HANDBOOK FOR TUTORS

Lloyd Churchward Collection.

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HINTS ON TUTORING

THE METHOD—It is important to become familiar with all aspects of the material before any tutoring. Always review the material before any tutoring session.

CONTENTS

- Economic History
- Political Economy
- Sociology
- History
- Geography
- Philosophy
- Mathematics
- Science

Economic History

- Economic Principles
- Economic Systems
- Economic Policies

Political Economy

- Political Systems
- Political Policies
- Political Principles

Sociology

- Social Systems
- Social Policies
- Social Principles

History

- Historical Events
- Historical Figures
- Historical Documents

Geography

- Geographic Regions
- Geographic Features
- Geographic Technologies

Philosophy

- Philosophical Systems
- Philosophical Figures
- Philosophical Principles

Mathematics

- Mathematical Concepts
- Mathematical Theories
- Mathematical Applications

Science

- Scientific Disciplines
- Scientific Theories
- Scientific Practices
STUDY COURSE I
ELEMENARY

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,' "

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 Krupsakaya: 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 diffuse).

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.