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EXHIBITION

# HANDBOOK FOR TUTORS

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# HINTS ON TUTORING

**THE METHOD.**—1. **Historical:** Bring into the study of any subject (economics, the state, etc.) the principle of historical development. Students will understand more quickly present movements and institutions if they know the historical background. For example Varga's brilliant pamphlet on Changes in Capitalist Policy During the War can best be understood if students understand the past historical background. Indeed, tuition on Varga is impractical without study of the early stages of capitalism, the development of free competitive capitalism to monopoly, and so on. Capitalism as a whole can be best understood only on the basis of a knowledge of mankind's earlier economic history (primitive communism, slavery, feudalism), especially of the development of commodity production.

2. **Materialism:** Always stress the material basis of any phase of the ideological superstructure (politics, religion, philosophy, culture). Remember that bourgeois education supplies simple data or information to students. We must achieve basic understanding, the root causes, the reasons how and why. For example, why Social-Democracy in Europe and not in the colonies? Why the growth of Marxism (also liberalism and democracy) was earlier in Germany, England and other northern countries than in Spain? Was the strength of Anarchism in Spain the result of race or temperament? Also, the conflicts between Menzies and Page; were these clashes of personalities? Why are Roosevelt and Churchill assisting the Soviet, etc.? Note that students, due to bourgeois past, tend to answer in idealistic or other abstract form. Bring them "down to earth" by stressing material-economic determinants. (Note also that on basis of historical materialism many other problems of the class struggle can be effectively handled and explained. For instance, Trotskyism. Many students probably think that Trotskyism, as the "vanguard of the bourgeois counter-revolution," would never have existed if Trotsky had never lived. Actually, of course, it was historically inevitable that the bourgeoisie would use, under whatever name available, the weapon of combating Communism under the name of Communism. If it hadn't been Trotsky, if he hadn't rattled or had never lived, we should then have had some other so-called "revolutionary" or "Leninist" group or movement at the service of the capitalists.)

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**DIALECTICS:** 1. Always approach questions as a process of change, i.e., as they develop, the past and the present—the probabilities of the future. Relate the local to the general.

2. Always apply Marxist writings to Australian conditions and experiences.

3. Always stress mass activity as the only solution; the struggles of the masses under Party leadership. Emphasise consciousness. EXPLAIN Communism as having real meaning only when it extends its scope and influence to ever-widening sections of the people. The Revolution, or even a small strike, cannot be won by the Revolutionaries alone.

**THE ART OF TEACHING:** Students learn best when they figure it out by themselves rather than by being told (although, of course, there are times when the only way is by straight-out handing on of information). Example from Krupskaya: if Lenin wanted an article to be written for the Party press he would always try to get another comrade to do it. Lenin would discuss the matter with him for a time, and then "casually" invite the comrade to write an article on the subject. In brief, and without straining the matter, that class is the best where the tutor doesn't have to talk too much, and tell too much.

It's up to the tutor to develop as much skill as possible in the art of teaching, in presenting "leading" questions, in placing the questions among the students, in livening up the discussion, in avoiding embarrassing students, etc.

The tutor is also a Party organiser. He must be able to pick out quickly types suitable for more important work, etc. The "personal touch" is also very important in handling students (e.g., those who know the answers to questions, but are diffident).

Finally, always stress the vital need of everyone to engage in extensive reading and study away from classes.

Classes should be regarded as supplementary to individual study. Encourage your students to read by using the class and discussion to overcome the problems that arise from their reading.

# STUDY COURSE 1

## ELEMENTARY

This material is designed for classes of new members and others who need instruction in the very A.B.C. of Communist Theory.

Students are advised to obtain a copy of the "Glossary of Marxist Terms."

**NOTE:** If necessary this material can be split into two or three classes.

Tutors are reminded of the Central Committee directive that every member of the Party should study Study Course 1, Elementary, Study Course 2 and Study Course 3, in that order. It is advised that no other material should be studied in the branches until these three courses are completed.

Material for Study Course 2 will include four subjects:

1. The Party.
2. Trade Unions.
3. Political Economy.
4. The State.

The page references are to the Marx-Engels-Lenin Institute edition of Manifesto of the Communist Party published by the International Bookshop, Melbourne. Comrades are recommended to read these related passages. This will serve to introduce them to a study of one of the basic works of Marxism.

Suggestion to Tutors taking ELEMENTARY class. Start the class with an introduction such as the following:—

"Now, Comrades, we're starting off on the job of acquiring Communist Theory. Socialism is a science and has to be studied. In the course of our studies, we shall come across many words and terms that we haven't used before in our every-day life, such as 'Capital,' 'Reformism,' 'Class Struggle,' 'Dictatorship,' 'United Front,' 'Socialism' and so on. And it is very little use looking in the dictionaries for their meanings, because most of them, if not all, have different meanings for us. For instance, take the word 'Democracy.' The capitalists say . . . and so do their dictionaries . . . that in England, Australia and other capitalist countries, the word means 'majority rule', and that the majority really does rule in these countries; that it is only in Russia where you have a dictatorship. We'll find, however, that in the Soviet Union, the land of Socialism, there is a real democracy a million times truer than in England, etc., where democracy is very restricted.

"So in our first class, we'll start off with understanding the meaning of many Communist words and terms.

"We talk about the working class and the capitalist class, so the first word we'll tackle is the word 'Class,'"