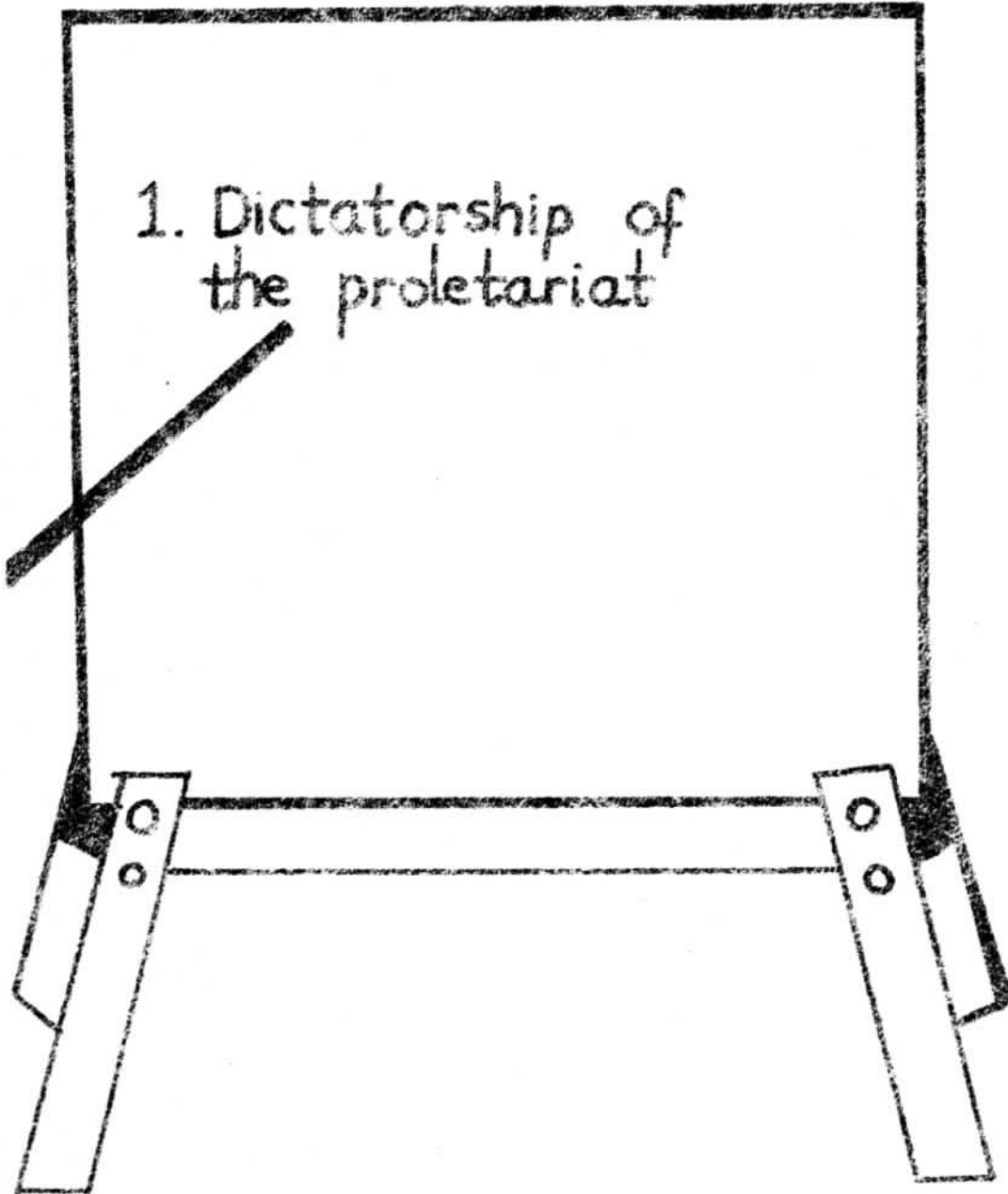
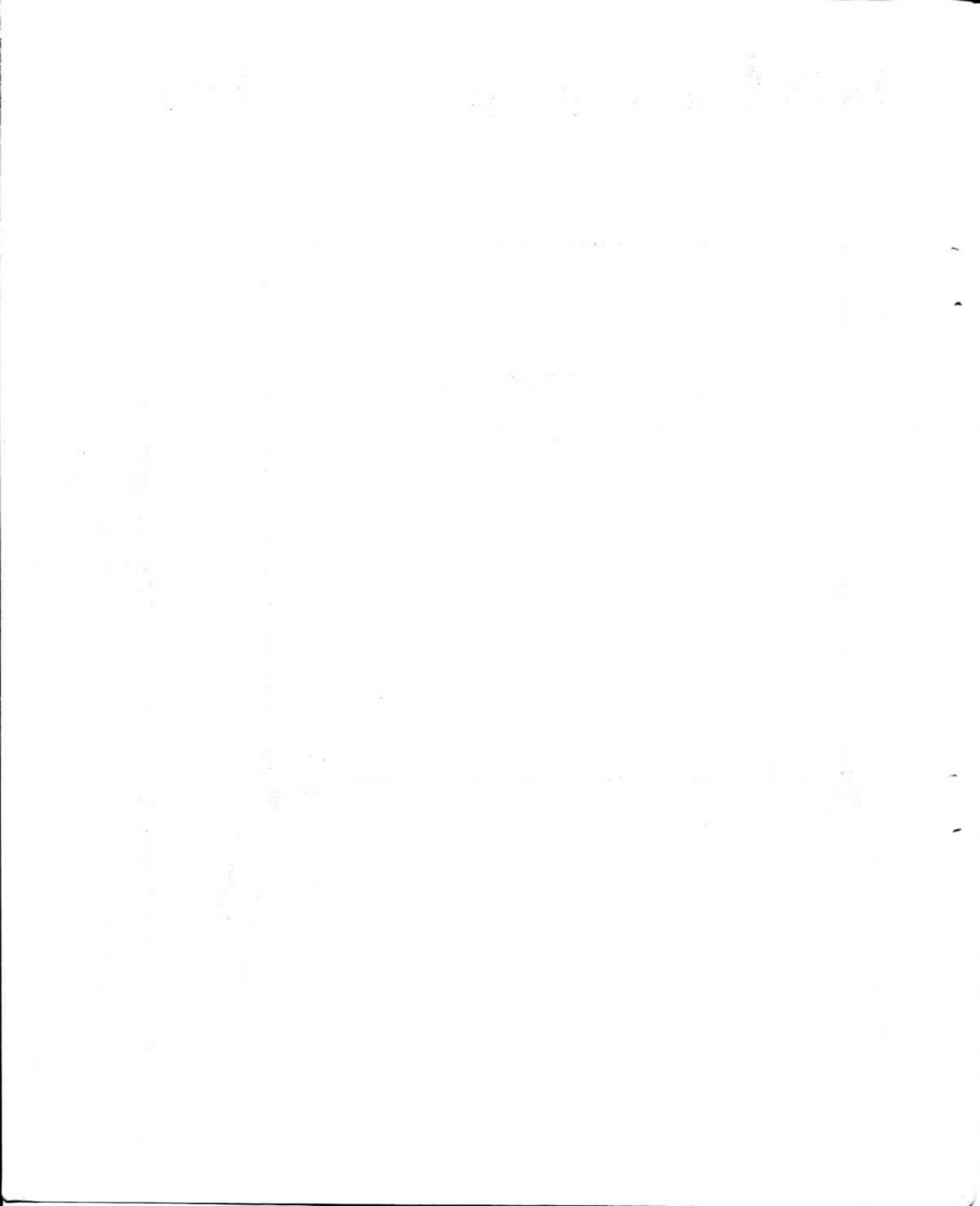


1. Dictatorship of  
the proletariat



**RE-EDUCATION**



## EDITORIAL - Education and Re-education

"It is right to rebel" against the chains of an oppressive society and today young people in Britain are beginning to awaken to a consciousness for real change. But there will be no change without a revolution and no revolution without correct theory and analysis, without understanding what we are up against, how to fight and how to rebuild. The purpose of this editorial is to show the real nature of British education and who it serves and therefore to define how and where it must be attacked.

The educational system is part of the superstructure of society and its function is to serve the existing economic and social system. In capitalist Britain the overall aim of educational policy is to help achieve maximum profits in all fields of industry, of shop distribution, banking etc., within the present social set-up. On the one hand the tiny minority capitalist class must be trained to efficiently rule and exploit and on the other the huge mass of workers must be taught to work hard and not to rebel. And besides these two main classes in our society there is also the important middle section of professionals, small capitalists and privileged workers who must be taught to help run the capitalist system (Lawyers, managers, government functionaries, etc). To analyse some of these specifically;

### Education for the working-class

In Britain everyone is educated between the ages of 5 and 15 because in a complex industrial society a certain degree of literacy is vital for all workers. In addition in a modern capitalist democracy the ruling class uses many weapons to continue its dictatorship over the masses of ordinary working people - not just the ever-present threat of violence from the army, the police and the courts but also deception and misleadership from the "labour lieutenants of the capitalist class" in the trade unions, the Labour Party and the so-called Communist Party. Also teachers, priests, propagandists etc. play their role in keeping the workers docile. But all these tricksters and liars can only be successful to the extent that a basis for this exists amongst the workers themselves in;

- 1) an economic softening-up with some of the fruits of imperialist exploitation of workers in the third world - a few crumbs from the table of the monopoly capitalists.
- 2) an ideological and cultural brainwashing via the schools, the press, tv, radio the theatre etc., through which the public are prepared to receive and act on the lies they are told from Transport House, King Street, Westminster, and the trade union bureaucrats.

Thus the two main functions of education for the working-class up to the age of 15 are to heighten the productivity of labour and impose the ideas of the monopoly capitalists on the whole of society.

### Higher education for the rulers and their chief assistants.

After the age of 15, however, "universal" education ends. At this point 85% of the population who it is hoped have learnt just enough to be obedient wage slaves, go to work and a privileged 15% enter on some form of higher education. The Robbins report shows that 45% of the children of men in "higher professional groups" go on to higher education whereas only 4% of the children of skilled manual workers and 2% of the children of unskilled and semi-skilled manual workers enjoy this privilege. This last percentage incidentally has not changed since 1910! The effect of this class bias is that although 72% of the population are manual workers, only 29% of the undergraduates at universities are the children of manual workers.

This class bias, of course, is not accidental. The purpose of higher education is to train the monopoly capitalists and their flunkys. In the middle section of society - it is not designed for the workers. And since a child mainly inherits his class position from his parents we naturally find higher education going to the children of the monopolists and their chief assistants on the whole. Invariably, however some of the middle section are forced down into the ranks of the workers - some of these are called drop-outs. Simultaneously the working-class tends to throw up talented kids - potential leaders for their class. The educational system is geared to carry out this mobility between the classes - to demote some of the middle classes and promote and attempt to corrupt the most promising children of the working class. This is why a few children of workers go on to higher education - where every effort is made to detach them from their background, to encourage them to make good and not to give a fuck about the kinds of life their old contemporaries now lead.

#### How the system works

In order to educate the children for their particular class niche in the future, the education system divides them up from the moment they enter school. It is necessary to examine these divisions and their purpose.

#### Fee-paying schools and state schools.

The first such division is between children whose parents pay fees and children who receive "free" education provided by the state - out of the pockets of tax-paying workers. In 1966 there were about 500,000 children in England and Wales whose education was being paid for in fees, as opposed to about 7 million who were in the state schools. The function of fee-paying schools is clearly to train the future rulers - the monopoly capitalists and their wealthy flunkys. A measure of the amount of special attention the students get at fee-paying schools is the teacher-pupil ratio, which is twelve-to-one, as opposed to twenty-eight to one at state primary schools.

#### Grammar schools vs. secondary modern schools

A second division takes place within the state educational system, and this has been the subject of much discussion and experiment within educational circles in the last 25 years. The purpose of it seems very clear; to separate the non-fee-paying students into two groups - those who are destined to work on the one hand and those who will help to rule on the other. The argument arises not over whether to make this division but over how to do it most effectively.

From the age of seven the students begin to be placed into higher and lower streams within the same primary school after taking a number of tests. But the rigid separation comes when they take the eleven plus (or equivalent tests, see article on Exams and Capitalism) and move on to secondary school. The eleven plus divides the secondary school population into 1.5 million who receive what is euphemistically described as general education at secondary modern schools, as opposed to 720,000 who get an "academic education" at grammar schools. The new "comprehensive schools" are intended to do a more effective job than the eleven plus by basing the division on a continuous assessment, going on in some schools to the age of 14, rather than basing it on the one-shot test at eleven plus. However, although there is more potential mobility between streams, the streaming is just as crude and obvious as in the grammar/secondary modern system. Favoured children still receive an "academic education" from teachers in flowing gowns signifying their possession of university degrees; the remainder still receive a "general education" from ordinary teachers who had their training at colleges of education.

## University vs. Technical College

At the stage of higher education, the workers have left school and gone to work and the flunkys remain to be divided again into upper and lower strata according to the "binary system" as described by A. Crosland, former Labour Minister of Education in a speech in 1965. The division here is between the upper "autonomous" sector, the universities and the lower "public" sector, the techs, teacher-training colleges. As Crosland puts it each sector is supposed to make its "own distinctive contribution to the whole". In fact he made clear precisely what the "distinctive contributions" would be. People coming from the "public sector" would hold "intermediate posts in industry, business and the professions - high-level technicians and middle-managers must support the scientists technologists and top managers". This division between the right-hand men of the capitalists and their lower supporters is reflected in the fact that approx. 2 - 3 times as much public money is spent each year per head on the university education of the former as on the public sector education of the latter. The different functions of the two strata in the system are reflected in what they study. The upper flunkys deal with theory and the lower flunkys with practice. At universities where the students are destined to be cut off from the actual process of production, 68% study "theoretical" subjects (the humanities, "pure" sciences, social science) but in the public sector where the students where students will be closer involved with production almost all students do "applied" subjects.

## Who controls education ?

The notion that the universities are "autonomous" is put about by the government and by the universities themselves. It is completely untrue, the universities, like every other part of the educational system are run by the monopoly capitalists. This can be seen not only by the fact that their governing bodies are dominated by monopoly capitalists but also by to whom their money comes from. Some universities (like Oxford and Cambridge) are themselves big landlords and capitalists, but all universities get most of their funds either from the government (70% of recurrent expenditure 90% of capital expenditure) or from local educational authorities. In both cases of course, the money comes from taxes and rates paid by working-class people, but its use is controlled by the capitalist class through its government agencies. In addition there is some direct financing of universities by monopoly capital. Several of the giant monopolies (Unilever, I.C.I., Shell) provide research grants and scholarships.

In slightly different ways both private and state schools are run by capitalism for capitalism, through government bureaucrats etc. Our task is to expose the ruling-class control of education and fight through all available organisations for this consciousness amongst school-students, students in higher education and the working class as a whole.

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\* "Marxism consists of thousands of truths, but they all boil down to \*  
\* the one sentence, "It is right to rebel." For thousands of years, \*  
\* it had been said that it was right to oppress, it was right to exploit, \*  
\* and it was wrong to rebel. This old verdict was only reversed \*  
\* reversed with the appearance of Marxism. This old verdict was only \*  
\* reversed with the appearance of Marxism. This is a great contribution. \*  
\* It was through struggle that the proletariat learned this \*  
\* truth, and Marx drew the conclusion. And from this truth there \*  
\* follows resistance, struggle, the fight for socialism. \*  
\* \* \* \* \*

## EXAMS AND CAPITALISM

When looking at the different aspects of examinations, we should remember that examinations are the by-product and instrument of our educational system. Mass education only came into being in the last decades of the Nineteenth Century. The Industrial Revolution had changed vast sections of the British population from agricultural to factory workers, in the process of increasing trade with Europe and Britain's colonies. In order to control this huge mass of industrial workers, the new industrialists of the ruling class found it necessary to educate and appoint people as managers at different levels. Machinery increased and owing to technological inventions in industry, the ruling class recognised that to man advanced machinery, an educated and technically-minded population was required; thus mass education was begun, and from it the education system grew in importance.

The purpose of exams is to grade school students into different categories; very intelligent, good, average, below average, depending on which mark they attain in exams. Students have to be graded in order that employers can tell at a glance at the results, which is the "most able" applicant for a job. The American university teacher who not long ago gave all his 45 students grade A in their exams was, needless to say, sacked by the College authorities.

We see then why the educational system exists and the examination system in particular. Now we must "examine the examination system" and the content of courses at school. Exams start to grade children even when they are at primary school. English and Intelligence tests are common from the age of 9 in primary schools and even then success will depend largely on a child's cultural environment. Even at this early stage in a child's schooling, he's being graded according to his degree of "intellectuality". The middle-class child, from a home where books are plentiful, where a 'quality' newspaper is read, and who is familiar with his parent's level of conversation and his middle-class district will usually be successful in primary school exams. The working class child, from a home with few books, where a 'popular' newspaper is read, and where the television plays a prominent part in creating a non-intellectual atmosphere will not do as well in such exams as his middle class contemporary does. These outside influences exist in their respective homes before either child is sent to school. At the age of 11, children are graded according to the 11+ (or similar tests) and by the headteacher's recommendation to secondary school headmasters where a child has applied for entry. In effect the 11+ is being abolished and a new system of term tests is being brought in and this discriminates against the working class child as much as the 11+ ever did. In Grammar and Comprehensive schools, examinations stream children into classes of 'varying ability', thus furthering discrimination against working class children. In the majority of secondary schools only the most able children have the opportunity to take O and A levels, the number of working class children taking them decreasing as the exams increase in 'intellectuality'. The vast majority of children who start primary school every year are working class children; by the end of their terms at school, working class children are in a minority while middle class children make up the majority; this is the result of our present examination system. When a school student applies to University, his being accepted will depend on his exam successes and his references; in case this does not clearly separate middle class children from working class children, the University applications form also makes it obligatory to give details of parents' occupation.

~~These allegations and discriminations against working class children~~ are shown to be true when one sees that a British university students only 5% are the children of manual and semi-skilled workers. For those school students who do not get accepted at university, places in polytechnics and technical colleges are available; in these colleges, working class children make up 25% of the student population. In many such colleges students have to work in cramped conditions with bad facilities; Bristol Universities authorities recently refused to meet the decision of the Bristol University student Union to allow students from other Bristol colleges to use the amenities of the new six storey students Union building - yet another case of academic discrimination against working class students.

While it is clear that written examinations discriminate against workers' children we should remember that interviews and aural tests also play their part in an education system that is orientated towards the bourgeoisie. Often an interviewer can probe better than a written examiner into the minds of job or college applicants to discover their cultural backgrounds. In the last two years college applicants have asked cunning political and sociological questions in order to vet politically conscious students from the comparatively unquestioning mass.

As a result of the discriminating examination system, working class children are considered "less intelligent" than middle class children and are therefore made available only for poorly paid and often boring jobs. We see then that class discrimination has been a continuous result of the present examination system; as it has been a continuous result, and has not been altered it must always have been the purpose of the examination system to discriminate against working class children. We recognise continuous discrimination which takes place against working class children and against their parents in particular, who pay heavy taxes for what they are told is a "system of equal education for all". The examination system is clearly not a fair test of the ability of a child because it is orientated in favour of the middle class and acts as a self perpetuating process whereby power stays in the hands of the capitalist class. The examination system only determines which students have believed all that they have been taught and which students are the "failures". The Liberal will say that no examiner fails a candidate who puts forward new political, sociological or economic arguments provided "good reasons" are given for them; we know from experience however that such an assumption is a myth and anyone who gets too far out of line will fail their exam. As we said in the beginning of this article, the examination system is only an instrument of capitalist education system, so that to abolish exams in their present form would be to abolish the whole corrupt education process.

Unlike our present system, the socialist education system would serve the people. As the course content of our new education system is to serve the people so the orientation of the exam system will witness a revolutionary transformation. The whole education system will encourage children to adopt a real social consciousness that concerns itself with the masses of the people, the workers and not as now a selfish bourgeois outlook that serves the ruling class.

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- P.L.

"You young people, full of vigour and vitality, are in the bloom of life, like the sun at eight or nine in the morning. Our hope is placed on you.....The world belongs to you....."

## NORTHERN IRELAND

During the past few months the Orange ruling class in Northern Ireland have been going through a period of crisis and in that situation it has tried to cover up the real political issues involved. They have tried to divert the political consciousness of the working class from taking advantage of the difficulties of capitalism in case it was challenged and subsequently smashed.

In order to effectively understand this crisis it is necessary to analyse the historical, social, and political realities and apply them to the effect they have had on the working class in Northern Ireland.

Partition in Ireland was due to the uneven development of capitalism. In the North-East of Ulster capitalism developed to the stage of large scale industry by the end of the nineteenth century. In the remainder of the country capitalism was very weak. In order to pursue the policy of profit-maximisation the capitalists in the North East required a policy of Union with Britain, who because of her imperialist connections served as an outlet for trade, i.e. ships, textiles. However, the middle-class element in the rest of the country saw the same British markets being directly responsible for the decline of capitalism generally, therefore the contradictions arose between the capitalists in the North East who wanted union with Britain and the middle-class element who wanted partition from the competitive British markets - in other words home rule. The Home Rule movement was the political expression of the economic interests of the middle class while Unionism was the political expression of the ruling class in the North East.

The Subsequent movement that was organised by the Unionist ruling class in the North East to defend themselves against the Home Rule movement relied almost entirely upon religious differences within the country. This, the struggle to remain within the British market was fought in the guise to remain protestant.

The partition of Ireland in 1920/21 temporarily resolved the antagonisms between the Northern ruling class and the middle class in the rest of the country, while at the same time the ruling class in the North gained control over a large section of the Nationalist population. This ruling clique gained their majority by religious bigotry, intimidation, and physical suppression, e.g. between June 1921 and June 1922, 428 Catholics were murdered, 1,766 wounded, 8,750 driven from their work and 23,000 burnt from their homes. Even today this control over the Catholic population still exists and even more blatantly than before.

It is important to recognise that religious sectarianism in Northern Ireland does not consist of an inborn contradiction between Catholic and Protestant which reaction makes use of. It is a one-way gun built and loaded by the Unionists and directed against the Catholics. The gun is placed against a section, placed in an artificial minority by British Act of Parliament. Like anti-semitism, anti-catholicism does not necessarily take personal form. On the 12th of July celebrations several years ago, Lord Brookborough, a former Prime Minister of Northern Ireland, declared "There are a great number of Orangemen and Protestants who employ Roman Catholics. I feel I can speak freely on the subject as I have not a single Roman Catholic about my place. I would appeal to Loyalists, therefore, wherever possible to employ good Protestant lads and lasses." When challenged on this statement, Brookborough said "All Catholics are disloyal", in other words discrimination was not religious but political. This is exactly the same line Hitler used when he asserted that all Jews were Marxists. Politically the result of Roman Catholic versus the Protestants is to divide the common people and to divert them from the path of



their real enemy, British imperialism. The Unionists pose as the champions of the testaments, protecting them from 'disloyal' 'radicals' when merely they are using them as a scapegoat for cross-channel capitalism.

The ruling class in Southern Ireland since 1959 when it dismantled the tariff barrier and in 1965 when it signed the Free Trade Agreement have been in close collaboration with the ruling class in the North. Since 1939 over 300 foreign enterprises have come to Ireland, e.g. 40% British 20% German, 16% American and 3% Dutch. The monopolists companies range from ICI, Metal Box, French Aircraft, Good Year Tyres, Gulf Oil, Marathon Oil, British Oxygen, German Engineering Construction and ten major foreign banks. The attacks of B Specials on the men, women and children of Ulster brought only feeble utterances from the Irish Prime Minister Lynch who asked for "restraint" and "consultation" between the Catholics in the North and the Unionist Government. How can the Catholics consult with a Government who firstly represents the monopolists interests of the ruling class, secondly who have abided by the Special Powers Act since 1923 and thirdly a Government who uses 13,000 police and B Specials and has at its disposal the Queens Battalion to terrorise the people and keep them in check

Today, only one significant movement has arisen out of the recent crisis in Northern Ireland - Civil Rights Movement. Despite its name, the Civil Rights Movement prides itself on being non-political, and at one time, non violent. However, what it has not realized is that in order to be an effective and organized movement it must build a correct political base among the working class. The aim of "one man one vote" may seem, in the present situation, to be very good compared to what the Ulster Catholics have had in the past, but in the long term view, it is a feeble demand. Working class control of Ulster will never come about by parliamentary means. When aiming at working class power for any country, Mao Tsetung's words " Political power grows out of a barrel of a gun" ring true; Ireland is no exception. When faced with extinction, the Unionist ruling class has not hesitated to use violence. Recently, we have seen the mobilization of British troops to Northern Ireland to guard "public installations", ready to use violence if necessary to repel demonstrators and attacks against British imperialism. We can see then, that if the working class in Ireland is ever to win state power, it must forget the ballot box and take up the gun to defeat and smash imperialism and its tool the Ulster Government. Only in this way will the present struggle in Northern Ireland come to satisfactory conclusion with the seizure of power by the working class for the working masses.

B.D.

\*\*\*\*\*  
\* The oppressed peoples and nations must not pin \*  
\* their hopes for liberation on the "sensibleness" \*  
\* of Imperialism and its lackeys. They will only \*  
\* triumph by strengthening their unity and persever- \*  
\* ing in their struggle. \*  
\*\*\*\*\*

## THE ROLE OF THE INTELLECTUALS IN THE REVOLUTION

In order to make any sort of clear analysis of the intellectuals' position in the revolutionary period, it is firstly important to understand the major terms used. To Marxist-Leninists, 'revolution' is not just a cliché to be carelessly used, but is a Scientific term for that stage in History at which a class or group of classes overthrow the ruling class, and establish state power for themselves. Why is it that Marx and Engels, the founders of Scientific Socialism, saw so clearly this continuing class struggle which culminates in the Socialist revolution, which lays the basis for the destruction of the class system, when the working class becomes the ruling class? Did they just dream it up inside their heads like our bourgeois philosophers? No, of course not: they based their investigations and conclusions on scientific fact, the class structure of capitalist society. To simplify the complex class analysis, Marxist-Leninists maintain that capitalist society is basically composed of two diametrically opposed class forces, class being one's relative economic position to the means of production: on the one hand there are the owners, i.e. the bourgeoisie, and, on the other hand, the working class who have nothing to sell but their own labour power, and so become, according to capitalist lore, the property of the bourgeoisie, wage-slaves upon whom, however, the bourgeois are dependant for their profits.

In the present era of history, when imperialism and capitalism are collapsing and National Liberation and Socialism are gaining victories, the internal contradictions in international and domestic capitalism, vastly exacerbated by the socialist advance, are causing the bourgeois classes of the world to employ progressively repressive measures against the workers, in order to preserve the 'economy', i.e. their economy, and to prevent the working class from becoming organised on a militant class-conscious base, a Marxist-Leninist base. This capitalist collapse is reflected in the widespread financial crises, disruption of production by the short-term demands of the workers, etc., etc., and the present stage of capitalist panic repression, in this country, is represented by such repressive measures as 'In Place of Strife' and more which are inevitably to come. This succeeds only in exposing to the workers their real enemies, and uniting these workers more closely as a class. Scenes such as the successful May Day workers' strike and demonstration bear witness to this. As workers oppose this repression, and the repression itself grows, class contradictions and antagonisms inevitably become more intense. Eventually this class conflict leads to open class war, each class fighting for state power, the Marxist-Leninist party, by this time the vanguard of the militant workers, ready to form the socialist state. Obviously this revolution fundamentally changes the whole structure of society, the masses being in control instead of the handful who controlled "big business", and thus the nation, before its successful conclusion. This being true, one can see that each main class, bourgeois and proletarian, will have its allies in the revolutionary period.

Where then do the intellectuals stand? As has been said, class is an economic fact, one's relative position to the means of productions. As such then, the intellectuals cannot be considered as a class in themselves, as they have no unique economic position in society, but can only be considered as part of a larger class--the middle section of society, the petty bourgeoisie. This class is one which usually support the ruling class during the era of capitalism, as they have hopes of passing into its ranks, which it is sometimes

possible for them to do. As capitalism reaches its inevitable crisis stage, and class contradictions come further and further into the open, the petty bourgeois begin to vacillate and must eventually choose sides--and this is especially true of the intellectuals, for while small shopkeepers, for instance, (a component of the petty-bourgeoisie) cannot help being pushed into the ranks of the workers, the intellectuals must make a conscious decision whether to sink with their bourgeois masters who they have been trained to serve, or to struggle alongside the working class for the victory of socialism. It is generally true to say that, while many intellectuals who have been trained to serve the ruling class can be retrained to serve the people, there will be many others who will choose to side with the dying bourgeois: this latter group, servile to the end, is largely made up of the older intellectuals who have spent their whole life in service to the bourgeois class, and who have found a remunerative niche in life. Generally intellectuals who have a desire to build and aid the completion of the socialist revolution are youthful, just starting their servility, or in the process of training for it, i.e. school/college students, young teachers/lecturers, some young sociologists, scientists, etc.

Now, given that these young intellectuals recognise the potential strength of the working class, and the inevitability of their victory, and have a sincere desire to integrate themselves with the masses, the main question is how, concretely, do they go about it. Is the mere desire to aid the workers' struggle enough? No, in order to aid it one must take part in it. Intellectuals now tend to become very arrogant; they have seen the trend of history, they have recognised the inevitable greater repression of the working class as empires shrink and economies sway before the final collapse. Applying theory, which their elevated position in capitalist society guarantees them, they can see the impending crisis. However, they are in a quandry, for though they are armed with theory (in the form of book-knowledge) they have no experience of the working class struggle, and so cannot communicate with the very people who they claim to represent, the working class. Very often the intellectuals' revolutionary ideas and programmes are incorrect due to their lack of contact with the practice found only as a member of the working class.

Various bourgeois "socialist" groupings and individuals attempt to keep the intellectuals separated from the workers by appealing to their capitalist-inspired egos, calling them the "new revolutionary vanguard", slandering the working class as "corrupt and incapable of revolution" (whereas they are in fact the only force able to see a socialist revolution through to the end as a class), and issuing slogans such as "student power" and "red bases in the universities", as though any sort of real power is possible running parallel to the bourgeois state power.

We, as Marxist-Leninist, encourage intellectuals to remain part of the petty bourgeoisie only for as long as they can work among others who can be won to a proletarian position. After this period, which is generally restricted to the period of 'training', intellectuals should realise that having developed the desire to integrate with the masses, and having applied oneself to winning other intellectuals to that position, in schools, universities or wherever it may have been, the only way to realise this desire to serve the workers is to integrate fully by joining their ranks. Intellectuals should also realise that by remaining a so-called sympathiser of the workers' cause inside the petty bourgeoisie they would not only be isolating themselves from the workers, but would also be perpetuating the myth that the

petit-bourgeoisie can play any major role in the revolution of the working class.

If intellectuals sincerely wish to serve the workers then they must integrate with them. While remaining part of the petit-bourgeoisie, they must win others to support the working-class struggle on the factory floor, in the anti-imperialist movement, and in the struggle for socialist education and thus a socialist state. Eventually, however, if intellectuals are to gain revolutionary practice and become true Marxist-Leninists, they must join the ranks of the proletariat, the class with the most potential power, the makers of World History.

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### THE BOSSES' INDUSTRIAL OFFENSIVE

The proposed industrial relations bill must, if its nature is to be properly understood, be examined from a Marxist position. The objective of all major legislation coming from the government (whether Labour or Tory) is to serve the ruling class, the capitalists. Capitalism both in Britain and internationally is facing an economic crisis, which is resulting in falling rates of profit. Therefore in order to maintain their profits the bosses must increase the exploitation of the workers. This means the bosses must make the workers produce more for the same or less real wages. The main means used to attempt this in Britain recently has been the 'Productivity deal', that is an agreement to speed up production for an increase in pay. The snag is however that i) the pay increase is considerably less than the value of the increase in production; and ii) the workers' real wages remain the same or become less, as the pay increase is quickly absorbed by rising prices and higher taxation. The workers are consequently even more exploited than before. Such attempts to speed up the workers for no increase in real wages was bound to be met with resistance from the workers themselves in self-defence. The principle centres of struggle and resistance to this bosses' offensive are based on local shop-floor militancy. The capitalists in order to maintain and increase their profits must destroy any militant action coming from the shop-floor.

The aim of the industrial relations bill becomes immediately apparent, to stifle the most effective weapon of the shop-floor militants - the unofficial strike. The interference with the official trade union movement in the bill: registration, model rules, etc., is designed to turn the unions from instruments for the defence of the immediate interests of the working class into instruments for enforcing the demands of the bosses on the workers. In fact quite a few trade unions have for long been nothing more than labour organisers for the bosses.

Due to the growing working class opposition to the bill, the bosses and their Labour government face the danger that the bill will be smashed by industrial action after it becomes law. This would be more dangerous to them than if it were withdrawn or watered down to reduce opposition. Consequently a second line of attack is being developed through the TUC, which has traditionally sold out the workers to the bosses, by its new proposals which are aimed at forcing its member unions into suppressing unofficial strike action.

Both the industrial relations bill and the TUC proposals are attempts at suppressing the working class, both are on the road to the fascist corporate state. Oppression either subtle or naked is the inevitable law of capitalist societies, whether it be in industry or education. The bosses and their government are merely digging their own graves, for the workers are bound to fight back, and will eventually destroy them.

### "EDUCATION FOR GIRLS"

In the present educational system there are large differences in curriculum for boys and girls, based on the assumption that they should play different roles in society. These differences are largely that boys concentrate on skills that are vocational and girls on skills that are relevant to leisure, domestic activities and personal relationships. The Ministry of Education recommends less laboratory space, and in one case less library space for girls' schools. This space should be made up by having extra housecraft rooms and larger dining halls. A vicious circle is created by the fact that different provisions are made for boys and girls "because of the differences in curriculum. This means that the girls' curriculum cannot be broadened because of the limited space and a situation occurs whereby it is increasingly difficult to provide even enough science and maths teachers to keep up with the present demand in girls' schools, let alone enough to increase the teaching of such subjects. There are many stumbling blocks that prevent girls from studying sciences: the lack of facilities and teachers, the lack of encouragement, and ignorance of careers open to girls (limited as they are) who study science. This means that very few women are in scientific careers, and this and the blatant discrimination shown in these careers discourages and prevents girls from taking them up.

Girls are not less able than boys to stay on a school and take exams and their results show that they do as well if not better than boys. The differences that do occur in exam results are caused by the social environment that puts less emphasis on training and education for girls, and instead stressing the "importance" of their role in the home and encouraging them to get married earlier as justification for these limitations in their education. Facts show that two and a half times as many boys as girls go into jobs offering training and 2% of girls compared to 5.1% of boys go to university.

This type of discrimination in education and the attitude towards education for girls reflect the roles assigned the sexes in adult life. Girls are educated this way because of the role they are destined to play, and this education serves to perpetuate the role. The discrimination in work operates in three major ways:-

Firstly only 42% of working-age women work outside the home. The rest are what we can only describe as full-time domestic slaves, working in an isolated way in individual homes, not engaged in social production, and totally dependent on their husbands economically, for whom they are full-time servants. As Lenin said: "Notwithstanding all the laws emancipating woman, she continues to be a domestic slave, because petty housework crushes, strangles, stultifies and degrades her, chains her to the kitchen and the nursery, and she wastes her labour on barbarously unproductive, petty, nerve-racking, stultifying and crushing drudgery." She is generally compelled to carry on this type of work because her education was geared to doing it and she is offered no alternative. Also she is conditioned to accept it.

When women do work outside the home, they are overwhelmingly concentrated in the lowest paid jobs, jobs that need no training and offer no opportunities for promotion. Even when women enter professions they are concentrated in the lowest-paying ones. More than one third of them are in subsidiary medical occupations, such as nurses, physiotherapists, medical social workers, which are such low-paid "professions" that men seldom take them up at all.

In general however women do not achieve "professional" status, but work in very low-paid jobs such as typists, shop assistants, charwomen, factory labourers, etc. They are used as cheap labour, they do jobs that men would never do for such wages, and the capitalists reap millions in super-profits.

Thirdly there is the question of unequal pay. Apart from conventional open-unequal pay there is also the sneaky type, for example, by manipulation of job classifications. It often happens that although a woman may be doing the same job as a man who is classified as skilled, she is classified as unskilled and her pay is grossly below that of the man. Most firms, in fact don't even have skilled categories for women. The trouble at Roberts Arundel shows clearly how this operates. Fifty men were laid off from jobs that gave them £20 a week and they were replaced by women earning £10.

In the eyes of the law women are again unequal. The most blatant case of discrimination occurs in income tax returns. When a woman is married her income is assessed jointly with her husband's, so she has to tell him her income but he does not have to reveal his own. So he gets all the rebates and allowances for having a wife and child. In situations such as sterilisation and major operations a woman must have her husband's written permission before the operation can be performed. He is always responsible for her and she is always put in an inferior position.

The cultural position of women arises from the economic system and it serves as a justification for this and the male superiority that goes with it. Women are supposed to be weak and passive, to be mainly interested in petty things such as domestic matters, fashion, etc., and they are conditioned by magazines, advertising, etc. to accept this role. The silly frivolous, "feminine role" women are made to play is accentuated by the "silly cow" and glamorous, shallow-minded image put across in jokes and other entertainments, e.g. the "dumb blonde". Women are used as decorative sex symbols in advertising, television, etc. They are considered to be marketable objects, to be thrown around and used by men.

#### ORIGINS OF WOMEN'S OPPRESSION

Why are women degraded and assigned this "inferior" role in society? All the laws, customs, social ideas and institutions, etc., which lay out women's role can only be understood if they are related to the economic system that gave rise to them. As Stalin said in Dialectical and Historical Materialism, "the origin of social ideas, social theories, political views and political institutions, should not be sought for in the ideas, theories, views and political institutions themselves, but in the conditions of the material life of society, in social being, of which these ideas, theories, views, etc., are the reflection." We must answer the question when and how did the "conditions of the material life of society" give rise to the present role of women.

Women were not subjugated from the time of cave man, as often assumed. Engels showed in Origin of the Family, Private Property and the State that in primitive societies women enjoyed a respected and often powerful position, and they participated fully in the social, economic, cultural and political life of society. There was a division of labour between the sexes but neither sex oppressed the other: domestic work, done by women, was social production and just as important as the gathering of food, done by men, as there was no accumulation of wealth arising from either. Groups of people lived together communally and there was no private property or exploitation of labour for profit.