

# Party Education

## FOR SYSTEMATIC STUDY OF "VICTORY—AND AFTER"

Since the appearance of Earl Browder's book, "Victory—and After," a network of classes and study groups has been organized for the study of this valuable and timely work.

Of these classes and study groups, somewhat over a hundred were organized and supervised centrally in New York. Some experiences and results can be reported. Over 1,400 students were enrolled in these centrally organized classes, with more being formed almost daily. About 70 per cent of the students are shop-workers and active trade unionists, the remainder active in the Party and in the communities. Women number 60 per cent of the students. The number of sessions devoted to the course was usually six, with some limited to four and others running to eight.

Preparatory to the opening of the classes, intensive discussions and personal consultations were held with the instructors to secure the proper integration of current events with the policies so clearly presented by Comrade Browder in the book, as well as the application of these policies to the problems faced by the students in their particular industry, trade union, community, national group, etc.

Some basic methods of teaching were raised with the instructors to aid them to be concrete, simple and explicit. Instructors were urged to pay special attention to the questions raised by the workers, to develop collective discussion on these questions, and to give clear and concise answers based on the discussion and experiences of the workers themselves. In many instances of classes composed of industrial workers, a large portion of the course was given to the subject of war production, in the light of the problems of the workers in the given industry and union.

It has become increasingly clear that the study and mastery of "Victory—and After" is a battle for the policies to win the war. The policies discussed by Comrade Browder are not static, but are dynamic in the sense that our activities are guided by them. When the understanding of these policies is further deepened by Marxist-Leninist ideological clarity, the struggle for these policies is strengthened, as well as the ability to grasp the significance of events as they arise.

Experience has shown that students are not able to understand the win-the-war policies expounded in the book and to apply them without a realization of the character of the war as a People's War for National Liberation. We find that the nature of the war is best grasped when discussion is started on such events as the Casablanca Conference, on Hoover's proposal to "postpone" the offensive until 1944 or 1945, etc. Clarification of such questions, important in themselves, is extended and deepened to the basic questions of the nature of the war.

Another important experience is on the subject of War Economy and the role of labor. The chapters in the book on War Economy and the pamphlet, "Production for Victory" (which is treated as an extension of these chapters), are discussed in the light of the specific problems faced by the students in their industry or shop. This manner of dealing with this subject enriches the discussion, gives it life and meaning, connects it more closely with the application of the lessons and policies studied, and incidentally helps the instructor to learn from the students, enriching his own grasp and understanding.

Regular reading of the *Daily Worker* is an essential part of these classes. Articles and editorials, the speeches and articles of Comrade Browder and the articles of Comrade Foster are of inestimable value, according to the students, in further concretizing and clarifying the study of the book, while the study of the book is reported to make the reading of the *Daily Worker* indispensable. Effective and alert instructors do not fail to raise the additional problem of increasing the circulation of the paper among the people as a task growing out of the study of the book.

The study of "Victory—and After" cannot fail to stress the question of recruiting new members in the Party. Our instructors and students in many classes report the recruiting of non-Party students, and an increased interest in building the Party by the Party member students.

The instructors have special responsibilities in teaching classes on the book. They must deepen the understanding of the book by returning to and explaining the theoretical principles upon which "Victory—and After" is based. They thus ground the students in the principles of Marxism-Leninism by showing the masterful manner in which Comrade Browder relates and applies these principles. The instructors must also deepen their own study and understanding of Marxism-Leninism, raising their own theoretical level and thus the quality of their teaching.

Above all, we look upon "Victory—and After" as a political weapon in the struggle for correct win-the-war policies (and teach it accordingly). It is the instrument to unify the American people for the supreme task of the destruction of Hitlerism and the achievement of victory.

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