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RHODE ISLAND STUDENT

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THE PURPOSE OF THE RHODE ISLAND STUDENT MOVEMENT IS TO WAGE MASS DEMOCRATIC ANTI-IMPERIALIST STRUGGLE IN THE COLLEGE AND ELSEWHERE AGAINST ALL FORMS OF BOURGEOIS IDEOLOGY AND PRACTICE, IN PARTICULAR TO COMBAT THE RISE OF FASCISM FOR WHICH BOURGEOIS CULTURAL AND INTELLECTUAL DESPOTS ARE PRESENTLY PREPARING PUBLIC OPINION.

AT THIS STAGE, THE STUDENT'S ROLE IS TO FIGHT AGAINST THE DECADENT IDEOLOGY AND "CULTURE" AND OTHER SOCIAL FORMS OF U.S. IMPERIALISM WHICH LAY THE BASIS FOR FASCISM. ONLY BY FOLLOWING THE CORRECT IDEOLOGICAL, POLITICAL AND ORGANIZATIONAL LINE PUT FORWARD BY THE ADVANCED PROLETARIAT CAN STUDENTS MOVE THEIR STRUGGLES STEPWISE TO A HIGHER STAGE.

The Rhode Island College Student Movement holds meetings every Wednesday at 2:00 P.M. in the Student Union 308. Meetings are held under mass-democratic guidelines and encourage students to deal with their own experiences.

Chris Wiley

The two sides of bourgeois education were muddled over when the "conservative" Southern school system was compared to the "liberal" system in the North. A series of minor and secondary distinctions were drawn between the two essentially similar systems including the representation in the Southern school that there are communists on the Supreme Court. The Ed. professor said "You should only teach facts not theories; there are no communists on the Supreme Court." As if it were a question of communists on the Court, a detached student asked the professor "How do you know?" and he immediately went into a harangue: "You should know by now, . . . and if you don't know, I can't help you." This instance of treating the world as a matter of opinion--which constantly goes on at RIC--confuses facts and theories by refusals to investigate the former and discuss the latter. The only way to settle questions of an ideological or controversial nature among the students is by the democratic method, the method of mass democratic struggle where those who have not investigated are not allowed to speak and no slander or rhetoric are allowed.

LEARN FROM THE PEOPLE

RICSM participated vigorously in spreading news of the American Student Movement Conference around New England. Visits to Boston State, Harvard, North Eastern, and MIT were very successful with people eager to tell us the conditions in their area and to learn about the Student Movement. RICSM also attended a "mobilization" meeting at RIJC and carried forward criticism of the, as he called it, "non-political" stand of the group's "leadership," which was, in fact, misleadership backward. Many progressive people came forward to buy RIC Student and American Student publications. RICSM urged investigation of the conditions at RIJC as a key to building a genuine anti-imperialist movement there and put forward the guidelines of the Am. Student Movement.

In the Humanities mass lecture last week, the captive audience was treated to slides prepared by Ecology "experts" from RISD showing nature raw and primeval and nature despoiled by man. A student pointed out--"all the nature shots were empty and all the shots with people were ugly." The anti-people line of pollution was defended by the commentator who wept about all the "guilty" people watching the slides. "We are all greedy." When asked about exploitation of the environment by monopoly capitalists for profit, he readily agreed that "companies" were to blame and that the people didn't control the companies. What is the "Ecology Action" solution? --appeal to the "conscience" of these companies and ask legislators to help! When asked for the source for all his prophecies of doom through-pollution, he replied "I'm no scientist; I don't have any sources." Students are fed up with this kind of "expert" and with this Richard Nixon line on pollution as a "moral issue" and the fault of the people. This particular despot attacked one student for being "selfish and individualistic" for driving a car. When she replied she needed it to work, he sneered. The response of students was to walk out continually during the performance. At the end, a few die-hards moaned that the spirit of the show had not captured the hearts and souls of RIC students and that "Survival Week" had appeared opposed to student needs. Exactly!

RICSM condemns drug promotion as part of the reactionary attempt to suppress people's consciousness of their exploitation by imperialism and condemns drug peddling of all forms. Students will definitely wage mass struggles against the fascist agents who promote chemical manipulation such as Vincent Goscia who came to "lecture" students the last two semesters. RICSM will support student removal of drug peddling by whatever means students find necessary.

"DETACHED" SCIENCE = ANTI-SCIENCE

In a U.S. History class, discussion of the racist "black codes" of the Reconstruction period led to talk about the modern attempt to promote divisions among the people through racism. A student put forward the idea that bogus scientists like Jensen and his apologists were popularizing racism to divide the people. The instructor tried to protect the imperialist line of "pure scientific research" by claiming that genetic research was "bona-fide" and Jensen should be "explored further." Another student said that under the present exploitative system Negroes were held responsible for Ghetto conditions on account of their genetic programming. He pointed out correctly that this theory was scientifically indefensible and supported racism. However, he also made the liberal concession that genetic studies, in general, were bona-fide. Combat this liberal attitude toward "detached," so-called bona-fide research! To illustrate the danger of this liberal line, we report the comments of a doctoral candidate in Pharmacology at Brown on her current research. She said, "I'm developing drugs which can be given to deprived children in school to help them catch up and learn better." When attacked for her fascist activities by RICSM, she said, "But - it's my speciality." No doubt this, too, is "bona-fide research."

AS #2--the only anti-imperialist student publication in the U.S.--can be purchased singly or in quantity at RICSM meetings Wednesdays at 2:00. #2 contains a detailed art. on Learn-from-the-People Campaigns, arts. on mass democratic struggles at universities in Iowa, N.Y. and elsewhere; an art. "Youth Culture' Helps Lay Basis for Fascism in U.S. It features articles on the National Liberation Struggle of the Quebec people including the student contribution to this fight.

SUPPORT AMERICAN STUDENT MOVEMENT!

Down with Cultural and Intellectual Despots!