



WORKERS STUDY AGIT-PROP

October marks the fourth anniversary of *The Call* and the beginning of a new campaign to expand and improve the newspaper. One feature of this campaign will be the regular printing of this column—a column devoted to the work done by comrades and friends of *The Call* around the country to build and strengthen *The Call*. This week, we are printing a report from Boston on the recently held Workers' School studying the subject of agitation and propaganda.

What does it mean that propaganda is our chief form of work in this period? What is the role of agitation and propaganda and what is the relationship between them? These were the questions taken up by 50 readers and correspondents for *The Call*, who came together in a day-long Workers' School in Boston in August.

In the weeks prior to the school, the participants studied recent articles from *The Call* and *Class Struggle* on the tasks of the revolutionary press. They studied a number of Lenin's writings on newspaper work, and especially his book, *What Is To Be Done?* The eagerness of the advanced workers who attended the school to do this study exemplified the working class' thirst for the science of Marxism, which must be satisfied with comprehensive propaganda in our press.

COLLECTIVE ORGANIZER

A series of workshops were designed to teach the Marxist-Leninist principles of newspaper work. In a workshop on the role of *The Call* as a "collective organizer," the example of the Gary Tyler campaign was used to show an effective combination of agitation and propaganda.

In the discussion, it was pointed out that agitation exposing Tyler's frame-up awakened thousands of people to opposing this injustice and to seeing its racist character. Propaganda articles on the Tyler case were used to teach about the whole capitalist system that lies behind Tyler's frame-up and about the fight for socialism and self-determination, which will bring the final end to racist frame-ups and the oppression of the working class and national minority peoples.

Propaganda provided the material to consolidate the most advanced workers who came forward out of the Tyler struggle, winning them to a Marxist-Leninist understanding of how the Tyler struggle relates to the class struggle as a whole. Such propaganda articles also were useful in organizing advanced workers into groups for further study of Marxism, and recruitment

to the OL.

Participants in the Boston Workers' School criticized the line of the RCP (Revolutionary Communist Party) for its separation of agitation from propaganda, and its limitation of agitation to mainly economic, rather than political, agitation. Said one worker in the workshop, "The RCP publishes one newspaper made up mostly of propaganda, but it's not aimed at advanced workers. It's aimed only at the intellectuals and RCP cadres. Meanwhile, their local papers carry mainly economic agitation, and this is what most workers get to see of the RCP."

DISCUSSION SUMMED UP

The leader of the workshop summed up the discussions when he said, "We must always combine propaganda and agitation and never separate them. But in this period, when we are trying to get the party built and on its feet, we must make propaganda our chief form of work in order to win the advanced workers to communism and organizational unity in the new party."

A workshop on spoken agitation examined a video tape of a speech given at an anti-segregation rally. The speaker agitated about the denial of the right of self-determination and democratic rights to Afro-Americans, pointing out consistently that this is at the heart of the busing struggle. The speech showed that agitation, while it seeks to make a single point clear to workers at many different levels, can and must address itself to major political questions such as self-determination.

The entire school was conducted in both English and Spanish, and many Latino workers participated. The discussions enthusiastically supported the role played by *El Clarin*, and particularized the question of agitation and propaganda to the Spanish-language press. Suggestions for improvements in the translations of *Call* articles were made, while special emphasis was placed on writing original articles in Spanish.

At the conclusion of the school, participants summed it up as a very successful beginning to what everyone hoped would be an ongoing program for both workers' education and discussions of the revolutionary press. A Latina worker said at the conclusion of the school: "Comrades, today I have learned that it is not enough to talk about the day-to-day issues that confront us. I must struggle to study Marxism and take Marxism to those I work with."

Another session of the Boston Workers' School is planned for this month.