

Bill Ayers and Hugo Chavez: Blood Brothers in Terror

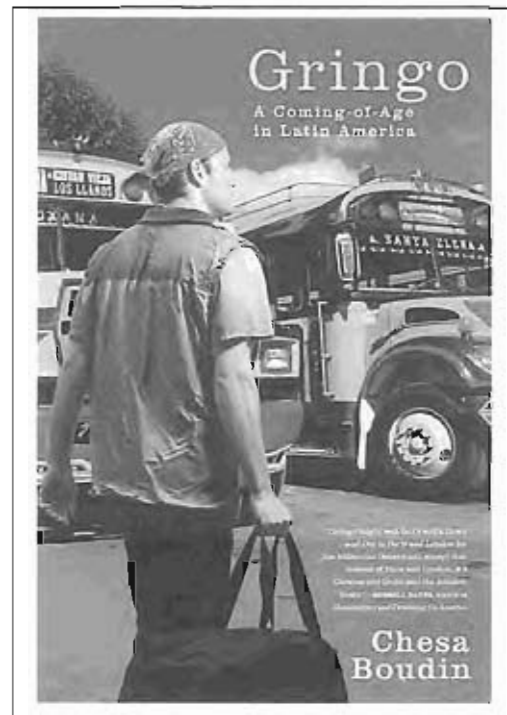
By Cliff Kincaid

A state Freedom of Information Act request for official information on the foreign travel of University of Illinois Professor Bill Ayers has disclosed trips to Taiwan, Germany, and Amsterdam for “educational” purposes over the last several years, but nothing to Venezuela, which is where we know that he was in 2006, propogandizing for Hugo Chavez. So it appears that Ayers’ trip to celebrate Chavez’s “Socialism of the 21st Century” was financed by someone or something other than the taxpayers who pay Ayers’ \$126,000 annual salary at a public university. Did Chavez pick up the tab?

We are told that Ayers, a political associate of Barack Obama, has abandoned his activities as a communist terrorist, and that he and his wife, Bernardine Dohrn, another former leader of the Weather Underground, are now “respectable” academics. Ayers is formally known as a “Distinguished Professor” of Education and “University Scholar,” while Dohrn, a one-time booster of mass murderer Charles Manson, teaches law and discusses “human rights” issues at Northwestern University. But the Chavez regime that they are aiding and abetting is backed by terrorist Iran and directly implicated in the activities of the Communist narco-terrorists in Colombia. Perhaps their continuing influence over Obama helps explain why the President has been so accommodating toward Chavez.

The new book *Gringo* by Red diaper baby Chesa Boudin, who was adopted by Ayers and Dorhn after his own parents went to prison for murder, includes some incriminating information about what the terrorist couple has been doing abroad. But it goes without saying that Obama Attorney General Eric Holder will probably turn a blind eye to what has been happening.

Boudin, a Rhodes Scholar, writes about working for Chavez in the presidential palace in Venezuela, on subjects such as “Presidential International Relations,” and being



involved “in the revolutionary process” and assisting with such projects as the “Third Annual International Conference in Solidarity with the Bolivarian Revolution.” He also “worked as a freelance journalist, an interpreter, and a think tank researcher with ties to the Ministry of Higher Education.”

Boudin, whose real father, David Gilbert, is still in prison for his involvement in a terrorist act which killed two police officers and a security guard, declared, “More often than I liked, I found myself speaking as an advocate for the Chavez government.” But it is obvious that he really did like it. He is a true “Chavista,” a term for the robots who follow the Marxist ruler.

Being an advocate for Chavez in the U.S., which clearly continues with publication of the book *Gringo*, seems to be the textbook definition of a foreign agent, who, according to the U.S. statute, provides “propaganda” for a foreign regime for the purpose of “attempting to influence U.S. public opinion, policy, and laws.” Foreign agents are supposed to register as such with the U.S. Department of Justice. But again, Holder, who facilitated the Clinton pardons of Weather Underground members, can’t be expected to enforce the Foreign Agents Registration Act, which is under the supervision of the Department of Justice.

The screenshot shows a YouTube video player interface. At the top, there is a search bar and navigation links for Home, Videos, Shows, and Channels. The video title is "Conversacion con Bill Ayers, parte 1". The video content shows three men sitting in a room, with a portrait of Che Guevara on the wall behind them. The video player interface includes a search bar, navigation links (Home, Videos, Shows, Channels), and a playlist of related videos. The channel name is CentroMiranda, and the video was uploaded on October 06, 2006. The video description is "Pedagogia Crítica y Revolución Bolivariana. Luis Bonilla-Molina y Bill Ayers. Traducción: Chesa Boudin". The video player shows a progress bar at 0:22 / 6:17. The playlist includes several videos with titles like "Conversacion con Bi..." and "Entrevista a Bill Ayers".

A reading of *Gringo* establishes that Boudin has been actively aiding the Chavez regime “in the belly of the revolution,” as he calls it. Another Boudin book, “The Venezuelan Revolution: 100 Questions. 100 Answers,” was co-authored with Gabriel Gonzalez, an “analyst for President Chavez’s team of advisers.” Interestingly, this book highlights that Chavez and Castro have “strong relations” in such fields as education, where Ayers figures prominently, and that Venezuelan students are studying in Cuba. *Gringo* includes many favorable references to Castro associate and killer Che Guevara, but notes that the concept of armed revolution has given way to “progressives” taking power

in countries like Brazil and Venezuela through democratic means. Now, he makes clear, the challenge is to consolidate the revolution in Venezuela.

Ayers and Dohrn have been called upon for their expertise. Boudin explains that, "In May 2005, my parents, Bill and Bernardine, were invited down to Venezuela..." He doesn't say by whom, but the context, because of his own work for the regime, suggests that the invitation – and probably the funding for the trip – came from Chavez. Boudin says that they "gave talks" to various audiences at "universities and cultural centers" and that "The groups they spoke to were primed with screenings of the Academy Award-nominated documentary *The Weather Underground*. I interpreted for them throughout the trip, including their public appearances."

This "documentary," which aired on PBS in the U.S, was a romantic look at a Cuban-supported terrorist group which targeted police stations and killed police officers, supposedly for the worthwhile cause of ending U.S. military involvement in South Vietnam and turning the country over to the communists. Ayers and Dohrn are still under investigation for their reported involvement in a 1970 bombing that killed San Francisco Police Sergeant Brian V. McDonnell.

Boudin wrote that, "People with a highly developed political analysis saw, in the film and in our presence, hopeful examples of internal resistance to *imperialism norteamericano*" [American imperialism]."

This constitutes an apology for terrorism. This account firmly establishes that Ayers & Company are traveling abroad in order to stir up violence and hatred against the United States by demonstrating that terrorism against America and American interests can succeed.

But another aspect of their subversive campaign involves manipulating education, and that is where Ayers as an "educator" figures prominently. In 2006, Ayers addressed the "World Educational Forum" in Venezuela, a conference that was officially entitled "Bolivarian Education and the Overcome of the Capitalist School." Ayers said in his remarks this was his fourth trip to Venezuela.

Interestingly, an official Venezuelan announcement of the event identified Ayers this way: "...William Ayers was leader of revolutionary and anti-imperialist group the Weather Underground which brought an armed struggle to the USA for more than 10 years from within the womb of the Empire... He teaches classes on urban reform of schools, problems of the capitalist school, and investigation. He authored and published more than 11 books, including a memoir titled *Fugitive Days* about the struggle against the government of the United States."

Labeling communist terrorism an "armed struggle" from "within the womb of the empire" is an indication that this is a foreign government that wants to encourage violence against the U.S. and understand the best way to undermine and ultimately destroy the "imperialist" United States.

Ayers was so proud that he posted a copy of his speech, in which he talked about education as the “motor-force of revolution” and ended with cries of “Viva Presidente Chavez! Viva La Revolucion Bolivariana! Hasta La Victoria Siempre!”

Centro Internacional Miranda

Algunos Cooperantes Internacionales



Bill Ayers

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Resumen Curricular:

William Ayers fue dirigente del grupo revolucionario y anti-imperialista The Weather Underground lo cual llevó la lucha armada al gobierno de EE UU durante más de 10 años desde adentro de la entrañas del imperio. Actualmente es Profesor Destacado de Educación y Investigador Ejecutivo de la Universidad de Illinois en Chicago. Enseña cursos sobre la reforma urbana de escuelas, problemas en la escuela capitalista, e investigación. Es autor o editor de más de 11 libros, incluyendo una memoria titulada Fugitive Days sobre la lucha contra el gobierno de EE UU.

[Cerrar]

The irony of all of this is that the young people of Venezuela, especially university students, reject what Ayers & Company represent and are leading the opposition to Chavez.

At a recent American Enterprise Institute symposium, Venezuelan pollster Luis Vicente León said most young people ages 18-24 are not “Chavistas” and that they are resisting the Chavez drive to transform the country into a version of Communist Cuba. His polling found that 69 percent of the general population opposes the Chavez policy of assigning Cuban Communist administrators to “supervise” the educational system in Venezuela and 83 percent “reject the Cuban model as an example for Venezuela.”

At a July 15 news conference held at the National Press Club, Venezuelan human rights lawyer Gonzalo Himiob released a 56-page white paper entitled “[Bolivarian Rule of Lawlessness](#),” describing how the Chavez regime is using the criminal justice system to harass, intimidate, and even imprison political opponents and dissidents, many of them students.

In a highly unusual move, a representative of the Venezuelan embassy, Robinson Zapata, showed up to disrupt the event and try to dispute the charges made by Himiob.

Zapata's attempts to defend the Chavez regime were obnoxious and pathetic. He serves as Third Secretary for Political Affairs.

I later emailed Zapata, asking him for details about the travels to Venezuela by Bill Ayers and Peter McLaren, a UCLA Professor who has been "honored" by the Chavez Ministry of Education with a "Chair for the Study of Critical Pedagogy at the Universidad Bolivariana de Venezuela." Zapata hasn't responded to my request for further information.

McLaren, whose name appears on Ayers' "blog roll" of favorite sites, has a website which opens with a Che Guevara face and "Che Lives!" slogan on a red flag promising "Hasta La Victoria Siempre!" and inviting people to "Join the Revolution." McLaren's latest book carries the subtitle, *Education as Revolution*, which says all that we need to know what about he is up to.

UCLA issued a press release hailing the Venezuelan "honor" for McLaren and quoting the professor as saying, "I am thrilled to receive such a prestigious honor. I feel that all of my work as a socialist scholar can now be integrated in a revolutionary course that will initiate dialogues and address critical needs in the area of educational advancement."

The same press release cited praise for McLaren's work from the Moscow School of Social and Economic Sciences and his other books, including *Capitalists and Conquerors: Critical Pedagogy Against Empire* (2005), and *Red Seminars: Radical Excursions Into Educational Theory, Cultural Politics and Pedagogy* (2005).

In the cases of Ayers and McLaren, their common Venezuelan connection is an individual named Luis Bonilla, who runs something called the Miranda International Centre (CIM), whose purpose is to "coordinate international support for the Bolivarian process."

Bonilla, whose interviews with Ayers and McLaren appear in YouTube videos, has explained that the CIM's purpose is "To promote, centralize and empower the work of international advisors and the care and attention given to foreign collaborators, by helping them to coordinate with national networks which are reflecting on emancipatory processes." He says he wants to "encourage the creation of a network of foreign experts who are interested in the process Venezuela is going through. Marta Harnecker from Chile and Michael Lebowitz, from Canada have been working with us from the very beginning."

The term "foreign collaborators" is most interesting.

Marta Harnecker and Michael Lebowitz are a husband-wife team who also figure prominently in Chesa Boudin's book *Gringo*, as being among his close associates. He describes Harnecker as "a Chilean-born journalist, writer, and radical theorist" who spent much of her life living in Cuba and became an adviser to Chavez. Lebowitz is "a

Marxist economist and professor from Canada” whose book, *Beyond Capital*, features a photo of Karl Marx on the cover.

Bonilla goes on to say that the CIM will work “to publish works that fall into the tradition of revolutionary thinking and to publish the research of intellectuals on subjects vital to the debate on and analysis of twenty first century socialism and the replacement of capitalism.”

All of this just goes to show, as if we needed any more evidence, that Bill Ayers never abandoned his commitment to international communist revolution. The big question is to what degree Obama shares his commitment. It is not reassuring to note that Chavez and Obama are working together these days to destroy the anti-communist government of Honduras.

Tom Hayden, once known as Mr. Jane Fonda because of his marriage to the pro-communist actress, has written a piece for the Talking Points Memo website about “new diplomatic collaboration” between Obama, who swore an oath to represent American interests in foreign affairs, and Chavez, who represents the interests of Iran and the Castro brothers.

Hayden, once a famous anti-Vietnam War protester in his own right and former official of the Marxist Students for a Democratic Society, claims that “something profoundly new began developing between Obama and Chavez at the hemispheric conference in April in Trinidad.” He explained:

“According to eyewitness sources, under the apparently blind eye of the global media, the two leaders had lengthy conversations. The media covered the friendly photo of the initial handshake between the two leaders, then made much ado about an apparently-impertinent Chavez handing Obama a book in Spanish by Eduardo Galleano. What has not been reported is that Obama, leaving his advisers behind, held lengthy private conversations with Chavez where only an interpreter was present.”

Hayden, who played a role during the anti-Vietnam War protests as a virtual agent of the communist regime in Hanoi, North Vietnam, writes as if he may have some inside information about what is going on.

Hayden writes that, “The real story is that a gradual rapprochement - not an alliance but a dialogue - is happening between the US and Venezuela, and it began in Trinidad, was pushed by Latin American leaders and welcomed by those like Obama, who prefer diplomacy over a return to US Cold War isolation.”

Hayden says that the Obama-Chavez understanding is “welcome news.”

Hayden was one of four principal initiators of the “Progressives for Obama” group. We noted in a May 2008 column that “Hayden and Ayers were key members of Students for

a Democratic Society (SDS), the violence-prone group that laid siege to college campuses in the 1960s. One of their main goals was making sure the communists conquered South Vietnam. Ayers, of course, would go on to plant bombs as a member of the SDS-spawned Weather Underground communist terrorist group. Hayden would win notoriety as Jane Fonda's husband and become a politician."

Regarding Hayden, we noted that he was caught in possession of a June 4, 1968, "Dear Col. Lao" letter that ended, "Good fortune! Victory!" This was a letter to a North Vietnamese official. The results of the Hayden/Ayers efforts were a communist victory in Vietnam, hundreds of thousands of Vietnamese escaping as "boat people" or being sent to "re-education" camps, and a genocide in neighboring Cambodia, when the Communist Khmer Rouge took power.

The Progressives for Obama membership includes two names from the Committees of Correspondence for Democracy and Socialism, an off-shoot of the old Moscow-controlled Communist Party USA (CPUSA). They are Carl Davidson, formerly of SDS, and Jim Campbell. Two other names come from the Democratic Socialists of America (DSA), whose Chicago branch has backed Obama from the start. They are Barbara Ehrenreich and Cornel West.

But the Chavez goal is not just to conquer Latin America. His regime in December 2007 hosted a conference devoted to staging a communist revolution in the United States. The panel discussion on "United States: A possible revolution" was described as the central event at the third Venezuela International Book Fair.

According to an article in *The Militant*, the newspaper of the Socialist Workers Party, the forum included presentations by "Mary-Alice Waters, a member of the Socialist Workers Party National Committee and president of Pathfinder Press; Eva Golinger, a Venezuelan-American lawyer and author of *The Chávez Code*; Chris Carlson, a contributor to the venezuelanalysis.com website; and Tufara Waller, cultural program coordinator of the Highlander Center in Tennessee."

Other panelists were identified as "Bernardo Alvarez, Venezuela's ambassador to the United States; former University of Colorado professor Ward Churchill; August Nimtz, a University of Minnesota political science professor; William Blum, an author who has written a number of books opposing U.S. foreign policy; ex-Maryknoll priest Charles Hardy; and Dada Maheshvarananda, yoga instructor and founder of the Prout Institute."

The communist paper reported that, before there could be a revolution in the United States, Marxist forces would have to take control of Latin America. "Another idea frequently expressed by speakers from the floor and by a few panelists was that 'change has to come from the South,'" referring to Latin America, the paper said.

Almost two years later, that "change" has come to America.

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World Education Forum

Centro Internacional Miranda
Caracas, Venezuela

November , 2006



President Hugo Chavez, Vice-President Vicente Rangel, Ministers Moncada and Isturiz, invited guests, comrades. I'm honored and humbled to be here with you this morning. I bring greetings and support from your brothers and sisters throughout Northamerica. Welcome to the World Education Forum! Amamos la revolucion Bolivariana!

This is my fourth visit to Venezuela, each time at the invitation of my comrade and friend Luis Bonilla, a brilliant educator and inspiring fighter for justice. Luis has taught me a great deal about the Bolivarian Revolution and about the profound educational reforms underway here in Venezuela under the leadership of President Chavez. We share the belief that education is the motor-force of revolution, and I've come to appreciate Luis as a major asset in both the Venezuelan and the international struggle—I look forward to seeing how he and all of you continue to overcome the failings of capitalist education as you seek to create something truly new and deeply humane. Thank you, Luis, for everything you've done.

I also thank my youngest son, Chesa Boudin, who is interpreting my talk this morning and whose book on the Bolivarian revolution has played an important part in countering the barrage of lies spread by the U.S. State Department and the corrupted Northamerican media.

On my last trip to Caracas I spoke of traveling to a literacy class—Mission Robinson—in the hills

above the city along a long and winding road. As we made our way higher and higher, the talk turned to politics as it inevitably does here, and someone noted that the wealthy—here and everywhere, here and in the US surely—have certainly received opinions, a kind of absolute judgment about poor and working people, and yet they have never traveled this road, nor any road like it. They have never boarded this bus up into these hills, and not just the oligarchy or the wealthy—this lack of first-hand knowledge, of open investigation, of generous regard is also a condition of the everyday liberals, and even many of the radicals and armchair intellectuals whose formulations sit lifeless and stifling in a crypt of mythology about poor people. Everyone should come and travel these roads into the hills, we agreed then—and not just once, but again and again and again – if they will ever learn anything of the real conditions of life here, surely, but more important than that, if they will ever encounter the wisdom and experience and insight that lives here as well.

We arrived at eight o'clock to a literacy circle already underway being conducted in a small, poorly-lit classroom. And here in an odd and dark space, a sun was shining: ten people had pulled their chairs close together—a young woman maybe 19, a grandmother maybe 65, two men in their 40s—each struggling to read. And I thought of a poem called *A Poor Woman Learns to Write* by Margaret Atwood about a woman working laboriously to print her name in the dirt. She never thought she could do it, the poet notes, not her—this writing business was for others. But she does it, prints her name, her first word so far, and she looks up and smiles— for she did it right.

The woman in the poem—just like the students in Mission Robinson—is living out a universal dialectic that embodies education at its very best: she wrote her name, she changed herself, and she altered the conditions of her life. As she wrote the word, she changed the world, and another world became—suddenly and surprisingly—possible.

I began teaching when I was 20 years old in a small freedom school affiliated with the Civil Rights Movement in the United States. The year was 1965, and I'd been arrested in a demonstration. Jailed for ten days, I met several activists who were finding ways to link teaching and education with deep and fundamental social change. They were following Dewey and DuBois, King and Helen Keller who wrote: "We can't have education without revolution. We have tried peace education for 1,900 years and it has failed. Let us try revolution and see what it will do now."

I walked out of jail and into my first teaching position—and from that day until this I've thought of myself as a teacher, but I've also understood teaching as a project intimately connected with social justice. After all, the fundamental message of the teacher is this: you can change your life—whoever you are, wherever you've been, whatever you've done, another world is possible. As students and teachers begin to see themselves as linked to one another, as tied to history and capable of collective action, the fundamental message of teaching shifts slightly, and becomes broader, more generous: we must change ourselves as we come together to change the world. Teaching invites transformations, it urges revolutions small and large. *La educacion es revolucion!*

I taught at first in something like a *Simoncito*—called *Head Start*—and eventually taught at every level in barrios and prisons and insurgent projects across the United States. I learned then that education is never neutral. It always has a value, a position, a politics. Education either reinforces or challenges the existing social order, and school is always a contested space – what should be taught? In what way? Toward what end? By and for whom? At bottom, it involves a struggle over the essential questions: what does it mean to be a human being living in a human society?

Totalitarianism demands obedience and conformity, hierarchy, command and control. Royalty requires allegiance. Capitalism promotes racism and militarism – turning people into consumers, not citizens.

Participatory democracy, by contrast, requires free people coming together voluntarily as equals who are capable of both self-realization and, at the same time, full participation in a shared political and economic life.

Education contributes to human liberation to the extent that people reflect on their lives, and, becoming more conscious, insert themselves as subjects in history. To be a good teacher means above all to have faith in the people, to believe in the possibility that people can create and change things. Education is not preparation for life, but rather education is life itself, an active process in which everyone— students and teachers— participates as co-learners.

Despite being under constant attack from within and from abroad, the Bolivarian revolution has made astonishing strides in a brief period: from the Mission Simoncito to the Mission Robinson to the Mission Ribas to the Mission Sucre, to the Bolivarian schools and the UBV, Venezuelans have shown the world that with full participation, full inclusion, and popular empowerment, the failings of capitalist schooling can be resisted and overcome. Venezuela is a beacon to the world in its accomplishment of eliminating illiteracy in record time, and engaging virtually the entire population in the ongoing project of education.

The great Chilean poet Pablo Neruda wrote a poem to his fellow writers called “The Poet’s Obligation” in which he instructed them in their core responsibility: you must, he said, become aware of your sisters and brothers who are trapped in subjugation and meaninglessness, imprisoned in ignorance and despair. You must move in and out of windows carrying a vision of the vast oceans just beyond the bars of the prison— a message of hope and possibility. Neruda ends with this: it is through me that freedom and the sea will call in answer to the shrouded heart.

Let those of us who are gathered here today read this poem as “The Teacher’s Obligation.” We, too, must move in and out of windows, we, too, must build a project of radical imagination and fundamental change. Venezuela is poised to offer the world a new model of education— a humanizing and revolutionary model whose twin missions are enlightenment and liberation. This World Education Forum provides us a unique opportunity to develop and share the lessons and challenges of this profound educational project that is the Bolivarian Revolution.

Viva Mission Sucre!
Viva Presidente Chavez!
Viva La Revolucion Bolivariana!
Hasta La Victoria Siempre!

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PROGRAMA SOBRE PEDAGOGÍAS CRÍTICAS Y GESTIÓN
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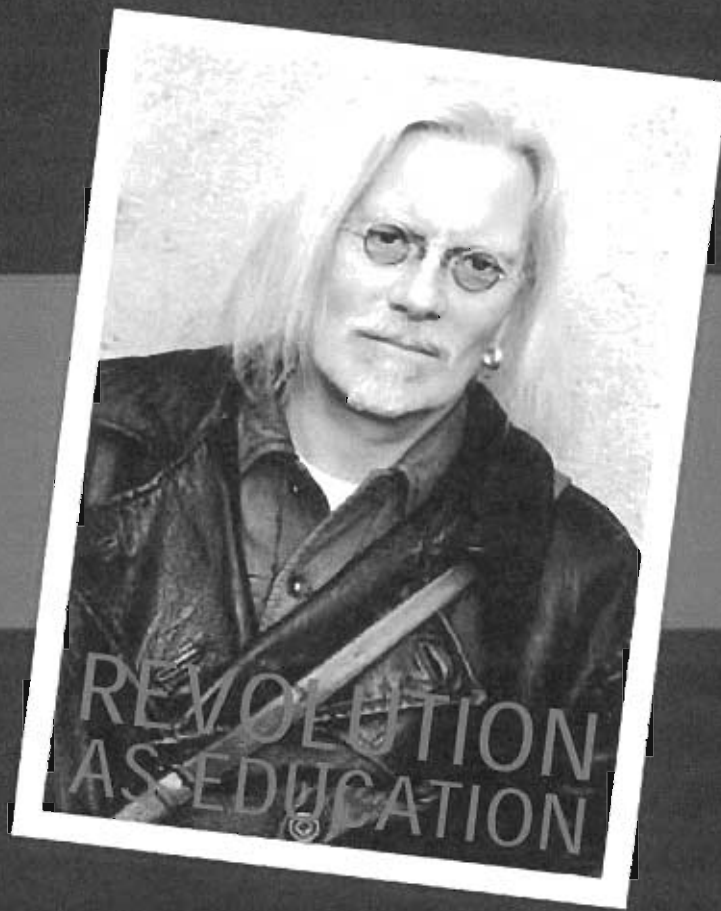
“CAMINATA HACIA
LA LIBERTAD:
LOS DESAFÍOS DE ENSEÑAR
Y APRENDER EN TIEMPOS
REVOLUCIONARIOS.”



Ponente: Prof. Bill Ayers

Día: Martes 03 de octubre de 2006.
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Lugar: Centro Internacional Miranda,
Residencias Anauco Suites PH2,
Caracas.

Peter McLaren, Education, and the Struggle for Liberation



edited by Mustafa Yunus Eryaman



[SKIP INTRO]

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For Immediate Use
Jan. 16, 2007

UCLA Education Professor Peter L. McLaren Honored With Chair and Foundation

Peter L. McLaren, UCLA professor of education in the Graduate School of Education & Information Studies, has received two prestigious honors for his international work in the area of critical pedagogy.

Venezuela's Ministry of Higher Education recently inaugurated the Peter McLaren Chair for the Study of Critical Pedagogy (La Cátedra Peter McLaren de Pedagogía Crítica) at the Universidad Bolivariana de Venezuela, and Toronto-based Chopbox Magazine has created the Peter L. McLaren Foundation for Social Change. Both the chair and foundation were established in September 2006.

The McLaren Chair is part of the formal program of the Bolivarian University, consisting of a permanent course that serves as an umbrella for seminars, study and lectures focusing on McLaren's work.

"I am thrilled to receive such a prestigious honor," McLaren said. "I feel that all of my work as a socialist scholar can now be integrated in a revolutionary course that will initiate dialogues and address critical needs in the area of educational advancement."

The Peter L. McLaren Foundation for Social Change (PLM Worldwide), the second foundation bearing McLaren's name, is dedicated to empowering global youth and will bring students, parents, activists and professionals together to focus on urban and rural education issues.

In 2005, a group of scholars in Tijuana, Mexico, established La Fundación McLaren de Pedagogía Crítica to promote McLaren's work throughout Mexico and to develop projects in critical pedagogy and popular education.

Known as one of the leading critical pedagogists in North America, McLaren has written and edited approximately 40 books and monographs on critical pedagogy and multicultural education. His book "Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education" was named one of the 12 most significant writings by foreign authors in the field of educational theory, policy and practice by the Moscow School of Social and Economic Sciences.

-more-

2-2-2 Peter McLaren

McLaren lectures around the world, and his work has been translated into Spanish, Portuguese, Japanese, Hebrew, Polish, German, Catalan, and French. He has presented distinguished lectures at a number of North American universities and continues to speak and write from a trans-disciplinary perspective in the areas of critical pedagogy, multicultural education, critical ethnography and critical theory.

McLaren was the inaugural recipient of the Paulo Freire Social Justice Award, presented by California's Chapman University in April 2002. His body of work as a curriculum theorist has been analyzed in "Teaching Peter McLaren: Paths of Dissent" (2005), edited by Marc Pruyn and Luis M. Huerta-Charles.

McLaren's most recent books include "Pedagogy and Praxis in the Age of Empire: Towards a New Humanism" (2006), "Rage and Hope: Interviews with Peter McLaren on War, Imperialism and Critical Pedagogy" (2006), "Capitalists and Conquerors: Critical Pedagogy Against Empire" (2005), and "Red Seminars: Radical Excursions Into Educational Theory, Cultural Politics and Pedagogy" (2005).



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Venezuela forum debates prospects for revolutionary change in U.S.

(front page)

BY OLYMPIA NEWTON

CARACAS, Venezuela—A five-day rolling panel discussion on “United States: A possible revolution” was the central event at the third Venezuela International Book Fair, which took place here November 9-18.

The 22 panelists, four or five of whom spoke each day, included political activists and writers from the United States expressing diverse political views, as well as a number of U.S. citizens living in Venezuela. Hundreds of Venezuelans and others took part in one or more sessions, with dozens raising questions and making comments from the floor. The forum was covered by Venezuelan television, radio, and newspapers. The issues debated on the character of the working class and prospects for revolution in the United States sparked a political discussion that permeated the book fair. An article on the fair itself will appear in next week’s *Militant*.

The forum kicked off November 10 with presentations by Mary-Alice Waters, a member of the Socialist Workers Party National Committee and president of Pathfinder Press; Eva Golinger, a Venezuelan-American lawyer and author of *The Chávez Code*; Chris Carlson, a contributor to the venezuelanalysis.com website; and Tufara Waller, cultural program coordinator of the Highlander Center in Tennessee. The issues joined at that first session remained at the center of the debate the following four days. (See “Venezuela book fair theme: ‘U.S., a possible revolution’” in last week’s *Militant*.)

In addition to the forum panelists mentioned below, others included Bernardo Álvarez, Venezuela’s ambassador to the United States; former University of Colorado professor Ward Churchill; August Nimtz, a University of Minnesota political science professor; William Blum, an author who has written a number of books opposing U.S. foreign policy; ex-Maryknoll priest Charles Hardy; and Dada Maheshvarananda, yoga instructor and founder of the Prout Institute.

Debate over immigrant workers

The political perspectives most sharply debated over the five days were, first, the impact and importance of millions of Latin American immigrant workers in the United States, and, second, the history of revolutionary struggles of working people in the United States and the lessons of those struggles for revolutionary