

International Class Warfare Sharpens,
Showing Need for Socialist Revolution

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CHALLENGE

The Revolutionary Communist Newspaper

Gary Marchers
Demand Jobs,
Battle Cops

PROGRESSIVE LABOR PARTY

100

Workers Must STRIKE to:



BUST the WAGE FREEZE!

Dockers: Close it all down (with) a general strike...

SAN FRANCISCO—Did you see Compton on TV? He said most of the working people of the country "support the wage freeze." He's full of shit. None of the guys down here support it.

That was the typical reaction of striking longshoremen here interviewed at the docks, which they have been picketing for seven weeks (see story, page 7).

"The trouble is, the real trouble," one worker continued, "the bosses are trying to make the poor man pay for the rich man's mistakes. That is what I have seen all my life."

"There's no freeze on profits or investments," another worker pointed out. "It's a hell of a lot better."

What to do?—Get everybody out and close it all down. Start a general strike," came the reply.

We asked about Union's threat to lose strikes and their already \$2,000 a day. "I will never work," declared one striker. "Let them come and get it. There's no money. We're keeping working. This might come and get caught up and get the union officials. We will then 'beat them'." (Interview continues on page 7)

Fight for 30 Hours Work for 40 Hours Pay & a Big Wage Hike!
Smash Racist U.S. Bosses!

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STUDENTS & REVOLUTION



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Unite with Workers — SMASH RACISM

DURING THE PAST DECADE STUDENTS HAVE been an important force in this country against the U.S. war of aggression in Vietnam, against racism on and off the campus, and have been increasingly supporting striking workers. And students have fought hard around immediate campus issues: against ROTC, tuition raises and racist harassment, among others. Millions of students exposed the Big Lie of U.S. capitalist society—that it was “free and equal.” The facts of life contradicted this notion. U.S. rulers were imperialist abroad and anti-working class and racist at home. Students saw the rulers’ underlying fear was the upsurge in the revolutionary movement here—especially ghetto rebellions—and all over the world.

The realities of life—as opposed to what is presented in texts and in class—also helped expose the role of U.S. education and the universities. Countless thousands recognized that the schools were brain factories, designed to perpetuate the bosses’ ideology and to provide the technicians and apologists required to operate the political and economic system of the ruling class. Students found that the trustees were big businessmen and industrialists. They were directors of big oil companies, United Fruit, Chase Manhattan Bank (Rockefeller), big government advisors, and local and national politicians. The myth of the ivory tower was blown to bits by the exposure of the university’s role in society and its deep association with the rich.

THE U.S. WAR OF AGGRESSION IN VIETNAM brought this fundamental view into sharp focus. Millions of students justly rebelled against this bosses’ war; seeing that it was only making profits for the rich. And millions of young workers and students were being impressed into the ruling-class army to kill and be killed to make more money for the rich. Millions demonstrated against the war. Students and others also saw that the universities were **PLANNING** the war on many levels: ROTC, recruiters and defense researchers were **EVERYWHERE**. From 1968-70 there were countless battles

in many campuses against these manifestations of the war.

As in the development of all movements, there is a process which occurs. An accumulation of experiences helped break the ideological hold the bosses had over students. The anti-war movement was preceded by a number of important things:

- The movement by many black people against racism, unemployment, bad housing, police harassment, was a very decisive factor in this process. Previously, students were taught that black people were "happy with their lot." But black rebellions proved this a lie. Not only were black people—especially workers—dissatisfied, but they were ready, willing and able to destroy this system which caused their oppression. They also led many white workers and students in direct conflict with the government: the 1970 postal strike, the 1967 Newport News shipbuilding strike, the Detroit and New Bedford rebellions, GI revolts in Vietnam, Germany and the U.S.

- In the early sixties an armed struggle by coal miners in Hazard, Kentucky rocked the country. These miners, mostly white, showed that workers weren't going to sit by passively while their unions and pensions were destroyed by union "leaders" and company bosses. And they weren't going to widdle their thumbs while their hard-earned standard of living was destroyed. Students rallied all over the country to support the Hazard miners.

- In the same period two groups of students broke the U.S. bosses' travel ban to Cuba. Students wanted to observe the revolution in Cuba, and defy imperialism. The government couldn't stop them. At this time the Progressive Labor Party was formed. Since the "Communist" Party of the USA had long since abandoned a revolutionary outlook and turned the people away from the fight for Socialism, and the dictatorship of the proletariat, a party was needed to bring revolutionary ideas and organization to many struggles. Day-to-day struggles on the job or on campus weaken the bosses' ideological and material hold on people, but they usually manage to take it back in some way—by raising prices, increasing taxes, etc. A movement must be built that understands workers have real power. All bosses must be thrown out! Working people can set up a system which provides for their needs, and where there is no exploitation of others.

- Soon after the travel ban was busted, many thousands of students were influenced by the tremendous battles of the Vietnamese people and by

the development of socialism in China, especially the Great Proletarian Cultural Revolution. This combination of events at home and abroad influenced the student movement in a leftward direction.

THOUSANDS OF STUDENTS WERE AND ARE questioning the electoral system. What could be the difference between the war-making, strike-breaking, racist Republicans or Democrats? Many students began to understand that society was a class society—although taught there were no classes. They learned through life's experiences that there were two classes. One was the ruling class, represented at school by the administration. This class owned and operated the basic wealth of the country to make profits. The other major class was the working class. Through workers' labor, all wealth is produced. In school we are taught that the way things are produced and wealth is created is by "investment," and ability to use investment to "create" the means of production. What we observed and learned is that the ruling class makes profits by exploiting the labor of others. And the products of this labor, in a large measure, are profits.

We saw further proof of this in the ruthless intervention by the bosses and their armed forces to break black workers' rebellions. We saw as many as 500,000 foot soldiers at a time in Vietnam to



Students and workers tell off GM executive at a Detroit demonstration in support of auto striker, Nov. 3, 1970.

protect U.S. bosses' interests in Asia. And we continually see various forms of strike-breaking by the bosses. These take the form of injunctions, use of the National Guard and the police, laws like Taft-Hartley, the wage freeze, etc. These things—in addition to owning the labor leaders—help the bosses to exploit the fruits of workers' labor.

In addition, the government has used a variety of tactics to keep the student movement from completely breaking out of the framework of bourgeois society. Their main weapon is to use the liberals and fake radicals to lure students into electoral campaigns. "Keep 'em off the streets," is the politicians' and the bosses' slogan. Currently a herd of politicians from McGovern to Lindsay are being used in this way, like E. McCarthy was used in the 1968 Presidential election. Now, even the voting age requirements have been lowered. This was blatantly aimed at sucking the youth into the two-party system. When this doesn't work, they don't hesitate to use coercion as they did in slaughtering many black students who were attacking the system—Jackson State, Orangeburg, and Texas A&T. Then there was the murder of students at Kent State, because of a militant demonstration against ROTC. Also, many students have been jailed when they struck back against war, racism and oppression.

THERE IS INTENSE CLASS STRUGGLE ALL over the world. But now some of the leaders of the international communist movement have sold out—most notably the north Vietnamese leaders and the leaders in Moscow and Peking. Just as they once gave tremendous inspiration to movements around the world when they fought hard against the imperialists, now they have the effect of slowing down the struggle when they entertain, negotiate, and make political, military and economic deals with those same bosses.

The U.S. rulers will try to exploit these weaknesses and reversals in the communist movement, to halt the spread of rebellion among workers and on the campuses. When the north and south Vietnamese leaders went to the bargaining table in Paris to negotiate away the courageous efforts of the Vietnamese people, the anti-war movement in our country and around the world was used as an appendage to help make a deal. Nixon's visit to China, and the Chinese entrance into the UN, helps perpetuate the myth that U.S. imperialism isn't so bad, nor is the UN. Previously, the Chinese Communists characterized U.S. bosses as "worse than

Hitler," and the UN as a "tool of the imperialists." These acts not only create illusions but they undermine militant activity around the world. (See Nov. 1971 PL magazine for fuller treatment.)

ALL THIS IS A PART OF THEIR PLAN—BUT it's not enough. Workers and students around the country have been showing by their actions that they are rejecting racism. White campus workers at Temple University honored a strike by mostly black workers, even though it was in defiance of their contract and local leaders. Many students at Harvard have been involved in a fight to kick the racist Professor Herrnstein off campus as have others in California with the racists Jensen and Shockley. These things hit the bosses where it hurts!

The most significant strategy the bosses have on the campuses is to push anti-working class and racist ideology. Bosses are fearful, based on past experiences, that their days are numbered if workers and students unite. As we pointed out, this is a serious possibility. Students **did** respond to black rebellions, the war and to workers' struggles. Because U.S. bosses are weaker politically and economically, they attack workers harder. Unemployment, especially among minority youth, is high. Welfare budgets have been cut drastically. Money for schools, hospitals and housing is being slashed. All the conditions of life for workers, especially minority-group workers, grows worse.

The government, afraid of the mounting strike

SHOCKLEY'S RACISM RUNS CLOSE RACE WITH NAZIS!

"If those Negroes with the fewest caucasian genes are in fact the most prolific and the least intelligent then genetic enslavement will be the destiny of their next generation."

"For low IQ Negro populations, each 1% of caucasian ancestry raises average IQ by one point."

"Under the voluntary bonus plan a bonus of \$1,000 would be paid for every IQ point below 100 if the person submitted to voluntary sterilization."



69-70 GE strike - Worker student solidarity of Lynn Mass workers and Northeastern Univ. students.

wave, intervenes more openly in workers' struggles in order to defeat them. The wage freeze (actually a wage roll-back, as prices, taxes, et al, continue to soar), Nixon's use of the National Guard in the postal strike and his invoking the Taft-Hartley Law to force longshoremen back to work all show this intervention. And Rockefeller's slaughter of the heroic Attica prisoners also reveals that the bosses will go to any lengths to secure profits.

In order to justify big attacks against workers now, the bosses have launched an ideological offensive on campuses all over the country. Their offensive is racist and anti-working class. They are going to use everything in their arsenal to split the students from workers, and to split students along racial lines. They are afraid of the historic impact of a massive worker-student alliance.

THE CAMPUSES ARE BEING FLOODED WITH a raft of new nazi-like "theories" about the "inferiority" of minority people and workers. The general line of this garbage is that you are automatically stupid if you are a worker, and more stupid if you are a minority worker. These "psy-

chologists" and "sociologists" try to give authenticity to these lies by using pseudo-scientific rhetoric and trumped-up statistics. They claim workers' "genes make them stupid." This big lie is being pushed by Jensen, Herrnstein, Eyesenck, Goldberg and many others who follow their ideas. If Hitler were alive today, he'd give them the Iron Cross, and congratulate them for keeping up his work.

Students, now more than ever, are confronted with a crucial choice: Do we ally ourselves with the bosses (especially in electoral forms), or do students take the side of the working class which built **EVERYTHING** in the first place? Alliance with the bosses means more racism and working-class oppression. It means we would become the teachers who fight parents' and students' attempts to organize for the things they need. We might become nurses and technicians who would oppose hospital workers' fights for better wages and working conditions. Do we ally with the administrations and professors who justify racism and oppression in this society? Following the lead of the bosses means death and destruction. This was

true in Vietnam. To ally with workers means progress. For, no matter what the difficulties of this alliance, it is **ONLY THE WORKING CLASS** which has the strength to crush the parasite boss class, and bring socialism. We see the bosses doing a great deal to prevent a worker-student alliance. Their ideological offensive is to prevent unity and to sow the seeds for a more general attack on the working class. And all signs of the rapidly deteriorating economy point to this. We have learned and we are learning that workers are not going to take these attacks lying down. The class struggle is sharpening. **THE QUESTION OF THE DAY IS: WHICH SIDE ARE YOU ON?**

AS IN ALL FIGHTS NEUTRALITY MEANS BEING on the side of the bosses. In other words, the bosses are content if you don't bother them. They are not worried by an escape into clouds of individualism and personal satisfaction. Nor is their greedy profit boat rocked by use of drugs, mysticism or cynicism, which claims that "no one is any good."



Fall 1971—Students march through Chicago demanding an end to racist unemployment!



Oct. 1971—Students let Herrstein know his days are numbered!

Millions paid with their lives in Vietnam because U.S. workers and students didn't intervene earlier. Failure to fight imperialism is equal to surrender. **REMEMBER THE RESULTS FOR THE GERMAN PEOPLE AND THE PEOPLE OF THE WORLD IN ALLOWING AND FOLLOWING THE NAZI MASTER RACE THEORIES.** Tens of millions died in order to crush Nazism. We have accumulated enough experience by now to start a counter-offensive against these Nazi theories.

(text cont. on page 13)

DOES HERRNSTEIN KNOW WHAT HAPPENED TO HITLER?

"The brightest children definitely did not represent the ethnic or social composition of their communities. Compared to the population from which they are drawn, there was an enormous (over tenfold) excess of the children of fathers in the professions and an even more marked scarcity (only .013) of the children of laborers, echoing once again the correlation between I.Q. and social class. In addition, the sample contained an excess of Western and Northern Europeans and Jews and a shortage of Latins, Non-Jewish Eastern Europeans and Negroes... [the brightest children] tended to be taller, heavier, and more broad-shouldered, strong in hand-grip..." (*Atlantic Monthly*, Sept. 1971, pp. 52-53).

"The tendency to be unemployed may run in the genes of a family about as certainly as bad teeth do now."

MIRIAM L. GOLDBERG GETS IN ON THE RACISM.

"There is overwhelming evidence that ethnic groups differ in general intellectual ability, specific cognitive competencies, and levels of school achievement and that, on the average, children from disadvantaged ethnic groups perform at lower levels than other children do."

"Cumulative Retardation":

"The findings cited throughout this section demonstrate not only a consistently negative relationship between disadvantaged status (economic and ethnic) and academic or intellectual attainment; they demonstrate also that the retardation exhibited by such children is cumulative, growing greater and greater as they go up the grades. Whatever the explanation the fact remains that as they grow older and stay in school longer, disadvantaged children fall further behind their more affluent age mates."

—from **Socio-psychological Issues in the Education of the Disadvantaged**, by Miriam L. Goldberg, Professor of Psychology at Teachers College, Columbia Univ., in the book, **Psychology of the Educational Process**, edited by Davitz and Ball



Goldberg "type racism" fears this "type fight-back"!

U.S. campuses must be flooded with a wave of exposures and actions against every manifestation of anti-working class, anti-communist and racist ideas. OUR ANSWER MUST BE LOUD AND CLEAR: STUDENTS TAKE THE SIDE OF THE WORKING CLASS!



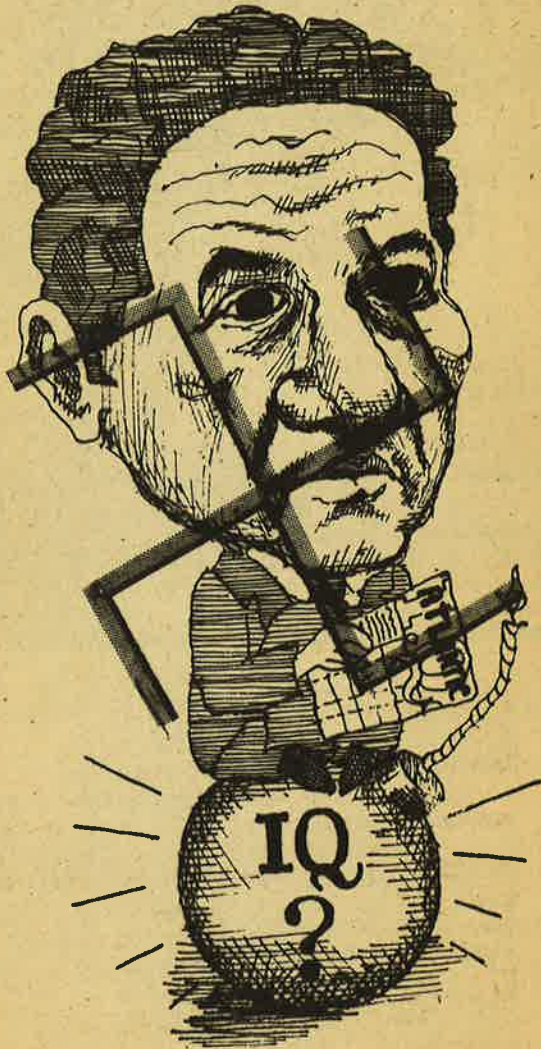
**Northeastern, University Action Group,
Fighting "scientific racism"!**

OUR PROGRAM CAN AND MUST BE:

- 1. ATTACK RACIST IDEAS—**
 - A. In class, whenever they are raised;
 - B. Mass action to ban racist textbooks;
 - C. Campaign to fire racist administrators and teachers through petitions, forums, rallies, sit-ins. The main object should be to have as broad a group of workers, students and teachers as possible;
- 2. FIGHT RACIST PRACTICES—**
 - A. Fight racist training programs;
 - B. Fight racist pay differentials;
 - C. Unity with campus workers;
 - D. Fight budget cuts;

- E. Fight harassment of minority students and workers;
- F. Support workers' strikes;
- G. Fight police harassment on and off campus;
- H. Cops off the campus;
- I. Support for ghetto rebellions.

Herrnstein



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