## APPENDIX

Having attempted to go beyond the appearance of things and penetrate their essence, we now draw the following conclusion: the one-stage revolution line is the U.S. Anti-Revisionist Movement's most grievous political error. The theoretical root of that error is the failure to grasp the "red thread" regarding the need to carry the democratic revolution to completion or, to put it another way, the failure to grasp the relationship of (and the difference between) the democratic and socialist revolutions. The above error's philosophical root is subjectivism, manifesting itself in the form of dogmatism. simply, this means that our advocates of one-stage revolution in the U.S. have failed to grasp that concrete analysis of concrete conditions serves as the basis for determining the number of stages the revolution in a given country involves, as well as the programme and strategy for each of the revolution's given stages.

Concrete analysis of the concrete conditions in the U.S. demonstrates that, in the course of its history, the American revolution must go through two stages, first, the democratic revolution, and second, the socialist revolution, and by their very nature they are two different revolutionary processes. its social character, the first stage is a bourgeois-democratic and not a proletarian-socialist revolution. However, it is not a democratic revolution of the old type led by the bourgeoisie with the aim of establishing a capitalist society and a state under bourgeois dictatorship. On the contrary, it belongs to the new type of democratic revolution led by the proletariat with the aim, in the first stage, of establishing a people's democratic society and a state under the joint dictatorship of all classes and strata comprising the people. By bringing about full and complete democracy, and thereby creating the conditions in which class contradictions become the most acute, the people's democratic revolution serves the purpose of paving a still wider path for the development of socialism.