs of sight, hearing, smell, taste, and touch. At first, knowledge is perceptual. The 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) are correct, that is to say, whether or not their ideas 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 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, 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 correct or destroy wrong ideas, 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 and verifying the ideas of the proletariat in knowing the world is to change it. Often, a correct idea can be proved and formed only after many repetitions of the process leading from matter to consciousness and then back to matter, that is, from leading 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. Words 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 for us to educate them in the dialectical materialist theory of knowledge, so that they can orient their thinking correctly, become good at investigation and study and at summing up experience, overcome difficulties and work better, and struggle hard so as to build China into a great and powerful modern industrial country and help the exploited throughout the world in fulfillment of our great internationalist duty.

Propaganda for Bourgeois Novels

BY JAMES RICHE

Recently some owners and executives of large monopoly corporations took a full-page ad in the New York Times, in recognition of the crying need for compulsory birth control in Asian and Latin American countries. This outburst of "concern" for the welfare of the poor of the world has led to the program of compulsory male sterilization like India’s, 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 growing instead of shrinking in its campaign toward inventing a contraceptive chemical which could be introduced into the drinking water supplied to the American and Asian people. This Malthusian propaganda about population "explosions" and "humanitarian" advocacy of genocide on a large scale is a revelation of U.S. imperialism’s plans for the future of non-colonial and non-colonialized countries, whose surfeit 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 transcendent 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. But the Malthusian theory does not play the main role in the growth of population. Other factors may temporarily outweigh the influence of relations of produc-

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

Typical of the reactionary and untenable propaganda being done is the report of the University of California and Stanford University who condemned voluntary birth control in developing countries and who argued that birth control would limit their country’s power. 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 fascist underlines the propaganda for birth control. William Voigt, 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 fascist 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, just as those that are even proclaiming this, as witnesses the buttons one sees on South American villages and Huehuetenango: "Fellatio is fun," "Fellatio is healthy," and "LILIX." He finds a hope for mankind in these pervasions: "Changing sex norms may help reduce the population bomb;" and he proposes contraceptive chemicals in the water supply. (Center Magazine, January, 1965)

Malthusian assumptions have furnished a popular outlook for bourgeois writers and thinkers: the "action takes place" because of, or against the background of, the existence of more or less number of "useless men." These novelists depict a horrible future for mankind and advise people about the necessity of maintaining constant population limits. In this 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.

(Sent on next page)
POPULATION, cont. from p. 3

land in the world's temperate zones alone to support 157 billion people. The overpopulation already affects and will, in the not too distant future, affect every part of 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 "stunt 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 denied that the "experts" account for their fascist ideology, these almighty liberals denied having "any position on anything" and insisted the discussion with faculty planning programs against their policy had been conducted 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 devolving fascist ideology and justifying bourgeois exploitation and imperialism. They are promoting the fascist "ethology" of ex-Basis Nizheng and Lorenz (author of On Aggression) for their "humanÃ¢â"â"â€""â¢s right to destroy other species." 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 the 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 their control, and arguing that population control is the only solution to world problems. In the 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 bourgeois' fear of the future. Their fascist futurism has not declined anyone and is recognized as part of U.S. imperialism's struggle against the world's people to defend monopoly capital interests. The fact that this propaganda is not to hire a team of scientists and other experts, 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 literature will cease. The neo-imperialists but to denounce them and to organize people against the imperialists. We and its accomplices modern Soviet revisionism. The success of people's wars in the twentieth century proves that the future is bright and belongs to the people.

NECESSITY FOR CHANGE INSTITUTE OF IDEOLOGICAL STUDIES

The Necessity for Change Institute of Ideological Studies, in Montreal in 1968, has developed on account of the internal contradictions of the world capitalist system and the reactionary forces of the neoclassical revolution, are emerging everywhere.

The aim of the Ideological Institute is to consolidate the forces of the new left and all progressive classes against the counterrevolutions for productive 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 the constitution says:

In all its operations the Ideological Institute shall depend solely on the masses and thus shall ask for full cooperation from them by all means and in all possible ways. The Institute is to be responsible only 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 International student movement) as part of the worldwide struggle against imperialism, which has been included with articles by T.D. Lysenko on Marxist genetics. The winter issue analyses how bourgeois science is promoting fascism. The Institute encourages progressive scientists and students to participate consciously on the basis of the scientific method. The Institute's research program is extensive and has been developed for this purpose and welcomes articles growing out of this activities.

Literature & Ideology, produced by the Literature and Ideology Study Group, puts forth the materialist view of culture and analysis the political role of anti-imperialist literature. A selection is reprinted in this issue to illustrate how the study should be combined with on-going struggle.

Both of these analytical publications are important tools for students combating and waging struggles against the domination of anti-imperialist struggle. A selection is reprinted in this issue to illustrate how the study should be combined with on-going struggle.

Annual subscriptions ($2.00 for 4 issues) for Literature & Ideology or The International student movement in English and French is available from Progressive Books and Periodicals Ltd., 1507 Amherst AVE., Montréal, 132, Quebec.
RHODE ISLAND STUDENTS SWEEP "NEW LEFT" CONFUSION ASIDE

A new and vigorous anti-imperialist student movement has just been formed and is emerging as a powerful force within Providence Union High School. The student movement is characterized by a strong commitment to internationalism, social democracy, and opposition to exploitation. The movement has succeeded in uniting students from different parts of the school, creating a strong sense of solidarity among its members.

The contradiction between bureaucratic oppression and the democratic principle of "NO INVESTIGATION, NO RIGHT TO SPEAK" reached a climax when a student demonstration was held. The demonstration was attended by several hundred students, who marched through the streets and protested against the administration's policies. The demonstration was peaceful, but it was met with a strong police presence, and several students were arrested.

Before the student could be attacked, many progressive students rose from their seats and warned the fascists, indicating that they would not stand idly by. The students' demonstration was a powerful expression of their commitment to the struggle against imperialism.

VANCOUVER CONFERENCE cont. from p.1

3) Concentrate our forces to wage battles of an inflation; practice democratic centralism and smash the petty bourgeois individualism line of "if units or individuals in the units regard themselves as separate agents of change, and if they are not united and cannot be mobilized for the people." There must be one central leadership at every level, and the people's ASSAM must coordinate the organizations; the units must be subordinate to the central leadership of ASSAM.

MASS DEMOCRATIC ANTI-IMPERIALISM STRUGGLES

The conference consolidated the victory of the mass democratic method of work as opposed to the bureaucratic method. The mass democratic method never places revolutionary ideas and general guidelines before the bureaucratic dogma, but instead places the assignment of bureaucratic details primary and secondary. The mass democratic method never places the mass under the bureaucratic hammer, but instead places the bureaucratic hammer under the masses. The mass democratic method never places the mass under the bureaucratic hammer, but instead places the bureaucratic hammer under the masses.

The mass democratic method goes beyond mere formality 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 mass democratic method 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 course of the revolutionary movement cannot be resolved. It heightens the contradictions by releasing all the bureaucratic and mass democratic characteristics, and in support of the People's Republic of China and Mao Tsetung Thought. These banning, detaining, and unjustly treating U.S. Many political groups in the U.S. Many political groups are running around in circles, still cherishing their single issue of Viet- nam, ignoring that the national liberation struggle is nearly won and that the key struggles of 1970 are the Palestinian struggle and Black Revolution in India. The significance of the Indian struggle to world revolution is that it unites U.S. imperialism and U.S. Socialism, sets the pattern for revolution in other national-liberation struggles, and demonstrates the vitality of Mao Tsetung Thought, and confounds the evil ambition of U.S. imperialism to obstruct the development 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, battles against Chinese nationalism and socialist revolution, and Mao Tsetung 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 to win a majority of people to create public opinion. This is true for the revolutionary class as well as for the counter-revolutionary class."

Chairman Mao Tsetung said, "In ideological work to till the soil, our political work (those struggles undertaken to advance the party's program of winning state power) will be done in isolation and will not be taken up wholeheartedly by the people."

Applying Mao Tsetung 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 to gravely hamper the revolution's forces, and some revolutionsaries are apt to be deluded for a time by this phenomenon of outward strength but inner weakness, falling to grasp the essential fact that the enemy is nearing extinction while they themselves are approaching victory." --Chairman Mao Tsetung

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

In another instance, RIGSM again led the way in exposing the bourgeois line of a "Black Capitalism" lecturer, by carrying out the method of mass democratic and anti-imperialist struggle. The lecturer was a member of the Black Capitalism movement, and presented a viewpoint that was in conflict with the RIGSM's socialist line. The students' committee debated the issue and made a clear decision to expel the lecturer.

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 are not going to succeed at RIGSM, as we are following the model of the inner city struggle and the socialist tradition.

In short, this agent of imperialism did everything but run off the stage in shame.

A new perspective on workers' education is being advocated by this chapter of the Workers' Advocate. Our focus remains on education and learning, and we believe that this is essential for personal and collective growth.

The Workers' Advocate, newspaper of the American Communist Worker 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 market. We feel that this is smashing all sorts of pessimism and ideas that workers don't care or have sold out.

A middle-aged Black worker who bought a paper traveling through town said, "I 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 for the workers and students to receive 'The Workers' Advocate' in their community. 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 Yugoslav workers 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 enthused, "I bought this paper 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 should be given a chance to read the article from People's War. Another bought one, then a week later bought another. I had several, and I brought them to the 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 the Palestinian struggle, 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 aspiring people.