

1) The workshop endorses the convention report on Education. In the study groups instead of proceeding from an assigned reading to "integrate the reading with practice" we should state the discussion without necessarily assigned reading but with specific questions about the immediate class struggle, certain broader current political question, questions of Party building or questions of individual-family development. Starting with these practical questions the study group should help the members learn about and master the basic tools of the science of M-L.

2) READINGS PLP authored materials should be made available on the various aspects of M-L to the study groups if they want to go into a topic more deeply or more historically. On some of these concepts we have materials ("Build a Base", "Who Rules America", "Road to Revolution III"). For others, we must assign people to write there pamphlets (Dialectical materialism). Wherever possible we should look to the current C\_d and P. mag. for any necessary readings. A national continuations Committee should be responsible for this and to publish a bibliography of currently available readings on the various topics of M-L and xon some helpful manuals about how to do various aspects of this work.

3) The study group should be planned with certain goals in mind about recruiting the members and engaging the group in the practice of class struggle. Moreover the leader should see that in the course of the study group's life, the basic tools of M-L analysis are mastered by the members.

4) Every club should discuss right away a plan so that every member can lead such a study group at the earliest possible date.

5) The leadership should give more intense leadership to those study groups involving mainly Black and Latin friends.

6) The point of study is to recruit to the Party in line with the goal of doubling our membership.

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BIBLIOGRAPHY OF PLP READINGS ON VARIOUS ASPECTS OF  
MARXISM-LENINISM

The Convention Workshop on Education decided to publish a selected bibliography of PLP writings on Marxism-Leninism as a reference supplement for the study-groups. The following articles are all readily available and represent (for the most part) our best effort to explain Marxist-Leninist scientific principles against a background of concrete class struggle. Obviously, we have a void in some areas (particularly in the philosophy of Dialectical Materialism), the NC should assign articles in these areas.

I NATURE OF THE STATE

- Pamphlet - Who Rules America
- PL V.9 #2 - Watergate Editorial
- C-D V.10 #1 - Workers Musn't Choose Between Big Bosses (more on "Watergate")
- C-D V.10 #4 - Rocky & Co. Run Bosses Gov't. (analysis of New Money)
- ~~TAKKY~~
- C-D V.10 #2 - Today's Liberal Billionaires Are the Fascists of Tomorrow

II POLITICAL ECONOMY OF CAPITALISM & IMPERIALISM

- PL V.9#22 - Socialism Will Take Away All Surplus Value From the Bosses (Surplus Value in Capitalism)
- PL V.7 #6 - Life in These United States (Problems of Monopoly Capitalism)
- PL V.6#4 - Primer on Imperialism
- PL V8 #2 - Imperialists at Each Other's Throats (Inter-Imperialist Competition)
- PL V.8 #4 - Unity of International Working Class Will Defeat All Imperialist Bosses (/The first devaluation of the dollar and its after-effects, the war between India and Pakistan is analysed as a war by proxy between the US & USSR.)

III ON THE PARTY OF THE PROLETARIAT

- PL V.8 #6 The Struggle for Socialism - A Matter of Life & Death (Need for a Party and Lifetime Commitment to Revolution)
- Book - Build a Base in the Working Class (need for a Party, Democratic Centralism, Methods of Leadership, Need to become a solid working class party)
- Book - On the Party (democratic centralism)
- Book - Criticism & Self Criticism (Communist method of criticism & self criticism)

IV RACISM AND NATIONALISM

- PL V9 #1 - Eugenics (Ruling Class connections to propagation of racism)
- Pamphlet - Unheavenly System (on Banfield's racism)
- ~~XXXXXXXXXX~~
- PL V. 9 #2 - Mobilizing Students & Intellectuals Against Racism
- Pamphlet - Racism Ruins Medicine
- Book - Revolutionaries Must Fight Nationalism



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V INTERNATIONALISM & DICTATORSHIP OF THE PROLETARIAT

- Book - Road to Revolution II (revisionism in the CP USA and USSR, Cuba & Vietnam, restoration of capitalism in USSR)
- PL V.8 #3 - Road to Revolution III (analysis of the four Great Revolutions; revisionism in China & USSR, cultism, nature of our epoch)
- PL V.9 #1 - Revolution Will Win (analysis of the Paris Vietnam "Peace")

VI PLP STRATEGY IN THE LABOR MOVEMENT

- PL V.7 #3-Trade-Unions: Schools for Communism
- Pamphlet - PLP Trade-Union Program
- ~~XXXX~~
- Pamphlet - 30 for 40 (history of struggle for shorter work week, and the strategy to win it today.)

VII BOURGEOIS & PROLETARIAN CULTURE

- PL V.7 #6 - Public Schools: Battleground in the Class War
- PL V.9 #2 - U.S. Culture is Bosses' Weapon

VIII HISTORY OF THE LABOR MOVEMENT

~~XXXXXXXX~~

- PL V.6 #1 - Dual Unionism
- PL V.9 #2 - Seattle General Strike (1919)
- PL V.8 #1 - U.S. Textile Industry
- PL V.6 #6 - Marion, North Carolina - 1929
- PL V.6 #6 - Factories in the Fields (California farm workers 1930's)
- Pamphlet - Flint Sit-Down Strike (GM workers 1937)
- PL V.6 #3 - Organization of Welfare Workers (NYC)
- PL V.6 #1 - Assassination of Dow Wilson (SF painters in the 1960's)
- PL V.3 #5 - Quebec General Strike (Quebec 1972)
- PL V.9 #1 - Liberals Win in UMW, Will Miners Loose? (1972 elections oust Tom Boyle machine)
- Pamphlet - Philadelphia Teacher's Strike (Philadelphia Teachers 1973)

IX HISTORY OF THE INTERNATIONAL COMMUNIST MOVEMENT

- C-D V.9 #22 - First International Blazed Lessons for Fight
- PL V.8 #3 - Lessons of the Paris Commune (1871)
- PL V.3 #3 - Strategy & Tactics of the International Communist Movement
- PL V.8 #3 - Seventh World Congress (united front strategy of international communist movement in the 30's)
- PL V.8 #3 - The Great Proletarian Cultural Revolution (Chinese Revolution & Cultural Revolution)
- PL V.7 #3 - Is Cuba Socialist? (Cuba under Castro)
- Pamphlet - Vietnam - People's War or Negotiations (War in Vietnam)
- PL V.8 #5 - Is Chile Socialist? (Chile under Allende)

RECOMMENDATIONS FROM SUBCOMMITTEE ON CULTURAL AND INTELLECTUAL WORK

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- (1) The main thrust of the party's work in the area of culture should be fighting and defeating the racist, anti-people culture which pervades capitalist society. To do this the party must launch serious work among those people whose MAIN JOB under capitalism is to develop and promote culture -- intellectuals, artists, writers, professors. The main place where the work should be done is ~~XXXXXXXXXXXXXXXXXXXXXXXXXXXX~~ ON THE COLLEGE CAMPUSES AND IN THE PROFESSIONAL ASSOCIATIONS to which these cultural workers belong.
- (2) The main form the work should take now is BUILDING THE PARTY WITHIN ALREADY EXISTING GROUPS AND CAUCUSES. It doesn't appear appropriate at this time to try to start a mainly party led organization such as the now-defunct UAG (University Action Group). The work should be co-ordinated with the plans for student work this fall (teach-ins, etc.)
- (3) Where appropriate we should consider sending people into this area of work (ex-students going into grad. work and teaching, etc.) Also, the incoming NC should be mandated to produce a pamphlet on INTELLECTUALS and REVOLUTION for the fall.
- (4) PL magazine and Challenge should initiate a discussion of A COMMUNIST LINE ON CULTURE. Questions to be considered might include: Are the forms as well as the content of bourgeois culture bad? Should we encourage our members and friends to write poems, novels, etc. a Also, should we encourage a friendly debate between us and others who join us in fighting racism but don't agree with our full position on class society, culture, etc?
- (5) Everyone in the party -- not just those in this cultural work -- should be involved in building up the party's own cultural arsenal -- songs, posters, cartoons, theater, what-have-you.

AMENDMENTS:

- 1) Concentrate on winning black and other minority intellectuals.
- 2) Fight male chauvinism in culture.



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Whereas...

Artists can play an important role in helping us build the working class's cultural arsenal (as outlined in the resolution on anti-racist work among professors).

Whereas....

This can enhance the mass line (for example skits for strike picket lines), the vanguard line (for example an anti-racist movie), and the communist line (for example cartoons and graphics for Challenge).

Be it resolved that...

The Party should seize opportunities to build a base among artists who are not already encompassed in our work among students and intellectuals.

Where possible, clubs should be set up to carry out this proposal.

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RESOLUTION:

1. That the National Committee draft a new Party statement/program on 'Male Chauvinism and the Special Oppression of Women workers and students.
2. That this draft statement/program then be circulated; fully discussed in the areas; any differences be hammered out (and constructive proposals for improving the draft be made if there are any) and then be published in PL magazine and as a Party pamphlet.

PROPOSED OUTLINE FOR THE STATEMENT AND PROGRAM

I. Introduction: Political importance of fighting Male Chauvinist (MC) ideology and practices pushed and carried out by the ruling class. Main fire must be against RC, but we must also fight this ideology among the people (i.e. workers, students, intellectuals etc.)

II. Economic and Political Analysis of MC and women under capitalism:

Point out the three main ways MC benefits the RC and hurts the WHOLE WORKING CLASS; women and men.

1. Economic: billions in extra profits for bosses and lower wages for working class etc. etc. Spell it out.



46 2. Political: builds a division between men and women workers and prevents or weakens political unity in the class struggle. Deal with working women as a ~~growing~~ growing specially-exploited force in labor. Also other examples of disrupting unity such as companies sending ~~press~~ letters to the "non-working" wives of men on strike to urge their husbands to go back to work, etc. Also, deal with specific RC ideas pushed on the job: "women don't really need their jobs, etc."

3. Social: damage to the family. How MC ideology destroys healthy relationships between men and women. Point out the fact of unpaid labor in the home. And that raising children and running a family household is an important, necessary, time consuming and hard job. Also, growing numbers of women have to work "regular" full-time or part-time jobs (in order for the family to make it), and then come home and do household work and taking care of the kids until 10 or 11 o'clock.

In all of the 3 points above, we should point out the extra-extra oppression of minority women workers and students, both in the labor force and at home (The current C-D article on Philly welfare struggle for example)

III. HISTORY OF WOMEN IN THE CLASS STRUGGLE: The liberation of women as a part of the working class is firmly rooted in the Communist and working-class movement. (There is a tendency to indirectly give credit to the Steinum/Friedan/NOW leaders as being really representative of the women's liberation movement. We should no more accept this than we should accept Jewy Gray/Bobby Seal etc. as truly representative

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EDUCATION REPORT 22222222222222222222 (on male chauvinism)

of the Black liberation movement. (Though in both cases they are the dominant "leaders and they are reactionary.) But these reactionaries don't represent the essence of what either of these movements are today (i.e., why honest rank and file people support or sympathize with them), or what the essence of these movements have been historically. It was Marx, Engels and other Communists in the First International who exposed and fought on this question. (Though no doubt there were weaknesses). We should go into this history briefly, particularly women workers and housewives in the U.S. labor struggles; strikes, support actions at Flint etc.

Having demolished the myth that Friedan, Steinum and Co. "discovered" or started the movement against Ruling Class oppression of women, we should attack them and their anti-working class and racist-feminist government supported line. But we should draw a distinction between these "leaders" and the people who mistakenly think they represent anybody's liberation except women bosses. Just as we would draw such a distinction between Ellsberg and anti-war students and intellectuals who follow him.

IV. PROGRAM: 1) IN THE UNIONS:

a. A constant exposure of the super-exploitation of working-class women, both as workers and as 'sex objects.'



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- b. Fight for equal pay for equal work in union contracts.
  - c. Open up all full time jobs to women.
  - d. Have unions fight for boss-financed, union run daycare centers.
  - e. Fight to develop women in leadership in unions, in WAM and in the Party.
  - f. Link the fight for 30/40 with a big pay boost to the fight for jobs and equal pay for women workers.
  - g. Paid maternity leave for up to a year.
  - h. Organize unions among low-pay non-union jobs among women workers (e.g. Met Life in San Francisco, etc.)
  - i. In all these things expose M.C. ideology as the justification for these discriminatory MC practices.
- 2) Fight racist/chauvinist oppression against minority women (Incorporate proposals from the Racism/Black Liberation workshop's discussion on this)  
and
- 1) Expose/attack racism of Friedan et al
  - 2) Link the general fight against racism to specific attacks on minority women.
- 3) FAMILY: 1) Assert the principle that raising kids and running the household should be a collective effort and responsibility of both husband and wife together, NOT "women's work". Because of the economic reality of much higher pay for working men as a whole often the man will work and the work in the home falls on the woman.

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EDUCATION REPORT ON MALE CHAUVINISM AND WOMEN'S OPPRESSION ETC.) 3333333333333333

While obviously the amount of work done in the home won't be equal in this situation the principle still is needed in terms of attitude and helping each other. And, as pointed out earlier, often both parents have to work to survive.

2) This collectivity sets the basis for husband and wife to join and work together in higher, class collectivity; joining and building the PLP. Because revolution and socialism is the only fundamental solution to problems "in" the family and ruling class super-exploitation and oppression of women workers and students.