

Review and reflection on six months of organising

Contributions from offline comrades

It has been half a year since our student revolutionary organization was established in mid-December last year, and our size has grown from the original three comrades to a small group of five or six people. During the half-year development, achievements and setbacks coexisted. I wanted to list the experience one by one and leave it to the comrades in the future, so I made a stage summary and reflection here.

Because of the author's early contact with relevant knowledge, he organised some activities in junior high school, such as pulling good students together, establishing a fun online¹ mutual aid commune, and carrying out the reading of "Selected Works of Mao" during the big blockade of last year's epidemic (but due to the inexperience of the struggle at that time, it was banned at a later stage), and accumulated some experience, and then constructed new organisations in senior high school, with a much higher level of maturity compared to that of the junior high school period.

For the creation of an organisation in an unfamiliar environment, in the case of our high school revolutionary organisation, for example, the first thing to do is to search in the public group of the school where we are located (it should be the unsupervised group of freshmen), and if we see friends whose avatars or nicknames are related to politics, especially to the representative figures or events of the Cultural Revolution, or to the quotations of the tutors, or to the slogans of the communists, we can communicate with them. As far as I can see, nine times out of ten, the other person is also a comrade. The other method is more risky, and should be used last if you can't tell the difference. In other words, if someone responds positively to some content that is difficult for the general public to understand (see A Little Dictionary of Political Black Words for more information), then they can communicate with each other. However, this method should be kept safe.

This is how I found the comrades of our current organisation, and after a lot of exchanges and discussions, we set up our current offline organisation, which is also our biggest achievement so far. What follows is the bumpy road of our organisation's development over the past six months.

When our organisation was first set up, we had a weekly meeting on Fridays, but due to the outbreak of the epidemic caused by the sudden liberalisation of the month of December, this normal process was interrupted (because three of our comrades went on holidays at different times), and as a result, the meeting schedule is still not fixed, and the organisation's discipline has been greatly undermined. Therefore, other comrades, if you want to set up a well-disciplined underground organisation, please make sure that you have a fixed agenda, make good plans for its implementation, and make sure that you maintain good discipline. Once you have established such a secret underground organisation, you must not leave sensitive traces within the walls, and you must use safe methods of communication between comrades, so that your personal behaviour does not endanger the organisation.

¹ In this article, the author refers to "online" and "offline" organisation. The terms are commonly used in event organising in China. There is a slight difference between offline and online in that the content aspect of online events focuses on "creativity", "content", "marketing" and "interaction". Offline activities are more biased towards "exposure", "participation" and "on-site effects". The young author uses them as synonyms for "open" and "underground" organisation.

Another aspect is political. Lenin's saying " Without revolutionary theory there can be no revolutionary movement" has been quoted many times, but it still needs to be repeated. During the winter holidays we drew up a practical reading programme. Considering that in high school most comrades do not yet have a thorough understanding of Marxism-Leninism-Maoism, I suggested that we start with introductory reading. For example, during the winter holidays we decided to read "The Communist Manifesto", "The National Revolution", "What to Do" and "The ABC of Communism" to lay a foundation for our comrades' thinking. This activity was very successful and is very suitable for the development and deepening of organisations in high schools. We continued this activity during the summer holidays.

Of course, while reading and studying, we did not forget to fight, nor to fall into the trap of apologetics and dogmatism. During the winter holidays, we denounced and reported the school's practice of forcing many students to take tests before they had recovered from their illnesses, but unfortunately, due to our inexperience in the struggle and our inadequate understanding of the relationship between the enemy and us, we failed. The rigidity of the school system that led to the "one-size-fits-all" mandatory placement system for the division of subjects this semester made us understand Chairman Mao's idea that "no investigation, no right to speak". We conducted a questionnaire survey of the students and submitted it to the school leadership, but we failed due to lack of power. However, we learnt a lot from this experience and prepared for the next struggle. Of course, for other high school comrades, these activities are still very risky, but the school where I work is special, with a very mixed ideology (teachers even participated in the June Fourth Incident), and freedom of speech and thought, so it is possible to carry out this kind of activities, and I hope that high school comrades will think twice before doing the same thing as I did before deciding whether or not to do it.

If the above-mentioned direct struggles are difficult to carry out, you can carry out activities such as mutual aid associations (similar to the "Ge Lao Hui" or Brotherhood Society in Huguang and Sichuan during the Republic of China) under the condition of distinguishing between the enemy and ourselves, and hide the organization to carry out mass work, and take the opportunity to develop new members.

At the same time, we also pursued various other forms of development. We have an underground student union established in our personal name, a private discussion group within the school, and a communication club with other schools, and we do not forget to keep our privacy and underground nature while carrying out these activities.

Finally, we also insist on the purity of our organisation. During the semester, one of our members lost his initial enthusiasm and turned to other, even counter-revolutionary, aspects of the organisation. He was severely criticised and expelled from the organisation, and a new group of active members was added to the organisation, expanding it qualitatively.

While carrying out the above activities, the author has already discovered the advantages, disadvantages and significance of offline organisations for contemporary high school students.

High school students are at the stage of adolescence, they are "the sun at eight or nine in the morning" as the Chairman puts it, with vigour and vitality. I have tried to publicise the 4 June incident and part of the history of the Cultural Revolution with some students who are still unaware of the past events blocked by the characteristic government², and most of them were filled with righteous indignation after listening to it, and their views on the characteristic government have also changed.

² An abbreviation for the "government of socialism with Chinese characteristics".

This shows that the concepts of "justice" and "doctrine" in the minds of high school students are very clear and have not been seriously contaminated, which provided the fundamental conditions for the creation of high school underground organisations. Moreover, the knowledge gained from studying and the experience gained from various practices of the high school underground organisations are extremely helpful in the future organisational development of colleges and universities, and even of enterprises.

However, the author also notes that what high school students can achieve is extremely limited. Whether it is the burden and pressure of the college entrance examination that forces them to give up these activities, or the limited capacity of their families, schools, or their own situation as minors³, high school students are extremely limited in the activities they can carry out in offline organisations, making it difficult for them to take up the banner of the revolution. And most fatally, most of them are just "hotheads", or "goody-two-shoes", who will back down when faced with a tough challenge, which can lead to the collapse of an organisation. With regard to the former point, we need to make those comrades whose enthusiasm has waned realise that revolution is a long-term process which has to be taken step by step and cannot be viewed as a short-lived frenzy; and with regard to the latter point, we need to make them realise the true meaning of the saying in the Communist Manifesto: "The proletarians have nothing to lose but their chains. They have a world to win".

There are only three years in senior high school, and with all the revision for the college entrance examination in the third year of high school, there are only two years in high school when you can devote a lot of time to offline organisations. After two years, when we all go our separate ways, what should we do with our high school organisation? In order for the organisation to survive for a long time, we need to find new comrades from the next generation of freshmen, and the injection of fresh blood will make the whole organisation fixed, and eventually become a long-term training base for cadres rich in theoretical knowledge and experience in the struggle. Only then will the true significance of the offline high school organisation be realised.

So, the point of establishing an underground organisation in the high school years was both to make more and more young people aware of turning history upside down⁴, and to train experienced cadres for more and more established organisations in the future. Nowadays, with the Land of Silk under bureaucratic dictatorship, class conflicts are intensifying, and a new movement is imminent. The only thing we comrades in high school can do is to train as many people as possible, to hold high the banner of Marxism-Leninism-Maoism in times of storm and upheaval in the future, to unite with the proletariat and march forward, to break the old chains, to bring in the dawn, and to take back the new world belonging to the proletariat!

Editorial comment:

This comrade brings us some first experiences of developing revolutionary organisations in high schools, which is very interesting. As the comrade said, we must always ensure the political nature of revolutionary organisations, and in the present circumstances of our country, we must also ensure the security of our organisations in a clandestine and underground manner. On this basis, we can make use of certain mass work to gradually develop our revolutionary forces and advance the cause. This comrade's work is very meaningful.

³ Minors, in accordance with the provisions of Articles 17 and 18 of the Civil Code of the People's Republic of China: natural persons under the age of 18 are minors. Adults are persons with full capacity for civil conduct.

⁴ A popular slogan from the time of Liberation. Many believe the distortions of Party history invented by the Dengists needs to be "turned upside down"

But we also have to answer the last point made by the comrade about the significance of establishing underground organisations in high school, or the significance of revolutionary organisations in high school. More specifically, compared to university organisations and workers' organisations, it is a kind of school which enables a person to receive revolutionary education at an earlier stage and to participate in the class struggle in our country with a conscious struggle, and this kind of organisation can begin to train revolutionary forces for us at an earlier stage, and it can train forces who can go to universities to do revolutionary work in the future, and it can train forces to go to foreign countries to do revolutionary work, and it can train forces to do revolutionary work in the workers' sector at an earlier stage. It can also train earlier the future workers to do revolutionary work. So the emergence of such revolutionary organisations actually enriched our revolutionary activities, added more potential to our various movements, and made them more widespread.