



WORKERS' INSTITUTE OF MARXISM-LENINISM- MAO TSETUNG THOUGHT

'Practise Marxism, and not revisionism.'—Chairman Mao

THE EDUCATION SYSTEM AND THE ROLE OF STUDENT YOUTH AND INTELLECTUALS.

Some notes for the use of comrades.

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Introduction:

Today we are living in the era when imperialism is heading for total collapse and socialism is advancing to worldwide victory. The principle contradiction in the world today is between the two super-powers—the United States and the Soviet Union—on the one hand and the people of the whole world on the other. The people of the world in particular the people of the Third World led by Socialist China is the main force in advancing world history today. Imperialism is in its final crisis. Indeed the year 1975 will see the victory of World Revolution and the establishment of the International Dictatorship of the Proletariat.

A. Bourgeois Educational System - whom does it serve and how?

The Bourgeois Educational System is an important instrument of the dictatorship of the bourgeois. It serve to maintain the class rule of the bourgeois over the proletariat and other working people. The bourgeois educational institutions from the kindergartens to the universities are places where the students are being moulded in the image of the bourgeoisie that they apply the bourgeois stand, the idealist viewpoint and the metaphysical method in whatever they do. The bourgeois education here serves the monopoly capitalist class in training and indoctrinating skilled and unskilled workers for the capitalist Industry. The so-called higher education produces :
1) unquestioning functionaries whose role is to run the capitalist system so as to make the maximum profit for the monopoly capitalist class and 2) intellectual aristocrats whose function is to churn out theories and interpretations that rationalise the imperialist system and acts as the apologists for the ruling class.

A distinct feature of bourgeois education is its idealist and metaphysical method. One-sided and static thinking is encouraged. The real source of knowledge which is the social practice of the masses - the class struggle, the struggle for production and scientific experimentation - is glossed over. Instead, book worship is promoted. The gap between theory and practice is very wide. Facts accumulation is encouraged and not the correlation of facts which is necessary to grasp the laws in things and processes. For example, now the bourgeoisie admits that the capitalist and imperialist system is

UPHOLD PROLETARIAN INTERNATIONALISM !

facing a severe crisis, but they would not admit that it is its final crisis giving their 'reason' that they have faced a severe crisis in the thirties and got out of it. But then they 'forget' that in the thirties they had the colonies where most of their burden were unloaded. But today the Third World (the former direct colonies of the imperialist countries) led by Socialist China are standing up and demanding a new international economic order. Hence by idealistically overlooking the actual situation they (the bourgeoisie) indulge in wishful thinking and want the student youth and intellectuals to indulge in the same.

In social sciences the bourgeois theories are nothing but a "dialogue with Marx". They try to cover up what Marx had already exposed. The theory of class struggle is not at all taught and hence the law of social development is not grasped. History appears to be a conglomeration of the whims and fancies of kings and queens whereas as Chairman Mao says: "It is the people and the people alone who are the motive force in the making of world history". Political Economy which has its origin during the hey day of capitalism and was developed to a higher stage by the proletarian teacher Marx is now split into two subjects: Politics and Economics. Lenin says that politics is the concentrated expression of economics. By separating economics from politics the bourgeois political and economic theories have no worth whatsoever. The capitalist system has long ago reached the stage of Imperialism, its highest stage and now collapsing yet a student doing an economics course can get through the course without coming across the word 'Imperialism' !

The teaching of Natural Science, Engineering and Technology too are clouded by bourgeois ideology. Since they are not combined with production they suffer from one-sided emphasis on theory. Hence many a graduate of Science and Engineering feel impotent when faced with real problems though they can theorise on it. The students of Medical Science spend the first part of their course studying theory devoid of practice which to a large extent is irrelevant when the students go into the ward in the second part of his course.

Bourgeois Educational Institutions are centres where anti-people and fascist theories that rationalise the imperialist policy of plunder, war and genocide against the people of Asia, Africa and Latin America and the suppression of the broad masses of the working people in the imperialist heartlands by the tiny handful of the monopoly capitalist are concocted. This is where the "lowering of standard" takes place and the mass media popularises them. Examples of such theories:

1) Fascist theory on Race and Intelligence which slander the black people as inherently less intelligent to the white, the Irish people as stupid and the British Working Class as xenophobic, chauvanistic etc. The main representative of this theory here is H. J. Eysenck, a professor in the London University. (Note: It is the honour to our organisation that when fascist Eysenck tried to disseminate his fascist theory amongst the student at the London School of Economics in 1973 some of the comrades from our organisation upheld the guideline that "Fascists have no right to speak", stopped Eysenck from speaking and instead held a mass campaign to repudiate his theory and the moribund bourgeoisie whom it served. This event sent the bourgeoisie into utter frenzy because their ideologue was so thoroughly exposed. They immediately instructed the mass media to launch attack on the revolutionary students and intellectuals. The denunciation of fascist ideologues such as Eysenck won support amongst students throughout the country.)

2) Theory of "doom and gloom", "population explosion", "pollution horror" and "Energy crisis" etc. These "doom and gloom" theories are actually the lament of the bourgeoisie when they see that the capitalist system is at its end. In order to deceive the students and people they generalise their doom as doom for all.

3) Complementing the above theories are the theories that attempt to show that the Third World is poor because of their population (which is a variation of the reactionary Malthusian Theory) and that the way out for the Third World is to maintain the neo-colonialist status quo and depend on the Imperialist "aid". These theories have been thoroughly criticised and repudiated by the representatives of the Third World Countries in the International Conferences (such as UN Conferences on Population and Pollution and the UN Special Session on Raw Material and Development etc.) The people of the Third World, led by Socialist China showed that the backwardness and poverty of the Third World is due to the plunder and exploitation by the Imperialist countries especially the two Superpowers. Led by the Communist Party of China and Chairman Mao, Socialist China which has the largest population in the world show in practice that only by overthrowing the reactionary forces that were oppressing the people i.e. imperialism, feudalism and bureaucrat capitalism, and with political power in the hands of the proletariat and people that the forces of production can be liberated to deal with secondary problems like population and pollution etc. Communists combined with masses will indeed create "miracles" !

The Bourgeois Educational System orientate the students towards passing one exam after another for which he merely memorises numerous facts to be regurgitated at the bidding of the bourgeoisie. The spirit of seeking truth to serve the people is lacking or subverted by the emphasis on how best to gain the highest qualification to ensure the prospects of a most lucrative job so as to be a "success". Careerist mentality is encouraged. Thus knowledge is turned into a commodity to be sold to the highest bidder.

In China, especially since the start of the Great Proletarian Cultural Revolution, education has been guided by Chairman Mao's directive: "OUR EDUCATION MUST ENABLE EVERYONE WHO RECEIVE AN EDUCATION TO DEVELOP MORALLY, INTELLECTUALLY AND PHYSICALLY AND BECOME A WORKER WITH BOTH SOCIALIST CONSCIOUSNESS AND CULTURE". A thorough grasp of the proletarian stand, the materialist viewpoint and the dialectical method is encouraged. The emphasis is on political studies and the grasp of the class struggle between the proletariat and the bourgeoisie on the economic, political, cultural and military fronts. Study of the works of Marx, Engels, Lenin, Stalin and Chairman Mao is popularised. Examinations, apart from ascertaining a student's scholastic progress and his ability to analyse and solve problems, takes into consideration his attitude towards study and labour, adherence to discipline, concern for the collective and care for public property. The student is also judged on whether or not he is studying for the revolution and has an interest in national and international affairs. To do this all educational institutions come under direct control of workers, peasants and soldiers. Students take part in production related to their field of study to ensure they integrate with the working people and maintain a proletarian world outlook. Many students leave their schools and colleges to go to the countryside to help to build socialism. They cherish the fine aspirations of defending and consolidating the dictatorship of the proletariat in China, carrying out their bounden internationalist duty in helping to bring about the final liberation of the whole world from imperialism and all reaction.

B. Bourgeois Cultural Oppression And The Great Proletarian Cultural Revolution.

Chairman Mao pointed out: "A given culture is the ideological reflection of politics and economics of a given society." Imperialism, being the highest stage of capitalism is characterised by monopoly, parasitism and decay. Bourgeois culture in Britain reflect this vividly whichever aspects of it you examine - art, literature, music, film,

the mass media (radio, T.V., press) etc. In the past decade, the rapid disintegration of the British monopoly capitalist system and the increasing inability of the moribund bourgeoisie to hold on to the reins of political power has resulted in their feverish promotion of the most degenerate culture in Britain. By so doing they vainly hope to subvert the ever sharpening class struggle in the country. The principle target of this cultural subversion is the youth, the most vital section in society. To warp their mind, dissipate their energy and sap their rebellious spirit, "pop culture" which has as its core the abuse of women and the bourgeois individualist philosophy of "doing your own thing" is actively encouraged. Weird music, drug addition, pornography are some of the manifestations of this "pop rebellion" which the bourgeoisie cynically support as a "safe rebellion"!

The type of life style being promoted to the youth can be illustrated by a typical recent pop song called "Three Steps To Heaven" which is very much popularised by the media. It goes as follows:

- Step 1 - you find a girl to love
- Step 2 - she falls in love with you
- Step 3 - you kiss her and hold her tight

Thus by giving this type of guidelines the bourgeoisie hopes to send the youth along a "dreamy" path oblivious of class struggle and thus divert them from actively participating to end the old world to build a bright new one.

Chairman Mao pointed out: "A cultural revolution is the ideological reflection of the political and economic revolution and is in their service." Learning from the negative experience of Soviet Union, where capitalist restoration has taken place, Chairman Mao has initiated and led the Great Proletarian Cultural Revolution in China for the past 9 years to consolidate the dictatorship of the proletariat by revolutionising every aspect of the superstructure and strengthening the socialist economic base so as to carry the socialist revolution through to the end. This profound political revolution, releases the initiative of the masses in particular the young people by smashing the four 'olds' (old ideas, culture, customs and habits) and fostering the four 'news' (new ideas, culture, customs and habits). It shapes the young people of China and the world, the successors of the revolution in the bright red image of the greatest class in the history of mankind, the proletariat. (Note: The Revolutionization of Peking Opera in the past 11 years for this purpose i.e. films of theatrical works such as: Red Detachment of Women, Red Lantern, Taking Tiger Mountain By Strategy, White-Haired Girl, On the Dock, etc.). It was the salvos of the Great Proletarian Cultural Revolution that brought Marxism-Leninism-Mao Tsetung Thought to the imperialist heartlands. Mao Tsetung Thought is Marxism-Leninism in the era of the total collapse of imperialism and when socialism is advancing to world-wide victory. We in the Workers' Institute of Marxism-Leninism-Mao Tsetung Thought are the proud children of the Great Proletarian Cultural Revolution and inheritors of the glorious and heroic revolutionary traditions of fighting mankind.

C. Organising Student Youth and Intellectuals - criticise and repudiate the bourgeois and revisionist line in organising students youth and intellectuals.

Trade unionism, a disease in the Labour movement in Britain is brought into the student movement by various revisionists and bourgeois hacks in order to divert the student from grasping proletarian revolutionary consciousness and genuinely upholding proletarian internationalism. Trade union consciousness is bourgeois consciousness which means putting money in command instead of putting

proletarian politics in command. The National Union of Students (NUS) is the chief organ in disseminating this trade union consciousness amongst the students. NUS formerly known as a travel agency for students is today pushed very much to the forefront by the bourgeoisie. In the mid and late 60's there were massive student upsurges rebelling against the oppressive bourgeois educational system (e.g. L.S.E. in March 1967) and also supporting the struggle of the Asian, African and Latin American people against imperialism. The demonstration to support the Vietnamese peoples struggle, for example, brought out hundreds of thousands of people onto the streets, including large sections of student youth and intellectuals. In order to channel the student youth and intellectual struggle along reformist line and away from revolution and proletarian internationalism the bourgeoisie brought in a refurbished N.U.S. into the scene which began to engage in predominantly secondary or non-issues (such as "a grant campaign", "Against Education cuts", "Against Anti-Abortion", etc.), while the principal issue of proletarian state power remained on the side line or as a non-issue. Since 1972, this type of Union consciousness is also being promoted to the secondary school students through the National Union of School Students (NUSS) in order to submerge another trend which was represented by the Schools Action Union. SAU which did progressive propaganda amongst the school students is now defunct.

Various revisionist organisations such as the CPGB and other Trotskyite groups basically tail behind the posterior of the NUS in their work amongst student youth and intellectual. Under the banner of 'Broad Left' a 'holy alliance' of various revisionist and bourgeois hacks predominantly from the CPGB and the Labour Party today basically form the executive of the NUS.

Neo-revisionist CPB (M-L) which call themselves Marxist-Leninist also fall into the same category of supporting the trend of keeping students within economic channels! They wage struggles against Education Cuts by the bourgeoisie without asking the principal question: Education for whom? While making erroneous class analysis that the student is part of the workers and not constituting the petty bourgeois stratum the CPB (M-L) negate the necessity for revolutionary student youth and intellectuals to integrate with the workers. In fact they say it is harmful for the students to go and work in the factories!

CPE (M-L), Hardial Bains and Carol Reakes showed their true features as revisionists and bourgeois agents when they attacked comrades leading our organisation for stopping fascist Eysenck from disseminating his view amongst the students. While the whole mass media of the imperialist bourgeoisie attacked our campaign to prevent fascists from speaking with obvious aim of restraining our leading comrades from resolutely upholding the proletarian revolutionary tradition and spirit, these bourgeois agents started to do the same from within.

D. Role of Student Youth and Intellectuals - Role of the Workers' Institute of Marxism-Leninism-Mao Tsetung Thought.

Chairman Mao points out: "How should we judge whether a youth is a revolutionary? How can we tell? There can only be one criterion, namely, whether or not he is willing to integrate himself with the broad masses of workers and peasants and does so in practice. If he is willing to do so and actually does so, he is a revolutionary; otherwise he is a non-revolutionary or a counter-revolutionary."

We must also realise that it is imperative to persist in integrating with the workers and peasants in order to restrict

bourgeois right, resist the influence of bourgeois ideology, culture and life style and narrow the three major differences (between workers and peasants, between town and country and between mental and manual labour.)

The Workers' Institute of Marxism-Leninism-Mao Tsetung Thought which has its origin in the student youth and intellectuals movement took to the correct road of integrating with the workers and other working people. It was launched on the 20th of December 1974 with the following five aims:

1. To practice Marxism and not revisionism and to uphold proletarian internationalism. This entails upholding the revolutionary authority of Chairman Mao and the leadership of the great, glorious and correct Communist Party of China over world revolution and recognition of the necessity at this stage for the establishment of the International Dictatorship of the Proletariat. Our guiding slogan is: "China's Chairman is our Chairman, China's Path is our Path."
2. To uphold the heroic revolutionary traditions of the proletariat and people of the world in their protracted struggles to liquidate class exploitation and national oppression and to realise the ideals of communism.
3. To disseminate widely invincible Marxism-Leninism-Mao Tsetung Thought.
4. To criticise and repudiate revisionism and other erroneous trends.
5. To participate in building a genuine party of the proletariat in Britain, moulded in the image of our Chairman's Party.

We enjoin every revolutionary student youth and intellectual to follow the path of the Workers' Institute and integrate themselves with the working people of Britain and the whole world in order to smash to smithereens the old world of colonialism, imperialism and hegemonism and build the bright new world of socialism and communism.

READING LIST

- a. Chairman Mao: Talks At The Yenan Forum on Literature and Art
- b. Strive to build a socialist university of science and engineering.
- c. Peking Review No.25, June 20, 1975
- d. New World, Vol.1 No. 1